

Intern Name: Sarah DeVoe

Internship: COSC 693-A21 (School Counseling)

Submitted: Dec 13, 2023

Supervisor(s): Sophia Tailor

Course/Term: COSC693 - A21 : School Counseling Internship I (Fall 2023)

Mentor(s): Shannon Price

Assessor: Shannon Price (Mentor)

Site: Gordon Elementary School (Richmond, VA), 11701 Gordon School Rd, Richmond VA 23236

Comments:

Subject(s): School Counseling

Grade(s): K, 1st, 2nd, 3rd, 4th, 5th

Directions

Instructions: Referring to the rating descriptions below, click on the rating level that best describes the intern’s performance on each standard. In order to complete the program successfully, interns must have met every standard at the “Proficiency” level or higher. 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 mentor should select a “Not Met” rating of “Developing” or “No Evidence.” Provide a comment below for any rating at a “Not Met” or “Advanced” level. It is expected that few ratings of “Advanced” will be assigned. Interns who receive any “Not Met” ratings will receive remediation before successful completion of the licensure program. Remediation may involve targeted mentoring on specific standards and extended time to provide additional evidence.

School Counseling AIA Rubric

	MET: Advanced (3.000 pts)	MET: Proficient (2.000 pts)	NOT MET: Developing (1.000 pts)	NOT MET: No Evidence	N/A
FOUNDATIONS 1/8 (12%) NASDTEC-MCEE-2015.3.A, NASDTEC-MCEE-2015.4.E, CACREP-SC-2016.5.G.2.n, ISTE-2017.2.a, ISTE-2017.1.b, CACREP-SC-2016.5.G.2.f, CAEP-2016 (rev).A.1.1.d, CAEP-2016 (rev).A.1.1.f, NASDTEC-MCEE-2015.1.A, NASDTEC-MCEE-2015.1.B, NASDTEC-MCEE-2015.3.B, NASDTEC-MCEE-2015.3.C, NASDTEC-MCEE-2015.4.A, NASDTEC-MCEE-2015.4.B, NASDTEC-MCEE-2015.4.C, NASDTEC-MCEE-2015.4.D, NASDTEC-MCEE-2015.5.A, NASDTEC-MCEE-2015.5.C, VA-TS.8.VAC.20-21-610.A.9.A, VA-TS.8.VAC.20-21-610.A.9.B, VA-TS.8.VAC.20-21-610.A.9.C, ASCA-2019.B-PF.2, ASCA-2019.B-PF.3, ASCA-2019.B-PF.8, ASCA-2019.B-PF.9, VA-LIBEDU-PLO.1-350, VA-LIBEDU-PLO.6-355, CACREP-SC-2016.5.G.1.a, CACREP-SC-2016.5.G.2.a, CACREP-SC-2016.5.G.2.m	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 school counselor identity and program. 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.	(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. 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.	Insufficient evidence of ability to apply ethical and legal standards, and/or articulate, advocate, or model professional identity/programming.	No Evidence 0 points	
Comments:					

<p>COUNSELING PREVENTION AND INTERVENTION 1/8 (12%) CACREP-SC-2016.5.G.3.f, CACREP-SC-2016.5.G.1.e, CACREP-SC-2016.5.G.2.e, CACREP-SC-2016.5.G.2.k, CACREP-SC-2016.5.G.3.m, CACREP-SC-2016.5.G.3.c, CACREP-SC-2016.5.G.3.e, CACREP-SC-2016.5.G.3.d, CACREP-SC-2016.5.G.3.b, CACREP-SC-2016.5.G.3.l, ISTE-2017.6.a, CACREP-SC-2016.5.G.1.b, CAEP-2016 (rev).A.1.1.d, CAEP-2016 (rev).A.1.1.f, ISTE-2017.1.c, ISTE-2017.4.d, ISTE-2017.3.a, NASDTEC-MCEE-2015.1.C, NASDTEC-MCEE-2015.2.A, NASDTEC-MCEE-2015.2.B, NASDTEC-MCEE-2015.2.C, VA-TS.8.VAC.20-21-610.A.2, VA-TS.8.VAC.20-21-610.A.3, VA-TS.8.VAC.20-21-610.A.4, VA-TS.8.VAC.20-21-610.A.5.A, VA-TS.8.VAC.20-21-610.A.5.B, VA-TS.8.VAC.20-21-610.A.5.C, VA-TS.8.VAC.20-21-610.A.6.A, VA-TS.8.VAC.20-21-610.A.6.B, VA-TS.8.VAC.20-21-610.A.6.C, VA-TS.8.VAC.20-21-610.A.7.A, VA-TS.8.VAC.20-21-610.A.7.B, VA-TS.8.VAC.20-21-610.A.7.C, VA-TS.8.VAC.20-21-610.A.7.D, ASCA-2019.B-PF.6, ASCA-2019.B-SS.1, ASCA-2019.B-SS.2, ASCA-2019.B-SS.3, ASCA-2019.M.1, ASCA-2019.M.2, ASCA-2019.M.4, ASCA-2019.M.7, VA-LIBEDU-PLO.2-351, VA-LIBEDU-PLO.3-352, CACREP-SC-2016.5.G.2.g, CACREP-SC-2016.5.G.3.g, CACREP-SC-2016.5.G.3.h, CACREP-SC-2016.5.G.3.i, CACREP-SC-2016.5.G.3.j, CACREP-SC-2016.5.G.3.k</p>	<p>Intern independently applies self-evaluation and reflection to improve counseling skills. AND/OR Evaluates and suggests programming changes that improve service delivery. (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 refer clients when appropriate. 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>(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 refer clients when appropriate. 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>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>	
<p>Comments:</p>					

<p>DIVERSITY AND ADVOCACY 1/8 (12%) NASDTEC-MCEE-2015.3.A, NASDTEC-MCEE-2015.4.E, CACREP-SC-2016.5.G.2.b, CACREP-SC-2016.5.G.3.f, CACREP-SC-2016.5.G.3.d, ISTE-2017.6.d, CAEP-2016 (rev).A.1.1.d, CAEP-2016 (rev).A.1.1.f, ISTE-2017.2.b, ISTE-2017.4.d, NASDTEC-MCEE-2015.3.B, NASDTEC-MCEE-2015.4.A, NASDTEC-MCEE-2015.4.B, NASDTEC-MCEE-2015.4.C, NASDTEC-MCEE-2015.4.D, ISTE-2017.3.a, NASDTEC-MCEE-2015.2.C, VA-TS.8.VAC.20-21-610.A.3, VA-TS.8.VAC.20-21-610.A.5.A, VA-TS.8.VAC.20-21-610.A.5.B, VA-TS.8.VAC.20-21-610.A.5.C, VA-TS.8.VAC.20-21-610.A.6.A, VA-TS.8.VAC.20-21-610.A.6.B, VA-TS.8.VAC.20-21-610.A.6.C, VA-TS.8.VAC.20-21-610.A.1, ASCA-2019.B-PF.9, ASCA-2019.B-PF.6, ASCA-2019.M.1, ASCA-2019.M.2, VA-LIBEDU-PLO.2-351, CACREP-SC-2016.5.G.2.a, CACREP-SC-2016.5.G.3.k, CACREP-SC-2016.5.G.1.d, CACREP-SC-2016.5.G.2.d, CACREP-SC-2016.5.G.2.j</p>	<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. (F.1) Demonstrates multicultural competencies in relation to diversity, equity, and opportunity in student learning and development. AND (F.2) Advocates for the learning and academic experiences necessary to promote the academic, career, and personal/social development of students. AND (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 (F.4) Engages parents, guardians, and families to promote the academic, career, and personal/social development of students. 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>	<p>(F.1) Demonstrates multicultural competencies in relation to diversity, equity, and opportunity in student learning and development. AND (F.2) Advocates for the learning and academic experiences necessary to promote the academic, career, and personal/social development of students. AND (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 (F.4) Engages parents, guardians, and families to promote the academic, career, and personal/social development of students. 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>	<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 0 points</p>	
Comments:					

<p>ASSESSMENT 1/8 (12%) NASDTEC-MCEE-2015.3.A, CACREP-SC-2016.5.G.1.e, CACREP-SC-2016.5.G.3.e, CACREP-SC-2016.5.G.3.b, CACREP-SC-2016.5.G.3.o, ISTE-2017.7.c, ISTE-2017.7.a, ISTE-2017.7.b, CAEP-2016 (rev).A.1.1.a, CAEP-2016 (rev).A.1.1.c, CAEP-2016 (rev).A.1.1.d, CAEP-2016 (rev).A.1.1.e, CAEP-2016 (rev).A.1.1.b, CAEP-2016 (rev).A.1.1.f, NASDTEC-MCEE-2015.3.B, VA-TS.8.VAC.20-21-610.A.9.C, VA-TS.8.VAC.20-21-610.A.2, VA-TS.8.VAC.20-21-610.A.3, VA-TS.8.VAC.20-21-610.A.6.A, VA-TS.8.VAC.20-21-610.A.6.B, VA-TS.8.VAC.20-21-610.A.6.C, VA-TS.8.VAC.20-21-610.A.7.D, VA-TS.8.VAC.20-21-610.A.7, VA-TS.8.VAC.20-21-610.A.8.A, VA-TS.8.VAC.20-21-610.A.8.B, ASCA-2019.B-PA.1, ASCA-2019.B-PA.2, ASCA-2019.B-PA.3, ASCA-2019.B-PA.4, ASCA-2019.B-PA.5, ASCA-2019.B-PA.6, ASCA-2019.B-PA.7, ASCA-2019.B-PA.8, ASCA-2019.B-PA.9, VA-LIBEDU-PLO.4-353, CACREP-SC-2016.5.G.3.k, CACREP-SC-2016.5.G.2.j</p>	<p>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 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>(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 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>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>Comments:</p>					

RESEARCH AND EVALUATION 1/8 (12%) CACREP-SC-2016.5.G.3.b, CACREP-SC-2016.5.G.3.o, ISTE-2017.7.c, ISTE-2017.7.a, ISTE-2017.7.b, CAEP-2016 (rev).A.1.1.a, CAEP-2016 (rev).A.1.1.c, CAEP-2016 (rev).A.1.1.d, CAEP-2016 (rev).A.1.1.e, CAEP-2016 (rev).A.1.1.b, NASDTEC-MCEE-2015.5.A, NASDTEC-MCEE-2015.5.C, VA-TS.8.VAC.20-21-610.A.9.C, VA-TS.8.VAC.20-21-610.A.8.A, VA-TS.8.VAC.20-21-610.A.8.B, NASDTEC-MCEE-2015.5.B, NASDTEC-MCEE-2015.5.D, ASCA-2019.B-SS.1, ASCA-2019.M.7, ASCA-2019.B-PA.3, ASCA-2019.B-PA.4, ASCA-2019.B-PA.5, VA-LIBEDU-PLO.5-354, CACREP-SC-2016.5.G.3.a, CACREP-SC-2016.5.G.3.n	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 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.	(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.	Insufficient evidence of ability to apply research, engage in data analysis, and/or make use of technology for positive measurable programming outcomes.	No Evidence 0 points	
Comments:					

<p>ACADEMIC DEVELOPMENT</p> <p>1/8 (12%)</p> <p>CACREP-SC-2016.5.G.3.c, CACREP-SC-2016.5.G.3.e, CACREP-SC-2016.5.G.3.d, CACREP-SC-2016.5.G.3.b, ISTE-2017.5.a, ISTE-2017.5.c, ISTE-2017.5.b, ISTE-2017.6.d, CACREP-SC-2016.5.G.1.b, CAEP-2016 (rev).A.1.1.d, CAEP-2016 (rev).A.1.1.e, CAEP-2016 (rev).A.1.1.f, ISTE-2017.1.c, ISTE-2017.3.a, NASDTEC-MCEE-2015.2.B, NASDTEC-MCEE-2015.2.C, VA-TS.8.VAC.20-21-610.A.5.A, VA-TS.8.VAC.20-21-610.A.5.B, VA-TS.8.VAC.20-21-610.A.5.C, VA-TS.8.VAC.20-21-610.A.6.A, VA-TS.8.VAC.20-21-610.A.6.B, VA-TS.8.VAC.20-21-610.A.6.C, VA-TS.8.VAC.20-21-610.A.7.A, VA-TS.8.VAC.20-21-610.A.7.B, VA-TS.8.VAC.20-21-610.A.7.C, VA-TS.8.VAC.20-21-610.A.7.D, VA-TS.8.VAC.20-21-610.A.8.A, VA-TS.8.VAC.20-21-610.A.8.B, ISTE-2017.3.b, ASCA-2019.M.1, ASCA-2019.M.2, ASCA-2019.M.7, ASCA-2019.B-PA.3, ASCA-2019.B-PA.4, ASCA-2019.M.3, VA-LIBEDU-PLO.7-356, VA-TS.8.VAC.20-21-610.A.11, CACREP-SC-2016.5.G.3.g, CACREP-SC-2016.5.G.3.h, CACREP-SC-2016.5.G.3.i, CACREP-SC-2016.5.G.3.j, CACREP-SC-2016.5.G.3.k, CACREP-SC-2016.5.G.1.c, CACREP-SC-2016.5.G.2.c</p>	<p>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 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>(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 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>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.</p>	<p>No Evidence 0 points</p>	
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Comments:

<p>COLLABORATION AND CONSULTATION 1/8 (12%) NASDTEC-MCEE-2015.4.E, CACREP-SC-2016.5.G.2.b, CACREP-SC-2016.5.G.2.k, CACREP-SC-2016.5.G.3.m, CACREP-SC-2016.5.G.3.l, CACREP-SC-2016.5.G.2.n, ISTE-2017.2.c, ISTE-2017.4.a, ISTE-2017.4.b, CAEP-2016 (rev).A.1.1.d, CAEP-2016 (rev).A.1.1.f, ISTE-2017.4.d, NASDTEC-MCEE-2015.4.A, NASDTEC-MCEE-2015.4.B, NASDTEC-MCEE-2015.4.C, NASDTEC-MCEE-2015.4.D, VA-TS.8.VAC.20-21-610.A.7.B, VA-TS.8.VAC.20-21-610.A.7.C, VA-TS.8.VAC.20-21-610.A.1, ISTE-2017.4.c, VA-LIBEDU-PLO.1-350, VA-LIBEDU-PLO.3-352, ASCA-2019.B-PA.1, ASCA-2019.B-PA.5, ASCA-2019.B-PA.8, ASCA-2019.B-SS.4, ASCA-2019.B-SS.5, ASCA-2019.B-SS.6, ASCA-2019.M.5, ASCA-2019.M.6, CACREP-SC-2016.5.G.2.a, CACREP-SC-2016.5.G.3.h, CACREP-SC-2016.5.G.3.i, CACREP-SC-2016.5.G.3.j, CACREP-SC-2016.5.G.1.d, CACREP-SC-2016.5.G.2.d</p>	<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. 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>(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>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>Comments:</p>					

<p>LEADERSHIP 1/8 (12%) NASDTEC-MCEE-2015.4.E, CACREP-SC-2016.5.G.2.b, CACREP-SC-2016.5.G.3.b, CACREP-SC-2016.5.G.3.i, ISTE-2017.2.a, ISTE-2017.2.c, CACREP-SC-2016.5.G.1.b, CACREP-SC-2016.5.G.2.f, CAEP-2016 (rev).A.1.1.a, CAEP-2016 (rev).A.1.1.c, CAEP-2016 (rev).A.1.1.d, CAEP-2016 (rev).A.1.1.e, CAEP-2016 (rev).A.1.1.b, CAEP-2016 (rev).A.1.1.f, ISTE-2017.2.b, NASDTEC-MCEE-2015.4.A, NASDTEC-MCEE-2015.4.B, NASDTEC-MCEE-2015.4.C, NASDTEC-MCEE-2015.4.D, VA-TS.8.VAC.20-21-610.A.9.A, VA-TS.8.VAC.20-21-610.A.9.B, VA-TS.8.VAC.20-21-610.A.9.C, NASDTEC-MCEE-2015.1.C, VA-TS.8.VAC.20-21-610.A.7.A, VA-TS.8.VAC.20-21-610.A.7.B, VA-TS.8.VAC.20-21-610.A.7.C, VA-TS.8.VAC.20-21-610.A.7.D, VA-TS.8.VAC.20-21-610.A.1, ASCA-2019.B-PF.2, VA-LIBEDU-PLO.5-354, VA-LIBEDU-PLO.7-356, ASCA-2019.B-SS.6, ASCA-2019.M.5, ASCA-2019.M.6, ASCA-2019.B-PF.7, CACREP-SC-2016.5.G.2.a, CACREP-SC-2016.5.G.3.h, CACREP-SC-2016.5.G.1.d, CACREP-SC-2016.5.G.2.d, CACREP-SC-2016.5.G.2.j, CACREP-SC-2016.5.G.3.a</p>	<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>	
Comments:					
	24.000 pts 100 %				

Benchmark Case Conceptualization & School Counseling Services Plan Template

Internship Student Name _____ Sarah DeVoe _____

Internship Site: X Elementary School _____ Middle School _____ High School _____

K-12 Student Pseudonym: _____ A _____ **Session** 3 of ? _____

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.

Case Conceptualization & School Counseling Services Plan 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)	Points
<p>Component #1: Case Conceptualization and Appraisal</p> <ul style="list-style-type: none"> • Explain procedures for addressing confidentiality and the limits to confidentiality. • Was the parent/guardian contacted to obtain parental permission for school counseling services? Why or why not? • Based on the student/client's observable behaviors, what achievement, attendance, or discipline concerns might you have as a school counselor? • Please indicate the stakeholders you consulted with regarding this student/client. • After consultation (teachers, administration, parent/guardian, student records, counselors, etc.) what additional information (a more holistic view) will you include with your concerns? • What school counseling services (academic, career, social-emotional) will you provide to the student/client that are within the scope of school counseling practices? • 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? • What school counseling SMART goals might you identify? Be sure to identify achievement, attendance, or discipline goal(s). • How will you involve the student/client in establishing SMART goals? <p>In alignment with the American School Counseling Association's ethical standard A.2., confidentiality has been promoted schoolwide in classroom lessons, and students are made aware of the limits of confidentiality in a manner that is appropriate for their developmental age (American School Counseling Association, 2022). A was reminded of the limits of confidentiality in our first session and was easily able to understand as he is in the fourth grade and has received services from the school counseling program before. A's parent reached out to ask that A speak with the school counselor regarding grief/sadness about his grandmother's declining health. Based on A's observable behavior, there are no concerns about his attendance or discipline. A has admitted that he tends to focus on or worry about things such as his grandmother's health, which could cause him to be distracted from his schoolwork. I have also observed that A tends to dwell on things or events that worry him, and he often wants to speak to the school counselor about the same issues. A does very well in school and usually receives A grades, but his school achievement could be checked up on throughout the year to ensure that he is not struggling in that area.</p>	<p>____/10</p>

<p>Stakeholders that were consulted regarding this student are the student's father and school counselor. A's father keeps in contact with the school counseling program to let us know if any developments are made regarding A's grandmothers health so that we can check in on A if he needs it. A's school counselor informed me that she has seen him several times over the years, and they have worked on friendship issues and worries. The school counseling department provides A with individual and group counseling. A is seen individually once every other week or as needed and participates in a worry group once a week during his lunch time. A also receives classroom guidance lessons on conflict management, which provides a common language for addressing his friendship issues. I have also suggested that the school counseling program add classroom guidance lessons on social emotional learning topics such as anxiety or worries, as there are many other students who could benefit from this. The resources that A receives in school are adequate and within the scope of the school counseling program, and I do not believe that he needs a referral to outside services.</p>	
<p>Component #2: Developmental, Ethical, and Multicultural Considerations</p> <ul style="list-style-type: none"> • Identify the student/client's culture/ethnicity. • Identify multi-social/cultural considerations in this case. Support your response with a <i>peer-reviewed journal</i>. • 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. • 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. • Specifically indicate 2022 ASCA ethical standards that apply in this case. Include, but do not limit yourself to scope of practice, referral, and supervision. <p>A is a ten year old of white, non-Hispanic origin. For adolescents aged 3-17, the prevalence of mental health disorders and suicide has increased significantly in the past ten years (Agency for Healthcare Research and Quality, 2022). These issues were compounded by the COVID-19 pandemic, which would have impacted A's foundational kindergarten and first grade years. However, non-Hispanic white adolescents are able to receive treatment for mental health disorders at a higher rate than their peers of other ethnicities.</p> <p>A barrier that I have observed that could interfere with A's development is a deficiency of resilience. This is displayed in his tendency to be overwhelmed by and dwell on negative events. Resiliency is a significant predictor of mental health issues as multiple studies have found a negative correlation between resiliency and symptoms of mental health disorders (Messman & Hilleger, 2021). Parental stress is related to lower levels of resiliency amongst adolescents- this is another potential impact of the COVID-19 pandemic as it was a time of high stress for many parents. Additionally, A's grandmothers' health problems could be causing stress for his parents, which in turn impacts A's own level of stress.</p>	<p>____/10</p>

<p>According to the American School Counselor Association's Ethical Standard A.6.a., counselors are to collaborate with all relevant stakeholders when students need assistance, including when early warning signs of distress are identified (American School Counselor Association, 2022). This is especially relevant to this case as it was first referred to us by A's father. We can continue to collaborate with A's parents, as well as with his teachers to observe his behavior for signs of stress. Ethical standard A.3.a. is also relevant as it states that school counselors are to provide students with a culturally responsive school counseling program that promotes academic, career, and social/emotional development (American School Counselor Association, 2022). We can do this by continuing to be aware of the effects of the recent pandemic as well as students' personal struggles as we promote development in the domains of our school counseling program.</p>	
<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>. • 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>. • 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>. • Would group sessions also be appropriate for this student/client? Why or why not? Identify possible family/home/community/school supports that would be useful to help this student/client succeed in their identified SMART goal(s). <p>I have chosen to utilize strengths-based cognitive behavioral therapy (CBT) to counsel A. Strengths based methods or therapies focus on an individual's strengths and resources in order to address challenges and construct a more positive outlook (Flückiger et al., 2023). Strengths based CBT promotes resilience and has been proven to generate positive outcomes in children and teens (Yuen et al., 2020). I believe this is an appropriate approach as it addresses A's presenting issues and is suitable for his developmental level. The academic and career interventions that A currently receives include classroom lessons on academic skills and career awareness, and a career fair. These services are in line with the expectations of the American School Counseling Association, and as A's struggles are mainly social-emotional, he does not need further intervention in the academic and career domains (American School Counseling Association, 2023)</p> <p>According to one study on a personal strengths assessment, children are able to reliably self-report their strengths, the knowledge of which is linked to better mental health and development (Shoshani & Shwartz, 2018). The specific intervention that I would like to use with A is an informal strengths assessment that he can work off of to develop a positive approach to solving problems, develop resilience and gain self-esteem. After we have identified A's main strengths, I would like to make a SMART goal of</p>	

<p>reporting how he utilized one strength throughout the week. A's parents could be helpful in supporting him in this goal by obtaining his permission to share the SMART goal with them to help him see how he has been using his strengths at home. Group sessions would be appropriate for aiding A with friendship issues and worry. A is currently attending a counseling group for worry at the school, and could potentially be in a friendship skills group next semester as well.</p>	
<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. • 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? <p>Assessment of A's progress in using his strengths to build resilience will be done through self-report and the report of his parents. My hope is that by building his strengths, A will be able to use his strengths to solve problems and decrease worrying. This approach is sensitive to his developmental level as it is an age-appropriate approach. It is also sensitive to his family background as he has two parents that I can collaborate and communicate with. A's progress towards his SMART goal can be measured weekly through a journal. My idea is to create a journal in which he can self-report how he utilized his strengths weekly, accompanied by a drawing or other activity he may enjoy. By working in a journal, both A and I will be able to see how much progress he has made and how he is achieving his SMART goal each week. Outcome data that can be examined include this journal, his grades, attendance, and discipline record.</p>	<p>___/10</p>
<p>Component #5: Professional/Scholarly Writing Correct grammar, punctuation, sentence structure, spelling, and APA citations. Student includes a references section with proper APA formatting.</p> <p>References:</p> <p>Agency for Healthcare Research and Quality. (2022). 2022 National healthcare quality and disparities report. <i>National Healthcare Quality and Disparities Report [Internet]</i>. https://www.ncbi.nlm.nih.gov/books/NBK587174/</p> <p>American School Counselor Association. (2022). <i>ASCA ethical standards for school counselors</i>. https://www.schoolcounselor.org/getmedia/44f30280-ffe8-4b41-9ad8-f15909c3d164/EthicalStandards.pdf</p>	<p>___/5</p>

<p>American School Counselor Association. (2023). <i>The school counselor and career development</i>.</p> <p>Flückiger, C., Munder, T., Del Re, A. C., & Solomonov, N. (2023). Strength-based methods – a narrative review and comparative multilevel meta-analysis of positive interventions in clinical settings. <i>Psychotherapy Research</i>, 33(7), 856–872. https://doi.org/10.1080/10503307.2023.2181718</p> <p>Mesman, E., Vreeker, A., & Hillegers, M. (2021). Resilience and mental health in children and adolescents: An update of the recent literature and future directions. <i>Current Opinion in Psychiatry</i>, 34(6), 586–592. https://doi.org/10.1097/YCO.0000000000000741</p> <p>Shoshani, A., & Shwartz, L. (2018). From Character Strengths to Children’s Well-Being: Development and Validation of the Character Strengths Inventory for Elementary School Children. <i>Frontiers in Psychology</i>, 9, 2123. https://doi.org/10.3389/fpsyg.2018.02123</p> <p>Yuen, E., Sadhu, J., Pfeffer, C., Sarvet, B., Daily, R. S., Dowben, J., Jackson, K., Schowalter, J., Shapiro, T., & Stubbe, D. (2020). Accentuate the Positive: Strengths-Based Therapy for Adolescents. <i>Adolescent Psychiatry (Hilversum, Netherlands)</i>, 10(3), 166–171. https://doi.org/10.2174/2210676610666200225105529</p>	
TOTAL	/50