

Institution:	Liberty University
Student:	Tracey Allen-Mcmasters
Supervisor:	George Rubenstein
Site:	Ben L. Smith High School
Date:	Fall 2024 (08/19/24 - 12/13/24)
Type:	COSC 692 Practicum (A08)
Final Completed:	10/04/24 03:07 PM

Final School Counseling Pre-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 Pre-AIA

	MET: Proficient	NOT MET: Developing	NOT MET: No Evidence	MET: Proficient
Foundations	(B.1) Demonstrates the ability to apply and adhere to ethical and legal standards in school counseling. AND (B.2) Demonstrates the ability	Seeks guidance and instruction of the application and adherence of ethical and legal standards in school	Seeks guidance and instruction of the application and adherence of ethical and legal standards in school	

	to articulate, model, and advocate for an appropriate school counselor identity and program. LOOK-FORS / EXAMPLES: <ul style="list-style-type: none"> • Practicum student considers ethical and legal implications in decision-making. • Practicum student looks to the ASCA National Model as a guidance document. • Practicum student promotes contemporary “school counselor” title over that of “guidance” counselor. 	counseling. OR Is developing the ability to articulate, model, and advocate for an appropriate school counselor identity and program.	counseling. OR Is developing the ability to articulate, model, and advocate for an appropriate school counselor identity and program.
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Question Comments :

Ethically, Ms. Allen-McMasters is superior to many counselors I've worked with for nearly 30 years. She is willing and able to reach all students. No one is left behind. She understands all ramifications of her decisions.

	MET: Proficient	NOT MET: Developing	NOT MET: No Evidence
Counseling Prevention & Intervention	(D.1) Demonstrates self-awareness, sensitivity to others, and the skills needed to relate to diverse individuals, groups, and	(D.1) Demonstrates self-awareness, sensitivity to others, and the skills needed to relate to diverse individuals, groups, and	No evidence of ability to provide effective developmentally appropriate school counseling services to diverse student populations.

MET: Proficient

	<p>classrooms. AND (D.2) Provides individual and group counseling and classroom guidance to promote the academic, career, and social/emotional 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</p>	<p>classrooms. AND (D.2) Provides individual and group counseling and classroom guidance to promote the academic, career, and social/emotional 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</p>	
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	<p>to recognize his or her limitations as a school counselor and to seek supervision or refer clients when appropriate.</p> <p>LOOK-FORS / EXAMPLES:</p> <ul style="list-style-type: none"> • Practicum student suggests/applies specific counseling theories and techniques. • Practicum student initiates conversation and location of school's crisis management plan and referral resources. 	<p>to recognize his or her limitations as a school counselor and to seek supervision or refer clients when appropriate.</p> <p>LOOK-FORS / EXAMPLES:</p> <ul style="list-style-type: none"> • Practicum student suggests/applies specific counseling theories and techniques. • Practicum student initiates conversation and location of school's crisis management plan and referral resources. 	
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Question Comments :

She is part of our "Dream Team" and is also persistent and passionate about advocating for her students. She has been involved in too many Suicide Intervention meetings with our students. She knows what she is best at, and she knows what she needs to let go.

	MET: Proficient	NOT MET: Developing	NOT MET: No Evidence	MET: Proficient
Diversity & Advocacy	<p>(F.1)</p> <p>Demonstrates multicultural competencies in relation to diversity, equity,</p>	<p>Seeks instruction and professional dialogue to develop multicultural competencies in relation to</p>	<p>No evidence of multicultural competence in student learning and development and the ability to advocate for</p>	

	<p>and opportunity in student learning and development.</p> <p>AND</p> <p>(F.2) Advocates for the learning and academic experiences necessary to promote the academic, career, and social/emotional development of students.</p> <p>AND</p> <p>(F.3) Advocates for school policies, programs, and services that enhance a positive school climate and are equitable and responsive to multicultural student populations.</p> <p>AND</p> <p>(F.4) Engages parents, guardians, and families to promote the academic, career, and social/emotional development of students.</p> <p>LOOK-FORS / EXAMPLES:</p> <ul style="list-style-type: none"> • Practicum student gives consideration to cultural, economic, and 	<p>diversity, equity, and opportunity in student learning and development.</p> <p>OR</p> <p>Observes collaborative efforts to engage parents, guardians, and families to promote the academic, career, and social/emotional development of students.</p>	<p>such services and engage stakeholders in student academic, career, and social/emotional development.</p>
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	political issues during service delivery/program planning. • Practicum student is intentional in examining the congruence of policies, programs, and practices in relation to the needs of students and families		
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Question Comments :

Ben L. Smith HS is an extremely diverse place, and our counseling staff embraces that aspect of our culture. Ms. Allen-McMasters understands the complexities that our students juggle, particularly the ones that live in two worlds (one of their native culture and the other of the NC Piedmont).

	MET: Proficient	NOT MET: Developing	NOT MET: No Evidence	MET: Proficient
Assessment	(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	Assists with the assessment and/or interpretation of students' strengths and needs and is currently developing their recognition of uniqueness in cultures, languages, values, backgrounds, and abilities. OR Assists with the selection of	No evidence that demonstrates the ability to make appropriate referrals and/or make use of assessments to effectively appraise students' academic, career, and/or social/emotional development and programming.	

	<p>can be used to evaluate a student's academic, career, and social/emotional development.</p> <p>AND</p> <p>(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.</p> <p>AND</p> <p>(H.4) Makes appropriate referrals to school and/or community resources.</p> <p>AND</p> <p>(H.5) Assesses barriers that impede students' academic, career, and social/emotional development.</p> <p>LOOK-FORS / EXAMPLES</p> <ul style="list-style-type: none"> • Practicum student initiates discussions for access to data for identifying programming and student needs. 	<p>appropriate assessment strategies that can be used to evaluate a student's academic, career, and social/emotional development.</p> <p>OR</p> <p>Engages in professional dialogue to increase awareness of barriers that impede students' academic, career, and social/emotional development.</p> <ul style="list-style-type: none"> • Practicum student initiates conversation and location of school's crisis management plan and referral resources. 	
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	<ul style="list-style-type: none"> • Practicum student is intentional in identifying potential barriers to student development. • Practicum student looks to the ASCA National Model for assessment guidance. 		
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Question Comments :

She is very good at using resources that are available to us. She is also not shy about asking for help from power brokers, too. We at Smith are sort of like Brooklyn, Oakland, and Durham. A little underappreciated and undercelebrated. We are comfortable in our skins here. She has been told that there are "No Barriers" for our students. Some things are out of our control, but she stresses to her students to "Control the Controllables."

	MET: Proficient	NOT MET: Developing	NOT MET: No Evidence	MET: Proficient
Research & Evaluation	(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	Seeks relevant research findings to inform the practice of school counseling. OR Researches data sources to enhance school counseling programs.	No evidence of ability to apply research, engage in data analysis, and/or make use of technology for positive measurable programming outcomes.	

	technology) to enhance school counseling LOOK-FORS / EXAMPLES: <ul style="list-style-type: none"> • Practicum student discusses research findings related to program outcomes. • Practicum student shares technology relevant to school counseling programming and student learning. 		
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Question Comments :

Technologically, Ms. A-M is strong and confident. She is always trying to tweak things to make things and programs better.

	MET: Proficient	NOT MET: Developing	NOT MET: No Evidence	MET: Proficient
Academic Development	(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	Is planning programs designed to enhance student academic development. OR Is researching strategies and activities to prepare students for a full range of postsecondary options and opportunities.	No 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>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:</p> <ul style="list-style-type: none">• Practicum student initiates discussions about cross-walking strategies that enhance academic achievement.• Practicum student is intentional in identifying achievement gaps and populations.• Practicum student considers differentiated instructional	<p>OR Is observing differentiated instructional strategies that draw on subject matter and pedagogical content knowledge and skills to promote student achievement.</p>	
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	strategies during program planning.		
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Question Comments :

She continues to try to set her students up for success. She also gives them access to tools that will enhance their performances. Our students aren't always in the most equitable situations, but we aim to try to get them on the field and in the game.

	MET: Proficient	NOT MET: Developing	NOT MET: No Evidence	MET: Proficient
Collaboration & Consultation	(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	Observes the site supervisor to collaborate with parents, guardians, and families to act on behalf of their children to address problems that affect student success in school (observation only.) OR Observes the site supervisor consult with teachers, staff, and community-based organizations to promote student academic, career, and social/emotional	No 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>academic, career, and social/emotional 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: • Practicum student intentionally includes others within and outside of the school community for program planning and implementation. • Practicum student seeks out supervision and consultation. • Practicum student asks about accessing</p>	<p>development (observation only.) OR Observes the site supervisor use referral procedures with helping agents in the community (observation only.)</p>	
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	existing peer programming.		
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Question Comments :

She asks lots of questions. She has her 12th grade students working a lot with her 10th grade students. The mentoring process is something I would love the whole school to take on. Another district I worked in had that for every incoming 9th grader - to get paired with an 11th or 12th grader.

	MET: Proficient	NOT MET: Developing	NOT MET: No Evidence	MET: Proficient
Leadership	<p>(P.1) Participates in the design, implementation, management, and evaluation of a comprehensive developmental school counseling program.</p> <p>AND</p> <p>(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).</p> <p>LOOK-FORS / EXAMPLES:</p> <ul style="list-style-type: none"> • Practicum student considers and inquires about Recognized ASCA Model Program (RAMP). 	<p>Seeks information regarding the school site's specific program design, implementation, management, and evaluation components of a comprehensive developmental school counseling program.</p> <p>OR</p> <p>Plans 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).</p>	<p>No 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.</p>	

	<ul style="list-style-type: none">• Practicum student explores avenues for presenting educational program to teachers/parents.• Practicum student inquires about needs assessments for parent/teacher education.	Practicum student has not presented at this time.	
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Question Comments :

She creates practical and easy-to-follow presentations that are shared with students and parents. She is an excellent communicator both in person and electronically. She has an incredible amount of energy, and keeps up with EVERYTHING going on with ALL of her students.

Evaluation Score Summary

Title:	Score	Weight	Adj. Score
Primary Evaluation (Out of 100)	100.00	100.00%	100.00 <i>Finalized</i>
			100.00