

Institution:	Liberty University
Student:	Linnea Puckett
Supervisor:	Melitta Malone
Site:	Brookhill Elementary School
Date:	Spring 2025 (01/13/25 - 05/09/25)
Type:	COSC 692 Practicum (A10)
Final Completed:	03/07/25 06:37 PM

Mid-Term 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.

Mid-Term Pre-AIA

	MET: Proficient	NOT MET: Developing	NOT MET: No Evidence	NOT MET: Developing
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 adherence of ethical counseling.	and legal standards in school counseling.	and legal standards in school counseling.
AND	OR	OR
(B.2) Demonstrates 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.	Is developing the ability to articulate, model, and advocate for an appropriate school counselor identity and program.
LOOK-FORS / EXAMPLES:		
• 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 :

	MET: Proficient	NOT MET: Developing	NOT MET: No Evidence	NOT MET: Developing
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.	

classrooms.	classrooms.
AND	AND
(D.2) Provides individual and group counseling and classroom guidance to promote the academic, career, and social/emotional development of students.	(D.2) Provides individual and group counseling and classroom guidance to promote the academic, career, and social/emotional development of students.
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.	(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	AND
(D.4) Demonstrates the ability to use procedures for assessing and managing suicide risk.	(D.4) Demonstrates 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 initiates conversation and location of school's crisis management plan and referral resources.	• Practicum student suggests/applies specific counseling theories and techniques. • Practicum student initiates conversation and location of school's crisis management plan and referral resources.

Question Comments :

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

opportunity in student learning and development. AND (F.2) Advocates for the learning and academic experiences necessary to promote the academic, career, and social/emotional 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 social/emotional 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	relation to diversity, equity, and opportunity in student learning and development. OR Observes collaborative efforts to engage parents, guardians, and families to promote the academic, career, and social/emotional development of students.	to advocate for such services and engage stakeholders in student academic, career, and social/emotional development.
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congruence of policies,
programs, and practices in
relation to the needs of
students and families

Question Comments :

Assessment	MET: Proficient	NOT MET: Developing	NOT MET: No Evidence	NOT MET: Developing
	(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 social/emotional development. AND (H.3) Analyzes assessment information in a manner that produces valid inferences when evaluating the needs of	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 appropriate assessment strategies that can be used to evaluate a student's academic, career, and social/emotional development. OR Engages in professional dialogue to increase	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.	

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
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.

awareness

of barriers that impede
students' academic,
career, and
social/emotional
development.

- Practicum student
initiates
conversation and
location of
school's crisis
management
plan and referral
resources.

Question Comments :

	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 technology) to enhance school counseling LOOK-FORS / EXAMPLES: • Practicum student discusses research findings related to program outcomes. • Practicum student shares technology relevant to school counseling programming and student learning.	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.	

Question Comments :

	MET: Proficient	NOT MET: Developing	NOT MET: No Evidence	NOT MET: Developing
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 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: • Practicum student initiates	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. OR Is observing differentiated instructional strategies that draw on subject matter and pedagogical content knowledge and skills to promote student achievement.	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.	

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 :

	MET: Proficient	NOT MET: Developing	NOT MET: No Evidence	NOT MET: Developing
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	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	No evidence of ability to effectively collaborate and/or consult on behalf of students and families and/or make use of referral procedures and	

(N.2) Locates resources in the community that can be used in the school to improve student achievement and success.	school (observation only.) OR Observes the site supervisor consult with teachers, staff, and community-based organizations	peer helping strategies.
AND		
(N.3) Consults with teachers, staff, and community-based organizations to promote student academic, career, and social/emotional development.	to promote student academic, career, and social/emotional development (observation only.) OR Observes the site supervisor use referral	
AND		
(N.4) Uses peer helping strategies in the school counseling program.	procedures with helping agents in the community (observation only.)	
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 :

	MET: Proficient	NOT MET: Developing	NOT MET: No Evidence	NOT MET: Developing
Leadership	(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	Seeks information regarding the school site's specific program design, implementation, management, and evaluation components of a comprehensive developmental school counseling program. OR Plans school-counseling-related educational programs	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.	

programs, materials used in classroom guidance and advisor/advisee programs for teachers). LOOK-FORS / EXAMPLES:

- Practicum student considers and inquires about Recognized 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.

for use with parents and teachers (e.g., parent education programs, materials used in classroom guidance and advisor/advisee programs for teachers). Practicum student has not presented at this time.

Question Comments :

Evaluation Score Summary

Title:	Score	Weight	Adj. Score	
Primary Evaluation	56.25	100.00%	56.25	<i>Finalized</i>
			56.25	

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