

Institution:	Liberty University
Student:	Tracey Allen-Mcmasters
Supervisor:	Kim Clodfelter
Site:	Balfour Elementary School (120 hours)/The Academy of Smith (180 indirect hours)
Date:	Spring 2026 (01/19/26 - 05/15/26)
Type:	COSC 694 Internship II (A11)
Final Completed:	05/04/26 08:43 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 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 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.

FOUNDATIONS

MET: Advanced	MET: Proficient	NOT MET: Developing	NOT MET: No Evidence	MET: Advanced
<p>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.</p> <p>(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.</p>	<p>(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.</p> <p>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.</p>	<p>Insufficient evidence of ability to apply ethical and legal standards, and/or articulate, advocate, or model professional identity/programming.</p>	<p>No Evidence</p> <p>0 points</p>	

Mrs. Allen- McMasters consistently demonstrates the ability to apply and adhere to ethical and legal standards in school counseling, thoughtfully considering ethical implications in decision-making and using the ASCA National Model as a guiding framework. She effectively articulates, models, and advocates for an appropriate school counselor identity and program, promoting ethical practices and the use of the contemporary "school counselor" title.

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 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

(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

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.

Mrs. Allen-McMasters engages in self-evaluation and reflection to strengthen counseling skills, demonstrating self-awareness, cultural sensitivity, and the ability to effectively support diverse students through individual, group, and classroom guidance.

	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	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	

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 responsive to multicultural student populations. AND

(F.4) Engages parents, guardians, and families to promote the academic, career, and personal/social development of students.

(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.

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 :

Mrs. Allen-McMasters demonstrates strong multicultural competencies by promoting cultural sensitivity, equity, and inclusion in student learning and development while actively engaging stakeholders to support student success and collaborates with families and the school community to enhance a positive, inclusive environment that supports all students' academic, career, and personal/social growth.

	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 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	(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	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	

potential barriers to student development. Intern looks identifying potential barriers to student
to the ASCA National Model for assessment guidance. development. Intern looks to the ASCA
National Model for assessment
guidance.

Question Comments :

She effectively assesses and interprets student strengths and needs using culturally responsive strategies, intentionally identifying barriers and utilizing data to inform decisions about student support and programming.

	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 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	

Mrs. Allen-McMasters integrates relevant research, technology, and data sources to inform and enhance school counseling practices, contributing to improved student learning outcomes. She uses measurable program goals and uses data analysis to evaluate and strengthen counseling programs, sharing insights and tools that support effective, evidence-based decision-making.

	MET: Advanced	MET: Proficient	NOT MET: Developing	NOT MET: No Evidence	MET: Advanced
ACADEMIC DEVELOPMENT	<p>Intern evaluates existing programs/services/strategies making suggestions that result in improved differential instruction, student achievement, and/or postsecondary opportunities/options. (L.1) Conducts programs designed to enhance student academic development. AND (L.2) Implements strategies and activities to prepare students for a full range of postsecondary options and opportunities. AND (L.3) Implements differentiated instructional strategies that draw on subject matter and pedagogical content knowledge and skills to promote student achievement, (e.g., making use of supportive technologies). LOOK-FORS / EXAMPLES: Intern initiates discussions about cross-walking strategies that enhance academic achievement. Intern is intentional in identifying achievement gaps and populations. Intern considers differentiated instructional strategies during program planning.</p>	<p>(L.1) Conducts programs designed to enhance student academic development. AND (L.2) Implements strategies and activities to prepare students for a full range of postsecondary options and opportunities. AND (L.3) Implements differentiated instructional strategies that draw on subject matter and pedagogical content knowledge and skills to promote student achievement, (e.g., making use of supportive technologies). LOOK-FORS / EXAMPLES: Intern initiates discussions about cross-walking strategies that enhance academic achievement. Intern is intentional in identifying achievement gaps and populations. Intern considers differentiated instructional strategies during program planning.</p>	<p>Insufficient evidence of ability to make use of supportive technologies to deliver programming using differential instructional strategies that result in student achievement and/or a sufficient range of postsecondary options/opportunities.</p>	<p>No Evidence 0 points</p>	

Question Comments :

Mrs. Allen-McMasters evaluates and refines programs, services, and strategies, and implements targeted academic and college/career readiness initiatives, intentionally applying differentiated strategies and supportive technologies to meet the diverse needs of all students.

	MET: Advanced	MET: Proficient	NOT MET: Developing	NOT MET: No Evidence	MET: Advanced
CONSULTATION AND COLLABORATION	<p>Intern collaborates and consults in a professional manner with stakeholders within and outside of the school community to improve policy/practices that promote student success and holistic development. AND/OR Intern creates/implements peer helping program aimed at improving student development/well-being. AND/OR Intern is aware of and adheres to ethical standards regarding parent/guardian rights and confidentiality. AND/OR Intern is aware of and adheres to ethical standards when collaborating, consulting, and making referrals. (N.1) Works with parents, guardians, and families to act on behalf of their children to address problems that affect student success in school. AND (N.2) Locates resources in the community that can be used in the school to improve student achievement and success. AND (N.3) Consults with teachers, staff, and community-based organizations to promote student academic, career, and</p>	<p>(N.1) Works with parents, guardians, and families to act on behalf of their children to address problems that affect student success in school. AND (N.2) Locates resources in the community that can be used in the school to improve student achievement and success. AND (N.3) Consults with teachers, staff, and community-based organizations to promote student academic, career, and personal/social development. AND (N.4) Uses peer helping strategies in the school counseling program. AND (N.5) Uses referral procedures with helping agents in the community (e.g., mental health centers, businesses, service groups) to secure assistance for students and</p>	<p>Insufficient evidence of ability to effectively collaborate and/or consult on behalf of students and families and/or make use of referral procedures and peer helping strategies.</p>	<p>No Evidence 0 points</p>	

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.

Question Comments :

Mrs. Allen-McMasters collaborates and consults professionally with families, school staff, and community partners to enhance policies and practices that support student success and holistic development, while adhering to ethical standards.

	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	(P.1) Participates in the design, implementation, management, and evaluation of a comprehensive developmental school counseling program. AND (P.2) Plans and presents	Insufficient evidence of ability to provide leadership for the planning, implementation, and evaluation of a comprehensive developmental school	No Evidence 0 points	

and presents school- counseling-related programs, materials used in classroom counseling program educational programs for use with parents and guidance and advisor/advisee programs and/or plan and present teachers (e.g., parent education programs, for teachers). LOOK-FORS / EXAMPLES: parent/teacher materials used in classroom guidance and Intern considers and inquires about educational programs. advisor/advisee programs for teachers). LOOK-FORS / EXAMPLES: Intern considers and Recognized ASCA Model Program (RAMP). Intern explores avenues for presenting educational program to teachers/parents. Intern inquires about needs assessments for parent/teacher education.

Question Comments :

She collaborates with school and community stakeholders to influence policy, enhance services, and support the development and evaluation of a comprehensive school counseling program. I have genuinely enjoyed supervising Mrs. Allen-McMasters, and our collaboration has been mutually beneficial, contributing to my own professional growth and learning.

Evaluation Score Summary

Title:	Score	Weight	Adj. Score	
Primary Evaluation	100.00	100.00%	100.00	<i>Finalized</i>
			100.00	

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