

Institution:	Liberty University
Student:	Katina Glasco
Supervisor:	Sarah Swanson
Site:	Koyuk Malimiut School (Secondary)
Date:	Fall 2025 (08/18/25 - 12/12/25)
Type:	COSC 693 Internship I (A16)
Final Completed:	12/09/25 05:58 PM

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.

Final AIA

	MET: Advanced	MET: Proficient	NOT MET: Developing	NOT MET: No Evidence	MET: Advanced
FOUNDATIONS	<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</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</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>	

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.	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.
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Question Comments :

Katina has demonstrated her practice of grounding her decisions and decision making process on the National model. I have witnessed this as we have discussed cases from her site specifically and when she has been part of a larger conversation about a case review with counselors in our district. She has been intentional to educate her site administrator about the scope of a school counselor as apposed to that of a guidance counselor. In fact, she has helped shaped the role of the school counselor in Koyuk.

	MET: Advanced	MET: Proficient	NOT MET: Developing	NOT MET: No Evidence	MET: Advanced
COUNSELING PREVENTION AND INTERVENTION	<p>Intern independently applies self-evaluation and reflection to improve counseling skills.</p> <p>AND/OR Evaluates and suggests programming changes that improve service delivery.</p> <p>(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,</p>	<p>(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)</p>	<p>Insufficient evidence of ability to provide effective developmentally appropriate school counseling services to diverse student populations, recognizing limitations that necessitate supervision and/or referral.</p>	<p>No Evidence</p> <p>0 points</p>	

career, and personal/social development of students.	factors of resiliency on student learning and development. AND (D.4) Demonstrates the ability to use procedures for assessing and
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.	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.	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 :

Katina is swift to take advantage of supervision and will reach out to consult when she is feeling uncertain. She is also good about asking the other counselors in our district about potential resources or how they might handle situations. She has been able to create both classroom lessons (Tier I) and small group curricula (Tier II) that is responsive to a specific need in a classroom or in the school as a whole. She has helped to identify barriers for students and then build services that can help knock those barriers down.

	MET: Advanced	MET: Proficient	NOT MET: Developing	NOT MET: No Evidence	MET: Advanced
DIVERSITY AND ADVOCACY	<p>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.</p> <p>(F.1) Demonstrates multicultural competencies in relation to diversity, equity, and opportunity in student learning and development. AND</p> <p>(F.1) Demonstrates multicultural competencies in relation to diversity, equity, and opportunity in student learning and development. AND</p> <p>(F.2) Advocates for the learning and academic experiences necessary to promote the academic, career, and personal/social development of students. 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. AND</p> <p>(F.4) Engages parents, guardians, and families to promote the academic, career, and personal/social development of students.</p>	<p>(F.1) Demonstrates multicultural competencies in relation to diversity, equity, and opportunity in student learning and development. AND</p> <p>(F.2) Advocates for the learning and academic experiences necessary to promote the academic, career, and personal/social development of students. 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. AND</p> <p>(F.4) Engages parents, guardians, and families to promote the academic, career, and personal/social development of students.</p> <p>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.</p>	<p>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.</p>	<p>No Evidence</p> <p>0 points</p>	

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 :

Katina has always been very humble and self aware and thus, is able to deliver really effective service at her site. The nearly 100% Native Alaskan population is often hesitant and skeptical of white educators coming in to "fix" them. Katina has been sensitive to that history and has been intentional about how she creates and delivers her counseling services. She has found that building strong relationships is a key foundation for all of her work as a school counselor here in the Bering Strait.

	MET: Advanced	MET: Proficient	NOT MET: Developing	NOT MET: No Evidence	MET: Proficient
ASSESSMENT	<p>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.</p> <p>(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</p>	<p>(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</p>	<p>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.</p>	<p>No Evidence</p> <p>0 points</p>	

<p>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.</p>	<p>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.</p>
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Question Comments :

Katina is an active part of her site's Solutions team where they are examining data to identify trends within their school as student data when doing a deeper dive into a specific student who may be struggling at school. She is able to provide connections to local and regional agencies who may be able to team with the school or provide additional programming that is deemed needed.

	MET: Advanced	MET: Proficient	NOT MET: Developing	NOT MET: No Evidence	MET: Proficient
RESEARCH AND EVALUATION	<p>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</p>	<p>(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</p>	<p>Insufficient evidence of ability to apply research, engage in data analysis, and/or make use of technology for positive measurable programming outcomes.</p>	<p>No Evidence 0 points</p>	

program outcomes. Intern shares technology relevant to school counseling programming and student learning.

program outcomes. Intern shares technology relevant to school counseling programming and student learning.

Question Comments :

Katina continues to seek out research and resources from our state to enhance her own cultural sensitivity and find best practices for serving Native Alaskan students in small, remote villages. Another area of research Katina is mining is trauma, generational trauma and what makes for a good trauma responsive/informed school.

	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</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</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>	

strategies during program planning.	achievement. Intern is intentional in identifying achievement gaps and populations. Intern considers differentiated instructional strategies during program planning.
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Question Comments :

Katina has been working with her administrator on ensuring students have courses available so they will be able to graduate and qualify for local and state scholarships. This means shifting student and family mindsets to take more core classes than are required for graduation. For example, our district only requires 2 credits of high school science for graduation but state & local scholarships require 3 or 4 credits. Katina has been promoting the benefits of taking the more rigorous course load to students and the broader community; it's been a significant mindset switch.

	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 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	(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	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	

success in school. AND (N.2)	strategies in the school
Locates resources in the	counseling program. AND
community that can be used in the	(N.5) Uses referral
school to improve student	procedures with helping
achievement and success. AND	agents in the community
(N.3) Consults with teachers, staff,	(e.g., mental health
and community-based	centers, businesses,
organizations to promote student	service groups) to secure
academic, career, and	assistance for students
personal/social development. AND	and their families. LOOK-
(N.4) Uses peer helping strategies	FORS / EXAMPLES: Intern
in the school counseling program.	intentionally includes
AND (N.5) Uses referral procedures	others within and outside
with helping agents in the	of the school community
community (e.g., mental health	for program planning and
centers, businesses, service	implementation. Intern
groups) to secure assistance for	seeks out supervision and
students and their families. LOOK-	consultation. Interns asks
FORS / EXAMPLES: Intern	about accessing existing
intentionally includes others within	peer programming.
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 :

This is a strength for Katina, not only does she collaborate with other professionals (as mentioned previously), she prioritizes including parents/guardians in the conversations when problem solving around resolving barriers to student success. She advocates for the deeper support that comes from strong teaming between school and home. And, she knows that student to access to services outside of school are often dependent on parents/guardians buy-in and support.

MET: Advanced

MET: Proficient

**NOT MET:
Developing**

**NOT
MET: No
Evidence**

**MET:
Advanced**

LEADERSHIP	<p>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>	<p>(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>	<p>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.</p>	<p>No Evidence 0 points</p>
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Question Comments :

I definitely see growth in this area. I know that Katina is not only new in her role as counselor but as an educator in the Alaskan bush. Both of those positions involve a steep learning curve , lots of taking in a flood of information and new learning. It's great to see her taking action on that learning and stepping into more leadership roles. I am impressed by the close and positive relationship she has with her site administrator. Because of that good relationship, Katina is being asked to give leadership on site professional development days and to take on responsibility for initiatives at the school.

Title:	Score	Weight	Adj. Score	
Primary Evaluation	91.67	100.00%	91.67	<i>Finalized</i>
			91.67	

[Back to Top](#)