

Benchmark Case Conceptualization & School Counseling Services Plan Template

Internship Student Name Amy Sparkman

Internship Site: X Elementary School Middle School High School

K-12 Student Pseudonym Jenny Session 3 of 6

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>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">Po i nts</p>
<p>Component #1: Case Conceptualization and Appraisal</p> <p>Jenny is a female student who is currently in 3rd grade. She is originally from El Salvador but moved to Florida from Seattle and started classes at our school last month. Her father had a heart attack and died, so her mother brought her and her two younger siblings to live with cousins. Following ASCA regulations, her mother signed a consent form granting permission to visit with Jenny weekly and to record her during one of our sessions.</p> <p>I let Jenny know at our first meeting that she should feel free to talk to me about anything on her mind and how he is feeling, as I provide a safe space for communication. As mentioned in the ASCA National Model, I explained the ASCA regulations regarding confidentiality, which include "informing students of the purposes, goals, techniques, and rules procedure under which they may receive counseling," (2019, p. 16). I also told her that whatever she says in our sessions will remain in our meetings unless she tells me to share with another adult she trusts, or she wishes to injure herself or someone else. I then asked her to perform a brief needs assessment or pre-assessment</p>	<p align="center"><u> </u> / 10</p>

to see how she felt about her problems and/or perceived requirements.

Jenny has missed quite a bit of school since coming here and when she is in class, she has a hard time focusing. Almost every day she is sent to the office because she starts crying and can't stop. Often, they end up calling her mother to come pick her up.

To support Jenny throughout the following months, I plan on providing weekly one-on-one counseling sessions with the goal of supporting her in expressing her feelings in a secure and encouraging setting and aiding her in grieving. During these sessions, I will teach her stress management techniques that are age-appropriate for handling her feelings. To assist her in managing her anxiety and emotional suffering, I will also introduce her to mindfulness exercises and relaxation techniques. I would also like to include her in a peer support group with other students who have had comparable losses, if possible.

There is a local family grief support organization that I have referred Jenny and her family to. I plan on following up with this referral with her mother, to see if this group can offer her mother and siblings the support that they may need, especially having recently moved to the area.

I plan on supporting Jenny in working through the following social/emotional SMART goals:

- **Specific:** Jenny will create constructive coping mechanisms to deal with loss.
- **Measurable:** Jenny will identify and put into practice three coping mechanisms (such as journaling, talking to a trusted adult, or doing a favorite activity). I will let her decide on coping skills that she would like to do.

- **Achievable:** Conduct grief and coping skills counseling sessions once a week. I will have her share how she is doing each week with her chosen activities.
- **Relevant:** She will feel safer and supported if she can control her emotions.
- **Time-bound:** She will complete these tasks before the semester ends.

Component #2: Developmental, Ethical, and Multicultural Considerations

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There may be communication difficulties between the family and the school because Jenny's mother speaks very little English. Jenny might not be able to get the resources and assistance she needs as a result. It is essential to understand Salvadoran cultural customs surrounding bereavement and family dynamics. This includes appreciating the value of community and extended family support. Jenny's emotional health and academic performance may suffer as a result of stress brought on by adjusting to a new cultural setting. A study that was published in the Journal of Multicultural Counseling and Development states that school counselors need to be aware of the particular difficulties that immigrant students encounter as well as culturally competent. Addressing linguistic obstacles, cultural disparities, and the strain of acculturation are all part of this (Bemack & Chung, 2003).

Jenny's mother may find it difficult to communicate with instructors and other school personnel due to her limited use of English, which could affect Jenny's academic support. Her recent father's death may cause her to experience severe emotional pain, which could hinder her social and emotional growth. Jenny might also find it difficult to settle into a new school setting, which could have an impact on her social and academic performance. Because of communication and financial difficulties, Jenny's family might not have easy access to community resources like support groups and counseling. According to a research published in the Journal of Educational Research, immigrant students frequently encounter a variety of obstacles that can impede their academic and social-emotional growth, such as language problems, cultural disparities, and financial

hardships (Özerk & Özerk, 2019). Furthermore, a study published in the Journal of School Psychology discovered that children who lose a parent are more likely to struggle with emotional and behavioral problems, which can have an impact on their social and academic performance (Goh et al., 2007).

Several ASCA Ethical Standards apply to Jenny’s situation. They include:

A.1.e. Responsibility to Students: “Provide culturally responsive counseling to students in a brief context and support students and families/guardians in obtaining outside services if students need long-term clinical/mental health counseling,” (American School Counselor Association, 2022). This entails being aware of Jenny’s Salvadoran ancestry and appreciating the unique difficulties that immigrant families encounter and supporting her with her grieving and adjustment problems and knowing when, if necessary, to refer her to professional grief counseling.

A.6.a. Appropriate Collaboration, Advocacy, and Referrals for Counseling: “Collaborate with all relevant stakeholders, including students, school faculty/staff and parents/guardians, when students need assistance, including when early warning signs of student distress are identified,” (American School Counselor Association, 2022). School counselors should seek supervision and consultation to ensure they are providing the best possible services. In Jenny’s case, I might consult with a supervisor or a culturally competent colleague to better understand and address her unique needs.

<p>Component #3: <i>Counseling Theory & Techniques</i></p> <p>My plan is to use a blend of Cognitive-Behavioral Therapy (CBT) and Narrative Therapy for Jenny. These methods are a good fit for her developmental stage, cultural background, and current problems. Jenny can better understand and control her thoughts and emotions with the help of planned, concrete tasks that are a part of CBT, which is beneficial for children. She can learn coping mechanisms to control her emotions and process her loss with the aid of cognitive behavioral therapy approaches. According to research by the American Counseling Association, CBT can help children deal with trauma and sorrow by teaching them constructive thought patterns and coping skills (Arredondo et al., 2024).</p> <p>Allowing Jenny to share her story through narrative therapy can be quite powerful for children from different cultural backgrounds. It supports her in making sense of her experiences while respecting her cultural background. This strategy can assist Jenny in externalizing her issues and separating them from who she is, which can be especially beneficial when coping with loss and sadness. A Journal of Multicultural Counseling and Development study found that narrative therapy works well with immigrant children because it respects their cultural narratives and assists them in incorporating their experiences into their own narratives (Ukasoanya, 2013).</p> <p>Jenny can make up lost work and focus on areas where her emotional turmoil may be hindering her academic performance with specialized academic support. This would include creating a customized learning plan with her teachers that incorporates extra tutoring and modifications for the classroom. According to a study by Guo-Brennan,</p>	<p>15</p>
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customized interventions can greatly enhance academic achievements, underscoring the significance of providing immigrant pupils with targeted academic help (Guo-Brennan & Guo-Brennan, 2021).

SEL programs can assist Jenny in gaining the abilities she needs to control her emotions, form wholesome relationships, and make moral decisions. This could be achieved by incorporating role-playing exercises, emotion-detection games, and mindfulness practices into her routine. Studies show that primary school children benefit from SEL programs in terms of improved social skills, emotional control, and academic achievement (Cerna et al., 2018).

In addition, Jenny might find a safe place to talk about her experiences and make connections with other students who have gone through comparable struggles in peer support groups. This can be accomplished by setting up a peer support group for students at the school where they can talk about their emotions and encourage one another (OECD, 2018).

<p>Component #4: Individual Appraisal and Outcomes Assessment</p> <p>Jenny's progress will be evaluated through frequent observations and check-ins. Jenny and I will meet weekly to talk about her development and feelings. I will also get feedback on her academic performance and behavior from her teachers. I'll work with Jenny to establish and revisit SMART goals that are relevant to her resilience and strong points. I will also encourage Jenny to keep a journal in which she can document her successes and setbacks. I will respect Jenny's Salvadoran heritage at all times and include her family in the procedure.</p>	<p>____/ 10</p>
<p>Component #5: Professional/Scholarly Writing</p> <p>References</p> <p>American School Counselor Association. (2019). <i>The ASCA national model: A framework for school counseling programs</i> (4th ed.). American School Counselor Association.</p> <p>American School Counselor Association. (2022). <i>ASCA Ethical Standards for School Counselors</i>. ASCA Ethical Standards for School Counselors.</p> <p>https://www.schoolcounselor.org/About-School-Counseling/Ethical-Responsibilities/ASCA-Ethical-Standards-for-School-Counselors-(1)</p> <p>Arredondo, P., Fawcett, M. L., Cigrand, D. L., Sandra Bertram Grant, Rieko Miyakuni, & Adams, D. (2024). <i>Counseling With Immigrants, Refugees, and Their Families From Social Justice Perspectives</i>. John Wiley & Sons.</p> <p>Bemak, F., & Chung, R. C.-Y. (2003). Multicultural counseling with immigrant students in schools. In P. B. Pedersen & J. C. Carey (Eds.), <i>Multicultural</i></p>	<p>____/ 5</p>

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Overview -The resilience of students with an immigrant background: Factors that shape well-being (pp. 17–28).
https://www.immigrationresearch.org/system/files/Resilience_of_Immigrant_Students.pdf

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<https://doi.org/10.1007/s40688-019-00242-3>

<p>Ukasoanya, G. (2013). Social Adaptation of New Immigrant Students: Cultural Scripts, Roles, and Symbolic Interactionism. <i>International Journal for the Advancement of Counselling</i>, 36(2), 150–161. https://doi.org/10.1007/s10447-013-9195-7</p>	
<p>TOTAL</p>	<p>50</p>



5th Grade Friends Social-Emotional Exploration Small Group

Amy Sparkman

Goal:

Students will have the opportunity to develop their teamwork, empathy, and active listening skills.



Data Sources

- ❑ Students' individual S.I.S. (Student Information System) profile w/grades and attendance history
- ❑ Discipline Referral Log

Needs Assessments

- ❑ A needs assessment was completed by the students to determine what they would like to get out of our sessions as well as to gauge their ideas, views, and any questions they may have.
- ❑ Teachers and administrators who have previously dealt with or taught the students were surveyed.

X

AIA Specialty Standards and Alignments



Counseling Prevention & Intervention (D.2)

Provides individual and group counseling and classroom guidance to promote the academic, career, and social/emotional development of students.



Collaboration & Consultation (N.3)

Consults with teachers, staff, and community-based organizations to promote student academic, career, and social/emotional development.



Assessment: (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 programs.



Research and Evaluation: (J.3)

Analyzes and uses data (and relevant technology) to enhance school counseling programs.

X

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ASCA Specialty Standards and Alignments



M 4.

Belief in using abilities to their fullest to achieve high-quality results and outcomes.



M 1.

Belief in development of whole self, including a healthy balance of mental, social/emotional, and physical well-being.



M 3.

Sense of belonging in the school environment.



B-SS 8.

Demonstrate advocacy skills and ability to assert self, when necessary.



B-LS 4.

Apply self-motivation and self-direction to learning.



B-SS 2.

Create positive and supportive relationships with other students.

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Cultural Sensitivity

The group consisted of five boys, two who are African American and three who are Hispanic. Being a Caucasian woman, it was important to create a small group program that was culturally sensitive by providing a welcoming, compassionate, and secure learning environment. It was imperative that I take into consideration the unique family culture of each student and be constantly be aware of my own cultural biases or prejudices to understand how my interactions with the boys may be affected.

I also tried to provide them with a secure area to talk about their thoughts and experiences related to race and culture by promoting polite discussion and active listening, without fear of judgment. Every group meeting began with a discussion of the group norms and regulations, to serve as a reminder to the boys to respect each other's privacy and points of view both within and outside the group. It was critical that the students in the group always felt free to express their emotions and experiences without worrying about facing prejudice.



Lesson 1: Communication Styles

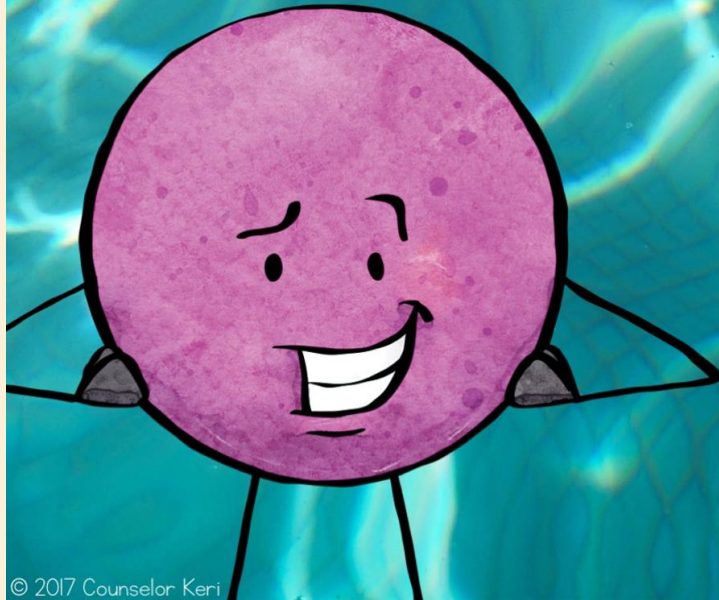
HOW DO YOU COMMUNICATE?

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PASSIVE?
AGGRESSIVE?
ASSERTIVE?

Lesson 2: Self-Esteem

What is self esteem?



- The way you feel about yourself
- The way you think about yourself
- The way you talk about yourself

Lesson 3: Friendship

It's great for friends to have similar interests or goals! But we all need someone who complements us to bring out the very best in us!



Lesson 4: Conflict Resolution



Share how you're feeling

- Calmly root yourself and share how you are feeling in the situation.
- Use an "I Feel... when..." statement to share your feelings without blaming.



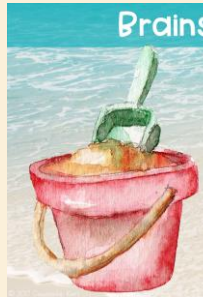
Listen without interrupting

- Listen closely to the other person as they share how they're feeling
- Do not interrupt
- Focus on understanding how the person is feeling



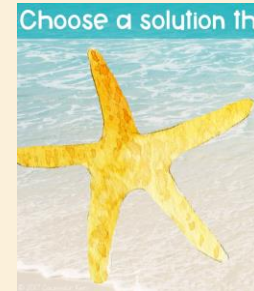
Check for understanding

- Check to make sure you understand how the other person is feeling
- repeat back what the person said in your own words



Brainstorm solutions

- Dig deep to find solutions that work for both people
- Think of at least 3 solutions to the problem



Choose a solution that works for everyone

- Pick a solution that makes everyone feel comfortable, happy, and safe.



Create a plan

- Make a plan to put your solution in action.
- Discuss what each person will do to solve the problem.
- Discuss what you'll do if this problem comes up again.



Agree, forgive, and move on!

- Put your plan into action!
- Forgive each other and LET IT GO!

Lesson 5: Stereotyping and Assumptions



When you look at this picture, do you think he is a doctor or a teacher?

- Jamie is a firefighter.
- Jamie is the fire chief.
- Jamie runs into burning buildings to save people from fires.

Do you picture Jamie in your mind as a male or female?

STEREOTYPING:

An idea that is believed about a person or group of people whether it is true or not

STEREOTYPING:

An assumption made about a person because he or she is part of a particular group

What kind of ASSUMPTIONS

have others made about you because you are

a girl?

white?

short?

a boy?

tall?

quiet?

loud?

black?

Lesson 6: Feelings, Emotions, and Needs

WE ALL HAVE
feelings

AND WE MIGHT NEED
different things



When I feel nervous, I need...

- comforting words
- something to hold in my hands
- someone to talk me through it and listen

What else?

When I feel grumpy, I need...

- to be left alone
- someone to tell me a joke
- time to draw or paint



What else?



When I feel disappointed, I need...

- someone to encourage me
- time to think about it on my own
- someone to distract me with a fun activity

What else?

When I feel excited, I need...

- to share my excitement with others
- someone to be excited with me
- space to celebrate!



What else?

Evaluation

Name: _____

Assertiveness Pre-Test

When I have an issue with someone, I usually

- ☐ just let them have their way.
- ☐ explain how I feel and listen to how they feel.
- ☐ demand that I get my way.

An example of passive communication is:

- ☐ "Oh, um, sorry I'm in your way... I'll move."
- ☐ "I've been sitting here for a while and plan to sit here until I finish. I'm happy to make room for you, though."
- ☐ "Get out of my way!"

An example of aggressive communication is:

- ☐ "Oh, um, sorry I'm in your way... I'll move."
- ☐ "Get out of my way!"
- ☐ "I've been sitting here for a while and plan to sit here until I finish. I'm happy to make room for you, though."

An example of assertive communication is:

- ☐ "Oh, um, sorry I'm in your way... I'll move."
- ☐ "Get out of my way!"
- ☐ "I've been sitting here for a while and plan to sit here until I finish. I'm happy to make room for you, though."

Name: _____

Assertiveness Post-Test

When I have an issue with someone, I usually

- ☐ just let them have their way.
- ☐ explain how I feel and listen to how they feel.
- ☐ demand that I get my way.

An example of passive communication is:

- ☐ "Oh, um, sorry I'm in your way... I'll move."
- ☐ "I've been sitting here for a while and plan to sit here until I finish. I'm happy to make room for you, though."
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An example of aggressive communication is:

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An example of assertive communication is:

- ☐ "Oh, um, sorry I'm in your way... I'll move."
- ☐ "Get out of my way!"
- ☐ "I've been sitting here for a while and plan to sit here until I finish. I'm happy to make room for you, though."

I think my communication style is _____

I'd like more help with _____

References

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Institution:	Liberty University
Student:	Amy Sparkman
Supervisor:	Sean Hall
Site:	Oak Creek Charter School (Elementary)
Date:	Fall 2024 (08/19/24 - 12/13/24)
Type:	COSC 694 Internship II (A11)
Final Completed:	11/23/24 01:20 PM

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	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.	(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	Insufficient evidence of ability to apply ethical and legal standards, and/or articulate, advocate, or model professional identity/programming.	No Evidence 0 points	

	<p>(B.1) Demonstrates the ability to apply and adhere to ethical and legal standards in school counseling.</p> <p>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>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>		
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Question Comments :

	MET: Advanced	MET: Proficient	NOT MET: Developing	NOT MET: No Evidence
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</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</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 0 points</p>

MET: Proficient

	<p>(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)</p> <p>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 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>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</p> <p>managing suicide 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>		
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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 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. AND</p> <p>(F.5) Advocates for the learning and academic experiences necessary to promote the academic, career, and personal/social development of students. AND</p> <p>(F.6) Engages parents, guardians, and families to promote the academic, career, and personal/social development of students. AND</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. AND</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</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>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>	of students and families.		
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Question Comments :

	MET: Advanced	MET: Proficient	NOT MET: Developing	NOT MET: No Evidence	MET: Proficient
ASSESSMENT	<p>Intern evaluates assessment techniques/strategies and suggests improved culturally sensitive assessments for academic, career, and/or personal/social development/program ming. 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)</p>	<p>(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</p>	<p>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.</p>	<p>No Evidence 0 points</p>	

	<p>Analyzes assessment information in a manner that produces valid inferences when evaluating the needs of individual students and assessing the effectiveness of 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>produces valid inferences when evaluating the needs of individual students and assessing the effectiveness of 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>		
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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 practices/services that result in positive learning outcomes. (J.1) Applies</p>	<p>(J.1) Applies relevant research findings to inform the practice of school counseling. AND (J.2) Develops measurable outcomes for school</p>	<p>Insufficient evidence of ability to apply research, engage in data analysis, and/or make use of technology for</p>	<p>No Evidence 0 points</p>

MET: Proficient

	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.	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.	positive measurable programming outcomes.	
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Question Comments :

	MET: Advanced	MET: Proficient	NOT MET: Developing	NOT MET: No Evidence	MET: Proficient
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 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	(L.1) Conducts 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	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 postsecondary options/opportunities.	No Evidence 0 points	

	<p>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>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>		
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Question Comments :

	MET: Advanced	MET: Proficient	NOT MET: Developing	NOT MET: No Evidence
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</p>	<p>(N.1) Works with parents, guardians, and families to act on behalf of their children to address problems that affect student</p>	<p>Insufficient evidence of ability to effectively collaborate and/or consult on behalf of students</p>	<p>No Evidence 0 points</p>

MET: Proficient

	<p>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. 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>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 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>and families and/or make use of referral procedures and peer helping strategies.</p>	
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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.</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>	

	Intern inquires about needs assessments for parent/teacher education.			
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Question Comments :

Evaluation Score Summary

Title:	Score	Weight	Adj. Score
Primary Evaluation	75.00	100.00%	75.00 <i>Finalized</i>
			75.00