

Doctoral Student E-Portfolio Guidelines

Purpose of the Portfolio: Your e-portfolio is to be a story of your development as a counselor educator across five domains: (a) teaching (b) clinical supervision, (c) counseling/consultation, (d) research & scholarly writing, and e) professional leadership & advocacy. It should include samples of your work and of your thinking/reflections about your work (e.g. what you attempted to do, how you evaluated your own efforts, etc.)

Due Dates: You are expected to submit a complete e-portfolio to your doctoral chairperson at the completion of your internship in counselor education for their evaluation using the attached portfolio rubric. Based on feedback from your chairperson, you will then submit your e-portfolio to your supervisory committee for their evaluation as a part of your oral qualifying examination. To pass your examination, you must receive a rating of satisfactory on all criteria listed.

Portfolio Contents:

I. Evidence for Teaching Domain

Describes teaching philosophy and demonstrates competence in the application of this philosophy through discussion of a specific teaching experience, selection of relevant artifacts, and discussion of personal development and growth as a teacher

Artifacts

- *Teaching Philosophy
- *Development of one course syllabus with measurable student outcomes
- *Listing of teaching course experiences/student evaluations
- *Personal reflection

II. Evidence for Supervision Domain

Describes supervision philosophy and demonstrates application of this philosophy through discussion of supervisory experiences, discussion of specific supervision case, selection of relevant supervision artifacts, and discussion of personal development and growth as a supervisor

Artifacts

- *Supervision Philosophy
- *Showcase one supervision case (goals, interventions, ethical issues, evaluation, outcomes, personal reflection)
- *Listing of Individual/triadic and group supervision experiences/supervisee evaluations
- *Personal reflection

III. Evidence for Counseling & Consultation Domain

Describes knowledge of counseling & consultation theories and demonstrates relevant application in counseling and consultation experiences, discussion of counseling/consultation case, selection of relevant artifacts, and discussion of personal development and growth as a counselor and consultant

Artifacts

- *Counseling theory/advanced theory paper

- *Counseling case presentation (interventions, ethical issues, measure progress and outcomes, personal reflection) and/or consultation theory/application in specific case (ethical issues, personal reflection)

- *Personal reflection

IV. Evidence for Research & Scholarship Domain

Describes specific research focus, evaluates professional literature, and demonstrates application of research skills in scholarly writing products and presentations by discussing at least one professional presentation and one article submitted for publication, selection of relevant artifacts, and discussion of personal development and growth as a scholar & researcher

Artifacts

- *Research focus and goals

- *Listing of written products-- Chapters, refereed articles, non-refereed articles (must have documentation of at least one written product submitted for publication and provide editor's feedback on that article)

- *Listing of presentations/workshops at national, state and local conference presentations (must have documentation of at least one professional presentation)

- *Grant Activities

- *Personal reflection

V. Professional Leadership & Advocacy

Describes specific goals for involvement in leadership and advocacy roles, demonstrates implementation of involvement plan, and includes discussion of personal development and growth as a leader & advocate

Artifacts

- *Leadership and advocacy statement and goals

- *Listing of professional leadership and advocacy activities

- *Personal reflection

Doctoral Student E-Portfolio (Digital Portfolio) Rubric: Doctoral students are expected to obtain a rating of satisfactory on each of the criteria listed below. For each of the following criteria, select the rating that best describes the student's performance.

Counselor Education Doctoral Student E-Portfolio Rubric

Student name	Date

Criteria	Unsatisfactory 1	Needs Improvement 2	Satisfactory 3	Outstanding 4	Score
<p>Teaching Competence</p> <p>Describes teaching philosophy and demonstrates competence in the application of this philosophy through discussion of a specific course teaching experiences, selection of relevant artifacts (e.g. course syllabi, lessons, student outcome data and student teacher evaluations) and discussion of personal development and growth as a teacher</p>	<p><input type="checkbox"/> Teaching philosophy not clearly explicated</p> <p><input type="checkbox"/> Teaching practices do not demonstrate implementation of teaching philosophy</p> <p><input type="checkbox"/> Discussions of teaching experiences are incomplete, impractical, & not based on student needs</p> <p><input type="checkbox"/> Teaching artifacts are selected that do not provide a complete picture of student needs or awareness, command of course content, or assessment of student learning outcomes</p> <p><input type="checkbox"/> Student does not reflect on personal development & growth as a teacher or include goals for continued learning</p>	<p><input type="checkbox"/> Teaching philosophy vaguely explicated</p> <p><input type="checkbox"/> Teaching practices minimally linked to teaching philosophy</p> <p><input type="checkbox"/> Course design & development does not depict learning outcomes, course activities and assessment methods minimally based on student needs</p> <p><input type="checkbox"/> Teaching artifacts depict minimal knowledge of relevant course content, student needs, & learning outcomes.</p> <p><input type="checkbox"/> Reflection & discussion of teaching artifacts and experiences demonstrate minimal personal awareness of growth & development as a teacher. Does not identify learning goals & adaption of teaching methods to meet changing student needs</p>	<p><input type="checkbox"/> Teaching philosophy adequately explicated</p> <p><input type="checkbox"/> Teaching practices linked to teaching philosophy</p> <p><input type="checkbox"/> Course design & development depicts learning outcomes, course activities and assessment methods based on some understanding of student needs</p> <p><input type="checkbox"/> Teaching artifacts depict some knowledge of relevant course content, student needs, & learning outcomes</p> <p><input type="checkbox"/> Reflection & discussion of teaching artifacts and experiences demonstrate personal awareness of growth & development as a teacher. Identifies some learning goals & adaptation of teaching methods to meet changing student needs</p>	<p><input type="checkbox"/> Teaching philosophy clearly explicated & reflects flexibility in adapting to diverse student needs</p> <p><input type="checkbox"/> Teaching practices depict teaching philosophy & reflect on adaption to student needs</p> <p><input type="checkbox"/> Course design and development depicts learning outcomes, course activities, & assessment methods based on relevant student needs</p> <p><input type="checkbox"/> Teaching artifacts depict superior knowledge of relevant course content, student's needs & learning outcomes</p> <p><input type="checkbox"/> Reflection & discussion of teaching artifacts/experiences clearly describe growth, achievements, accomplishments & include goals for continued learning</p>	
<p>Supervision Competence</p>	<p><input type="checkbox"/> Supervision philosophy not clearly explicated</p> <p><input type="checkbox"/> Supervision practices do not</p>	<p><input type="checkbox"/> Supervision philosophy vaguely explicated</p>	<p><input type="checkbox"/> Supervision philosophy adequately explicated</p> <p><input type="checkbox"/> Supervision practices linked</p>	<p><input type="checkbox"/> Supervision philosophy clearly explicated & reflective of adaptation to diverse supervisee needs</p>	

<p>Describes supervision philosophy and demonstrates application of this philosophy through discussion of supervisory experiences, selection of supervision artifacts (e.g. supervision case presentation, supervisee evaluations of supervision) and discussion of personal development and growth as a supervisor.</p>	<p>demonstrate implementation of supervision philosophy</p> <p>__ Discussions of supervision experiences are incomplete & impractical & not based on supervisee needs</p> <p>__ Supervision artifacts are selected that do not provide a complete picture of supervisee needs & clinical context, command of relevant counseling theories, or assessment of supervisee outcomes</p> <p>__ Student does not reflect on personal development/growth as a supervisor or include goals for continued learning</p>	<p>__ Supervision practices minimally linked to supervision philosophy</p> <p>__ Supervision experience minimally depicts effective development of working alliance, responsiveness to student expectations, clear discussion of possible counseling options, & assessment of supervisee outcomes</p> <p>__ Supervision artifacts minimally depict knowledge of relevant intervention theories, supervisee development & learning outcomes</p> <p>__ Reflection & discussion of supervision artifacts/experiences demonstrate minimal personal awareness of growth & development as a supervisor & identifies vague learning goals</p>	<p>to supervision philosophy</p> <p>__ Supervision experience depicts effective development of working alliance, responsiveness to student expectations, clear discussion of possible counseling options, & assessment of supervisee outcomes</p> <p>__ Supervision artifacts depict some knowledge of relevant intervention theories, supervisee development & learning outcomes</p> <p>__ Reflection & discussion of supervision artifacts/experiences demonstrate some personal awareness of growth & development as a supervisor & identifies some learning goals</p>	<p>__ Supervision practices linked to supervision philosophy and reflect and adaptation to student needs</p> <p>__ Supervision experience depicts effective evaluation of a working alliance & awareness of supervisee needs, responsiveness to supervisee context, clear discussion of possible counseling options, * assessment of supervisee outcomes</p> <p>__ Supervision artifacts depict superior development of working alliance, knowledge of relevant theoretical outcomes, and heightened awareness of supervisee clinical context</p> <p>__ Reflection & discussion of supervision artifacts/experiences clearly describe growth, achievements, accomplishments & include goals for continued learning</p>	
<p>Consultation & Counseling Competence</p> <p>Describes knowledge of counseling and consultation theories and demonstrates relevant application in counseling and consultation experiences, selection of counseling/consultation artifacts (e.g. counseling case presentation, client evaluation, organizational consultation site</p>	<p>__ Counseling/consultation theory not clearly explicated</p> <p>__ Counseling/consultation practices/ do not demonstrate implementation of counseling/consultation theory</p> <p>__ Discussions of counseling/consultation experiences are incomplete & impractical & not based on client/consultee needs</p> <p>__ Counseling/consultation artifacts are selected that do not provide a complete picture of client needs & context, command of relevant counseling/consultation theories, or assessment of outcomes</p>	<p>__ Counseling/consultation theory vaguely explicated</p> <p>__ Counseling/consultation practices minimally linked to counseling/ consultation theory</p> <p>__ Counseling/consultation experiences minimally depict development of working alliance, responsiveness to client expectations, appropriate application of counseling/consultation strategies, & assessment of outcomes</p> <p>__ Counseling/ consultation artifacts minimally depict knowledge of relevant intervention theories, client/</p>	<p>__ Counseling/consultation theory adequately explicated</p> <p>__ Counseling/consultation practices linked to counseling/ consultation theory</p> <p>__ Counseling/consultation experiences depict adequate development of working alliance, responsiveness to client expectations, appropriate application of counseling/consultation strategies, & assessment of outcomes</p> <p>__ Counseling/ consultation artifacts depict some knowledge of relevant intervention theories, client/ consultee assessment & intervention</p>	<p>__ Counseling/consultation theory clearly explicated & reflective of adaptation to diverse client/consultee needs</p> <p>__ Counseling/consultation practices linked to counseling/consultation theory and theory reflects an adaptation to client needs</p> <p>__ Counseling/consultation experiences depict effective development of a working alliance & responsiveness to client needs & context, appropriate application of counseling/ consultation strategies, & assessment of outcomes</p> <p>__ Counseling/ consultation artifacts depict superior</p>	

<p>analysis) and discussion of personal development and growth as a counselor & consultant</p>	<p>___ Student does not reflect on personal development/growth as a counselor/consultant or include goals for continued learning</p>	<p>consultee assessment & intervention outcomes</p> <p>___ Reflection & discussion of counseling/consultation artifacts/ experiences demonstrate minimal personal awareness of growth & development as a counselor/consultant & identifies vague learning goals</p>	<p>outcomes</p> <p>___ Reflection & discussion of counseling/consultation artifacts/ experiences demonstrate some personal awareness of growth & development as a counselor/consultant & identifies some learning goals</p>	<p>development of working alliance, knowledge of relevant interventions, assessment of outcomes.</p> <p>___ Reflection & discussion of counseling/consultation artifacts clearly describe growth, achievements, accomplishments & include goals for continued learning</p>	
<p>Research & Scholarship Competence</p> <p>Describes specific research focus and assessment of professional literature and demonstrates application of research skills in scholarly writing artifacts, presentations (e.g. submitted manuscripts, conference presentations), and discussion of personal development and growth as a scholar & researcher</p>	<p>___ Research focus & coursework do not seem related to specialization focus</p> <p>___ Research interests do not demonstrate a clear, organized focus</p> <p>___ Discussion of research initiatives is incomplete/ impractical</p> <p>___ Artifacts are selected that do not demonstrate current knowledge of counseling research findings and methods</p>	<p>___ Research focus demonstrates minimal intellectual interest and achievement</p> <p>___ Research Interests demonstrate a vague sense of individual purpose</p> <p>___ Discussion of research philosophy /initiatives demonstrate a vague goal</p> <p>___ Artifacts are selected that give minimal attention to current knowledge of counseling research findings and methods</p>	<p>___ Research focus demonstrates strong intellectual interest and achievement</p> <p>___ Research Interests demonstrate clear, organized sense of individual purpose</p> <p>___ Discussion of research philosophy /initiatives demonstrate a practical goal</p> <p>___ Artifacts are selected that give attention to current knowledge of counseling research findings and methods</p>	<p>___ Research focus demonstrates superior intellectual interest and achievement</p> <p>___ Research Interests demonstrate superior individual purpose and excitement in personal pursuits</p> <p>___ Research philosophy/initiatives demonstrate a practical, planned goal for future endeavors</p> <p>___ Artifacts are selected that clearly reflect knowledge of counseling research findings and methods</p>	
<p>Professional Leadership & Advocacy</p> <p>Describes specific goals for involvement in leadership roles in professional organizations and demonstrates implementation of involvement plan</p>	<p>___ Leadership focus does not seem related to specialization focus</p> <p>___ Leadership/advocacy Area does not demonstrate a clear sense of individual purpose</p> <p>___ Leadership Development Plan is incomplete/impractical</p> <p>___ Artifacts are selected that do not demonstrate knowledge of leadership principles & practices</p>	<p>___ Leadership focus demonstrates minimal intellectual interest and achievement</p> <p>___ Leadership/advocacy Interests demonstrate vague sense of individual purpose and lack of excitement in personal pursuits</p> <p>___ Leadership Development Plan demonstrates a vague goal</p> <p>___ Artifacts are selected that give minimal attention to knowledge of leadership principles & practices</p>	<p>___ Leadership focus demonstrates strong intellectual interest and achievement</p> <p>___ Leadership/advocacy Interests demonstrate clear sense of individual purpose and excitement in personal pursuits</p> <p>___ Leadership Development Plan demonstrates a practical goal</p> <p>___ Artifacts are selected that give attention to knowledge of leadership principles & practices</p>	<p>___ Leadership focus demonstrates superior intellectual interest and achievement</p> <p>___ Leadership/ advocacy Interests demonstrate superior individual purpose and excitement in personal pursuits</p> <p>___ Leadership Development Plan demonstrates a practical, planned goal for future endeavors</p> <p>___ Artifacts are selected that clearly reflect knowledge of leadership principles & practices</p>	

Navigation, Layout & Readability	<p><input type="checkbox"/> The portfolio is difficult to read due to inappropriate use of color, fonts, type size for headings, & text and font styles</p> <p><input type="checkbox"/> Many formatting tools are under or over-utilized decreasing the readers' accessibility to the content</p> <p><input type="checkbox"/> Content appears disorganized & cluttered</p> <p><input type="checkbox"/> Navigation links are confusing</p> <p><input type="checkbox"/> Difficult to locate artifacts</p>	<p><input type="checkbox"/> The e-portfolio is somewhat difficult to read</p> <p><input type="checkbox"/> White space, color, font styles & types size are used inconsistently throughout portfolio and content is somewhat disorganized</p> <p><input type="checkbox"/> Navigation links do not function well</p> <p><input type="checkbox"/> Table of contents is not included, and it is unclear how to locate an artifact</p>	<p><input type="checkbox"/> The e-portfolio is generally easy to read</p> <p><input type="checkbox"/> White space, color, font styles & types size are generally used consistently & appropriately throughout portfolio to organize content</p> <p><input type="checkbox"/> Navigation links generally function well</p> <p><input type="checkbox"/> Table of contents included but it is not always connected to each page or clear how to locate an artifact</p>	<p><input type="checkbox"/> The e-portfolio is easy to read</p> <p><input type="checkbox"/> White space, color, font styles & types size are used consistently & appropriately throughout portfolio to organize content</p> <p><input type="checkbox"/> Navigation links are function well</p> <p><input type="checkbox"/> Various parts of portfolio clearly organized & allow the reader to easily locate an artifact or move from one page to another. All pages connected to a Table of Contents</p>	
Quality of Writing & Proofreading	<p><input type="checkbox"/> There are numerous grammatical or spelling errors</p> <p><input type="checkbox"/> The style of writing does not facilitate effective communication and requires major editing & revision</p>	<p><input type="checkbox"/> The writing has some grammatical or spelling errors</p> <p><input type="checkbox"/> The style of writing somewhat facilitates communication and moderate editing is required</p>	<p><input type="checkbox"/> The writing is mostly free of grammatical or spelling errors</p> <p><input type="checkbox"/> The style of writing generally facilitates communication and minor editing is required</p>	<p><input type="checkbox"/> The writing is free of grammatical or spelling errors</p> <p><input type="checkbox"/> The style of writing facilitates communication and minor editing is required</p>	

Advisor's Name	Signature	Date

Additional Committee Members:
