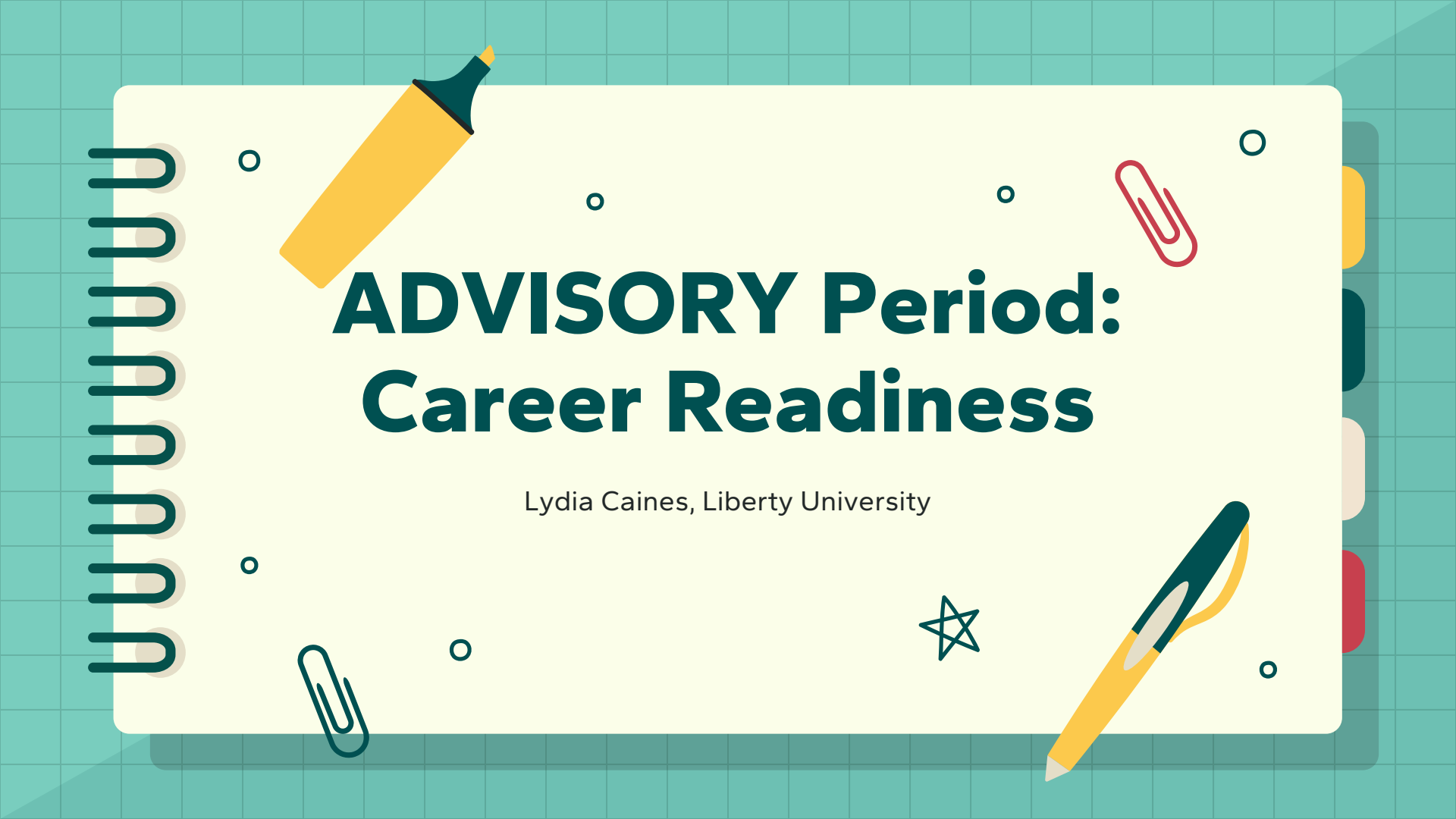
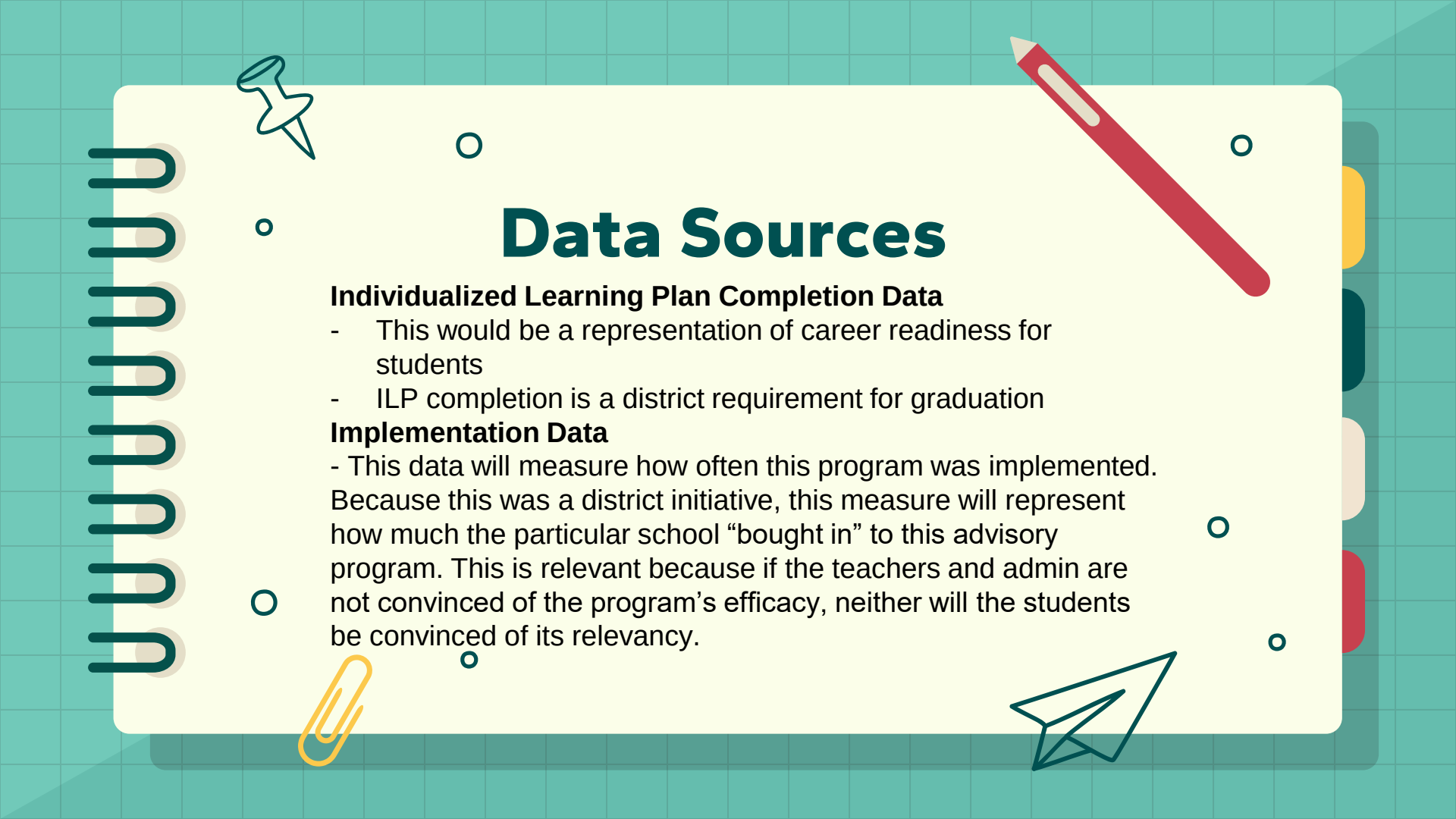




ADVISORY Period: Career Readiness

Lydia Caines, Liberty University



Data Sources

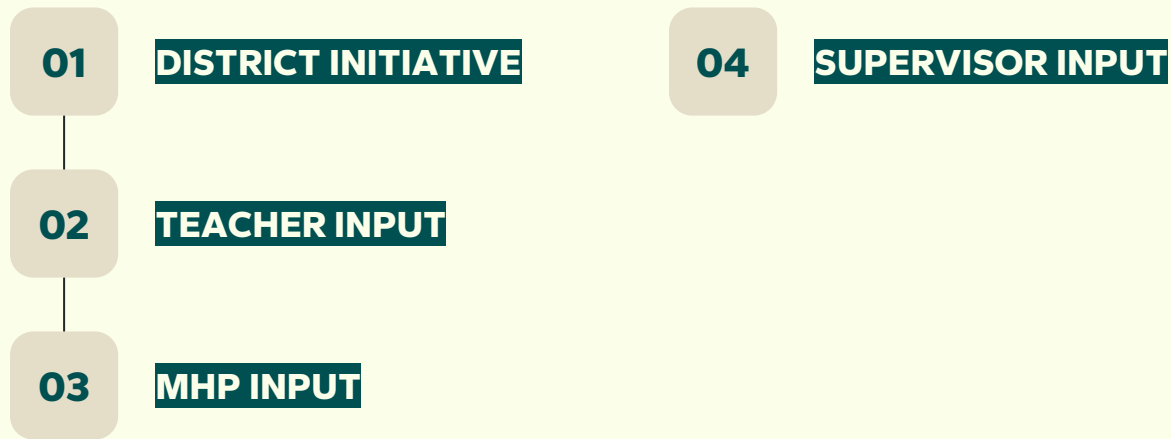
Individualized Learning Plan Completion Data

- This would be a representation of career readiness for students
- ILP completion is a district requirement for graduation

Implementation Data

- This data will measure how often this program was implemented. Because this was a district initiative, this measure will represent how much the particular school “bought in” to this advisory program. This is relevant because if the teachers and admin are not convinced of the program’s efficacy, neither will the students be convinced of its relevancy.

NEEDS ASSESSMENT



CLASSROOM GUIDANCE LESSONS

BASED ON 7 MINDSETS

“An Instructional Tier-1 Well-being Solution for Students and Educators”

- Each mindset has about 4 sub-lessons
- These lessons were woven throughout Advisory



Advisory Period

- Every other Wednesday was devoted to Advisory, where an extra 25 minutes was added to first period to allow for these lessons
- A whole schedule for those days was created
- Each advisory period would start with a student-made video that advertised upcoming events and interviewed admin



E-You Schedule

<u>Advisory Dates</u>	
Wednesday, September 6 th	
Wednesday, September 13 th	
Wednesday, September 27 th	
Wednesday, October 11 th	
Wednesday, October 25 th	
Wednesday, November 8 th	
Wednesday, November 29 th	
Wednesday, December 13 th	
Wednesday, January 10 th	
Wednesday, January 24 th	
Wednesday, February 7 th	
Wednesday, March 6 th	
Wednesday, March 20 th	
Wednesday, April 10 th	
Wednesday, April 24 th	

<u>Bell Schedule on E-You Days</u>	
Period	Time
1 st	8:40 - 9:22
Advisory	9:25 - 9:50
2 nd	9:55 - 10:41
3 rd	10:46 - 11:32
4 th	11:37 - 12:23
5 th	12:28 - 12:38
A Lunch	12:23 - 12:53
B Lunch	12:53 - 1:18
C Lunch	1:18 - 1:43
6 th	1:43 - 2:29
7 th	2:34 - 3:20

*** Lesson plans are on the Faculty Drive under Advisory in 23-24 folder***
Topic Schedule linked [HERE](#).

A teal spiral-bound notebook with various stationery icons scattered around it, including a pushpin, a red marker, a star, a paper airplane, a paperclip, and several small circles. The notebook is open to a page with the text '01 MENTAL HEALTH AWARENESS'.

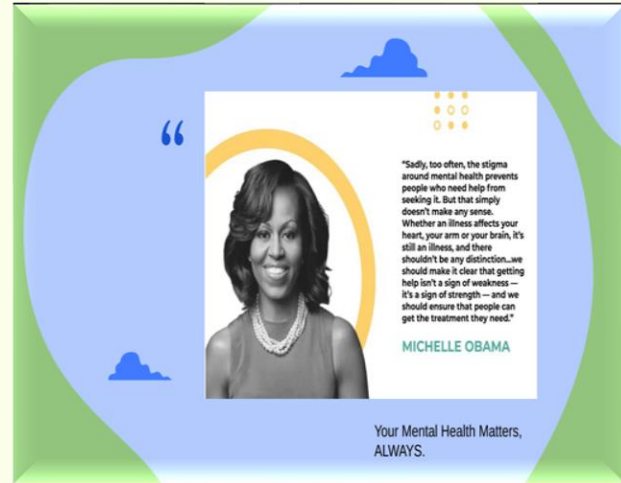
01

MENTAL HEALTH AWARENESS

Mental Health Awareness

Ending the Stigma

- Emphasizes the importance of mental wellness to our overall functioning, including how we work
- Relatability using a figure from the NFL
- Spotting signs of Suicidality



A spiral-bound notebook with a cream-colored cover and a teal grid background. The notebook is decorated with various icons: a red paperclip, a yellow and black pen, a paper airplane, a star, and several small circles. The number '02' is prominently displayed in a brown square on the left side of the cover.

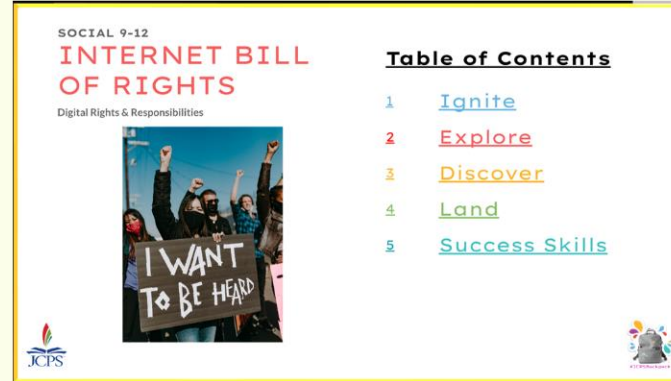
02

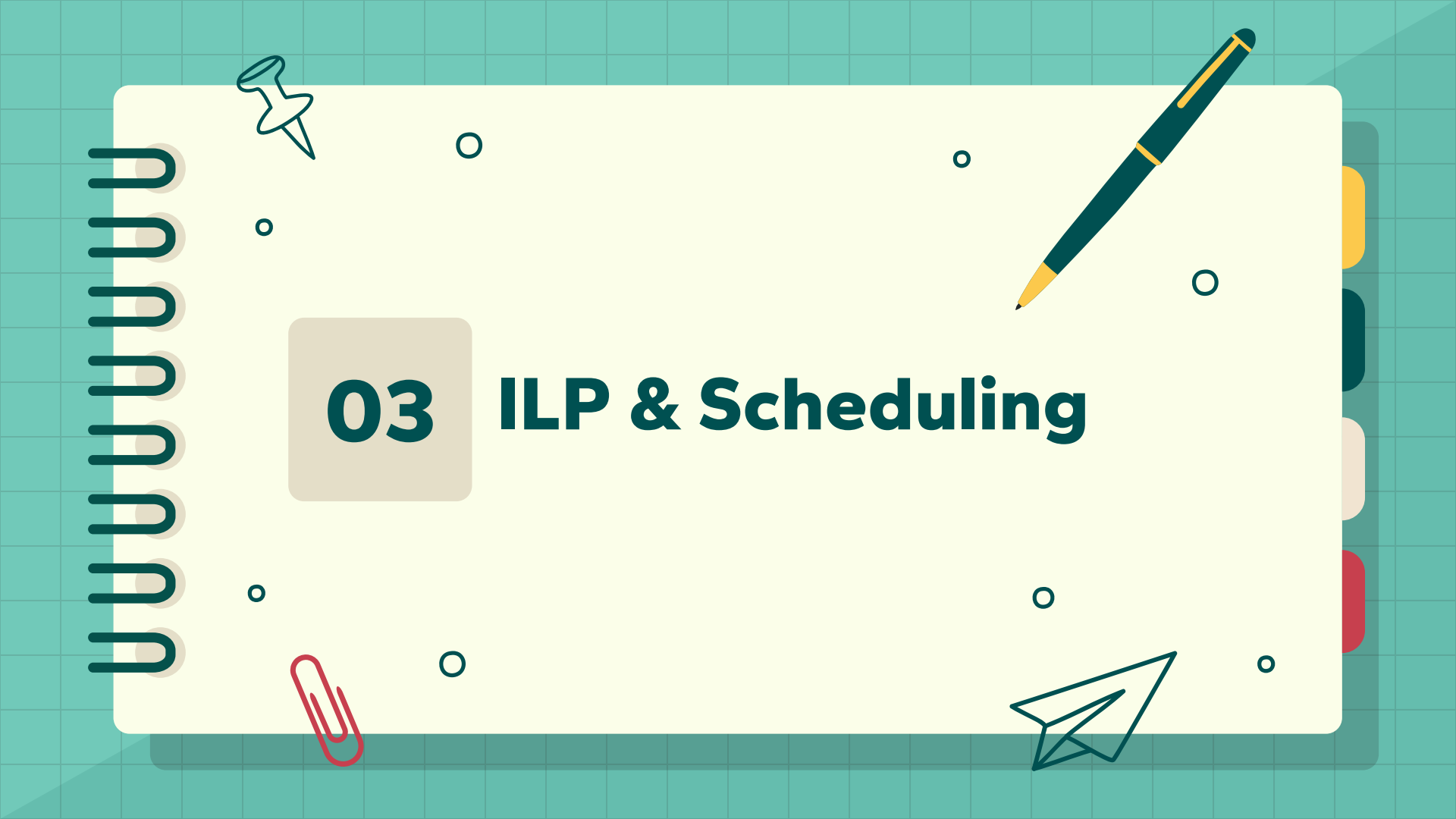
Digital Rights & Responsibilities

Digital Rights and Responsibilities

Internet Bill of Rights

- This advisory period focused on being safe online
- Internet Bill of Rights
- Being careful and aware of who has your data
- Cautioning teens about how their data is never fully erased online, which could cause potential harm when they get out into the work force





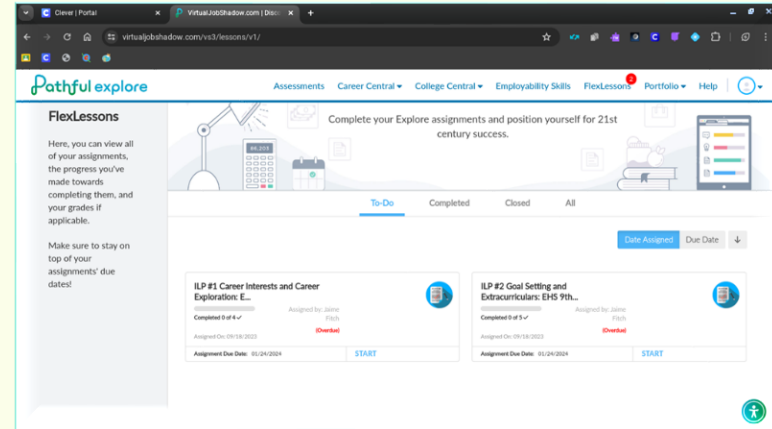
03

ILP & Scheduling

ILP & Scheduling

Career Readiness

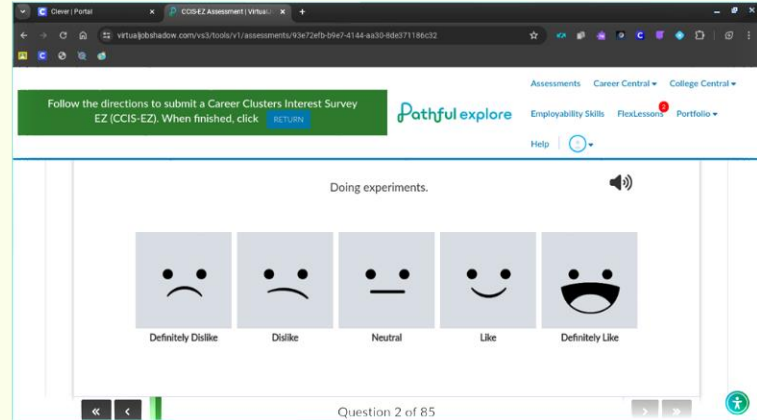
- This advisory period was dedicated to explaining the importance and value of ILPs, as well as the need for students to fill out their schedules for the following year.
- ILPs are a district requirement for graduation



ILP & Scheduling

Career Readiness

- ILPs change with each year. For 9th graders, they fill out an interests assessment, choose career path ideas, and set short and long term goals.
- ILPs are done through Pathful Explore which provides 5 or more different types of career and values assessments



A teal spiral-bound notebook with various stationery icons: a star, a pen, a paper airplane, and a paperclip. The page is decorated with small circles and a large square containing the number 04.

04

7 Mindsets: 100% Accountable

100% Accountable

Focus Your Energy

- Focusing on what students can control
- Removing distractions, such as media
- Focusing their energy on goals
- Followed up on the ILP goals and encouraged students to focus on their educational/career aspirations



HOOK

People who get the most out of life do the most with what they have; they focus their energy on what they can control, not on what they can't.





ASCA Standards

B-LS 7. Long- and short-term academic, career and social/emotional goals

B-SMS 1. Responsibility for self and actions

B-SS 9. Social maturity and behaviors appropriate to the situation and environment

M 6. Understanding that postsecondary education and lifelong learning are necessary for long-term success





AIA Standards

Academic Development: Conducts programs designed to enhance student academic development.

Academic Development: Implements strategies and activities to prepare students for a full range of postsecondary options and opportunities.

Diversity & Advocacy: Advocates for the learning and academic experiences necessary to promote the academic, career, and social/emotional development of students.

Collaboration & Consultation: Consults with teachers, staff, and community-based organizations to promote student academic, career, and social/emotional development.



Cultural Sensitivity

- Ensured multicultural representations were used in the PowerPoints.
 - ILP career choices displayed a wide variety of options, not just economic or educational group
 - Lessons were available on Google Classrooms, which reduced the inequity of access due to transportation issues
 - Caution was used with mental health awareness so as to be culturally sensitive
- 

Evaluation

ILP DATA

Out of

February 23rd: 1,886 students

- 942 completed ILP
- 289 had done some work
- 653 had a 0

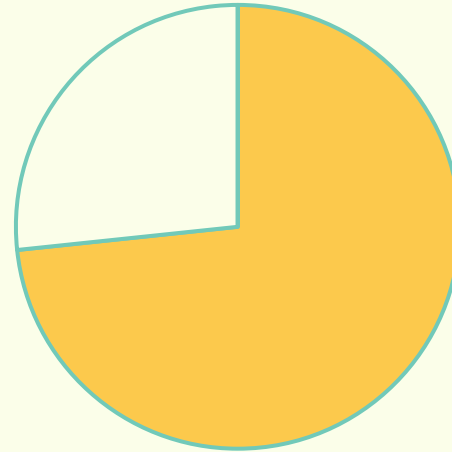
April 22nd: 1,888 students

- 1,259 completed ILP
- 206 had done some work
- 421 had a 0

317 more students completed ILP

0% status was reduced by 232

Advisory



■ 11 Implemented ■ 4 Canceled



THANKS!

Are there any questions?

yourmail@freepik.com

+34 654 321 432

yourwebsite.com



CREDITS: This presentation template was created by **Slidesgo**, including icons by **Flaticon**, infographics & images by **Freepik** and content by Sandra Medina

Please keep this slide for attribution

Institution:	Liberty University
Student:	Lydia Caines
Supervisor:	Jaime Fitch
Site:	Eastern High School
Date:	Spring 2024 (01/15/24 - 05/10/24)
Type:	COSC 693 Internship I
Final Completed:	05/06/24 10:06 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	(B.1) Demonstrates the ability to apply and adhere to ethical and legal	Insufficient evidence of ability to apply ethical and legal standards, and/or articulate, advocate, or model	No Evidence 0 points	

making/policy changes. AND/OR Advocates for appropriate school counselor identity and program.	standards in school counseling. AND (B.2) Demonstrates the ability to articulate, model, and advocate for an appropriate school counselor identity and program.	professional identity/programming.
(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 :

Lydia is the embodiment of a school counselor, willing to promote and encourage the success of the whole child.

	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	(D.1) Demonstrates self-awareness, sensitivity to others, and the skills needed to relate to diverse individuals, groups, and	Insufficient evidence of ability to provide effective developmentally appropriate school counseling services to diverse student	No Evidence 0 points	

programming changes that improve service delivery.	classrooms. AND (D.2) Provides individual and group counseling and classroom guidance to promote the academic, career, and personal/social development of students.	populations, recognizing limitations that necessitate supervision and/or referral.
(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	
AND (D.3) Designs and implements prevention and intervention plans related to the effects of (a) atypical growth and development, (b)	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.	
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.	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.	
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 :

Lydia Caines created and lead a very successful small group while at Eastern that targeted specific student needs.

	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	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	

(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, 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.

(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.

Question Comments :

Lydia Caines is an advocate for all students regardless of race, gender, or political identity. She promotes inclusion and celebrates differences.

	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/programming. 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	(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	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	

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

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.

Question Comments :

Ms. Caines uses data to drive -decision making when implementing mental health programs within our school.

	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	(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	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	

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

enhance academic achievement. Intern is intentional in identifying achievement gaps and populations. Intern considers differentiated instructional strategies during program planning.	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.
--	--

Question Comments :

Lydia really grew in her ability to help students academically. She quickly learned our grading scales and systems and would reach out to teachers to advocate for students.

	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	(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	Insufficient evidence of ability to effectively collaborate and/or consult on behalf of students and families	No Evidence 0 points	

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 implementation. Intern seeks out supervision and consultation. Interns asks about accessing existing peer programming.	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 implementation. Intern seeks out supervision and consultation. Interns asks about accessing existing peer programming.	and/or make use of referral procedures and peer helping strategies.
--	---	--

Question Comments :

Lydia Caines worked with different positions in our school, not just limited to the counseling department. She was quick to step into new roles when the school needed help.

	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	(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 needs	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	

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

Question Comments :

We so enjoyed having Lydia with us this semester and are confident that she will make an extraordinary counselor one day!!!

Evaluation Score Summary

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

[Back to Top](#)