

Benchmark Case Conceptualization & School Counseling Services Plan Template

Internship Student Name: Hailie Gerhardt

Internship Site: ___ Elementary School **X Middle School** ___ High School

K-12 Student Pseudonym: Thomas **Session** 5 **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. Confidentiality will be addressed in every session. Confidentiality explained that, whatever is said in here stays in here unless someone is hurting you, you want to hurt yourself, or you want to hurt someone else. - Was the parent/guardian contacted to obtain parental permission for school counseling services? Why or why not? Yes, parental permission was obtained in the beginning of the year paperwork. - Based on the student/client's observable behaviors, what achievement, attendance, or discipline concerns might you have as a school counselor? Thomas struggles to make friends, the middle school transition was rough for him. I spoke with his counselor from elementary school and this is not new behavior for Thomas. Thomas has been to the counselors office many times after other male students complained of him touching their private areas. Thomas is a medium-to-low academic performance student who does not have an IEP. - Please indicate the stakeholders you consulted with regarding this student/client. I consulted with my site supervisor, elementary school counselor, parents, classroom teachers, school psychologist, administration, and the school resource officer. - After consultation (teachers, administration, parent/guardian, student records, counselors, etc.) what additional information (a more holistic view) will you include with your concerns? Thomas struggles with making friends and in his academics. My concern for Thomas is his ability in making friends, while it is relatable to have difficulty transitioning to a new school, he should have been able to make a friend by this point in the school year. It is also my concern of his academics, he has been tested for academic services, but did not qualify. - What school counseling services (academic, career, social-emotional) will you provide to the student/client that are within the scope of school counseling practices? I will provide Thomas with social-emotional and academic counseling services. I will work with him on relationship building and help him with skills	___/10

to become more motivated in school. I believe that it would be helpful for Thomas to “look ahead” and start thinking about future plans. • 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? Thomas was referred to LifePush at the beginning of the school year. LifePush is an organization that comes into the school and helps the students navigate the school day. This has proven to be ineffective for Thomas so they discharged him from services in December. I have spoken with the school psychologist and she will be meeting with him once a week to have extra support for him. • What school counseling SMART goals might you identify? Be sure to identify achievement, attendance, or discipline goal(s). Thomas will meet with new friends and will spend time with them at lunch and other classes. Try this method for one month to potentially make new friends. • How will you involve the student/client in establishing SMART goals? The student was involved in establishing a SMART goal by choosing the amount of new people to meet and spend time with. He agreed to meet with me weekly to discuss progress and strategize if necessary.	
Component #2: Developmental, Ethical, and Multicultural Considerations • Identify the student/client’s culture/ethnicity. The student is a twelve year old caucasian boy. He comes from a low-income home. Thomas has expressed faith in Christianity. • Identify multi-social/cultural considerations in this case. Support your response with a <i>peer-reviewed journal</i>. Thomas is a child of divorce, to which he often speaks about in our sessions. Ample amounts of research has been conducted on children of divorce and how it can affect their lives outside of the family. Studies suggest that children of divorce can have more difficulty in making friends than those who do not. (Sorek, 2019). Thomas and I have discussed some of the effects of his parents divorce. It is important to discuss the topic when Thomas feels it is necessary in his current situation. • 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. Thomas comes from a home with divorced parents. He often goes back and forth from mom and dad’s house. Thomas and I have had sessions throughout the school year talking about his home life and how it has stressed him. It is to my understanding that the parents are not on good terms, but will cooperate with each other when it comes to Thomas. • Identify and discuss at least one piece of research from a <i>peer-reviewed journal</i> to support the barriers you identified with regard to impacting the student/client’s (academic, career, social, emotional) development. Thomas often speaks of the difficulties at home and the effects it has on him at school. The difficulties include the divorce of his parents. An abundance of research has been conducted	___/10

that proves the negative impact of divorce on a child's development. In a recent article, it discusses the crucial developmental stage of adolescence and how a child could benefit more from a stable home environment. (Dykes, et. al., 2022). They discuss Erikson's developmental theory that adolescence has a primary focus on identity and Thomas is having a difficult time finding his own identity at school, possibly in correlation with his parents divorce. - 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.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.3.b Collaborate with administration, teachers, staff and stakeholders for equitable school improvement goals." (ASCA, 2022). "A.4.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." (ASCA, 2022). "A.5.a Engage in professional roles and relationships with students and stakeholders that foster wellness and student success." (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). "B.1.a Recognize, honor and respect the importance of parents/ guardians when providing services to students in a school setting and collaborate with students' parents/guardians as appropriate." (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 use solution-focused brief therapy with this student. I like to use solution-focused as it puts the student in the "driver's seat" and helps them realize they can solve their own problems. Thomas is able to solve the friendship issues he is having. I am here to help him learn strategies and to help connect him with his peers. (Ramos-Heinrichs, 2023). - 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>. For Thomas, I continue to encourage him to have conversations with his parents about how he is feeling and about the issues at school. Research has proven that a student needs support from home to feel more confident in social settings. (King, et. al., 2022). Starting the conversation at home can open a gate to allow Thomas to receive the guidance from parents that he is needing.	___/15

• 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>. Thomas responds well to positive feedback. He craves praise and wants to please the adults in his life. Thomas and I have created a points system that allows for rewards and other positive incentives. He can obtain points by interacting with peers appropriately, making good grades, and working on friendship making skills. Recent literature has published about the advantages versus disadvantages of reward systems. There are more positives to using a rewards system than not. (Rayna, 2023). • Would group sessions also be appropriate for this student/client? Why or why not? I believe that group sessions could be beneficial for Thomas. Thomas desires to have a friendship with another student. I think that being in a group setting could help him connect with someone. Identify possible family/home/community/school supports that would be useful to help this student/client succeed in their identified SMART goal(s). Thomas has a close relationship with family members and his math teacher Ms. Barley. Family members can help at home, but his best opportunity for success will be to have a supportive school community. His teachers are helpful in our plans and are supportive of the SMART goal in place for him.	
Component #4: Individual Appraisal and Outcomes Assessment • How will you assess a 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 meet with Thomas regularly to discuss progress towards goals. I am also able to check in with teachers to get an understanding of what he is doing socially in the classroom. This approach is culturally sensitive because it does not impede on his culture or values. • How will you measure student/client progress toward meeting the identified school counseling SMART goal(s)? I keep notes on Thomas' interactions throughout the week. Thomas is also a part of this process as he has a simple questionnaire to fill out for the counselor every week. He and I have been working on these forms since the beginning of the school year. What outcome data will you use to measure achievement, attendance, or discipline? I use my notes to remind the student what is working and what is not. He seems to easily forget the things that are going "right" and focuses on the negative. I can use this data to determine if this method of friend finding can help other students who are also struggling to make friends and we can see the final results of Thomas and if he is able to make a new friend(s).	___/10
Component #5: Professional/Scholarly Writing Correct grammar, punctuation, sentence structure, spelling, and APA citations. Student includes a references section with proper APA formatting.	___/5

ASCA. (2022). "A.1.a Have a primary obligation to the students, who are to be treated with dignity and respect as unique individuals." ASCA Ethical Standards for School Counselors, Alexandria, VA

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Dykes, G. ., & Ward, M. . (2022). PARENTS AND ADOLESCENTS IN THE POST-DIVORCE PERIOD: THE EFFECTS ON ADOLESCENT PSYCHOSOCIAL DEVELOPMENT. *Social Work/Maatskaplike Werk*, 58(3), 366–381.
<https://doi.org/10.15270/58-3-1062>

King, G., McDougall, C., Kingsnorth, S., & Pinto, M. (2022). Program factors influencing parents' engagement in a friendship-making intervention for youth with disabilities. *Disability and Rehabilitation*, 44(9), 1620–1630.
<https://doi.org/10.1080/09638288.2020.1861115>

Ramos-Heinrichs, L. (2023). Solution-Focused Brief Therapy for Stuttering in the Public Schools: Children Solve Their Own Stuttering Problems in This Case Study. *Language, Speech & Hearing Services in Schools*, 54(4), 1038–1051.
https://doi.org/10.1044/2023_LSHSS-22-00172

Rayna, M., (2023). Advantages and Disadvantages of a Tangible Rewards System. International School of Beijing, 10 An Hua Street, Shunyi District, Beijing 101318, P.R. China., https://doi.org/10.1051/shsconf/202318002007 Sorek, Y. (2019). Children of divorce evaluate their quality of life: The moderating effect of psychological processes. <i>Children and Youth Services Review</i>, 107, 104533. https://doi.org/10.1016/j.childyouth.2019.104533	
TOTAL	___/50

Institution: Liberty University
Student: Hailie Gerhardt
Supervisor: Freddreika Younger
Site: Gretna Middle School
Date: Spring 2024 (01/15/24 - 05/10/24)
Type: COSC 694 Internship II
Final Completed: 04/17/24 07:39 AM

Final School Counseling AIA Rubric

General overview

The Pre-Advanced Internship Assessment (Pre-AIA) is completed twice by the practicum site supervisor during the 100-hour internship in school counseling. Candidates must be given the opportunity to be observed on each standard/competency noted in the Pre-AIA.

Instructions: Referring to the rating descriptions below, click on the rating level that best describes the practicum student's performance on each standard. In order to complete the program successfully, School Counseling students must have met every standard at the "MET: Proficient" level. For a "Proficient" rating, all criteria connected by "AND" must be met; if one or more of the individual items connected by "AND" are not met, the site supervisor should select a "Not Met" rating of "Developing" or "No Evidence." Provide a comment below for any rating of "Not Met". Practicum students who receive "Not Met" ratings on the final evaluation will receive remediation before moving forward to the internship courses. Remediation may involve targeted mentoring on specific standards and extended time to provide additional evidence. It is expected that practicum students may receive a rating of "Not Met" of some standards at the mid-term portion of the practicum experience.

Final AIA

	MET: Advanced	MET: Proficient	NOT MET: Developing	NOT MET: No Evidence	MET: Advanced
FOUNDATIONS	Intern cultivates ethical behavior(s) in others. AND/OR Advocates for ethical and legal decision making/policy changes. AND/OR Advocates for appropriate school	(B.1) Demonstrates the ability to apply and adhere to ethical and legal standards in school counseling. AND (B.2) Demonstrates	Insufficient evidence of ability to apply ethical and legal standards, and/or articulate, advocate, or model professional identity/programming.	No Evidence 0 points	

counselor identity and program.	the ability to articulate, model, and advocate for an 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 /	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.	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: Proficient	NOT MET: Developing	NOT MET: No Evidence	MET: Advanced
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	(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	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	

individuals, groups, implements prevention and
 and classrooms. AND intervention plans related
 (D.2) Provides to the effects of (a) atypical
 individual and group growth and development,
 counseling and (b) health and wellness, (c)
 classroom guidance to language, (d) ability level,
 promote the academic, (e) multicultural issues, and
 career, and (f) factors of resiliency on
 personal/social student learning and
 development of development. AND (D.4)
 students. Demonstrates the ability to
 AND (D.3) Designs and use procedures for
 implements prevention assessing and
 and intervention plans managing suicide risk. AND
 related to the effects (D.5) Demonstrates the
 of (a) atypical growth ability to recognize his or
 and development, (b) her limitations as a school
 health and wellness, (c) counselor and to seek
 language, (d) ability supervision or refer clients
 level, (e) multicultural when appropriate.
 issues, and (f) factors LOOK-FORS / EXAMPLES:
 of resiliency on Intern suggests/applies
 student learning and specific counseling theories
 development. AND and techniques. Intern
 (D.4) Demonstrates the initiates conversation and
 ability to use location of school's crisis
 procedures for management plan and
 assessing and referral resources.
 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	MET: Advanced
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.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	(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,	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	

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.

Question Comments :

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

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.	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.	development and programming.
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Question Comments :

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

(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.	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 /	of technology for positive measurable programming outcomes.
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.	EXAMPLES: Intern discusses research findings related to program outcomes. Intern shares technology relevant to school counseling programming and student learning.	

Question Comments :

	MET: Advanced	MET: Proficient	NOT MET: Developing	NOT MET: No Evidence	MET: Advanced
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	(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	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	

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.	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.
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Question Comments :

	MET: Advanced	MET: Proficient	NOT MET: Developing	NOT MET: No Evidence	MET: Advanced
CONSULTATION AND COLLABORATION	Intern collaborates and consults in a professional manner with stakeholders within and outside of the	(N.1) Works with parents, guardians, and families to act on behalf of their children	Insufficient evidence of ability to effectively	No Evidence 0 points	

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

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

collaborate and/or consult on behalf of students and families and/or make use of referral procedures and peer helping strategies.

implementation. Intern seeks
out supervision and
consultation. Interns asks
about accessing existing peer
programming.

Question Comments :

	MET: Advanced	MET: Proficient	NOT MET: Developing	NOT MET: No Evidence	MET: Advanced
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	(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	

explores avenues for
presenting educational
program to
teachers/parents. Intern
inquires about needs
assessments for
parent/teacher education.

Question Comments :

Evaluation Score Summary

Title:	Score	Weight	Adj. Score	
Primary Evaluation	24.00	100.00%	24.00	Finalized
			24.00	

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