

Benchmark Case Conceptualization & School Counseling Services Plan Template

Internship Student Name Hailie Gerhardt

Internship Site: Mt. Airy Elementary School Elementary School X Middle School ____ High School

K-12 Student Pseudonym Adam **Session** 3 of 7

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. Confidentiality and limits explained to the student at every session, student in understanding. Student's parents were also notified of confidentiality and its limits. • Was the parent/guardian contacted to obtain parental permission for school counseling services? Why or why not? Yes, permission for counseling services signed at the beginning of the school year. School district does not allow for students to individually record students. Therefore, no permission form was sent home and the recorded video session will be with the site supervisor acting in place of the student. • Based on the student/client's observable behaviors, what achievement, attendance, or discipline concerns might you have as a school counselor? Adam's observable behaviors include poor emotional control and emotional outbursts. Hyperactive behavior that often interrupts instructional time. Adam is a high achieving student academically and has no major disciplinary concerns. • Please indicate the stakeholders you consulted with regarding this student/client. School counseling intern consulted with school counselor, classroom teachers, previous and current, also student's mother. • After consultation (teachers, administration, parent/guardian, student records, counselors, etc.) what additional information (a more holistic view) will you include with your concerns? Adam is high achieving and can be emotionally unstable. He is diagnosed with ADHD and anxiety, for which he is medicated, but irregularities exist in medication administration. Adam will benefit from school counseling to improve emotional outbursts and anxious tendencies, and he could benefit from outside counseling as well. • What school counseling services (academic, career, social-emotional) will you provide to the student/client that are within the scope of school counseling practices? Adam does not show academic deficits of any kind, so no academic services are needed. Career planning will be limited as he is not presenting with issues related to careers. Social-emotional is where Adam will benefit the most. He will be provided with services to improve emotional regulation and outbursts.	____/10

• 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? Adam could benefit from seeing an outside counselor. The school counselor has spoken with Adam's parents about potentially seeing a counselor, but the parents have not made any decisions. He could also benefit from having an outlet for his ADHD tendencies such as a sport or other extra-curricular activity. It would be my recommendation to see an outside counselor, as well as, the school counselor, to better serve Adam in and outside of school. • What school counseling SMART goals might you identify? Be sure to identify achievement, attendance, or discipline goal(s). • S- The student will learn coping mechanisms to control emotional outburst. • M- The student will receive seven sessions for goal setting and progress reporting. • A- Seven sessions will be a manageable amount of time and in collaboration with the classroom teacher, the times he can be pulled from class. • R- The student will evaluate personal coping skills and establish new skills with the school counseling intern. • T- Goals will be completed in the sixteen-week time frame the school counseling intern will be at the school. Adam can also receive additional support from the school counselor. • How will you involve the student/client in establishing SMART goals? Adam will be involved in SMART goals by working with the school counseling intern on setting his own goals. The student will be asked about coping skills and other ways to control emotional outbursts.	
Component #2: Developmental, Ethical, and Multicultural Considerations • Identify the student/client's culture/ethnicity. The student is a white male with a stable family life, upper-middle class. He lives with mom, dad, little sister, and one baby on the way. • Identify multi-social/cultural considerations in this case. Support your response with a peer-reviewed journal. Adam has a stable family life and is supported at home. He struggles to maintain his anxious tendencies. Research has shown the connection of anxiety and cultural connections. In Adam's case it is difficult to pinpoint any developmental or multicultural concerns with his anxiety and ADHD. However, some studies have shown that diagnoses of these disorders are not always influenced by outside concerns. (Henschel, 2021). • 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. Adam is an emotional child. He feels deeply for those around him, for example, the new baby. He is concerned that he will not be able to see his mother during that process and does not want to stay with his grandmother. His mother is not due to have the baby until April of 2024. Adam is the oldest child and has witnessed his mother's two miscarriages. He often worries about his mother and the health of the pregnancy.	___/10

- **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.** The student suffers from emotional outbursts related to anxiety and ADHD diagnoses. Recent research has shown how students with anxiety and other behavioral disorders can suffer academically and in social/emotional situations. (Krause, et. al., 2021). School counseling intern will work with Adam on how to control emotional outburst to prevent "bad days" in and outside of school.

- **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. a. Have a primary obligation to the students, who are to be treated with dignity and respect as unique individuals." (ASCA, 2022).

"A.1.d Provide culturally responsive instruction and appraisal and advisement to students." (ASCA, 2022).

"A.1.g Acknowledge the vital role and rights of parents/guardians, families, and tribal communities." (ASCA, 2022).

"A.2.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." (ASCA, 2022).

"A.2.c Explain the limits of confidentiality in developmentally appropriate terms through multiple methods, such as student handbooks; classroom lessons; verbal notification to individual students; and school counseling department websites, brochures, and social media accounts." (ASCA, 2022).

"A.2.j Protect the confidentiality of students' records and release of personal data in accordance with prescribed federal and state laws and district and school policies." (ASCA, 2022).

"A.3.b Collaborate with administration, teachers, staff and stakeholders for equitable school improvement goals." (ASCA, 2022).

"A.3.c Use data-collection tools adhering to standards of confidentiality as expressed in A.2." (ASCA, 2022).

"A.3.d Review and use school and student data to assess and address needs, including but not limited to data on strengths and disparities that may exist related to gender, race, ethnicity, socioeconomic status, disability and/or other relevant classifications." (ASCA, 2022).

"A.5.b Recognize that establishing credibility, rapport and an effective working alliance with some students and stakeholders may be facilitated by developing relationships that extend beyond the school day and building (e.g., attending community events, advocating for community improvement for and with students

and stakeholders, joining community enhancement organizations)." (ASCA, 2022).

"A.5.h Refrain from the use of personal social media, text and email accounts to interact with students unless sanctioned by the school district. Adhere to legal, ethical, district and school policies and guidelines when using technology with students and stakeholders." (ASCA, 2022).

"A.6.a Collaborate with all relevant stakeholders, including students, school faculty/staff and parents/guardians, when students need assistance, including when early warning signs of student distress are identified." (ASCA, 2022).

"A.6.c Connect students with services provided through the local school district and community agencies and remain aware of state laws and local district policies related to students with special needs, including limits to confidentiality and notification to authorities as appropriate." (ASCA, 2022).

"A.9.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." (ASCA, 2022).

"A.9.c Collaborate with school administration to ensure a student has proper supervision and support. If parents/guardians will not provide proper support, the school counselor takes necessary steps to underscore to parents/guardians the necessity to seek help and, at times, may include a report to child protective services." (ASCA, 2022).

"A.9.d Provide culturally responsive mental health resources to parents/guardians." (ASCA, 2022).

"A.10.a Advocate with and on behalf of students to ensure they remain safe at home, in their communities and at school. A high standard of care includes determining what information is shared with parents/guardians and when information creates an unsafe environment for students." (ASCA, 2022).

"A.10.b Actively work to establish a safe, equitable, affirming school environment in which all members of the school community demonstrate respect, inclusion and acceptance." (ASCA, 2022).

“A.11.a Recognize that bullying, discrimination, bias and hate incidents rooted in race, gender, sexual orientation and ethnicity are violations of federal law and many state and local laws and district policies.” (ASCA, 2022). “A.11.b Advocate for schoolwide policies, protocols and training for response to bullying, harassment and bias incidents centered in safety, belonging and justice.” (ASCA, 2022). “A.13.a Abide by the Family Educational Rights and Privacy Act (FERPA), which defines who has access to students’ educational records and allows parents/guardians the right to review the records and challenge perceived inaccuracies in their child’s records.” (ASCA, 2022).	
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 <i>peer-reviewed journal</i>. I will be using solution-focused brief therapy strategies with Adam. I like to use this theory because of its design to quickly determine the need and assist the student/client set goals and help the student realize they can fix this problem at hand. SFBT has been proven to help students/clients with anxiety, depression, ADHD, and Autism. (Jung, 2020). Although Adam is not formally diagnosed with anxiety, he has anxious tendencies and SFBT could be beneficial for him. • 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>. I would consider using academic techniques before using career, mainly because the student present with issues that are not related to career concerns. School counseling intern has worked closely with classroom teacher to support in academics. Classroom teacher has noted that Adam works well in small groups. Studies have proven that children with anxiety, ADHD and other behavioral disorders can benefit from small group learning with peers. (Susiani, et. al., 2022). • 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>. Positive intervention includes the punch card system. The punch card is developmentally appropriate, and the student can see his progress daily. He receives one punch per-day without an emotional outburst. He can receive incentives like extra recess and free ice cream for a week without an outburst. The school counseling intern is also trying to use different types of therapies to assist Adam. Meditative therapies have been attempted and appear to be beneficial. Research has shown the effectiveness of meditation therapies with children with anxious tendencies and other behavioral issues. (Zhang, 2018). • Would group sessions also be appropriate for this student/client? Why or why not? Adam would benefit from group sessions. He is social and enjoys being	___/15

with his peers. He could also find comfort in knowing that he is not the only person who is dealing with the major things in his life. • Identify possible family/home/community/school supports that would be useful to help this student/client succeed in their identified SMART goal(s). Adam has a supportive family and could benefit from seeing an outside counselor to further assist with the SMART goals identified at school.	
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. Adam's progress will be tracked with a "punch card" reward system. Every day that the student does not have an emotional outburst, he will receive a punch on his card. The punch card is developmentally appropriate, and he can receive rewards such as extra recess time or ice cream bought by the school counseling intern. This system is culturally appropriate as it does not impede upon his multiculturalism or his ability to succeed throughout the day. • How will you measure student/client progress toward meeting the identified school counseling SMART goal(s)? Emotional outbursts will be recorded on frequency. The student will also express how he can change the behavior and prevent it from happening in the future. • What outcome data will you use to measure achievement, attendance, or discipline? The school counseling intern will use the gathered data to share with necessary stakeholders to improve behaviors and to have future success at school.	___/10
Component #5: Professional/Scholarly Writing Correct grammar, punctuation, sentence structure, spelling, and APA citations. Student includes a references section with proper APA formatting. ♣ ASCA, 2022., ASCA Ethical Standards for School Counselors. "A.1. a. Have a primary obligation to the students, who are to be treated with dignity and respect as unique individuals." Alexandria, VA ASCA, 2022., ASCA Ethical Standards for School Counselors. "A.1.d Provide culturally responsive instruction and appraisal and advisement to students." Alexandria, VA ASCA, 2022., ASCA Ethical Standards for School Counselors. "A.1.g Acknowledge the vital role and rights of parents/guardians, families, and tribal communities." Alexandria, VA ASCA, 2022., ASCA Ethical Standards for School Counselors. "A.2.b Inform students of the purposes, goals, techniques, rules, and procedures under which they may	___/5

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Jung Jin Choi (2020) A Case Study of Solution-Focused Brief Family Therapy. <i>The American Journal of Family Therapy</i>, 48:2, 195-210, https://doi.org/10.1080/01926187.2019.1691083 Susiani, K., Suastika, N., & Lasmawan, W., (2022). The effectiveness of study group guidance to improve learning motivation of elementary school students. <i>JPPI</i>, Vol. 7, no. 3, 394-399. https://doi.org/10.29210/020211219 Zhang, J., Díaz-Román, A., & Cortese, S. (2018). Meditation-based therapies for attention-deficit/hyperactivity disorder in children, adolescents and adults: a systematic review and meta-analysis. <i>Evidence - Based Mental Health</i>, 21(3), 87. https://doi.org/10.1136/ebmental-2018-300015	
TOTAL	___/50

Intern Name: Haillie Gerhardt

Internship: COSC 693-A22 (School Counseling)

Submitted: Dec 8, 2023

Supervisor(s): [redacted]

Course/Term: COSC693 - A22 : School Counseling Internship I (Fall 2023)

Mentor(s): Maggie Oakes

Assessor: Maggie Oakes (Mentor)

Site: Mt. Airy Elementary School (Gretna, VA), 100 Mount Airy Elementary School Circle, Gretna VA 24557

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.i, 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:					

COUNSELING PREVENTION AND INTERVENTION 1/8 (12%)	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.	(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.	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
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.i, 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				

Comments:

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.i, 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-UBEDU-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	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.	(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.	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
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Comments:

ASSESSMENT 1/8 (12%) NASDTEC-MCEE- 2015.3.A, CACREP-SC- 2016.5.G.1.e, CACREP-SC- 2016.5.G.3.a, 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]	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.	(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.	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
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Comments:

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.&VAC.20-21-610.A.9.C, VA-TS.&VAC.20-21-610.A.8.A, VA-TS.&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
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Comments:

ACADEMIC DEVELOPMENT 1/8 (12%) 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	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.	(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.	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
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Comments:

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.j, 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-UBEDU-PLO.1-350, VA-UBEDU-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	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.	(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.	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 0 points
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Comments:

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.i, 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	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
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Comments:

24.000 pts | 100 %