

Benchmark Case Conceptualization & School Counseling Services Plan Template

Internship Student Name Jarrett Medford

Internship Site: Elementary School Middle School X High School

K-12 Student Pseudonym Maria Session 1 of 1

Please note:

The K-12 student's actual name **will not** be used in this assignment for confidentiality purposes. A pseudonym only is to be used to protect the identity of the K-12 student.

<p align="center">Case Conceptualization & School Counseling Services Plan</p> <p align="center">Individual counseling is a direct, responsive service that involves one-to-one counseling with a student. (Be sure to address the questions/comments for each component)</p>	<p align="center">Points</p>
<p>Component #1: Case Conceptualization and Appraisal</p> <ul style="list-style-type: none"> Explain procedures for addressing confidentiality and the limits to confidentiality. After student casually mentioned that she had a history of harming herself, by cutting, in the middle of class. In addition to problems in the home. Student counselor (myself) was present, as well as the teacher and I thanked her for sharing that information with me and informed her that any information she shares with me or any staff member that she will harm herself or others in any way that I have the breach confidentiality. Was the parent/guardian contacted to obtain parental permission for school counseling services? Why or why not? Permission from parents was not obtained because another counselor was also called to assist with the situation. Counselor contacted family that a risk assessment was done on the student. Based on the student/client's observable behaviors, what achievement, attendance, or discipline concerns might you have as a school counselor? Student is a Jehovah's Witness and her father generally insists on her staying home from school to work at church. Since she misses 2-3 days of school a week, the student has low grades in her courses due to her frequent absences. Only discipline concerns are some occasional resistance in class to complete work since the work is challenging and she often to make up work that she had missed. Please indicate the stakeholders you consulted with regarding this student/client. Student/client, ESL teacher, additional school counselor, DSS, SRO After consultation (teachers, administration, parent/guardian, student records, counselors, etc.) what additional information (a more holistic view) will you include with your concerns? Maria was removed from the home more than once by DSS previously due to concerns in the home. DSS followed up stating that a home visit is going to be done. The most recent removal was during the previous school year. Student has a history of cutting herself to cope with issues in the home. Student has not returned to school since the risk assessment was completed that day. She has missed the last 4 days of school, during final exam week. 	<p align="center"><u> </u>/10</p>

<ul style="list-style-type: none"> • What school counseling services (academic, career, social-emotional) will you provide to the student/client that are within the scope of school counseling practices? In my current role as an intern, the student is also one of my students in the classroom. This allows me to have frequent check ins with the student when she does attend school/returns to school. Check ins monitor academic growth and career growth. Finding a mentorship for Maria would promote social-emotional wellness. • Are there additional counseling services/community resources you might consider outside the scope of school counseling (referral) that you believe would be beneficial to the student/client? Referral to outside counseling is necessary for Maria. A referral to the mental health counselor provided in-school is necessary as well. Especially if the parents are resistant to outside counseling. Translators are available for in-school mental health counselors. • What school counseling SMART goals might you identify? Be sure to identify achievement, attendance, or discipline goal(s). Achievement: I will improve my English so that I can have full conversations. Attendance: I will come to school every day and tell my parents/pastors what I have learning and express how important school is. Discipline: I will come to school expecting to complete work and not talk to my friends instead of completing my work. • How will you involve the student/client in establishing SMART goals? Achievement: I will show the student the changes in her grades once she has completed work so she can see her improvement. Attendance: I will see the counselor for a check in daily and they will know whether I came to school that day. If not present, I will need to explain why to the counselor the next day of attendance. Discipline: Each class period I must write down what I worked on during class and the teacher must sign it to show that I was productive. 	
<p>Component #2: Developmental, Ethical, and Multicultural Considerations</p> <ul style="list-style-type: none"> • Identify the student/client's culture/ethnicity. The student is in 10th grade and is a Spanish speaking student in the Multi-Lingual program. She was born in Guatemala and has been in the United States for a few years. Her family is Jehovah's Witness and is culturally very conservative. • Identify multi-social/cultural considerations in this case. Support your response with a <i>peer-reviewed journal</i>. Incorporating cultural and religious considerations has been proven to reinforce counseling services and overall wellbeing (Placeres & Ordaz, 2021). Including conversations concerning how Maria's spirituality identity affects her in school. • Identify family, school, community, and/or other institutional/environmental barriers that may be interfering with the academic, career, and/or social/emotional development of this student/client. Family barriers of conflict in the home are unknown to me; however, it was serious enough to warrant removal from the home on more than one occasion. 	<p>___/10</p>

<p>The student does not have a good relationship with her father and her father is very controlling in nature toward Maria's mother. Maria is learning English and is not able to communicate to all adults in school proficiently depending on the staff members understanding of Spanish. Given the situation with her father and his resistance of sending her to school, her future career path is a concern. The student struggles with coping with the issues present in her home which are social emotional concerns.</p> <ul style="list-style-type: none"> Identify and discuss at least one piece of research from a <i>peer-reviewed journal</i> to support the barriers you identified with regard to impacting the student/client's (academic, career, social, emotional) development. Maria has a Guatemalan public education, followed by a low resource high school experience. If Maria is expected to learn English and, in a few years, attend college in America would face many racial and language barriers on top of the academic struggles (Havlik, et. al., 2017). Her present mental health struggles will also create a barrier for Maria's success. Specifically indicate 2022 ASCA ethical standards that apply in this case. Include, but do not limit yourself to scope of practice, referral, and supervision. A.6.a. – collaborate with all stakeholders, incl. early warning signs A.5.g. – provide internal and external service providers for student A.9.a – inform parents/guardians/school admin of foreseeable harm to self A.9.b – Recognize level of suicide risk A.10. a-g – Marginalized populations, advocacy, and safety 	
<p>Component #3: <i>Counseling Theory & Techniques</i></p> <ul style="list-style-type: none"> What theoretical orientation(s)/technique(s) will you use to counsel this student? Support your choice regarding culture, developmental age/level, and presenting issues with a <i>peer-reviewed journal</i>. Cognitive behavioral therapy would be the orientation/technique I would use with Maria. Implementing the faith/spirituality of the student into counseling has proven to improve engagement and promote literacy (Nogueira, 2022). Faith based mental health/literacy initiatives could affect the cognitive strengths of Maria to promote behavioral changes. Some behavioral changes could be more motivation to perform well in school and more resiliency through her faith and spirituality. What academic and career techniques would you consider counseling this student? Support your choice regarding culture, developmental age/level, and presenting issues with a <i>peer-reviewed journal</i>. Mentorship would be a great way for Maria learn more about career techniques and academic strategies. Maria seems to lack some foundation in terms of academic motivation and mentorship is foundational to achieving academic/career goals (Hill, et. al., 2021). A mentor, preferably of Latinx descent, would be culturally appropriate for Maria and would give Maria an example to follow/look up to. This teenage age level is paired with a lot of changes within herself and her life; therefore, a mentor could help guide Maria through these years. Her presenting issues have roots in cultural barriers and presenting issues with resistance. 	<p>___/15</p>

<ul style="list-style-type: none"> • What <u>specific</u> positive interventions will you use to assist this student in mediating issues, building resilience, identifying strengths, and developing a plan for wellness? Support your choice with a <i>peer-reviewed journal</i>. Students who have closer connections to culture and values tend to be more adaptive in terms of mental health, motivation and resiliency (Guan, 2023). Maria could benefit in building resilience and more motivation to complete work and come to school every day. She has stated that her strength is often related to her relationship to God. Implementing a routine with Maria to balance her church life and school life could be healthy and promote wellness for Maria. • Would group sessions also be appropriate for this student/client? Why or why not? I do not think group sessions are appropriate for the student. She prefers not to share this information to others outside of her closest friends at this time. Individual counseling should be the priority at this time. Identify possible family/home/community/school supports that would be useful to help this student/client succeed in their identified SMART goal(s). • After consultation with other staff, a school sanctioned home visit was recommended by myself to address the issues of attendance and needs of the student's family. However, students have reported that Maria may have been kidnapped by church staff she knows. The allegation is linked to the student lying about her home's condition to get her removed from the home and into the hands of church staff. Situation has been handed off to DSS through law enforcement. 	
<p>Component #4: Individual Appraisal and Outcomes Assessment</p> <ul style="list-style-type: none"> • How will you assess student/client's progress in using their strengths to build resilience? Identify how your approach is culturally sensitive and takes into account background, ability, and language. Maria is very spiritual and involved in church and using that resilience and level of commitment to promote her academic success. • How will you measure student/client progress toward meeting the identified school counseling SMART goal(s)? What outcome data will you use to measure achievement, attendance, or discipline? Attendance: I will monitor PowerSchool to track attendance of Maria. Achievement: I am Maria's teacher and I can monitor/track her grades and can also monitor the students growth in English through conversation. Discipline: Both teachers can keep track of how many times Maria resists to complete her work while she is in class. 	<p>___/10</p>
<p>Component #5: Professional/Scholarly Writing</p> <p>Correct grammar, punctuation, sentence structure, spelling, and APA citations. Student includes a references section with proper APA formatting.</p>	<p>___/5</p>
<p>TOTAL</p>	<p>___/50</p>

References

- Guan, S. A., Nunez, V., Areba, E., & Forster, M. (2023). Negative perceived context of reception and sociocultural resources on mental health among Hispanic and Somali adolescents. *American Journal of Community Psychology*, 71(3–4), 480–490.
<https://doi.org/10.1002/ajcp.12665>
- Havlik, S., Pulliam, N., Malott, K., & Steen, S. (2017). Strengths and struggles. *Journal of College Student Retention: Research, Theory & Practice*, 22(1), 118–140.
<https://doi.org/10.1177/1521025117724551>
- Hill, J., Testa, J., Baquet, S. N., & Muirhead, K. N. (2021). Implementing a social justice leadership framework in career counseling. *The Career Development Quarterly*, 69(4), 326–339. <https://doi.org/10.1002/cdq.12277>
- Nogueira, A. L., & Schmidt, I. (2022a). “one cannot make it alone”: Experiences of a community faith-based initiative to support Latino Mental Health. *Social Work in Mental Health*, 20(6), 645–671. <https://doi.org/10.1080/15332985.2022.2049953>
- Placeres, V., & Ordaz, A. C. (2021). Religion and Spiritual Concerns to Consider When Using Mindfulness Interventions With Latinx/Hispanic Clients. *Journal of Psychology and Christianity*, 40(2), 143–150.

<https://go.openathens.net/redirector/liberty.edu?url=https://www.proquest.com/scholarly-journals/religion-spiritual-concerns-consider-when-using/docview/2645203313/se-2>

Institution:	Liberty University
Student:	Jarrett Medford
Supervisor:	Perry Metz
Site:	North Charleston High School
Date:	Spring 2024 (01/15/24 - 05/10/24)
Type:	COSC 694 Internship II
Final Completed:	04/18/24 09:04 AM

Final School Counseling AIA Rubric

General overview

The Pre-Advanced Internship Assessment (Pre-AIA) is completed twice by the practicum site supervisor during the 100-hour internship in school counseling. Candidates must be given the opportunity to be observed on each standard/competency noted in the Pre-AIA.

Instructions: Referring to the rating descriptions below, click on the rating level that best describes the practicum student's performance on each standard. In order to complete the program successfully, School Counseling students must have met every standard at the "MET: Proficient" level. For a "Proficient" rating, all criteria connected by "AND" must be met; if one or more of the individual items connected by "AND" are not met, the site supervisor should select a "Not Met" rating of "Developing" or "No Evidence." Provide a comment below for any rating of "Not Met". Practicum students who receive "Not Met" ratings on the final evaluation will receive remediation before moving forward to the internship courses. Remediation may involve targeted mentoring on specific standards and extended time to provide additional evidence. It is expected that practicum students may receive a rating of "Not Met" of some standards at the mid-term portion of the practicum experience.

Final AIA

	MET: Advanced	MET: Proficient	NOT MET: Developing	NOT MET: No Evidence	MET: Advanced
FOUNDATIONS	<p>Intern cultivates ethical behavior(s) in others. AND/OR Advocates for ethical and legal decision making/policy changes. AND/OR Advocates for appropriate school counselor identity and program.</p> <p>(B.1) Demonstrates the ability to apply and adhere to ethical and legal standards in school counseling. AND (B.2) Demonstrates the ability to articulate, model, and advocate for an appropriate school counselor identity and program.</p> <p>LOOK-FORS / EXAMPLES: Intern considers ethical and legal implications in decision-making. Intern looks to the ASCA National Model as a guidance document. Intern promotes contemporary "school counselor" title over that of "guidance" counselor.</p>	<p>(B.1) Demonstrates the ability to apply and adhere to ethical and legal standards in school counseling. AND (B.2) Demonstrates the ability to articulate, model, and advocate for an appropriate school counselor identity and program.</p> <p>LOOK-FORS / EXAMPLES: Intern considers ethical and legal implications in decision-making. Intern looks to the ASCA National Model as a guidance document. Intern promotes contemporary "school counselor" title over that of "guidance" counselor.</p>	<p>Insufficient evidence of ability to apply ethical and legal standards, and/or articulate, advocate, or model professional identity/programming.</p>	<p>No Evidence</p> <p>0 points</p>	

Question Comments :

	MET: Advanced	MET: Proficient	NOT MET: Developing	NOT MET: No Evidence	MET: Proficient
COUNSELING PREVENTION AND INTERVENTION	<p>Intern independently applies self-evaluation and reflection to improve counseling skills. AND/OR Evaluates and suggests programming changes that improve service delivery.</p> <p>(D.1) Demonstrates self-awareness, sensitivity to others, and the skills needed to relate to diverse individuals, groups, and classrooms. AND (D.2) Provides individual and group counseling and classroom guidance to promote the academic, career, and personal/social development of students.</p> <p>AND (D.3) Designs and implements prevention and intervention plans related to the effects of (a) atypical growth and development, (b) health and wellness, (c) language, (d) ability level, (e) multicultural issues, and (f) factors of resiliency on student learning and development. AND (D.4) Demonstrates the ability to use procedures for assessing and managing suicide</p>	<p>(D.1) Demonstrates self-awareness, sensitivity to others, and the skills needed to relate to diverse individuals, groups, and classrooms. AND (D.2) Provides individual and group counseling and classroom guidance to promote the academic, career, and personal/social development of students. AND (D.3) Designs and implements prevention and intervention plans related to the effects of (a) atypical growth and development, (b) health and wellness, (c) language, (d) ability level, (e) multicultural issues, and (f) factors of resiliency on student learning and development. AND (D.4) Demonstrates the ability to use procedures for assessing and managing suicide risk. AND (D.5) Demonstrates the ability to recognize his or her limitations as a school counselor and to seek supervision or</p>	<p>Insufficient evidence of ability to provide effective developmentally appropriate school counseling services to diverse student populations, recognizing limitations that necessitate supervision and/or referral.</p>	<p>No Evidence</p> <p>0 points</p>	

	<p>risk. AND (D.5) Demonstrates the ability to recognize his or her limitations as a school counselor and to seek supervision or refer clients when appropriate.</p> <p>LOOK-FORS / EXAMPLES: Intern suggests/applies specific counseling theories and techniques. Intern initiates conversation and location of school's crisis management plan and referral resources.</p>	<p>refer clients when appropriate.</p> <p>LOOK-FORS / EXAMPLES: Intern suggests/applies specific counseling theories and techniques. Intern initiates conversation and location of school's crisis management plan and referral resources.</p>		
--	--	--	--	--

Question Comments :

	MET: Advanced	MET: Proficient	NOT MET: Developing	NOT MET: No Evidence
DIVERSITY AND ADVOCACY	<p>Intern cultivates cultural sensitivity in others. AND/OR Evaluates and suggests changes to policies, programs, and/or services that improve equity and opportunity for diverse student academic, career and personal/social development. AND/OR Actively seeks out and develops opportunities to engage</p>	<p>(F.1) Demonstrates multicultural competencies in relation to diversity, equity, and opportunity in student learning and development. AND</p> <p>(F.2) Advocates for the learning and academic experiences necessary to promote the academic, career, and personal/social</p>	<p>Insufficient evidence of multicultural competence in student learning and development and the ability to advocate for such services and engage stakeholders in student academic, career, and personal/social development.</p>	<p>No Evidence</p> <p>0 points</p>

MET: Advanced

	<p>stakeholders in student development.</p> <p>(F.1) Demonstrates multicultural competencies in relation to diversity, equity, and opportunity in student learning and development. AND</p> <p>(F.2) Advocates for the learning and academic experiences necessary to promote the academic, career, and personal/social development of students. AND</p> <p>(F.3) Advocates for school policies, programs, and services that enhance a positive school climate and are equitable and responsive to multicultural student populations. AND</p> <p>(F.4) Engages parents, guardians, and families to promote the academic, career, and personal/social development of students.</p> <p>LOOK-FORS/EXAMPLES: Intern gives consideration to cultural, economic, and political issues during service delivery/program planning. Intern is intentional in examining the congruence of policies,</p>	<p>development of students. AND</p> <p>(F.3) Advocates for school policies, programs, and services that enhance a positive school climate and are equitable and responsive to multicultural student populations. AND</p> <p>(F.4) Engages parents, guardians, and families to promote the academic, career, and personal/social development of students.</p> <p>LOOK-FORS/EXAMPLES: Intern gives consideration to cultural, economic, and political issues during service delivery/program planning. Intern is intentional in examining the congruence of policies, programs, and practices in relation to the needs of students and families.</p>		
--	--	--	--	--

	programs, and practices in relation to the needs of students and families.			
--	--	--	--	--

Question Comments :

	MET: Advanced	MET: Proficient	NOT MET: Developing	NOT MET: No Evidence
ASSESSMENT	Intern evaluates assessment techniques/strategies and suggests improved culturally sensitive assessments for academic, career, and/or personal/social development/programming. AND/OR Identifies new referral resources. (H.1) Assesses and interprets students' strengths and needs, recognizing uniqueness in cultures, languages, values, backgrounds, and abilities. AND (H.2) Selects appropriate assessment strategies that can be used to evaluate a student's academic, career, and personal/social development. AND (H.3) Analyzes assessment information in a manner that produces valid inferences when evaluating the needs of individual students and assessing the effectiveness of	(H.1) Assesses and interprets students' strengths and needs, recognizing uniqueness in cultures, languages, values, backgrounds, and abilities. AND (H.2) Selects appropriate assessment strategies that can be used to evaluate a student's academic, career, and personal/social development. AND (H.3) Analyzes assessment information in a manner that produces valid inferences when evaluating the needs of individual students and assessing the effectiveness of educational	Insufficient evidence that demonstrates the ability to make appropriate referrals and/or make use of assessments to effectively appraise students' academic, career, and/or personal/social development and programming.	No Evidence 0 points

MET: Proficient

	<p>educational programs. AND (H.4) Makes appropriate referrals to school and/or community resources. AND (H.5) Assesses barriers that impede students' academic, career, and personal/social development. LOOK-FORS / EXAMPLES Intern initiates discussions for access to data for identifying programming and student needs. Intern is intentional in identifying potential barriers to student development. Intern looks to the ASCA National Model for assessment guidance.</p>	<p>programs. AND (H.4) Makes appropriate referrals to school and/or community resources. AND (H.5) Assesses barriers that impede students' academic, career, and personal/social development. LOOK-FORS / EXAMPLES Intern initiates discussions for access to data for identifying programming and student needs. Intern is intentional in identifying potential barriers to student development. Intern looks to the ASCA National Model for assessment guidance.</p>		
--	--	--	--	--

Question Comments :

	MET: Advanced	MET: Proficient	NOT MET: Developing	NOT MET: No Evidence
RESEARCH AND EVALUATION	<p>Intern suggests new technologies, research, and/or data sources for analysis to improve school counseling</p>	<p>(J.1) Applies relevant research findings to inform the practice of school counseling.</p>	<p>Insufficient evidence of ability to apply research, engage in data</p>	<p>No Evidence 0 points</p>

MET: Proficient

	practices/services that result in positive learning outcomes. (J.1) Applies relevant research findings to inform the practice of school counseling. AND (J.2) Develops measurable outcomes for school counseling programs, activities, interventions, and experiences. AND (J.3) Analyzes and uses data (and relevant technology) to enhance school counseling programs. LOOK-FORS / EXAMPLES: Intern discusses research findings related to program outcomes. Intern shares technology relevant to school counseling programming and student learning.	AND (J.2) Develops measurable outcomes for school counseling programs, activities, interventions, and experiences. AND (J.3) Analyzes and uses data (and relevant technology) to enhance school counseling programs. LOOK-FORS / EXAMPLES: Intern discusses research findings related to program outcomes. Intern shares technology relevant to school counseling programming and student learning.	analysis, and/or make use of technology for positive measurable programming outcomes.	
--	---	---	---	--

Question Comments :

	MET: Advanced	MET: Proficient	NOT MET: Developing	NOT MET: No Evidence
ACADEMIC DEVELOPMENT	Intern evaluates existing programs/services/strategies making suggestions that result in improved differential instruction, student achievement, and/or postsecondary opportunities/options. (L.1) Conducts	(L.1) Conducts programs designed to enhance student academic development. AND (L.2) Implements strategies and	Insufficient evidence of ability to make use of supportive technologies to deliver programming using differential instructional strategies that result in student achievement and/or a sufficient range of	No Evidence 0 points

MET: Advanced

	<p>programs designed to enhance student academic development. AND (L.2) Implements strategies and activities to prepare students for a full range of postsecondary options and opportunities. AND (L.3) Implements differentiated instructional strategies that draw on subject matter and pedagogical content knowledge and skills to promote student achievement, (e.g., making use of supportive technologies). LOOK-FORS / EXAMPLES: Intern initiates discussions about cross-walking strategies that enhance academic achievement. Intern is intentional in identifying achievement gaps and populations. Intern considers differentiated instructional strategies during program planning.</p>	<p>activities to prepare students for a full range of postsecondary options and opportunities. AND (L.3) Implements differentiated instructional strategies that draw on subject matter and pedagogical content knowledge and skills to promote student achievement, (e.g., making use of supportive technologies). LOOK-FORS / EXAMPLES: Intern initiates discussions about cross-walking strategies that enhance academic achievement. Intern is intentional in identifying achievement gaps and populations. Intern considers differentiated instructional strategies during program planning.</p>	<p>postsecondary options/opportunities.</p>	
--	--	---	---	--

Question Comments :

	MET: Advanced	MET: Proficient	NOT MET: Developing	NOT MET: No Evidence	MET: Advanced
CONSULTATION AND COLLABORATION	<p>Intern collaborates and consults in a professional manner with stakeholders within and outside of the school community to improve policy/practices that promote student success and holistic development. AND/OR Intern creates/implements peer helping program aimed at improving student development/well-being. AND/OR Intern is aware of and adheres to ethical standards regarding parent/guardian rights and confidentiality. AND/OR Intern is aware of and adheres to ethical standards when collaborating, consulting, and making referrals. (N.1) Works with parents, guardians, and families to act on behalf of their children to address problems that affect student success in school. AND (N.2) Locates resources in the community that can be used in the school to improve student achievement and success.</p>	<p>(N.1) Works with parents, guardians, and families to act on behalf of their children to address problems that affect student success in school. AND (N.2) Locates resources in the community that can be used in the school to improve student achievement and success. AND (N.3) Consults with teachers, staff, and community-based organizations to promote student academic, career, and personal/social development. AND (N.4) Uses peer helping strategies in the school counseling</p>	<p>Insufficient evidence of ability to effectively collaborate and/or consult on behalf of students and families and/or make use of referral procedures and peer helping strategies.</p>	<p>No Evidence 0 points</p>	

	<p>AND (N.3) Consults with teachers, staff, and community-based organizations to promote student academic, career, and personal/social development. AND (N.4) Uses peer helping strategies in the school counseling program. AND (N.5) Uses referral procedures with helping agents in the community (e.g., mental health centers, businesses, service groups) to secure assistance for students and their families. LOOK-FORS / EXAMPLES: Intern intentionally includes others within and outside of the school community for program planning and implementation. Intern seeks out supervision and consultation. Interns asks about accessing existing peer programming.</p>	<p>program. AND (N.5) Uses referral procedures with helping agents in the community (e.g., mental health centers, businesses, service groups) to secure assistance for students and their families. LOOK-FORS / EXAMPLES: Intern intentionally includes others within and outside of the school community for program planning and implementation. Intern seeks out supervision and consultation. Interns asks about accessing existing peer programming.</p>		
--	--	---	--	--

Question Comments :

	MET: Advanced	MET: Proficient	NOT MET: Developing	NOT MET: No Evidence	MET: Proficient
LEADERSHIP	<p>Intern works with others within and outside of the school community to influence policy, enhance services, and promote a developmentally appropriate, comprehensive school counseling program. (P.1) Participates in the design, implementation, management, and evaluation of a comprehensive developmental school counseling program. AND (P.2) Plans and presents school-counseling-related educational programs for use with parents and teachers (e.g., parent education programs, materials used in classroom guidance and advisor/advisee programs for teachers). LOOK-FORS / EXAMPLES: Intern considers and inquires about Recognized ASCA Model Program (RAMP). Intern explores avenues for presenting educational program to teachers/parents. Intern inquires about needs assessments for parent/teacher education.</p>	<p>(P.1) Participates in the design, implementation, management, and evaluation of a comprehensive developmental school counseling program. AND (P.2) Plans and presents school-counseling-related educational programs for use with parents and teachers (e.g., parent education programs, materials used in classroom guidance and advisor/advisee programs for teachers). LOOK-FORS / EXAMPLES: Intern considers and inquires about Recognized ASCA Model Program (RAMP). Intern explores avenues for presenting educational program to teachers/parents. Intern inquires about needs assessments for parent/teacher education.</p>	<p>Insufficient evidence of ability to provide leadership for the planning, implementation, and evaluation of a comprehensive developmental school counseling program and/or plan and present parent/teacher educational programs.</p>	<p>No Evidence 0 points</p>	

Question Comments :

Evaluation Score Summary

Title:	Score	Weight	Adj. Score	
Primary Evaluation	20.00	100.00%	20.00	<i>Finalized</i>

20.00