



**ADVANCED INTERNSHIP ASSESSMENT (AIA)**  
*Master of Education (M.Ed.) in School Counseling*

\_\_\_\_\_ Internship I                      \_\_\_\_\_ Internship II

The Advanced Internship Assessment (AIA) is completed twice by the internship 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 AIA.

**Check one to indicate the point in time for which this assessment is being administered:**

- AIA Midterm Evaluation (Week 8 of the Internship):** At midterm, it is acceptable for the intern to be rated at “Not Met” on several the standards. Such ratings will be helpful to indicate growth throughout the internship.
- AIA 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 Liberty University ID#:	Intern Phone and Email:
Host School Name:	Host School Address:	Host School Phone:
Site Supervisor Name:	Site Supervisor Email:	Elementary, Middle, or High School:

**Instructions:** Referring to the rating descriptions below, click on the rating level that best describes the intern’s performance on each standard. To complete the program successfully, interns must have met every standard at the “Proficiency” level or higher by the conclusion of the internship semester. 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.

SPECIALTY STANDARD	MET: Advanced, 3 pts	MET: Proficient, 2 pts	NOT MET: Developing, 1 pt	NOT MET, 0 pts
<p><b>1. FOUNDATIONS</b></p> <p><b>CACREP</b> (G.1.a; G.2.a; G.2.f; G.2.m; G.2.n)</p> <p><b>CAEP</b> (A.1.1d; A.1.1f)</p> <p><b>ASCA</b> (B-PF 2; B-PF 3; B-PF 8; B-PF 9)</p> <p><b>VDOE</b> (9.a; 9.b; 9.c)</p> <p><b>CEFS PLO</b> (1; 6)</p> <p><b>MCCE</b> (1.A; 1.B; 3.A; 3.B; 3.C; 4.A-E; 5.A; 5.C)</p> <p><b>ISTE</b> (1.b; 2.a)</p>	<p>Intern cultivates ethical behavior(s) in others.</p> <p>AND/OR</p> <p>Advocates for ethical and legal decision making/policy changes.</p> <p>AND/OR</p> <p>Advocates for appropriate school counselor identity and program.</p> <p>AND</p> <p>Demonstrates the ability to apply and adhere to ethical and legal standards in school counseling.</p> <p>AND</p> <p>Demonstrates the ability to articulate, model, and advocate for an appropriate school counselor identity and program.</p> <p><b>LOOK-FORS / EXAMPLES:</b> <i>Intern considers ethical and legal implications in decision-making.</i> <i>Intern looks to the ASCA National Model as a guidance document.</i> <i>Intern promotes contemporary “school counselor” title over that of “guidance” counselor.</i></p>	<p>Demonstrates the ability to apply and adhere to ethical and legal standards in school counseling.</p> <p>AND</p> <p>Demonstrates the ability to articulate, model, and advocate for an appropriate school counselor identity and program.</p> <p><b>LOOK-FORS / EXAMPLES:</b> <i>Intern considers ethical and legal implications in decision-making.</i> <i>Intern looks to the ASCA National Model as a guidance document.</i> <i>Intern promotes contemporary “school counselor” title over that of “guidance” counselor.</i></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 0 points</p>
<p><b>2. COUNSELING PREVENTION &amp; INTERVENTION</b></p> <p><b>CACREP</b> (G.1.b; G.1.c; G.2.e; G.2.g; G.2.k; G.3.b-m)</p> <p><b>CAEP</b> (A1.1d,f)</p>	<p>Intern independently applies self-evaluation and reflection to improve counseling skills.</p> <p>AND/OR</p> <p>Evaluates and suggests programming changes that improve service delivery.</p> <p>AND</p> <p>Demonstrates self-awareness, sensitivity to others, and the skills</p>	<p>Demonstrates self-awareness, sensitivity to others, and the skills needed to relate to diverse individuals, groups, and classrooms.</p> <p>AND</p> <p>Provides individual and group counseling and classroom guidance to promote the academic, career, and social/emotional development of students.</p> <p>AND</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 0 points</p>

<p><b>ASCA</b> (M-1; M-2; M-4; M-7; B-PF 6; B-SS 1; B-SS 2; B-SS 3)</p> <p><b>VDOE</b> (2; 3; 4; 5a-c; 6a-c; 7a-d)</p> <p><b>CEFS PLO</b> (2; 3)</p> <p><b>MCCE</b> (1.C; 2.A-C)</p> <p><b>ISTE</b> (1c; 3a; 4d; 6a)</p>	<p>needed to relate to diverse individuals, groups, and classrooms.</p> <p>AND</p> <p>Provides individual and group counseling and classroom guidance to promote the academic, career, and social/emotional development of students.</p> <p>AND</p> <p>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.</p> <p>AND</p> <p>Demonstrates the ability to use procedures for assessing and managing suicide risk.</p> <p>AND</p> <p>Demonstrates the ability to recognize his or her limitations as a school counselor and to seek supervision or refer clients when appropriate.</p> <p><b>LOOK-FORS / EXAMPLES:</b> <i>Intern suggests/applies specific counseling theories and techniques.</i> <i>Intern initiates conversation and location of school's crisis management plan and referral resources.</i></p>	<p>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.</p> <p>AND</p> <p>Demonstrates the ability to use procedures for assessing and managing suicide risk.</p> <p>AND</p> <p>Demonstrates the ability to recognize his or her limitations as a school counselor and to seek supervision or refer clients when appropriate.</p> <p><b>LOOK-FORS / EXAMPLES:</b> <i>Intern suggests/applies specific counseling theories and techniques.</i> <i>Intern initiates conversation and location of school's crisis management plan and referral resources.</i></p>		
<p><b>3. DIVERSITY &amp; ADVOCACY</b></p>	<p>Intern cultivates cultural sensitivity in others.</p> <p>AND/OR</p>	<p>Demonstrates multicultural competencies in relation to diversity, equity, and opportunity in student learning and development.</p> <p>AND</p>	<p>Insufficient evidence of multicultural competence in student learning and development and the ability to advocate for such services and</p>	<p>No Evidence 0 points</p>

<p><b>CACREP</b> (G.1.d; G.2.a; G.2.b; G.2.d; G.2.j; G.3.d, G.3.f; G.3.k)</p> <p><b>CAEP</b> (A.1.1d,f)</p> <p><b>ASCA</b> (M-1; M-2; B-PF 6; B-PF 9)</p> <p><b>VDOE</b> (1; 3; 5a-c; 6a-c)</p> <p><b>CEFS PLO</b> (2)</p> <p><b>MCCE</b> (2.C; 3.A; 3.B; 4.A-E)</p> <p><b>ISTE</b> (3a; 2b; 4d; 6d)</p>	<p>Evaluates and suggests changes to policies, programs, and/or services that improve equity and opportunity for diverse student academic, career, and social/emotional development.</p> <p>AND/OR</p> <p>Actively seeks out and develops opportunities to engage stakeholders in student development.</p> <p>AND</p> <p>Demonstrates multicultural competencies in relation to diversity, equity, and opportunity in student learning and development.</p> <p>AND</p> <p>Advocates for the learning and academic experiences necessary to promote the academic, career, and social/emotional development of students.</p> <p>AND</p> <p>Advocates for school policies, programs, and services that enhance a positive school climate and are equitable and responsive to multicultural student populations.</p> <p>AND</p> <p>Engages parents, guardians, and families to promote the academic, career, and social/emotional development of students.</p> <p><b>LOOK-FORS / EXAMPLES:</b> <i>Intern considers cultural, economic, and political issues during service delivery/program planning.</i> <i>Intern is intentional in examining the congruence of policies, programs, and practices in relation to the needs of students and families.</i></p>	<p>Advocates for the learning and academic experiences necessary to promote the academic, career, and social/emotional development of students.</p> <p>AND</p> <p>Advocates for school policies, programs, and services that enhance a positive school climate and are equitable and responsive to multicultural student populations.</p> <p>AND</p> <p>Engages parents, guardians, and families to promote the academic, career, and social/emotional development of students.</p> <p><b>LOOK-FORS / EXAMPLES:</b> <i>Intern considers cultural, economic, and political issues during service delivery/program planning.</i> <i>Intern is intentional in examining the congruence of policies, programs, and practices in relation to the needs of students and families.</i></p>	<p>engage stakeholders in student academic, career, and social/emotional development.</p>	
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<p><b>4. ASSESSMENT</b></p> <p><b>CACREP</b> (G.1.e; G.2.j; G.3.k; G.3.b; G.3.e; F.3.n; G.3.o)</p> <p><b>CAEP</b> (A.1.1a, b, c, d, e, f)</p> <p><b>ASCA</b> (B-PA 1; B-PA 2; B-PA 3; B-PA 4; B-PA 5; B-PA 6; B-PA 7; B-PA 8; B-PA 9)</p> <p><b>VDOE</b> (2; 3; 8a-b; 6a-c; 7; 8a-b; 10)</p> <p><b>CEFS PLO</b> (4)</p> <p><b>MCCE</b> (3.A; 3.B)</p> <p><b>ISTE</b> (7a; 7b; 7c)</p>	<p>Intern evaluates assessment techniques/strategies and suggests improved culturally sensitive assessments for academic, career, and/or social/emotional development/programming.</p> <p>Identifies new referral resources.</p> <p>Assesses and interprets students' strengths and needs, recognizing uniqueness in cultures, languages, values, backgrounds, and abilities.</p> <p>Selects appropriate assessment strategies that can be used to evaluate a student's academic, career, and social/emotional development.</p> <p>Analyzes assessment information in a manner that produces valid inferences when evaluating the needs of individual students and assessing the effectiveness of educational programs.</p> <p>Makes appropriate referrals to school and/or community resources.</p> <p>Assesses barriers that impede students' academic, career, and social/emotional development.</p> <p><b>LOOK-FORS / EXAMPLES</b> <i>Intern initiates discussions for access to data for identifying programming and student needs.</i> <i>Intern is intentional in identifying potential barriers to student development.</i></p>	<p>Assesses and interprets students' strengths and needs, recognizing uniqueness in cultures, languages, values, backgrounds, and abilities.</p> <p>AND</p> <p>Selects appropriate assessment strategies that can be used to evaluate a student's academic, career, and social/emotional development.</p> <p>AND</p> <p>Analyzes assessment information in a manner that produces valid inferences when evaluating the needs of individual students and assessing the effectiveness of educational programs.</p> <p>AND</p> <p>Makes appropriate referrals to school and/or community resources.</p> <p>AND</p> <p>Assesses barriers that impede students' academic, career, and social/emotional development.</p> <p><b>LOOK-FORS / EXAMPLES</b> <i>Intern initiates discussions for access to data for identifying programming and student needs.</i> <i>Intern is intentional in identifying potential barriers to student development.</i> <i>Intern looks to the ASCA National Model for assessment guidance.</i></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 social/emotional development and programming.</p>	<p>No Evidence <i>0 points</i></p>
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	<i>Intern looks to the ASCA National Model for assessment guidance.</i>			
<b>5. RESEARCH &amp; EVALUATION</b>  <b>CACREP</b> <b>(G.3.a; G.3.b; G.3.n; G.3.o)</b>  <b>CAEP</b> <b>(A.1.1a,b,c,e)</b>  <b>ASCA</b> <b>(M-7; B-SS 1; B-PA 3; B-PA 4; B-PA 5)</b>  <b>VDOE</b> <b>(8a-b; 10)</b>  <b>CEFS PLO</b> <b>(5)</b>  <b>MCCE</b> <b>(5.A-D)</b>  <b>ISTE</b> <b>(7a; 7b; 7c)</b>	<p>Intern suggests new technologies, research, and/or data sources for analysis to improve school counseling practices/services that result in positive learning outcomes.</p> <p style="text-align: center;">AND</p> <p>Applies relevant research findings to inform the practice of school counseling.</p> <p style="text-align: center;">AND</p> <p>Develops measurable outcomes for school counseling programs, activities, interventions, and experiences.</p> <p style="text-align: center;">AND</p> <p>Analyzes and uses data (<i>and relevant technology</i>) to enhance school counseling programs.</p> <p><b>LOOK-FORS / EXAMPLES:</b>  <i>Intern discusses research findings related to program outcomes.</i>  <i>Intern shares technology relevant to school counseling programming and student learning.</i></p>	<p>Applies relevant research findings to inform the practice of school counseling.</p> <p style="text-align: center;">AND</p> <p>Develops measurable outcomes for school counseling programs, activities, interventions, and experiences.</p> <p style="text-align: center;">AND</p> <p>Analyzes and uses data (<i>and relevant technology</i>) to enhance school counseling programs.</p> <p><b>LOOK-FORS / EXAMPLES:</b>  <i>Intern discusses research findings related to program outcomes.</i>  <i>Intern shares technology relevant to school counseling programming and student learning.</i></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>
<b>6. ACADEMIC DEVELOPMENT</b>  <b>CACREP</b> <b>(G.1.b; G.1.c; G.2.c; G.3.b; G.3.c; G.3.d; G.3.e; G.3.g; G.3.h; G.3.i; G.3.j; G.3.k)</b>  <b>CAEP</b> <b>(A1.1.d,e,f)</b>	<p>Intern evaluates existing programs/services/strategies making suggestions that result in improved differential instruction, student achievement, and/or postsecondary opportunities/options.</p> <p style="text-align: center;">AND</p> <p>Conducts programs designed to enhance student academic development.</p>	<p>Conducts programs designed to enhance student academic development.</p> <p style="text-align: center;">AND</p> <p>Implements strategies and activities to prepare students for a full range of postsecondary options and opportunities.</p> <p style="text-align: center;">AND</p> <p>Implements differentiated instructional strategies that draw on subject matter and pedagogical content knowledge and skills to</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>

<p><b>ASCA</b> (M-1; M-2; M-3; M-4; M-7; B-PA 3; B-PA 4)</p> <p><b>VDOE</b> (5a-c; 6a-c; 7a-d; 8a-b; 11)</p> <p><b>CEFS PLO</b> (7)</p> <p><b>MCCE</b> (2.B; 2.C)</p> <p><b>ISTE</b> (1c; 3a; 3b; 5a; 5b; 5c; 6d)</p>	<p>AND</p> <p>Implements strategies and activities to prepare students for a full range of postsecondary options and opportunities.</p> <p>AND</p> <p>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).</p> <p><b>LOOK-FORS / EXAMPLES:</b> <i>Intern initiates discussions about cross-walking strategies that enhance academic achievement.</i> <i>Intern is intentional in identifying achievement gaps and populations.</i> <i>Intern considers differentiated instructional strategies during program planning.</i></p>	<p>promote student achievement, (e.g., making use of supportive technologies).</p> <p><b>LOOK-FORS / EXAMPLES:</b> <i>Intern initiates discussions about cross-walking strategies that enhance academic achievement.</i> <i>Intern is intentional in identifying achievement gaps and populations.</i> <i>Intern considers differentiated instructional strategies during program planning.</i></p>		
<p><b>7. COLLABORATION &amp; CONSULTATION</b></p> <p><b>CACREP</b> (G.1.d; G.2.a; G.2.b; G.2.d; G.2.k; G.2.n; G.3.h; G.3.i; G.3.j; G.3.l; G.3.m)</p> <p><b>CAEP</b> (A.1.1d,f)</p> <p><b>ASCA</b> (M-5; M-6; B-SS 4; B-SS 5; B-SS 6; B-PA 1; B-PA 5; B-PA 8)</p>	<p>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.</p> <p>AND/OR</p> <p>Intern creates/implements peer helping program aimed at improving student development/well-being.</p> <p>AND/OR</p> <p>Intern is aware of and adheres to ethical standards regarding parent/guardian rights and confidentiality.</p>	<p>Works with parents, guardians, and families to act on behalf of their children to address problems that affect student success in school.</p> <p>AND</p> <p>Locates resources in the community that can be used in the school to improve student achievement and success.</p> <p>AND</p> <p>Consults with teachers, staff, and community-based organizations to promote student academic, career, and social/emotional development.</p> <p>AND</p>	<p>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.</p>	<p>No Evidence 0 points</p>

<p><b>VDOE</b> <b>(1; 7b-c)</b></p> <p><b>CEFS PLO</b> <b>(1; 3)</b></p> <p><b>MCCE</b> <b>(4.A-E)</b></p> <p><b>ISTE</b> <b>(2c; 4a-d)</b></p>	<p>AND/OR</p> <p>Intern is aware of and adheres to ethical standards when collaborating, consulting, and making referrals.</p> <p>AND</p> <p>Works with parents, guardians, and families to act on behalf of their children to address problems that affect student success in school.</p> <p>AND</p> <p>Locates resources in the community that can be used in the school to improve student achievement and success.</p> <p>AND</p> <p>Consults with teachers, staff, and community-based organizations to promote student academic, career, and social/emotional development.</p> <p>AND</p> <p>Uses peer helping strategies in the school counseling program.</p> <p>AND</p> <p>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.</p> <p><b>LOOK-FORS / EXAMPLES:</b> <i>Intern intentionally includes others within and outside of the school community for program planning and implementation.</i> <i>Intern seeks out supervision and consultation.</i> <i>Interns asks about accessing existing peer programming.</i></p>	<p>Uses peer helping strategies in the school counseling program.</p> <p>AND</p> <p>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.</p> <p><b>LOOK-FORS / EXAMPLES:</b> <i>Intern intentionally includes others within and outside of the school community for program planning and implementation.</i> <i>Intern seeks out supervision and consultation.</i> <i>Interns asks about accessing existing peer programming.</i></p>		
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<p><b>8. LEADERSHIP</b></p> <p><b>CACREP</b> (G.1.b; G.1.d; G.2.a; G.2.b; G.2.d; G.2.f; G.2.j; G.3.a; G.3.b; G.3.h; G.3.l)</p> <p><b>CAEP</b> (A.1.1a,b,c,d,e,f)</p> <p><b>ASCA</b> (M-5; M-6; B-PF 2; B-PF 7; B-SS 6)</p> <p><b>VDOE</b> (1; 7a-d; 9a-c; 10)</p> <p><b>CEFS PLO</b> (5; 7)</p> <p><b>MCEE</b> (1.C; 4.A-E)</p> <p><b>ISTE</b> (2a-c)</p>	<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> <p style="text-align: center;">AND</p> <p>Participates in the design, implementation, management, and evaluation of a comprehensive developmental school counseling program.</p> <p style="text-align: center;">AND</p> <p>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).</p> <p><b>LOOK-FORS / EXAMPLES:</b> <i>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.</i></p>	<p>Participates in the design, implementation, management, and evaluation of a comprehensive developmental school counseling program.</p> <p style="text-align: center;">AND</p> <p>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).</p> <p><b>LOOK-FORS / EXAMPLES:</b> <i>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.</i></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 <i>0 points</i></p>
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	A (4.000 points)	B (3.000 points)	C (2.000 points)	D (1.000 point)	F (0.000 points)
<p>Please provide a suggested letter grade to signify the candidate's overall performance and effort in school counseling. (1.000, 100.0%)</p>					