

Institution:	Liberty University
Student:	Katina Glasco
Supervisor:	Sarah Swanson
Site:	Koyuk Malimiut School (secondary)
Date:	Spring 2025 (01/13/25 - 05/09/25)
Type:	COSC 692 Practicum (A18)
Final Completed:	05/03/25 03:43 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	Seeks guidance and instruction of the application and	Seeks guidance and instruction of the application and	

and legal standards in school counseling.	adherence of ethical and legal standards in school counseling.	adherence of 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.	OR	OR
LOOK-FORS / EXAMPLES:	Is developing the ability to articulate, model, and advocate for an appropriate school counselor identity and program.	Is developing the ability to articulate, model, and advocate for an appropriate school counselor identity and program.
• 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.		

Question Comments :

I have seen Katina wrestling with ethics as she has consulted me about cases. It is clear that she has a solid grasp of ethical and legal boundaries and is applying that knowledge in real life situations that really push those boundaries. She has also done a nice job of sharing the vision of a "school counselor" with her principal so they can shape her role on site to align with that more.

	MET: Proficient	NOT MET: Developing	NOT MET: No Evidence	MET: Proficient
Counseling Prevention & Intervention	(D.1) Demonstrates self-awareness, sensitivity to	(D.1) Demonstrates self-awareness, sensitivity to	No evidence of ability to provide effective developmentally appropriate school counseling	

<p>others, and the skills needed to relate to diverse individuals, groups, and classrooms.</p> <p>AND</p> <p>(D.2) Provides individual and group counseling and classroom guidance to promote the academic, career, and social/emotional development of students.</p> <p>AND</p> <p>(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.</p> <p>AND</p> <p>(D.4) Demonstrates</p>	<p>others, and the skills needed to relate to diverse individuals, groups, and classrooms.</p> <p>AND</p> <p>(D.2) Provides individual and group counseling and classroom guidance to promote the academic, career, and social/emotional development of students.</p> <p>AND</p> <p>(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.</p> <p>AND</p> <p>(D.4) Demonstrates</p>	<p>services to diverse student populations.</p>
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the ability to use procedures for assessing and managing suicide risk.	the ability to use procedures for assessing and managing suicide risk.
AND	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.	(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:	LOOK-FORS / EXAMPLES:
• Practicum student suggests/applies specific counseling theories and techniques.	• Practicum student suggests/applies specific counseling theories and techniques.
• Practicum student initiates conversation and location of school's crisis management plan and referral resources.	• Practicum student initiates conversation and location of school's crisis management plan and referral resources.

Question Comments :

Katina has a good ability to consider all aspects of a student's needs at school - not just the academics. She is keenly aware that mental and social health have direct impact at school and works hard to mitigate them. She uses a variety of of techniques

to meet the needs she faces. Katina is very competent in a crisis situation, able to remain calm, diffuse strong feelings and assure safety. She is also sensitive and proactive about how other students might be impacted or triggered by a crisis situation.

	MET: Proficient	NOT MET: Developing	NOT MET: No Evidence	MET: Proficient
Diversity & Advocacy	<p>(F.1) Demonstrates multicultural competencies in relation to diversity, equity, 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</p>	<p>Seeks instruction and professional dialogue to develop multicultural competencies in relation to 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>No 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 social/emotional development.</p>	

development of students.

LOOK-FORS / EXAMPLES:

- Practicum student gives consideration to cultural, economic, and 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

Question Comments :

I really appreciate the humility Katina brings to her work. She is new in our tiny, Native Alaskan villages and, as such, has taken a very open/learning approach and been very well received by her students and community.

	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	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	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.	

that can be used to evaluate a student's academic, career, and social/emotional development.	selection of appropriate assessment strategies that can be used to evaluate a student's academic, career, and social/emotional development.
AND	OR
(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.	Engages in professional dialogue to increase awareness of barriers that impede students' academic, career, and social/emotional development.
AND	
(H.4) Makes appropriate referrals to school and/or community resources.	• Practicum student initiates conversation and location of school's crisis management plan and referral resources.
AND	
(H.5) Assesses barriers that impede students' academic, career, and social/emotional development.	
LOOK-FORS / EXAMPLES	
• Practicum student initiates discussions for access to data for identifying programming and	

- student needs.
- Practicum student is intentional in identifying potential barriers to student development.
 - Practicum student looks to the ASCA National Model for assessment guidance.

Question Comments :

Katina is good at looking at the whole picture when a student is referred for her help. She is able to access more than just academic information; she will seek out information sources to get insights into behavioral, social and even familial factors. I appreciate how quickly she is learning our local and regional resources - particularly the regional ones as local resources in the villages are especially sparse.

	MET: Proficient	NOT MET: Developing	NOT MET: No Evidence	MET: Proficient
Research & Evaluation	<p>(J.1) Applies relevant research findings to inform the practice of school counseling.</p> <p>AND</p> <p>(J.2) Develops measurable outcomes for school counseling programs, activities, interventions, and experiences.</p> <p>AND</p> <p>(J.3) Analyzes and uses data (and relevant technology) to enhance school counseling</p>	<p>Seeks relevant research findings to inform the practice of school counseling.</p> <p>OR</p> <p>Researches data sources to enhance school counseling programs.</p>	<p>No evidence of ability to apply research, engage in data analysis, and/or make use of technology for positive measurable programming outcomes.</p>	

LOOK-FORS / EXAMPLES:

- Practicum student discusses research findings related to program outcomes.
- Practicum student shares technology relevant to school counseling programming and student learning.

Question Comments :

I see Katina coming back from conferences or other professional development opportunities and finding ways to integrate her new learning into her work with families in the village. Katina connects regularly with her principal; I know that she uses data to underline her observations and lend validity to them. She is also an active member of the site "solutions" team which works to identify & support struggling students.

	MET: Proficient	NOT MET: Developing	NOT MET: No Evidence	MET: Proficient
Academic Development	<p>(L.1) Conducts programs designed to enhance student academic development.</p> <p>AND</p> <p>(L.2) Implements strategies and activities to prepare students for a full range of postsecondary options and opportunities.</p> <p>AND</p>	<p>Is planning programs designed to enhance student academic development.</p> <p>OR</p> <p>Is researching strategies and activities to prepare students for a full range of postsecondary options and opportunities.</p> <p>OR</p> <p>Is observing</p>	<p>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>	

(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:

- 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 strategies during program planning.

Question Comments :

Katina Is adept at employing a variety of interventions when working directly with students to address barriers to success at school. She has also been working closely with a couple of her teachers on whole class interventions - particularly around how student trauma shows up at school and how best to create safe spaces and routines in their classrooms.

	MET: Proficient	NOT MET: Developing	NOT MET: No Evidence	MET: Proficient
Collaboration & Consultation	<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.</p> <p>AND</p> <p>(N.2) Locates resources in the community that can be used in the school to improve student achievement and success.</p> <p>AND</p> <p>(N.3) Consults with teachers, staff, and community-based organizations to promote student academic, career, and social/emotional</p>	<p>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.)</p> <p>OR</p> <p>Observes the site supervisor consult with teachers, staff, and community-based organizations to promote student academic, career, and social/emotional development (observation only.)</p> <p>OR</p> <p>Observes the site</p>	<p>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>	

development.	supervisor
AND	use referral
(N.4) Uses peer	procedures with
helping	helping agents in the
strategies in the	community
school	(observation only.)
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 existing peer programming.

Question Comments :

This is a natural strength for Katina, she is a very skilled collaborator. She has a natural way of coming alongside her teaching staff to offer support and to seek their input and help with students on her caseload. I have seen her reach out to the other counselors in our district for help accessing local and regional partners and resources. Again, being new, this is a big task - to learn about resources available in our communities.

	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 <p>Recognized</p>	<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). Practicum</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>	

ASCA Model Program
(RAMP).

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

student
has not presented at
this time.

Question Comments :

Katina is responsive to the needs presented to her by her administration and teacher colleagues - able to tailor activities that are creative and appropriate that align with a comprehensive school counseling program without over-stepping. Katina has made connections with parents/guardians about how students can achieve success at school and about fafsa completion and financial aid.

Evaluation Score Summary

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

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