LIBERTY UNIVERSITY | SCHOOL of BEHAVIORAL SCIENCES

# Benchmark Case Conceptualization & School Counseling Services Plan Template

**Internship Student Name:** **Nancy Langberg**

**Internship Site: __x__ Elementary School _____ Middle School _____ High School**

**K-12 Student Pseudonym** **Fatima** **Session __2__ of __3__**

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**<br>Individual counseling is a direct, responsive service that involves one-to-one counseling with a student.<br>(Be sure to address the questions/comments for each component) | **Points** |
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| **Component #1: *Case Conceptualization and Appraisal***<br><br>• Explain procedures for addressing confidentiality and the limits to confidentiality.<br>This is addressed first before the session starts. Sign facing student on the table so every session the sign is visible in front of the student. Sign says: what you say in here, stays in here unless 1. Someone is hurting you 2. You want to hurt someone else 3. You want to hurt yourself 4. You give permission to share with another trusted adult.<br>• Was the parent/guardian contacted to obtain parental permission for school counseling services? Why or why not?<br>Yes, the parent was contacted for permission (signed permission form, and over the phone confirmation). Mom was very receptive for the opportunity for us to work with Fatima.<br>• Based on the student/client's observable behaviors, what achievement, attendance, or discipline concerns might you have as a school counselor?<br>The counselor's concerns are that Fatima can get distracted by the uncomfortable thoughts in her head. Avoidance or lack of motivation for schoolwork when those thoughts become intrusive are a concern. There is not a big concern with attendance or achievement. Strengths are all areas of math and vocabulary. Reading comprehension is a strand to keep an eye on as she is low average (as per her end of year Map scores last year).<br>• Please indicate the stakeholders you consulted with regarding this student/client.<br>Mom, other school counselors, teachers<br>• After consultation (teachers, administration, parent/guardian, student records, counselors, etc.) what additional information (a more holistic view) will you include with your concerns?<br>Fatima struggled with separation anxiety when she started school this year. She missed her dad a lot, expressing that he does so much for them, and she just wants to thank him and be thankful for all he does. (Expressed guilt).<br><br>She mentioned friendship problems she had last year at school<br>Fatima was called a lesbian last week by a classmate. This caused her undue stress as she was confused why he would say that to her. She didn't even know | ___/10 |

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| what the word meant until she figured it out. This can highly diminish a person's confidence and mental health, so this is a concern to keep an eye on.<br>• What school counseling services (academic, career, social-emotional) will you provide to the student/client that are within the scope of school counseling practices?<br>20 minute social-emotional counseling sessions and on as needed basis with regular check-ins<br>Cognitive Behavior – reframing uncomfortable thoughts<br>Mindfulness techniques – grounding, breathing exercises<br>• 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?<br>Based on the family's close bond, and taking cultural considerations into account, her family is her greatest support and source of strength, so not at this time.<br>• What school counseling SMART goals might you identify? Be sure to identify achievement, attendance, or discipline goal(s). **Behavior Goal**<br><br>**"By the end of 4 weeks, Fatima will use a grounding technique (like 5-4-3-2-1 or deep breathing) to calm down when she feels anxious or overwhelmed by uncomfortable thoughts at least 4 out of 5 times."**<br><br>**Specific –** The goal focuses on using a specific technique (grounding, deep breathing) to manage anxiety and intrusive thoughts when triggered.<br>**Measurable –** She will aim to use one coping strategy each time she feels triggered. She will journal this practice and how it made her feel afterward.<br>**Achievable –** She can achieve this because she has already stated that she finds breathing down from 10 helpful. This goal is also realistic because it doesn't expect her to use a coping strategy every time but most of the time leaving room for improvement.<br>**Relevant –** This goal directly addresses her struggles with anxiety, overwhelm, and uncomfortable and intrusive thoughts.<br>**Time-Bound –** The goal has a clear and short timeframe so we can measure success and make adjustments as needed.<br><br>• How will you involve the student/client in establishing SMART goals?<br>It will be mentioned in one of the sessions I have with her. When there is sufficient time, we will come up with a plan together that works for her. | |
| **Component #2: *Developmental, Ethical, and Multicultural Considerations***<br><br>• Identify the student/client's culture/ethnicity.<br>Fatima's family is from Afghanistan, she was born in Kabul and only moved to the US when she was 6. They speak English in the home, but she also knows Pashto. She still has lots of family in Afghanistan, they have a home there and go every summer.<br>• Identify multi-social/cultural considerations in this case. Support your response with a *peer-reviewed journal.* | ___/10 |

It is essential to consider the role of family and community in her life. Afghan culture highly values close family ties, respect for elders, and strong connections with heritage. I will remain culturally sensitive, especially regarding family dynamics and how they may influence her emotional well-being. (expresses her closeness with her dad).
**Family Involvement –** Fatima's family can provide a strong support system for her so involving them in the interventions I use will be helpful for her and build trust and rapport for me.
**Trauma and Stigma –** Afghan families may view mental health struggles differently and with stigma. I will use counseling as a supportive, non-stigmatizing process, using gentle words that promote the opportunity for learning new skills and personal development rather than psychological development (Toktas, 2024).

- 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.
  The barriers that seem to be interfering with her academics are her social struggles with friends and classmates and also the internalizing emotions that are manifested when she feels this way. She also expresses sadness when dad is away. These struggles seem to cause a barrier to getting her schoolwork completed.

- Identify and discuss at least one piece of research from a *peer-reviewed journal* to support the barriers you identified with regard to impacting the student/client's (academic, career, social, emotional) development.
  Self-reports of anxiety and depression are linked to poorer academic performance and school adaptation. The difficulties in emotion regulation and the sadness that arises from a parent's absence can become quite significant barriers to academic engagement and completion (Petersen et al., 2019).

- 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.1. Responsibility to Student:**
  **A.1.e** 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. image ASCA Ethical Standards for School Counselors.

  **A.7.Group Work:**
  **A.7.a.** Offer culturally sustaining small-group counseling services based on individual student, school and community needs; student data; a referral process; and/or other relevant data.

  **B.1. Responsibility to the Parents/Guardians**
  **B.1.b.** Respect the rights and responsibilities of custodial and noncustodial parents/guardians and, as appropriate, establish a collaborative relationship to

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| facilitate and advocate for students' maximum growth in the areas of academic, career and social/emotional development (ASCA, 2024). | |
| **Component #3: *Counseling Theory & Techniques*** | ___/15 |

- 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 *peer-reviewed journal.*
  Cognitive Behavior Therapy – help Fatima reframe her uncomfortable and intrusive thoughts into more productive, realistic, and helpful thoughts
  Mindfulness Techniques – help Fatima learn to use mindful breathing and grounding techniques as adaptive vs. maladaptive coping strategies when she feels stressed (Burgess et al., 2021).

- What academic and career techniques would you consider counseling this student? Support your choice regarding culture, developmental age/level, and presenting issues with a *peer-reviewed journal.*
  I would consider having Fatima join an organizational and study skills small group. Given her emotional triggers, it may be useful to support her in developing organization and study skills to manage her schoolwork. These skills can empower her to feel more in control of her academic responsibilities, which can hopefully reduce her feelings of being overwhelmed when emotional or social issues arise. Group counseling has been shown to help students develop positive peer relationships and reduce social isolation, which could be helpful for Fatima (Steen and Kaffenberger, 2007).

  I will also consider pairing Fatima with a mentor (preferably it will be one of us counselors, or her teacher whom we know she is close with). This relationship can be a protective factor for Fatima and positively influence her academic motivation (ASCA, 2024).

- 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 *peer-reviewed journal.*
  Fatima will receive a safe and supportive environment with the counseling sessions. We will focus on adaptive strategies for coping that she already is using that she finds helpful and learn new ones. She will leave my session with tools to help her with grounding/breathing so she is equipped when uncomfortable emotions pop up again.

- Would group sessions also be appropriate for this student/client? Why or why not? Yes, my mentor is working on an "Internalizing Emotions" small group for her and others in 5th preferably for this quarter. She could benefit from the support and compassion of others who are in similar situations. She could benefit from mindfulness techniques that help her learn healthy strategies for coping with uncomfortable emotions.

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| Identify possible family/home/community/school supports that would be useful to help this student/client succeed in their identified SMART goal(s).<br>Home support would be most useful for Fatima considering how close she is with her family. I will offer her a set of grounding and breathing cards for her to take home, I will also let mom know they are coming and what they are so they can all help Fatima utilize them when needed.<br>I will also share that Fatima has these cards with her teacher so she can also allow Fatima to utilize them when she notices big emotions arising. | |
| **Component #4: *Individual Appraisal and Outcomes Assessment***<br>• 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.<br>With our weekly check-ins I can ask if she can share her reframing journal so I may see her progress and adjust techniques as needed.<br>I have a good relationship with mom, so I will make a call after our sessions and again at the end of first quarter to offer an update on Fatima's progress and to ask if there are any concerns or anything else she would like for me to try or continue doing.<br>• How will you measure student/client progress toward meeting the identified school counseling SMART goal(s)?<br>What outcome data will you use to measure achievement, attendance, or discipline?<br>Follow-up each quarter with SMART goal progress. Adjust as needed.<br>Weekly check-ins<br>Fall/Winter MAP scores<br>Quarterly attendance data<br>Quarterly Progress Reports | ___/10 |
| **Component #5: Professional/Scholarly Writing**<br>Correct grammar, punctuation, sentence structure, spelling, and APA citations. Student includes a references section with proper APA formatting. | ___/5 |
| **TOTAL** | ___/50 |

**References**

American School Counselor Association (2024). *ASCA ethical standards for school counselors.* https://www.schoolcounselor.org/About-School-Counseling/Ethical-Responsibilities/ASCA-Ethical-Standards-for-School-Counselors-(1)

American School Counselor Association. (2024). *The school counselor and peer support programs*. https://www.schoolcounselor.org/Standards-Positions/Position-Statements/ASCA-Position-Statements/The-School-Counselor-and-Peer-Support-Programs

Burgess, E.E., Selchen, S., Diplock, B.D. *et al.* A Brief Mindfulness-Based Cognitive Therapy (MBCT) Intervention as a Population-Level Strategy for Anxiety and Depression. *J Cogn Ther* 14, 380–398 (2021). https://doi.org/10.1007/s41811-021-00105-x

Pedersen, M.L., Holen, S., Lydersen, S. *et al.* School functioning and internalizing problems in young schoolchildren. *BMC Psychol* 7, 88 (2019). https://doi.org/10.1186/s40359-019-0365-1

Steen, S., & Kaffenberger, C. J. (2007). Integrating academic interventions into small group counseling in elementary school. *Professional School Counseling*, *10*(5), 516–519. https://psycnet.apa.org/record/2007-09340-010

Toktas, E. (2024). Mental Health Interventions in Family Contexts: A Cultural Approach. *Journal of Psychosociological Research in Family and Culture*, *2*(3), 1-3. https://doi.org/10.61838/kman.jprfc.2.3.1

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| **Institution:** | Liberty University |
| **Student:** | Nancy Langberg |
| **Supervisor:** | Jennifer Poteet |
| **Site:** | Madison's Trust Elementary School |
| **Date:** | Fall 2024 (08/19/24 - 12/13/24) |
| **Type:** | COSC 693 Internship I (A09) |
| **Final Completed:** | 11/12/24 01:10 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 |
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| **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.<br><br>(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.<br><br>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 | (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.<br><br>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 | Insufficient evidence of ability to apply ethical and legal standards, and/or articulate, advocate, or model professional identity/programming. | No Evidence<br><br>0 points | |

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| | counselor" title over that of "guidance" counselor. | contemporary "school counselor" title over that of "guidance" counselor. | | | |

**Question Comments :**

Nancy has been a wonderful advocate for school counseling services through her actions and her recommendations. She has helped make connections with parents at our school events to help them make stronger connections to our role. She helped to plan and organize our advisory council meeting in which we communicated our roles and responsibilities and how we maintain ethical and legal standards in all we do as school counselors.

| | MET: Advanced | MET: Proficient | NOT MET: Developing | NOT MET: No Evidence | MET: Advanced |
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| **COUNSELING PREVENTION AND INTERVENTION** | Intern independently applies self-evaluation and reflection to improve counseling skills. AND/OR Evaluates and suggests programming changes that improve service delivery.<br><br>(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.<br><br>AND (D.3) Designs and implements prevention and intervention plans related to the effects of (a) atypical growth and development, (b)<br><br>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. | (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<br><br>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.<br><br>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. | Insufficient evidence of ability to provide effective developmentally appropriate school counseling services to diverse student populations, recognizing limitations that necessitate supervision and/or referral. | No Evidence<br><br>0 points | |

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.

**Question Comments :**

Nancy works hard to ensure that she is providing the best possible supports she can to help her students. She spends ample time preparing and practicing her materials for lessons and small groups. She takes the time to reflect and make any adjustments necessary to make sure she is meeting the needs of all of her students. Nancy has also taken the time to get to know her students so that she can understand their learning skills and barriers. In doing so she can accommodate their needs either working with them on a lesson or individually.

| | MET: Advanced | MET: Proficient | NOT MET: Developing | NOT MET: No Evidence | MET: Advanced |
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| **DIVERSITY AND ADVOCACY** | 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.<br><br>(F.1) Demonstrates multicultural competencies in relation to diversity, equity, and opportunity in student learning and development. AND<br><br>(F.2) Advocates for the learning and academic experiences necessary to promote the academic, career, and personal/social development of students. AND<br><br>(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<br><br>(F.4) Engages parents, guardians, and families to promote the academic, | (F.1) Demonstrates multicultural competencies in relation to diversity, equity, and opportunity in student learning and development. AND<br><br>(F.2) Advocates for the learning and academic experiences necessary to promote the academic, career, and personal/social development of students. AND<br><br>(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<br><br>(F.4) Engages parents, guardians, and families to promote the academic, career, and personal/social development of students.<br><br>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 | 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. | No Evidence<br><br>0 points | |

career, and personal/social development of students.

in relation to the needs of students and families.

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.

**Question Comments :**

Madison's Trust Elementary School has a diverse population. As a school counselor Nancy was quick to understand their cultural needs and uses this knowledge when working with the student to support them. She has also been able to apply this knowledge to helping our students learn how to better understand their peers and how to communicate and problem solve peacefully.

| | MET: Advanced | MET: Proficient | NOT MET: Developing | NOT MET: No Evidence | MET: Advanced |
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| **ASSESSMENT** | 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) 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. | (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 | 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<br>0 points | |

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| | | the ASCA National Model for assessment guidance. | | | |

**Question Comments :**

Nancy has worked alongside of our department as we have begun collecting data and writing components for our program. She helped us look at attendance data to see where the highest needs were for our students as well as opportunities to help close gaps academically.

| | MET: Advanced | MET: Proficient | NOT MET: Developing | NOT MET: No Evidence | MET: Advanced |
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| **RESEARCH AND EVALUATION** | 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<br>0 points | |

**Question Comments :**

Nancy has applied theories and frameworks when working with students and families individually. She has also used her knowledge of these when creating lessons and making our school a positive place to learn and grow.

| | MET: Advanced | MET: Proficient | NOT MET: Developing | NOT MET: No Evidence | MET: Advanced |
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| **ACADEMIC DEVELOPMENT** | Intern evaluates existing programs/services/strat egies 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 | (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 | 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<br>0 points | |

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| | 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. | 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. | | | |

**Question Comments :**

Nancy has been an active leader in our executive functioning small group by creating and planning activities that enhance and develop academic achievement skills. She also has met with some of our 5th graders to create and develop goals for their first quarter. When working with them she helped them find strategies to help them meet their goals.

| | MET: Advanced | MET: Proficient | NOT MET: Developing | NOT MET: No Evidence | MET: Advanced |
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| **CONSULTATION AND COLLABORATION** | 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 | (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 | 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. | No Evidence<br>0 points | |

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| | 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. | 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. | | | |

**Question Comments :**

Our staff at MTE love Nancy. She has become a member of our school family. One example of this has been working with our school social worker and families to support a small group of Kindergarteners. She has collaborated as a member of the UMHT team to also hold conversations on how we can support students academic, social/emotional, and personal development.

| | MET: Advanced | MET: Proficient | NOT MET: Developing | NOT MET: No Evidence | MET: Advanced |
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| **LEADERSHIP** | 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.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. | 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. | No Evidence<br>0 points | |

**Question Comments :**

Nancy planned two parent seminars to help our community. These seminars helped parents learn how to support and differentiate mean vs bullying behavior and how to help their students respond.

**Evaluation Score Summary**

| Title: | Score | Weight | Adj. Score | |
|---|---|---|---|---|
| Primary Evaluation | 100.00 | 100.00% | 100.00<br>**100.00** | *Finalized* |

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