

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:	04/29/25 09:31 AM

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.		Seeks guidance and instruction of the application and	Seeks guidance and instruction of the application and	

AND (B.2) Demonstrates the ability to articulate, model, and advocate for an appropriate school counselor identity and program.	adherence of ethical and legal standards in school counseling.	adherence of ethical and legal standards in school counseling.
LOOK-FORS / EXAMPLES:	OR	OR
• Practicum student considers ethical and legal implications in decision-making.	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 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	MET: Proficient
Counseling Prevention & Intervention	(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	(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	No evidence of ability to provide effective developmentally appropriate school counseling services to diverse student populations.	

to promote the academic, career, and social/emotional development of students.	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	(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:

- Practicum student suggests/applies specific counseling theories and techniques.
- Practicum student initiates conversation and location of school's crisis management plan and referral resources.

counselor and to seek supervision or refer clients when appropriate.

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.

Question Comments :

	MET: Proficient	NOT MET: Developing	NOT MET: No Evidence	MET: Proficient
Diversity & Advocacy	(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	Seeks instruction and professional dialogue to develop multicultural competencies in relation to diversity, equity, and opportunity in student learning and development. OR Observes	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	

necessary to promote the academic, career, and social/emotional development of students.	collaborative efforts to engage parents, guardians, and families to promote the academic, career, and social/emotional development of students.	social/emotional development.
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 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	MET: Proficient
	(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 individual students and assessing the effectiveness of educational programs. AND (H.4) Makes appropriate referrals to school and/or	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 awareness of barriers that impede students' academic, career, and social/emotional development. • Practicum student initiates conversation and	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.	

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.

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	Seeks relevant research findings to inform	No evidence of ability to apply research, engage in data analysis, and/or	

of school counseling.	the practice	make use of
AND	of school	technology for
(J.2) Develops measurable	counseling.	positive
outcomes for school	OR	measurable
counseling	Researches data	programming
programs, activities,	sources to	outcomes.
interventions, and	enhance school	
experiences.	counseling	
AND	programs.	
(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.		

Question Comments :

	MET: Proficient	NOT MET: Developing	NOT MET: No Evidence	MET: Proficient
Academic Development			No evidence of ability to make	
	(L.1) Conducts programs designed to enhance student academic development.	Is planning programs designed to enhance student academic development.	use of supportive technologies to deliver programming using differential instructional strategies that result in student achievement and/or a sufficient range of postsecondary	
	AND	OR		
	(L.2) Implements strategies and activities to prepare	Is researching strategies and activities to prepare students		

students for a full range of postsecondary options and opportunities.

for a full range of postsecondary options and opportunities.

OR

AND

(L.3) Implements differentiated instructional strategies that draw on subject matter and pedagogical content knowledge and skills to promote student achievement.

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 :

	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	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 development (observation	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.	

student academic, career, and social/emotional development.	only.) OR
AND	Observes the site supervisor use referral procedures with helping agents in the community (observation only.)
(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 existing
peer
programming.

Question Comments :

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

explores
avenues for presenting
educational program to
teachers/parents.

- Practicum student
inquires
about needs
assessments for
parent/teacher
education.

Question Comments :

Evaluation Score Summary

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

[Back to Top](#)