LIBERTY UNIVERSITY | SCHOOL of BEHAVIORAL SCIENCES

Benchmark Case Conceptualization & School Counseling Services Plan Template

Internship Student Name Katharine Sandvick

Internship Site: ____ Elementary School _x_ Middle School _____ High School

K-12 Student Pseudonym Lexi **Session** 4 of 10

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**
Component #1: *Case Conceptualization and Appraisal* • Explain procedures for addressing confidentiality and the limits to confidentiality. I addressed confidentiality by explaining to the student that nothing will be shared in our sessions with anyone unless the student shares that there is harm being done to them, that they want to hurt themselves or others or if there is a court-ordered disclosure. • Was the parent/guardian contacted to obtain parental permission for school counseling services? Why or why not? Yes, the parent was called to ask for permission to record and counsel the student. The parent gave permission as long as the student felt comfortable. A law in Wyoming requires parental permission if the student is going to be receiving consistent counseling services. • Based on the student/client's observable behaviors, what achievement, attendance, or discipline concerns might you have as a school counselor? My concerns for Lexi fall within achievement, attendance and discipline concerns. Lexi does not seem to fully apply herself in class. She is very social and prioritizes that over academics. Additionally, her attitude towards authority creates problems within class. There have been instances where she has received detention from teachers due to her attitude. As for attendance, Lexi has many tardies to her classes. She roams in the halls and continues to show up after the bell to class. She continues to challenge authority by wearing inappropriate clothing and almost bragging about the number of times she is getting dress coded. • Please indicate the stakeholders you consulted with regarding this student/client. I have consulted with the school counselor, administration, mother, probation officer and teachers.	___/10

- After consultation (teachers, administration, parent/guardian, student records, counselors, etc.) what additional information (a more holistic view) will you include with your concerns?

Teachers, administration, probation officer and the school counselor have concerns with her attitude toward authority. She challenges authority through dress code, being late for class, stirring up drama among peers, making strong accusations about other students, and looking for fights with other students. Lexi tends to have a victim mentality and will often shift blame onto others as opposed to taking accountability for herself. She is also on probation for stealing thousands of dollars worth of belongings from our local recreation center. Lexi has a lot going on at home. Mom is also on probation for drugs and the children were removed from the home last year for being exposed to meth. Lexi has mentioned that she is often left in charge of her 3 younger siblings and feels the weight of that on top of school.

- What school counseling services (academic, career, social-emotional) will you provide to the student/client that are within the scope of school counseling practices?

Lexi will benefit from focusing on social-emotional counseling services. This seems to be the area holding her back from succeeding in her academics. Most of her struggles lie within peer and adult relationships. Additionally, to focus on academics, I have recommended to Lexi to attend ELO (extended learning opportunities) to turn her work in and stay caught up with assignments for her classes.

- 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?

I did ask Lexi if she would be interested in seeing an outside of school counselor on a more regular basis and Lexi informed me that she is currently going to counseling. I would also recommend that Lexi try to participate in some sort of school sport or club to engage her with authority and her peers in positive ways.

- What school counseling SMART goals might you identify? Be sure to identify achievement, attendance, or discipline goal(s).

A SMART goal that Lexi and I have discussed relates to a discipline goal. As previously mentioned, Lexi is continuously getting dress coded because of inappropriate clothing. The specific SMART goal Lexi is working toward is by the end of the semester, Lexi will follow the school's dress code every school day. The way this will be measured is she will have no dress code violations reported by the staff or principal so that she can stay in class and avoid consequences. Additionally, a SMART goal for Lexi is she will not have more than 2 tardies to class from now till the end of the semester.

• How will you involve the student/client in establishing SMART goals? I will involve Lexi by asking her what she thinks she needs to improve on. We will discuss strategies and ways for her to make improvements in her smart goals. Lexi will have an active role in brainstorming ways in which she can be successful in her goals and I will be a support to her by helping her overcome her barriers.	
Component #2: *Developmental, Ethical, and Multicultural Considerations*	___/10
• Identify the student/client's culture/ethnicity. Lexi is Caucasian. • Identify multi-social/cultural considerations in this case. Support your response with a *peer-reviewed journal.* Consideration that I need to be mindful of when working with Lexi is her socioeconomic status, the resources that she has available to her, and the at home influences that impact her experiences and worldview. Vadivel et al., (2023) writes, "The variables comprising socioeconomic back-ground are the income of the family, the occupation they follow, the level of family members' education, and where they live" (p. 2). These factors impact Lexi in her daily life. • Identify family, school, community, and/or other institutional/environmental barriers that may be interfering with the academic, career, and/or social/emotional development of this student/client. Family and environmental barriers are interfering with Lexi's academic, career and social/emotional development. Last year, Lexi and her siblings were removed from the home due to her parents using drugs in the home while the children were there. This stress impacts Lexi's academic focus and learning abilities. Additionally, because Lexi is the oldest daughter in the home, she has immense responsibility to take care of her 4 younger siblings. She has mentioned many times how hard it is for her that her mom is disengaged from the caretaking and most of the responsibilities at home fall on her. This • 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. Although Lexi faces many challenges and barriers due to her environment and low socioeconomic status, these very challenges bring about strengths in Lexi that I can focus on while working with her and help her build upon these strengths. Lexi is very resilient and has been through a lot. She has adult-like responsibilities put on her that she follows through with and manages well. Hernandez et al., (2021) writes, "…Students' otherwise stigmatized identities (i.e., their lower-SES background) are directly and explicitly brought to mind and considered sources of unique knowledge and strengths. Thus, students may derive a sense of worth and self-value that is linked to their SES background" (p. 2). Lexi can use the strengths that have developed through her	

circumstance to positively impact her academics, career and 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. **A.1. Supporting Student Development** c. Support all students and their development by actively working to eliminate systemic barriers or bias impeding student development. **A.2. Confidentiality** b. Inform students of the purposes, goals, techniques, rules and procedures under which they may receive counseling. Disclosure includes informed consent and clarification of the limits of confidentiality. **A.3. Comprehensive School Counseling Program** b. Collaborate with administration, teachers, staff and stakeholders for equitable school improvement goals. **A.3. Comprehensive School Counseling Program** e. Deliver research-based interventions to help close achievement, attainment, information, attendance, discipline, resource and opportunity gaps **A.4. Academic, Career and Social/Emotional Planning** d. Provide opportunities for all students to develop a positive attitude toward learning, effective learning strategies, self-management and social skills and an understanding that lifelong learning is part of long-term career success. **A.9. Serious and Foreseeable Harm to Self and Others** a. Inform parents/guardians and school administration when a student poses a serious and foreseeable risk of harm to self or others. This notification is to be done after careful deliberation and consultation with appropriate professionals, such as other school counselors, the school nurse, school psychologist, school social worker, school resource officer or child protective services. Even if the danger appears relatively remote, parents/guardians must be notified. The consequence of the risk of not giving parents/guardians a chance to intervene on behalf of their child is too great.	
Component #3: *Counseling Theory & Techniques* • 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.* I plan to use Solution Focused Brief Therapy with Lexi. This theoretical technique will best support Lexi because she tends to approach challenges in her life through a victim mentality. Karababa (2024) writes, "SFBT, whatever the nature of the problem, includes unique intervention techniques: the miracle question, the nightmare question, looking for	___/15

exceptions to the problem, the taking of a small step, getting the client to do something different, the giving therapeutic compliments, setting goals, assigning homework tasks, and the use of scaling" (p. 169). All of these techniques that fall under SFBT are developmentally appropriate for Lexi to engage in. Giving Lexi the opportunity to see that she does in fact have control over choices and situations in her life will benefit her. Additionally, Lexi often places blame on others for the consequences of her actions. SFBT will give her practice with accepting responsibility and acknowledging her part.

- 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.*

Lexi struggles with persevering through barriers in academics. For example, she misses deadlines and easily gives up if something presents a challenge. I will implement techniques that help Lexi strengthen and develop perseverance. One technique is based off of the Resilience Builder Program (2022). Skills that are addressed in this program include, leadership, being proactive, optimistic thinking, assertiveness and perspective taking (Rich et al., 2022). I will not be able to implement an entire program, but I can discuss these topics with Lexi to foster persevere. Rich et al., (2022) writes, "…Children who feel more mastery and self-efficacy will exhibit greater motivation to continue to pursue their school work than those who feel that schoolwork is too challenging and not manageable" (p. 264).

- What specific 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.*

One of Lexi's barriers to academic, career and social-emotional success is her lack of respect for authority. This is something that I believe developed early on as she has struggled with authority for most of her schooling. She challenges any authority she can, including teachers, parents and even the law. An intervention that I will use is perspective taking. This intervention will be used to help Lexi "put herself in other's shoes". Additionally, we will work to recognize that authority figures are not out to get her and that many adults in her life do have her best interest at heart. She currently has the outlook that adults and peers are targeting her and want to make life more difficult for her. Chang & Kuo, (2024) write, "…Individuals with secure attachment have positive internal working models of self and others and have greater PT (perspective taking) and empathic concern (p. 416). We will work to grow her positive self-perception and looking at the perspectives of others.

- Would group sessions also be appropriate for this student/client? Why or why not?

At this time, I do not think group sessions would be appropriate for this student. Lexi benefits from attention from other students and not always in an appropriate manner. She likes to have peers go along with her when she makes poor choices. Individual counseling is most appropriate for Lexi because she needs a mentor figure and someone to intently listen to her.

Identify possible family/home/community/school supports that would be useful to help this student/client succeed in their identified SMART goal(s). Lexi's probation officer is a great support to Lexi and her family. Additionally, we have collaborated well together to set aligning goals that Lexi can work toward. One way to help Lexi work toward her SMART goal is to collaborate with her mother. Lexi communicated that her mother seemed to be in support of her dressing inappropriately. If we could all be on the same page with supporting Lexi in her goals, she would be more successful. I also believe that a counseling session with Lexi and her mother would be beneficial to help Lexi communicate, with a mediator present, some of her struggles that she is having at home with mom.	
Component #4: *Individual Appraisal and Outcomes Assessment* • 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. I will assess Lexi's progress through looking at her attendance and the amount of tardies in class. I will also track how many times she has been called to discuss issues with the school counselor or administration. If Lexi is going to ELO to catch up on her missing work that will show me whether or not she is utilizing her strengths to persevere through academic challenges. Additionally, I will continue to collaborate with her probation officer to make sure she is not adding any other violations and following her probation orders. These approaches take into account Lexi's abilities and background. She is able to attend ELO because of resources available to her. • 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? The SMART goal that addresses discipline will be assessed at the end of the semester. Lexi will have met her goal if by the end of the semester she has received no dress code violations and has remained in class. To measure the outcome data for her attendance, I will look at the amount of tardies she has had to class at the end of the semester. She should have no more than 2 tardies when I assess in December.	___/10
Component #5: Professional/Scholarly Writing References Asca ethical standards for school counselors. (2022). https://www.schoolcounselor.org/getmedia/44f30280-ffe8-4b41-9ad8-f15909c3d164/EthicalStandards.pdf Chang, C., & Kuo, H. (2024). The Relationship Between Attitudes Toward Authority and Innovative Behavior in Adolescents: The Mediating Roles of Social Support and	___/5

Perspective Taking. *Journal of Creative Behavior,* 58(3), 412–429. https://doi.org/10.1002/jocb.665 Hernandez, I. A., Silverman, D. M., Destin, M., Hernandez, I. A., & Silverman, D. M. (2021). From deficit to benefit: Highlighting lower-SES students' background-specific strengths reinforces their academic persistence. *Journal of Experimental Social Psychology.*, *92*. https://doi.org/10.1016/j.jesp.2020.104080 Karababa, A. (2024). A Meta-Analysis of Solution-Focused Brief Therapy for School-Related Problems in Adolescents. *Research on Social Work Practice.*, *34*(2), 169–181. https://doi.org/10.1177/10497315231170865 Rich, B. A., Starin, N. S., Senior, C. J., Zarger, M. M., Cummings, C. M., Collado, A., & Alvord, M. K. (2022). Improved Resilience and Academics Following A School-based Resilience Intervention: A Randomized Controlled Trial. *Evidence-Based Practice in Child and Adolescent Mental Health*, *8*(2), 252–268. https://doi.org/10.1080/23794925.2022.2025630 Vadivel, B., Alam, S., Nikpoo, I., & Ajanil, B. (2023). The Impact of Low Socioeconomic Background on a Child's Educational Achievements. *Education Research International, 2023* https://doi.org/10.1155/2023/6565088	
TOTAL	___/50

Institution:	Liberty University
Student:	Katharine Sandvick
Supervisor:	Carie Rose
Site:	Sage Valley Junior High
Date:	Fall 2025 (08/18/25 - 12/12/25)
Type:	COSC 694 Internship II (A04)
Final Completed:	11/24/25 12:30 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 300-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 notmet, the site supervisor should select a "Not Met" rating of "Developing" or "NoEvidence." Provide a comment below for any rating of "Not Met". Practicum studentswho receive "Not Met" ratings on the final evaluation will receive remediation beforemoving forward to the internship courses. Remediation may involve targeted mentoringon specific standards and extended time to provide additional evidence. It is expectedthat 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
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,	Insufficient evidence of ability to apply ethical and legal standards, and/or articulate, advocate, or model professional identity/programming.	No Evidence 0 points

MET: Advanced

	(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.	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.		

Question Comments :

MET: Advanced

	MET: Advanced	MET: Proficient	NOT MET: Developing	NOT MET: No Evidence
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. (D.1) Demonstrates self-awareness, sensitivity to others, and the skills needed to relate to diverse individuals, groups, and classrooms. AND (D.2) Provides	(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	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 0 points

	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.	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.		

Question Comments :

	MET: Advanced	MET: Proficient	NOT MET: Developing	NOT MET: No Evidence
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. (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	(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	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 0 points

MET: Advanced

	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.	of students and families.		

Question Comments :

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

MET: Proficient

	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.	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.		

Question Comments :

	MET: Advanced	MET: Proficient	NOT MET: Developing	NOT MET: No Evidence
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	(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	Insufficient evidence of ability to apply research, engage in data analysis, and/or make use of technology for positive measurable	No Evidence 0 points

MET: Proficient

	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.	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.	programming outcomes.	

Question Comments :

MET: Proficient

	MET: Advanced	MET: Proficient	NOT MET: Developing	NOT MET: No Evidence
ACADEMIC DEVELOPMENT	Intern evaluates existing programs/services/strategies making suggestions that result in improved differential instruction, student achievement, and/or postsecondary opportunities/options. (L.1) Conducts 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	(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	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

	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.	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 :

	MET: Advanced	MET: Proficient	NOT MET: Developing	NOT MET: No Evidence
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-	(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	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	No Evidence 0 points

MET: Advanced

	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.	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.	helping strategies.	

Question Comments :

	MET: Advanced	MET: Proficient	NOT MET: Developing	NOT MET: No Evidence
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 0 points

MET: Proficient

Question Comments :

Evaluation Score Summary

Title:	Score	Weight	Adj. Score	
Primary Evaluation	83.33	100.00%	83.33	*Finalized*
			83.33	