



ADVANCED INTERNSHIP ASSESSMENT (AIA): EDAS 699
School Building-level Administration

The Advanced Internship Assessment (AIA) is completed by the internship mentor during the final 200-hour field experience in the School Building-level Administration program. Prior to the internship course of EDAS 699, the candidate will have completed four course-embedded field experiences of 30 hours each. Therefore, at the completion of the EDAS 699 16-week internship, the candidate will have completed a total of 320 field experience hours throughout the program.

Check one to indicate the point at this assessment is being administered:

- ☐ **Preliminary Midterm Evaluation (Week 8 of the Internship):** At midterm, it is acceptable for the intern to be rated at “Not Met” on a number of the standards. Such ratings will be helpful to indicate growth throughout the internship.
- ☐ **Final Evaluation (Week 16 of the Internship):** Licensure regulations require interns to perform at the “Proficient” or “Advanced” level by the end of the program. See instructions below for more information.

Intern name:	Intern LU ID#:	Endorsement(s) seeking:
Host school:	Host school address:	Host school phone:
Onsite mentor name:	Onsite mentor email:	Grade level(s):

Instructions: Referring to the rating descriptions below, click on the rating level that best describes the intern’s performance on each standard. In order to complete the program successfully, interns must have met every standard at the “Proficiency” level or higher. 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 mentor should select a “Not Met” rating of “Developing” or “No Evidence.” Provide a comment below for any rating at a “Not Met” or “Advanced” level. It is expected that few ratings of “Advanced” will be assigned. Interns who receive any “Not Met” ratings will receive remediation before successful completion of the licensure program. Remediation may involve targeted mentoring on specific standards and extended time to provide additional evidence.

NELP STANDARD	MET: Advanced, 3 pts	MET: Proficient, 2 pts	NOT MET: Developing, 1 pt	NOT MET 0 pts
1. Mission, Vision, and Improvement CAEP 1a, b, c, d, e MCEE 4 ISTE 2 Diversity	PROFICIENT LEVEL PLUS: Intern collaboratively evaluates the school mission and vision. AND Intern proposes revisions to the school mission and vision that include data use, technology, equity, diversity, digital citizenship, and community.	Intern implements the host school's mission and vision (1.1). AND Intern leads improvement processes aligned with the school's vision that include data use, design, implementation, and evaluation (1.2). LOOK-FORS / EXAMPLES: Intern uses language from the school's vision statement; influences others' actions to follow the mission statement; and bases decision making on fulfillment of the school vision.	Intern acts independently of the host school's mission and/or vision. AND/OR Intern's proposals for improvement are loosely aligned with the school's vision and/or are insufficiently based on data.	No Evidence 0 points
2. Ethics and Professional Norms CAEP 1d, f MCEE 1, 2, 3, 5 ISTE 1	PROFICIENT LEVEL PLUS: Intern cultivates ethical behavior in others. AND Intern evaluates, communicates about, and advocates for ethical and legal decisions (2.2).	Intern models professional dispositions and norms (i.e., fairness, integrity, transparency, trust, digital citizenship, collaboration, perseverance, reflection, lifelong learning) that support the educational success and well-being of each student and adult (2.1). AND Intern models ethical behavior in personal conduct and relationships (2.3). LOOK-FORS / EXAMPLES: Intern considers legal and ethical implication of decisions and seeks for the fairest option for all stakeholders.	Intern's conduct and/or relationships do not comprehensively reflect professional dispositions and norms that serve to support the educational success and well-being of each student and adult.	No Evidence 0 points
3. Equity, Inclusiveness, and Cultural Responsiveness CAEP 1c, d MCEE 2, 3, 5 ISTE 1 Diversity	PROFICIENT LEVEL PLUS: Intern uses data to evaluate and design programs that promote equity, inclusiveness, and cultural responsiveness.	Intern advocates for a supportive and inclusive school culture (3.1); AND for equitable access to educational resources, technologies, and opportunities that support the educational success and well-being of each student (3.2); AND for equitable, inclusive, and culturally responsive instruction and behavior support practices among teachers and staff (3.3). LOOK-FORS / EXAMPLES: Intern is intentional in making decisions to include diverse populations in activities; decisions are made regarding cultural considerations of those affected.	Intern's influence on school culture is negligible or nonconsequential. AND/OR Intern lacks intentionality in efforts to advocate for equitable access to educational resources, technologies, and opportunities that support the educational success and well-being of each student.	No Evidence 0 points

4. Learning and Instruction CAEP 1z, c, d, e MCEE 2, 5 ISTE 2 Diversity	PROFICIENT LEVEL PLUS: Intern evaluates existing instructional programs and develops proposals for school and student improvement in collaboration with diverse stakeholders.	Intern implements high-quality, technology-rich curricula programs and other supports for academic and non-academic student programs (4.1). AND Intern implements high-quality and equitable academic and non-academic instructional practices, resources, technologies, and services that support equity, digital literacy, and the school's academic and non-academic systems (4.2). AND Intern implements formal and informal culturally responsive and accessible assessments that support data-informed instructional improvement and student learning and well-being (4.3). AND Intern implements the school's curriculum, instruction, technology, data systems, and assessment practices in a coherent, equitable, and systematic manner (4.4). LOOK-FORS / EXAMPLES: Intern mentors novice teachers toward measurable student achievement.	Intern's instructional leadership neglects provision for high-quality, technology-rich programs AND/OR Intern's instructional initiatives neglect cultural considerations and/or are not based on data-driven decisions.	No Evidence 0 points
5. Community and External Leadership CAEP 1d MCEE 4 ISTE 2 Diversity	PROFICIENT LEVEL PLUS: Intern, through community and external leadership, influences policy and/or procedures for school or community improvement.	Intern collaboratively engages diverse families in strengthening student learning in and out of school (5.1). AND Intern collaboratively engages and cultivates relationships with diverse community members, partners, and other constituencies for the benefit of school improvement and student development (5.2). AND Intern communicates through oral, written, and digital means within the larger organizational, community, and political contexts when advocating for the needs of their school and community (5.3). LOOK-FORS / EXAMPLES: Intern initiates a partnership with a community organization to meet a specific need of school families.	Intern engages limited representation of stakeholders in community relations. AND/OR Intern's communication reaches a limited community audience and/or does not sufficiently advocate for school and/or community needs.	No Evidence 0 points

6. Operations and Management CAEP 1c, d, e, f MCEE 4, 5 ISTE 4	PROFICIENT LEVEL PLUS: Intern reflectively evaluates existing operations and management systems and develops proposals in collaboration with stakeholders.	Intern implements management, communication, technology, school-level governance, and operation systems that support each student's learning needs and promote the mission and vision of the school (6.1). AND Intern advocates for a data-informed and equitable resourcing plan that supports school improvement and student development (6.2). AND Intern implements laws, rights, policies, and regulations to promote student and adult success and well-being (6.3). LOOK-FORS / EXAMPLES: Intern proposes programs with consideration of the fiscal and human resources required and works toward maximizing those resources.	Intern's operations and management proposals are not aligned with or are loosely aligned with the mission and/or vision of the school. AND/OR Intern inadequately plans for resources to support goals.	No Evidence 0 points
7. Building Professional Capacity CAEP 1d, f MCEE 1, 2 ISTE 3 Diversity	PROFICIENT LEVEL PLUS: Intern collaboratively develops the school's professional capacity through engagement in recruiting, selecting, and hiring staff (7.1).	Intern develops and engages staff in a collaborative professional culture designed to promote school improvement, teacher retention, and the success and well-being of each student and adult in the school (7.2). AND Intern personally engages in, as well as collaboratively engages school staff in, professional learning designed to promote reflection, cultural responsiveness, distributed leadership, digital literacy, school improvement, and student success (7.3). AND Intern evaluates, develops, and implements systems of supervision, support, and evaluation designed to promote school improvement and student success (7.4). LOOK-FORS / EXAMPLES: Decisions are made with long-term considerations in mind regarding how those considerations impact improvement for the future rather than just for the present.	Intern does not initiate professional development of faculty. OR Intern implements professional development that does not support identified data-based needs for improvement. AND/OR Intern does not personally engage in professional development designed to promote reflection, cultural responsiveness, distributed leadership, digital literacy, school improvement, and student success.	No Evidence 0 points

COMMENTS: In the textbox below, please insert comments regarding any “Not Met” or “Advanced” ratings.