

# **School Psychology: Internship**

A Handbook for Interns, Supervisors, and Hiring Agencies

**SCHOOL OF EDUCATION**  
UNIVERSITY OF WISCONSIN-STOUT

**2008-2009 VERSION**



# TABLE OF CONTENTS

Preface

## **Internship in School Psychology**

Introduction and Overview .....	1
A. Internship in School Psychology .....	2
B. Course Objectives .....	3
C. Knowledge/Application/Performance Objectives.....	3-4
D. Internship Placement .....	5
E. Documentation Requirements.....	5
F. Course Requirements.....	5-7
G. Supervision .....	7
H. Evaluation .....	8

## **Intern, Supervisor, and Hiring Responsibilities**

A. Field Supervisor Responsibilities.....	9
B. University Responsibilities.....	10
C. School District or Agency Responsibilities .....	10
D. Interning School Psychologist Responsibilities .....	10-11

## **Appendices**

Appendix A: School Psychology Practicum Data Sheet .....	13
Appendix B: Internship Agreement .....	14-15
Appendix C: Evaluation Guide for School Psychology: Internship .....	16-28
Appendix D: Internship Project Options .....	29-30
Appendix E: Project Presentation Rubric .....	31
Appendix F: Portfolio Assessment Rubric.....	32-33
Appendix G: Internship Weekly and Cumulative Logs .....	34-35
Appendix H: Reference Guide to Developmental Levels of Professional Practice.....	36-37

## PREFACE

The University of Wisconsin-Stout (UW-Stout) School Psychology Program prepares students to become practitioners in the field of school psychology. The objective is to educate and train students to become professionals whose central concern is to provide evidence-based services in the schools. Within the context of the scientist-practitioner model, the University's School Psychology Program trains Masters of Science in Education (M.S.Ed.) and Educational Specialists (Ed.S.) in a variety of skills, including academic, cognitive, social-emotional, and behavioral assessment, individual and group counseling, play therapy, child development, individual and systems intervention, prevention, and consultation. Moreover, the training promotes sensitivity to issues involving cultural and individual diversity.

The training program requires that school psychologists acquire skills in synthesizing the knowledge and practice of school psychology. The program also offers a variety of supervised field experiences designed to promote the development and application of sound knowledge in fostering academic and social competence, solving academic, behavioral, and emotional problems of children, youth, and families. Supervised experiences are included in course-related field activities and in the practicum and internship experiences.

Although some overlap is inevitable between this Handbook and the *Handbook for Program Students*, students are responsible for being aware of the policies, procedures and requirements contained in both handbooks. While faculty and staff are willing to assist students to the greatest extent possible, each student must assume the primary responsibility for completing their graduate program in a smooth and timely fashion.

This handbook is intended to familiarize students with the *Internship in School Psychology* at the UW-Stout. Each student is responsible for standards and policies set forth by UW-Stout in addition to the materials contained in this *Handbook*.

# INTERNSHIP IN SCHOOL PSYCHOLOGY

## Introduction and Overview

The Internship in School Psychology (SPSY 792) is the culminating field experience for school psychology graduate students. A student is recommended for internship after he/she successfully develops initial *practitioner* competencies to act as a school psychologist. UW-Stout's internship in school psychology is completed on a full-time basis over one year or on a half-time basis over two consecutive years. A total of 1,200 internship hours are required, with a minimum of 600 internship hours completed in a school setting. The professional internship (SPSY 792) is required to meet the standards to become a National Certified School Psychologist (NCSP) from the National Association of School Psychologists (NASP).

At this juncture in their training, interns are expected to have *initial practitioner skills* and be able to act with significant independence. While the focus of the two-semester practicum is on developing professional competencies, the focus of the internship is on developing highly reflective practitioners who engage in evidence-based practices at the *advanced practitioner to initial mentorship stages*.

Interns, under appropriate supervision, apply their knowledge and skill as they work as school psychologists with varied professional roles and diverse responsibilities. Interns are expected to demonstrate increasing competence and confidence in the performance of professional duties as the internship progresses. Through internship coursework, interns reflect on skill maintenance, skill improvement, and skill expansion, as well as examine the effectiveness of their practices. Supervision emphasizes the importance of utilizing consultative relationships that enhance the intern's performance and knowledge base.

Collaboration between the University of Wisconsin-Stout's school psychology training program and the intern's field site ensures that the intern successfully achieves the diverse goals of the school psychology program. It is important that the intern actively engage in a wide range of experiences throughout the internship. University faculty and a certified/licensed field site school psychologist and/or other approved personnel in non-school settings (e.g., a licensed counseling psychologist or clinical psychologist) supervise the intern.

Supervision from field supervisors is direct. While the practicum experience is viewed as a tutorial form of instruction, the relationship between the field supervisor and intern is largely that of a mentor and mentee. Supervisors/mentors offer support, ask reflective questions, offer themselves as a source of knowledge, help interns process the emotions of their first year as school psychologists, and evaluate the interns' effectiveness and mastery of skills.

University supervision is highly consultative and involves weekly on-line discussion boards. Interns and the university supervisor are in regular and frequent communication through on-line coursework. In addition, interns attend one seminar per semester for project presentations, reflection activities, and portfolio/skill assessment.

It is imperative that a mutuality of understanding exists between all parties concerned: the field supervisor/mentor, the university staff, and the student. The following pages outline objectives and expectations of standards for training.

## A. Internship in School Psychology Description

The following criteria are followed for the internship experience:

- The Internship coursework (SPSY 792) is separate from the Practicum coursework (SPSY 781/782). The system for supervision, expectations on the student, and competencies related to each course vary (see *Course Objectives*, p. 7 and *Appendix C*).
- The internship experience occurs after successful development of professional competencies. Students are recommended to internship after they complete the following: a) all coursework, b) two semesters of field practicum (SPSY 781/782), c) six credits of clinical practicum (SPSY 784/785), d) evaluations of his/her portfolio at benchmarks 2 and 3, and d) an exit interview with the practicum coordinator.
- UW-Stout's Internship in School Psychology is completed on a full-time basis over one year or on a half-time basis over two consecutive years. A total of 1,200 internship hours are required, with a minimum of 600 internship hours completed in a school setting.
- The Internship occurs under conditions appropriate to the specific learning objectives of the program (see *Course Objectives*, p. 7), including settings, tasks, and participants.
- Students complete the Internship under the supervision of the University of Wisconsin-Stout faculty and a certified or licensed school psychologist.
- The field supervisor/mentor must be licensed or certified as a school psychologist in the state they work, and have a minimum of three years of experience as a school psychologist. NASP standards and UW-Stout's School Psychology Program require a minimum of two hours per week of supervision.
- University supervision and consultation is conducted through weekly on-line discussion boards and a semester seminar. Interns consult with each other and the university supervisor on cases, processes, and systems. Interns attend one seminar per semester for project presentations, reflection activities, and portfolio/skill assessment.
- A student's internship is evaluated in a manner consistent with the specific training objectives of the program (see *Course Objectives*, p. 7). The field supervisor/mentor uses a written evaluation form at the end of each semester to evaluate interns (see *Appendix C*). In addition, intern portfolios, projects, and monthly assignments are evaluated by the university supervisor.
- The internship is conducted in a manner consistent with the current legal/ethical guidelines of the profession. The University of Wisconsin-Stout School Psychology Program follows ethical and other professional guidelines for psychologists established by the American Psychological Association (APA) (see *Ethical Principles of Psychologists and Code of Conduct*, 2002; *Accreditation Handbook*, 2002; *Ethical Principles in the Conduct of Research with Human Participants*, 1982), the National Association of School Psychologists (NASP, 2000), and the State of Wisconsin. Also, students adhere to the guidelines prepared by the American Educational Research Association (AERA) and the National Council for Measurement in Education (NCME) for educational and psychological tests and manuals. Finally, case study and other records are collected, maintained, and disseminated according to state and federal regulations.

## Course Objectives

The goal of the Internship in School Psychology is to develop highly reflective practitioners who use evidenced-based practices.

1. Interns will show continued development of school psychology competencies in the eleven domains defined in NASP's Blueprint for Training and Practice II. See Knowledge/Application/Performance Objectives below for specific skills.
2. Interns will examine and monitor their skills in the eleven Blueprint domains. They will reflect on, and accurately determine, which areas need skill improvement, skill expansion, and/or skill maintenance.
3. Interns will develop highly consultative relationships with competent professionals who can assist them to hone their skills and increase their knowledge base. Interns will reflect on the importance of collaboration and consultation on their personal practice and own personal health.
4. Interns will examine their role in the school organization and reflect on the influence of their positions in policy development, school climate, and school services.
5. Interns will participate in and/or lead investigations and program evaluations to improve services for students.
6. Interns will use evidenced-based and problem-solving models.
7. Interns will learn to process the emotions associated with being a first-year school professional in positive, healthful ways.

### B. Knowledge/Application/Performance Objectives

During Internship, students will demonstrate *initial to advanced practitioner* competencies, and possibly *initial mentor* level competencies (see *Appendix C and H*), in the following:

1. **Data-Based Decision Making and Accountability:** School psychology interns will effectively use the methods of assessment and problem-solving models as a part of a systematic process to collect data and other information, translate assessment results into empirically based decisions about service delivery, and evaluate the outcomes of such services.
2. **Consultation and Collaboration:** School psychology interns will collaborate effectively with others in planning and making decisions at the individual, group, and system levels. The interns will facilitate communication and collaboration with children and youth among teams of school personnel, families, community professionals, and others. Interns will demonstrate positive interpersonal skills. They will listen, adapt, address ambiguity, and be patient in difficult situations. In addition, interns will exercise opportunities to clearly present and disseminate information to diverse audiences. Interns will reflect on the importance of collaboration and consultation on their personal practice and own personal health.
3. **Effective Instruction and Development of Cognitive/Academic Skills:** Interns will be able to develop appropriate cognitive and academic goals for students with different abilities, disabilities, strengths, and needs. Interns will implement interventions to achieve goals and evaluate the effectiveness of interventions. Such interventions include, but are not limited to, instructional interventions and consultation.

4. **Socialization and Development of Life Skills:** Interns will be able to develop appropriate behavioral, affective, adaptive, and social goals for students of varying abilities, disabilities, strengths, and needs. Interns will develop, implement and evaluate the effectiveness of these interventions. Such interventions include, but are not limited to, consultation, behavioral assessment/intervention, and counseling services.
5. **Student Diversity in Development and Learning:** Interns will demonstrate sensitivity and skills needed to work with individuals of diverse characteristics and will seek opportunities to implement strategies selected and/or adapted based on individual characteristics, strengths, and needs.
6. **School Systems Organization, Policy Development, and Climate:** School psychology interns will work with individuals and groups to facilitate policies and practices that create and maintain safe, supportive, and effective learning environments for children and others. They will use ecological and behavioral approaches to develop and implement behavior change programs. They will work with school personnel to create environments for children that reduce alienation and foster appropriate behavior. They will evaluate the extent to which system-wide strategies contribute to successful outcomes. Interns will examine their role in school organization, and reflect on the influence of their positions in policy development and school climate.
7. **Prevention, Crisis Intervention, and Mental Health:** School psychology interns will be able to provide or contribute to prevention and intervention programs that promote the mental health and physical well being of students. The interns will participate in prevention, crisis intervention, and mental health programs, and will seek information to assist them in developing such programs independently. Interns will reflect on their role and how they impact prevention, intervention, and mental health services.
8. **Home/School/Community Collaboration:** School psychology interns will demonstrate the ability to work effectively with families, educators, and others in the community to promote and provide comprehensive services to children and families. They will seek opportunities to participate in programs that promote school, family, and/or community partnerships to achieve the academic and behavioral goals for students.
9. **Research and Program Evaluation:** School psychology interns will participate in and/or lead investigations and program evaluations to improve services for students. They will be able to select valid data collection methods, interpret research findings to improve service delivery, and provide information about relevant research findings to school personnel, parents, and the public.
10. **School Psychology Practice and Development:** School psychology interns will practice in ways which are consistent with their applicable professional standards (e.g., NASP and APA), will be involved in their profession, and will demonstrate the skills needed to acquire career-long professional development.
11. **Information Technology:** School psychology interns will use the latest technological advances in their work (such as assistive technology, word processing programs, spread sheets, test scoring software, the digital medium (e.g., CD-ROM), the World Wide Web, e-mail, interactive television, and distance learning technology) to acquire information and function effectively as a school psychologist.

#### D. Internship Placement

The school psychology intern is responsible for locating and securing an internship placement that meets the criteria for the NASP and UW-Stout's School Psychology Program (see *Appendix B*). A student secures his/her placement by participating in the hiring process for the organization to which he/she is applying. When applying to internship sites, a student should seek positions which offer diverse responsibilities and a varied role.

School psychology interns are responsible for informing the hiring agency of the internship requirements. Hiring agencies need to fully understand the requirements placed on the intern, field supervisor/mentor, and hiring agency (see *Intern, Supervisors, and Hiring Agency Responsibilities*, p. 13). In addition, all parties will sign the *School Psychology Internship Agreement Form (Appendix B)*.

#### E. Documentation Requirements (refer to Learn@Stout for due dates)

The following documentation needs to be submitted to the university supervisor by the intern.

- 1. Data Sheet:** A data sheet with relevant contact information regarding the practicum site must be completed and turned into instructor at the beginning of the first seminar (see *Appendix A*).
- 2. School Psychology Internship Agreement Form:** The agreement outlines the responsibilities of the hiring organization, the intern, the field supervisor/mentor, and the university supervisor (see *Appendix B*). If this form is not completed in a timely manner, the student will be dropped from internship.
- 3. Mid-Year Evaluation and Final Evaluation:** The Evaluation Guide for School Psychology: Internship (see *Appendix C*) must be completed by the field supervisor/mentor near the conclusions of the first and second semesters. Field supervisors/mentors are requested to review this evaluation with their interns personally. The interns are then responsible for sending these evaluations to the university supervisor. In addition, the intern, via a Learn@Stout assignment, will also complete the evaluation (see *On-Line Monthly Assignments*, p. 10).
- 4. Internship Log:** Interns must maintain a Log of Activities (see *Appendix G*). A Summary Log is turned into the university supervisor at the end of each term. Interns are expected to show a wide variety of activities.

#### F. Course Requirements (refer to Learn@Stout for due dates)

In addition to the internship hours and documentation requirements, interns complete course requirements which are aligned with the course objectives.

##### 1. Internship Seminars

- There is one seminar per semester for interns. Students are required to participate in two seminars during the 1,200-hour internship.
- All interns are *required* to attend unless an intern's placement is farther than one day's driving distance to UW-Stout. Students who do not attend are required to complete a paper to cover the same learning objectives as seminar.
- Seminars take place for six hours on a given date. Activities include, but are not limited to, project presentation (see *Appendix D*), final portfolio evaluation (see *Appendix F*), and reflection activities.

## 2. Internship Project

- Interns are required to complete one project through the course of the internship to demonstrate their skills in applying evidenced-based practices.
- See *Appendix D* for a full description of the project and *Appendix E* for a grading rubric.

## 3. On-Line Monthly Assignments

- UW-Stout's School Psychology Program uses Learn@Stout, a web-based course delivery system, for university supervision.
- Through this web-based program, students are required to complete and post monthly reflection assignments related to the course objectives. The following are examples of assignments.
  - Month 1** – Update your classmates on your current placement. What are you excited about? What are you worried about? Who is helping you process the emotions of starting this new job?
  - Month 2** – In your last semester of practicum, you developed goals for your internship year. As you reflect on your current skill level, use the course objectives for this internship to refine those goals.
  - Month 3** – Request a copy of your job description. Looking over the last three months, compare your actual job duties to the job description. Reflect on the breadth of your role and your role in the school system.
  - Month 4** – Before your field supervisor/mentor meets with you about your evaluation, fill out the on-line version of the evaluation yourself. Once completed, mark the domains in which you look for skill improvement, skill expansion, or skill maintenance. Post a reflection.
  - Month 5** – Post a resource you have found very helpful this year. Why did you pick this resource to share?
  - Month 6** – Given all you have learned this year, what are some 'words of wisdom' you could share with the students moving into internship next year to help them survive the year? What encouragement has your current field supervisor/mentor given you this year?
  - Month 7** – Examining the goals you developed and refined in month 2, reflect on whether you have met these goals.
  - Month 8** - Before your field supervisor/mentor meets with you about your final evaluation, fill out the on-line version of the evaluation yourself. What are your plans for next year?

## 4. On-Line Consultation Discussion Board

- Through the Learn@Stout Consultation Discussion Board, interns are expected to have weekly communication with each other and the university supervisor. They will use each other as a resource as they problem-solve cases, processes, laws, and ethical issues.
- Students are expected to post and respond once per week. Discussion board activity is closely monitored by the university supervisor.
- Interns will uphold confidentiality on this discussion board by not disclosing identifying information in the cases they are discussing. Interns are encouraged to contact the university supervisor via phone if they need assistance on issues which are inappropriate to post.

## 5. Portfolio Review

- UW-Stout's School Psychology Program requires students to develop a professional portfolio with artifacts demonstrating skills in all eleven areas of the NASP Blueprint. These portfolios are reviewed three times: Benchmark 2 (after completion of 30 credits), Benchmark 3 (during practicum), and during the final semester of internship.
- The portfolio review process shows the development of professional competencies over time. At this last review, during internship, student portfolios are to be comprehensive and show a wide-range of advanced practitioner skills. Students will provide three artifacts for each of the eleven domains.
- The same rubric used at Benchmarks 2 and 3 will be used at internship (see *Appendix F*). Each domain will be rated on a developmental continuum consisting of Observer, Novice, Practitioner, and Mentor (see *Appendix H* for a description of the continuum). During internship seminar, students will be asked to reflect on skill improvement, skill maintenance, and skill expansion as part of the portfolio review process.

## G. Supervision

### 1. Field Supervisor/Mentor

- Unlike practicum, which is viewed as a tutorial form of instruction, the relationship between the field supervisor and intern is largely that of a mentor and mentee. Supervisors/mentors offer support, ask reflective questions, offer themselves as a source of knowledge, help interns process the emotions of their first year as school psychologists, and evaluate the interns' effectiveness and mastery of skill.
- The field supervisor/mentor must be licensed or certified as a school psychologist and have a minimum of three years of experience as a school psychologist. NASP standards and UW-Stout's School Psychology program require a minimum of two hours per week of supervision.
- See page 13 for a list of field supervisor/mentor responsibilities.

### 2. University Supervisor

- The university supervisor is a program faculty or academic staff member teaching in the School Psychology Program.
- University supervision is highly consultative. Supervision involves the weekly on-line consultation discussion board and the monthly questions/assignments. Interns and the university supervisor are in regular and frequent communication through on-line coursework.
- The university supervisor makes periodic contact with the field supervisor/mentor. The goal is to keep communication lines open, address issues if they arise, check in on intern's progression of skill, and clarify expectations.
- See page 14 for a full list of university supervisor responsibilities.

## H. Evaluation

Interns are evaluated using the following scale:

Field Supervisor/Mentor Evaluations	25%
<ul style="list-style-type: none"><li>• Do the evaluations indicate the intern is a highly reflective practitioner who uses evidenced-based practices?</li><li>• Are the intern's skills at the <i>practitioner</i> to <i>mentor</i> stage?</li></ul>	
On-Line Monthly Assignments	20%
<ul style="list-style-type: none"><li>• Does the intern reflect on his/her own skills accurately?</li><li>• Do the intern responses show a high level of processing?</li><li>• Does the intern have perspective on his/her role?</li></ul>	
On-Line Consultation Board	20%
<ul style="list-style-type: none"><li>• Does the intern log on once per week?</li><li>• Does the intern engage in the discussions and offer insightful solutions?</li><li>• Does the intern post appropriate questions related to his/her position?</li><li>• Does the intern uphold confidentiality?</li></ul>	
Internship Project and Presentation	20%
<ul style="list-style-type: none"><li>• See evaluation rubric (<i>Appendix E</i>).</li></ul>	
Benchmark 4 Portfolio Review	10%
<ul style="list-style-type: none"><li>• See portfolio rubric (<i>Appendix F</i>).</li></ul>	
Completion of Documentation Requirements	5%
<ul style="list-style-type: none"><li>• Does the intern get paperwork to the university supervisor in a timely manner?</li></ul>	

## INTERN, SUPERVISOR, and HIRING AGENCY RESPONSIBILITIES

Much responsibility is placed upon the intern. In addition to the responsibility to their clients and to themselves, the school psychology interns represent the University of Wisconsin-Stout and the profession of school psychology.

It is the University of Wisconsin-Stout's intent to provide the interning school psychologist with the best possible assistance during the internship phase. To accomplish this, it is essential that a mutual understanding exists between all parties concerned: the employing agency, the field supervisor, the university supervisor/staff, and the intern. Please consider the following criteria as it relates to these parties and their role and function in the total internship phase of the program.

### A. Field Supervisor Responsibilities:

1. Be fully certified/licensed as a school psychologist in the intern's state of employment or credentialed/licensed as a psychologist in non-school settings.
2. Have three years of experience as a school psychologist (or as a psychologist in non-school settings).
3. Be familiar with the internship component of the University of Wisconsin-Stout's School Psychology Program.
4. Mentor and facilitate the introduction of the intern to the administrators and staff of the school district or agency.
5. Monitor and facilitate the intern's knowledge of, and compliance with, all established district or agency rules and regulations.
6. Make sure the intern has knowledge of, and access to, all necessary and available resources and programs in the agency or district.
7. Arrange for the intern to be introduced to, and included in, any institutional/agency professional groups or organizations.
8. Verify the experiences documented by the intern.
9. Provide at least two hours of field-based supervision per full-time week.
10. Observe the intern in assessment, consultation, counseling, and team settings at least three times per semester.
11. Encourage the intern to attend and become active in local, state, and national school psychology associations.
12. Ensure that the intern's assigned responsibilities are appropriate in scope and number for the intern's skill development.
13. Evaluate the performance of the intern on a semester basis (see *Appendix C, The Evaluation Guide for School Psychology: Internship*). These evaluations are to be shared with the intern; and, when completed, submitted to the university supervisor.
14. Verify the intern's experience and recommend the interning school psychologist for advanced licensure or certification if appropriate.

B. University Responsibilities:

1. Recognize and respect the philosophy, objectives, and organizational pattern of the field site or employing agency of the interning school psychologist.
2. Assist the interning school psychologist in arranging professional internship activities with the field supervisor and the employing agency.
3. Provide information to the intern, the field supervisor, and the intern's employing agency about the internship requirements.
4. Acquaint the employing district or agency with the philosophy, objectives, and organization of the University of Wisconsin-Stout's School Psychology program.
5. Monitor the progress of the interning school psychologist by contacting the field supervisor at least once per semester.
6. Consult with the intern, as requested, concerning problems of professional practice.
7. Establish and maintain good relationships with the host school and employing district or agency.
8. Provide supervision, support, and evaluation of the intern's performance.
9. Consult with the field supervisor in rendering the final evaluation and recommendation for advanced professional licensure/certification.

C. School District or Agency Responsibilities:

The school district or internship placement agency will provide support for the internship experience and provide:

1. a written contract or agreement specifying the period of appointment and any terms of compensation,
2. an appropriate schedule and reimbursement for expenses,
3. a safe and secure work environment,
4. adequate office space,
5. support services and materials consistent with those of the school psychologists or psychologists in the district or agency,
6. field supervisor release time for supervisory duties,
7. interning school psychologist release time for required supervisory meetings (once a semester) at the University of Wisconsin-Stout, and
8. a commitment to providing a diversified experience for the interning school psychologist.

D. Interning School Psychologist Responsibilities:

1. Enroll in SPSY-792 for a minimum of 12 credits (6 credits per semester)
2. Complete the internship hours on a full-time basis over the course of one year or on a half-time basis over the course of two consecutive years (1,200 hours).
3. Become oriented to your school/agency the first few days by means of observations, inquiries, and participation in various activities.
4. Comply with all of your district/institutional rules and regulations in a professional manner regarding:
  - a. confidentiality/privileged communication,
  - b. school/office hours,
  - c. building codes,
  - d. dress/grooming, and
  - e. attendance/absence.

5. Comply with the National Association of School Psychologist's (NASP's) Code of Conduct and other relevant professional standards (e.g., APA, ACA).
6. Plan and maintain a regular schedule in cooperation with your field supervisor/mentor, the staff, and the administration in your school district.
7. Plan activities, discuss problems, and consult with your field supervisor/mentor on a regular basis (NASP's Standards for Training and Field Placement Programs specify at least two hours of field-based supervision per full-time week).
8. Keep field supervisors/mentors, school administrators, and your university supervisor informed of problems or unique situations in a timely fashion.
9. Attend all scheduled intern seminars. Additional requirements will be assigned to any interns who are unable to attend the internship seminars.
10. Complete and submit all required paperwork in a timely fashion each semester (see *Documentation Requirements*, pg. 9).
11. Complete all Course Requirements (see *Course Requirements*, pg. 9-10).

## **Appendices**



**Appendix B**

**SCHOOL PSYCHOLOGY INTERNSHIP AGREEMENT FORM**

University of Wisconsin - Stout

Intern's Name: \_\_\_\_\_ Student ID #: \_\_\_\_\_ Date: \_\_\_\_\_

School District or Agency: \_\_\_\_\_

Contractual Period: \_\_\_\_\_ 1<sup>st</sup> Day of Employment: \_\_\_\_\_

In order to meet the expectations of the employing agency, the first year interning school psychologist, the University of Wisconsin-Stout, the state licensing agency, and the National Association of School Psychologists agree to the following stipulations:

1. The interning school psychologist shall have completed all academic preparation necessary for initial licensure by the state's licensing agency.
2. The internship experience shall occur on a full-time basis over a period of one academic year or on a half-time basis over two consecutive academic years.
3. The internship experience shall be consistent with a written plan that meets the diverse objectives of the university training program and the state licensing agency.
4. The internship experience shall occur in a setting that meets the training objectives of the university and the state's licensing agency.
5. At least 600 clock hours of the internship shall occur in a school setting and shall provide a balanced exposure to general and special education programs.
6. The internship is a for-credit experience that is recognized by academic credit.
7. The internship experience shall be supervised by a field supervisor/mentor who holds a full state school psychologist's license (or other appropriately credentialed psychologist in non-school settings), has three years of experience, and has had at least one year of experience in the school district (or agency) within which the school psychology intern will be working. The interning school psychologist also will receive supplementary supervision by a university supervisor with appropriate credentials.
8. Field-based internship supervisors/mentors shall be responsible for no more than two interns at any given time and university supervisors shall be responsible for no more than twelve interns at any given time.
9. Field-based internship supervisors/mentors shall provide at least two hours per full-time week of field-based supervision for each intern. University internship supervisors shall maintain an ongoing relationship with the field-based internship supervisors/mentors and the interning school psychologist.

10. The interning placement agency shall provide appropriate support for the internship experience which shall include:
  - a. a written contractual agreement specifying the period of appointment and the terms of compensation;
  - b. a schedule of appointments consistent with that of district or agency school psychologists (e.g., calendar, participation in in-service meetings, etc.);
  - c. a provision for participation in continuing professional development activities;
  - d. reimbursement for expenses consistent with policies pertaining to district or agency school psychologists;
  - e. an appropriate work environment including adequate supplies, materials, secretarial services, and office space;
  - f. release time for internship supervisors; and
  - g. a commitment to the internship as a diversified training experience.
  
11. The internship experience shall be systematically evaluated in a manner consistent with the legal and ethical standards of the profession.

**PARTIES TO THE AGREEMENT**

Intern:

Name	Signature	Date
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School District Administrator:

Name	Signature	Date
------	-----------	------

Field Supervisor/Mentor:

Name	Signature	Date
------	-----------	------

University Supervisor:

Name	Signature	Date
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**Return copies of this form to:**

Kelly Lamon  
 405 McCalmont Hall, UW-Stout  
 Menomonie, WI 54751  
 FAX (715) 232-1400

## Appendix C

### Evaluation Guide for School Psychology: Internship

University of Wisconsin-Stout

**Evaluation:** Mid-term or Final (circle one)      **Evaluator:** Self or Field Supervisor/Mentor (circle one)

Intern's Name: \_\_\_\_\_ Student ID#: \_\_\_\_\_ Date: \_\_\_\_\_  
School: \_\_\_\_\_ Field-based Supervisor: \_\_\_\_\_

**Directions:** Please use the following scales to evaluate your own/your intern's **Level of Performance** on specific tasks as well as your/their **Stage of Development** (Observer, Novice, or Practitioner) within each of the NASP Domains of practice.

#### Descriptors for Level of Performance Rating Scale:

Needs Improvement	Performance is below expected level for an <b>intern</b> ( <i>first year school psychologist</i> ); needs substantial assistance/supervision to perform adequately in this area.
Satisfactory	Demonstrates average skills or expected performance in this area for an <b>intern</b> ( <i>first year school psychologist</i> ).
Highly Satisfactory	Demonstrates above average to exceptional performance in this area for an <b>intern</b> ( <i>first year school psychologist</i> ).

#### Descriptors for Stage of Development Scale\*:

Novice	Beginning skills are evidenced in the domain area, but are not yet proficient enough to practice independently. A student may be at this level due to limited experience. Some teaching and supervision are required before independent practice. Can be <b>initial</b> novice or <b>advanced</b> novice.
Practitioner	Individual exhibits knowledge, proficiency, and competence at the level of an independent practitioner in most aspects of the domain. The individual may seek consultation for assistance in some aspects of the domain. Can be an <b>initial</b> practitioner (independent with regular consultation) or an <b>advanced</b> practitioner (independent with occasional consultation).
Mentor	Individual demonstrates expertise in the domain or extensive knowledge. Individual may be able to act as a mentor to others in the field in this area. Can be an <b>initial</b> mentor (new as an expert) or an <b>advanced</b> mentor (considerable experience in the area).

\* For more specific information on Development Rating, refer to *Appendix J*

## Data-Based Decision-Making and Accountability

Performance Rating Scale	Needs Improvement		Satisfactory		Highly Satisfactory	
1. Accurately identifies all aspects of the referral concern to be addressed by assessment.	1	2	3	4	5	
2. Shows proficient competencies in interpreting data obtained from culturally and linguistically diverse clients.	1	2	3	4	5	
3. Accurately administers and scores, and graphs curriculum-based measurement data.	1	2	3	4	5	
4. Develops effective data collection systems that facilitate progress monitoring and evaluation.	1	2	3	4	5	
5. Uses multiple methods to obtain data (i.e., review of records, interviews, observations, tests, and across multiple settings (e.g., classroom, home, cafeteria).	1	2	3	4	5	
6. Appropriately selects and administers assessment when working with culturally and linguistically diverse students.	1	2	3	4	5	
7. Accurately collects and graphs functional behavior assessment data.	1	2	3	4	5	
8. Generates thoughtful and insightful recommendations that are sensitive to, and takes into consideration, student, family, school cultures and/or disabilities.	1	2	3	4	5	
9. Links assessment data to appropriate, functional recommendations.	1	2	3	4	5	
10. Accurately interprets and appropriately applies data from formal, informal, observational, behavioral, curriculum-based, and other forms of assessment.	1	2	3	4	5	
11. Accurately interprets assessment data within the context of home, community, and school environments and personal student characteristics.	1	2	3	4	5	
12. Uses data to evaluate the outcomes of behavioral and academic interventions.	1	2	3	4	5	
13. Assists administrators with assessment and data-based decision-making regarding accountability and outcomes.	1	2	3	4	5	
14. Facilitates team and staff decision-making regarding accountability and outcomes.	1	2	3	4	5	
<b>Stage of Development</b>	<b>Novice</b>		<b>Practitioner</b>		<b>Mentor</b>	
	Initial	Advanced	Initial	Advanced	Initial	Advanced
-----	-----		-----		-----	
<u>Directions:</u> Please circle the Intern's (or your) Stage of Development in this domain.	Beginning skills in assessment, data collection, and decision-making.		Proficient skills in assessment, data collection, and decision-making.		Expert skills in assessment, data collection, and decision-making.	

**Additional Comments/Observations:** \_\_\_\_\_

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## Consultation and Collaboration

Performance Rating Scale	Needs Improvement		Satisfactory		Highly Satisfactory	
1. Is cooperative and flexible in meeting the needs of others.	1	2	3	4	5	
2. Interacts with others using tact and diplomacy.	1	2	3	4	5	
3. Relates effectively with students, teachers, staff, families, and administrators.	1	2	3	4	5	
4. Is tactful and respectful in written and verbal communication with professionals in the community.	1	2	3	4	5	
5. Establishes effective collaborative relationships with families, teachers, and other school personnel.	1	2	3	4	5	
6. Makes meaningful recommendations and employs effective consultation approaches when working with families and schools.	1	2	3	4	5	
7. Contributes to the development of good relationships in the schools and community through favorable transactions.	1	2	3	4	5	
8. Makes appropriate and meaningful contributions to staff and IEP team meetings.	1	2	3	4	5	
9. Considers other points of view (e.g., at staffing, consulting with teachers).	1	2	3	4	5	
10. Actively participates in group decision-making on educational programs (e.g., IEP staffing and meetings).	1	2	3	4	5	
11. Models desired behaviors, skills, and how to implement intervention strategies.	1	2	3	4	5	
12. Utilizes consultation strategies effectively with families and staff (e.g., reframing, interviews, and soft confrontation).	1	2	3	4	5	
13. Demonstrates respect for the input of families, teachers, and others.	1	2	3	4	5	
14. Assists families and school personnel in developing and implementing evidence-based interventions.	1	2	3	4	5	
15. Utilizes his/her field supervisor/mentor as a consultant to hone skills and expand his/her knowledge base.	1	2	3	4	5	
16. Is viewed by school staff as a consultant.	1	2	3	4	5	
<b>Stage of Development</b>	<b>Novice</b>		<b>Practitioner</b>		<b>Mentor</b>	
<u>Directions:</u> Please <u>circle</u> the Intern's (or your) Stage of Development in this domain.	Initial	Advanced	Initial	Advanced	Initial	Advanced
	-----		-----		-----	
	Beginning skills in consultation and collaboration.		Proficient skills in consultation and collaboration.		Expert skills in consultation and collaboration.	

**Additional Comments/Observations:** \_\_\_\_\_

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## Effective Instruction and Development of Cognitive/Academic Skills

Performance Rating Scale	Needs Improvement	Satisfactory	Highly Satisfactory		
1. Understands the educational process and what transpires in the classroom.	1	2	3	4	5
2. Seeks information from current cognitive and developmental research to develop instructional strategies.	1	2	3	4	5
3. Utilizes a problem-solving process when addressing academic concerns.	1	2	3	4	5
4. Uses research-based resources when locating evidence-based instructional strategies.	1	2	3	4	5
5. Works with teachers to improve student learning.	1	2	3	4	5
6. Designs instructional interventions that reflect an understanding of classroom environments and developmental needs of students.	1	2	3	4	5
7. Develops effective plans to enhance students' study skills, planning, time management, and organizational skills.	1	2	3	4	5
8. Demonstrates skills in monitoring students' responses to empirically-based academic interventions.	1	2	3	4	5
9. Delivers evidence-based individual or group academic interventions.	1	2	3	4	5
10. Monitors the academic progress of students to inform instructional decision-making.	1	2	3	4	5
<b>Stage of Development</b>	<b>Novice</b>	<b>Practitioner</b>	<b>Mentor</b>		
	Initial    Advanced -----	Initial    Advanced -----	Initial    Advanced -----		
<u>Directions:</u> Please <u>circle</u> the Intern's (or your) Stage of Development in this domain.	Beginning skills related to student learning, academic goals and academic interventions.	Proficient skills related to student learning, academic goals and academic interventions.	Expert skills related to student learning, academic goals and academic interventions.		

**Additional Comments/Observations:** \_\_\_\_\_

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## Student Diversity in Development and Learning

Performance Rating Scale	Needs Improvement		Satisfactory		Highly Satisfactory	
1. Relates effectively with diverse groups of individuals (e.g., ethnicity, gender).	1	2	3	4	5	
2. Demonstrates respect and appreciation for diverse values and viewpoints.	1	2	3	4	5	
3. Recognizes personal biases that may affect the provision of services.	1	2	3	4	5	
4. Contributes to providing a non-judgmental, non-threatening environment for students, families, teachers, and staff.	1	2	3	4	5	
5. When interacting with culturally and linguistically diverse students, vocalizes the need to consider English proficiency when making decisions (e.g., assessments, interventions).	1	2	3	4	5	
6. Understands social, emotional, cognitive, and academic problems are culturally-based and responses to interventions are heavily influenced by culture.	1	2	3	4	5	
7. Seeks out appropriate information regarding what is needed for students of all backgrounds to succeed.	1	2	3	4	5	
8. When working with linguistically diverse students and families, attempts to learn and use key words in their language or dialect and uses appropriate methods to communicate.	1	2	3	4	5	
9. Seeks out consultation when working with bilingual staff or trained interpreters during assessments and meetings with children/families who have limited English proficiency.	1	2	3	4	5	
<b>Stage of Development</b>	<b>Novice</b>		<b>Practitioner</b>		<b>Mentor</b>	
	Initial	Advanced	Initial	Advanced	Initial	Advanced
	-----		-----		-----	
<u>Directions:</u> Please circle the Intern's (or your) Stage of Development in this domain.	Beginning skills related to individual differences and diversity.		Proficient skills related to individual differences and diversity.		Expert skills related to individual differences and diversity.	

**Additional Comments/Observations:** \_\_\_\_\_

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## Prevention, Crisis Intervention, and Mental Health

Performance Rating Scale	Needs Improvement	Satisfactory	Highly Satisfactory		
1. When providing assistance to others, displays knowledge of risk and resiliency influences on health, psychopathology, and behavioral outcomes.	1	2	3	4	5
2. Assists in the development and/or implementation of system-wide practices that promote safe, healthy, and nurturing environments for learning and development.	1	2	3	4	5
3. Accurately identifies several precursors to academic, behavioral, social-emotional difficulties and uses this information to inform prevention strategies.	1	2	3	4	5
4. Provides relevant resources when assisting in aftermath or crisis or when providing health outcomes.	1	2	3	4	5
5. Collaborates appropriately with school personnel, students, families, and community in aftermath of a crisis situation (e.g., suicide assessment).	1	2	3	4	5
6. Uses relevant resources to assist in responding to crises or when promoting health programs (e.g., clinic).	1	2	3	4	5
7. Works well with other service providers or school-based wellness programs.	1	2	3	4	5
8. Demonstrates good problem-solving skills during a crisis to ensure the safety and well-being for all involved.	1	2	3	4	5
9. Utilizes knowledge about child development to assist in developing effective prevention/intervention strategies.	1	2	3	4	5
10. Advocates for the development of policies and practices to ensure safe, healthy, and nurturing learning development environments.	1	2	3	4	5
11. Engages in appropriate and effective psychological first-aid following crisis situation with guidance and feedback.	1	2	3	4	5
12. Assists schools and agencies to evaluate current prevention and crisis intervention policies and practices.	1	2	3	4	5
<b>Stage of Development</b>	<b>Novice</b>	<b>Practitioner</b>	<b>Mentor</b>		
	Initial    Advanced -----	Initial    Advanced -----	Initial    Advanced -----		
<u>Directions:</u> Please circle the Intern's (or your) Stage of Development in this domain.	Beginning skills related to mental health, crisis prevention and intervention.	Proficient skills related to mental health, prevention and intervention.	Expert skills related to mental health, prevention and intervention.		

**Additional Comments/Observations:** \_\_\_\_\_

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## Home/School/Community Collaboration

Performance Rating Scale	Needs Improvement	Satisfactory	Highly Satisfactory		
1. Effectively involves family members in the decision-making process.	1	2	3	4	5
2. Helps families become active participants by preparing them for upcoming meetings (e.g., sending agenda ahead of time, letting them know what will be discussed, asking if they have any questions).	1	2	3	4	5
3. Collaborates with families and community members when conducting assessments and interventions.	1	2	3	4	5
4. Creates and coordinates collaborative partnerships among schools, families, and community agencies.	1	2	3	4	5
5. Involves families in problem-solving meetings.	1	2	3	4	5
6. Communicates with and about families in a positive way that honors personal and cultural values and acknowledges family strengths, resources, and assets.	1	2	3	4	5
7. Provides supports and resources for families to fully participate in consultative meetings.	1	2	3	4	5
8. Provides responsive assistance that aligns with the family's values, interests, priorities, and desires.	1	2	3	4	5
10. Advocates for, and promotes, family-sensitive practices that welcome students and families from diverse backgrounds.	1	2	3	4	5
11. Utilizes community resources and refers children and families to appropriate community supports.	1	2	3	4	5
<b>Stage of Development</b>	<b>Novice</b>	<b>Practitioner</b>	<b>Mentor</b>		
	Initial    Advanced	Initial    Advanced	Initial    Advanced		
	-----	-----	-----		
<u>Directions:</u> Please circle the Intern's (or your) Stage of Development in this domain.	Beginning skills related to family/community systems and collaboration.	Proficient skills related to family/community systems and collaboration.	Expert skills related to family/community systems and collaboration.		

**Additional Comments/Observations:** \_\_\_\_\_

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## Information Technology

Performance Rating Scale	Needs Improvement	Satisfactory	Highly Satisfactory		
1. Applies relevant knowledge about learning-enhanced technology resources and adaptive/assistive technology.	1	2	3	4	5
2. Utilizes information resources and technology to enhance services (e.g., excel graphing, AIMSWEB).	1	2	3	4	5
3. Makes use of appropriate information resources available through multi-media (e. g., list serves mail, web-based training modules) to acquire and/or disseminate information to enhance services.	1	2	3	4	5
4. Uses technology (e.g., word processing, SPSS, spread sheets, test scoring software) when sharing data and information with others, and when conducting assessments.	1	2	3	4	5
5. Uses technology when designing, implementing, and evaluating instructional programs or interventions for students (e.g., instructional software, adaptive technology).	1	2	3	4	5
6. Is able to teach technology to others to enhance all of the above.	1	2	3	4	5
<b>Stage of Development</b>	<b>Novice</b>	<b>Practitioner</b>	<b>Mentor</b>		
	Initial    Advanced ----- Beginning skills related to technology and information sources.	Initial    Advanced ----- Proficient skills related to technology and information sources.	Initial    Advanced ----- Expert skills related to technology and information sources.		
<u>Directions:</u> Please <u>circle</u> the Intern's (or your) Stage of Development in this domain.					

**Additional Comments/Observations:** \_\_\_\_\_

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## Professional Work Characteristics

Performance Rating Scale	Needs Improvement	Satisfactory	Highly Satisfactory		
1. Is appropriately/professionally dressed and well-groomed.	1	2	3	4	5
2. Demonstrates clear and concise writing with the intended audience in mind (e.g., well-organized, clear, concise, jargon-free).	1	2	3	4	5
3. Demonstrates reliability in work, attendance, and punctuality.	1	2	3	4	5
4. Uses good judgment and has clear sense of own limitations, biases, and levels of professional expertise.	1	2	3	4	5
5. Shows energy, ambition, and enthusiasm.	1	2	3	4	5
6. Takes initiative (i.e., commensurate with skills) without being asked.	1	2	3	4	5
7. Exhibits self-confidence appropriate for an <i>intern</i> .	1	2	3	4	5
8. Accepts and incorporates constructive feedback without being unduly embarrassed, upset, or defensive.	1	2	3	4	5
9. Does not over extend commitments beyond capacity.	1	2	3	4	5
10. Is organized and demonstrates the ability to plan ahead (e.g., preparing for assessments and meetings, having appropriate materials read and available).	1	2	3	4	5
11. Is able to process the emotions associated with being a first-year school psychologist in positive, healthful ways.	1	2	3	4	5

**Additional Comments/Observations:** \_\_\_\_\_  
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**THANK YOU!**

**Signing Below Reflects that You have Reviewed this Evaluation**

\_\_\_\_\_  
 Field-Based Supervisor/Mentor's Signature

\_\_\_\_\_  
 Date

\_\_\_\_\_  
 Intern's Signature

\_\_\_\_\_  
 Date

\_\_\_\_\_  
 University Supervisor's Signature

\_\_\_\_\_  
 Date

**Return copies of this form to:**

Kelly Lamon  
 UW-Stout, 405 McCalmont Hall  
 Menomonie, WI 54751  
 FAX (715) 232-1400

## Appendix D

### School Psychology Internship Project Options

University of Wisconsin-Stout

#### Introduction and Objective

With emphasis in school systems on evidenced-based methods, school psychologists are becoming responsible for measuring the impact of practices/methods/services/interventions on students within their school. Therefore, the goal of this project is for each interning school psychologist to select a method to examine the effect of their practice on student learning, behavior, and/or achievement.

Even though the roles of school psychologists can vary greatly and school psychologists can be responsible for a vast range of duties across settings, all school psychologists are responsible to determine whether the methods they (and others in their organization) use are effective. Therefore, from the options below, interns will select a project which is consistent with their role to determine the effectiveness of their practices, methods, services, and/or interventions. Since delivery systems tend to be intensive (for individuals), targeted (for small groups or classrooms), or universal (for grade levels or school-wide), the options for projects will also focus on the interventions which occur within these delivery systems.

#### Descriptions of Each Option

##### Option 1: Single-Subject Design for Behavior Intervention (direct or consultative service)

- The intern will conduct an intensive behavioral intervention with one student.
- Interns will collect a quantitative baseline on a behavior, implement a behavioral intervention, and continue to measure behavior quantitatively throughout the intervention to determine the results of the intervention. As data is collected, it will be graphed so that visual inspection can aid in the evaluation of the plan.
- The FBA/BSP model is encouraged in order to develop the intervention plan, but other systems of intervention can be used also.
- Throughout this plan, the intern may act as a consultant by assisting other faculty and staff in the measurement and implementation of the plan, or the intern may act in a direct service role as they are involved in measuring and implementing intervention directly.

##### Option 2: Single/Few-Subject Design for Academic Intervention (direct or consultative service)

- The intern will conduct an intensive academic intervention with one student.
- In order to measure the students' learning, interns will select an appropriate curriculum-based measurement tool. Interns will progress-monitor the student's skills with the CBM over the course of the intervention. As data is collected, it will be graphed so that visual inspection can aid in the evaluation of the plan.
- Throughout this plan, the intern may act as a consultant by assisting other faculty and staff in the measurement and implementation of the plan, or the intern may act in a direct service role as they are involved in measuring and implementing intervention directly.

### Option 3: Program Evaluation of a Small Group or Classroom Intervention Program

- Interns will use an evidenced-based intervention program which is targeted on a small group or classroom. The intervention program can be academic, social, behavioral, transitional, or focused on building other positive skills.
- Interns could choose a variety of ways to measure the impact of the intervention, examples include: measurement of behavior, group testing results, criterion-referenced assessment, surveys, etc. Measurement needs to be feasible for a small group.
- Data will need to be graphed and/or charted so that results can be examined and evaluated.

### Option 4: Program Evaluation of a School-Wide Intervention Program

- Interns will implement an evidenced-based universal program focused on school-wide or system-wide intervention. The intervention program can be academic, social, behavioral, transitional, or focused on building other positive skills.
- Interns could choose a variety of ways to measure the impact of the intervention program, examples include: measurement discipline referrals, measurement of special education referrals, group testing results, criterion-referenced assessment, surveys, etc. Measurement needs to be feasible for a system.
- Data will need to be graphed and/or charted so that results can be examined and evaluated.

### Option 5: Approval for another project

- Interns may seek approval for another kind of project. Please contact the university supervisor for details.

### **Presentation**

- At the intern's second internship seminar, the project will be presented. Visual aides are recommended.
- Each student will have 10 minutes to present their project.
- The presentation should include:
  - Description of the 'problem': Why was this project selected? Why was this subject, small group, or system selected?
  - Description of the intervention: What did you choose for an intervention or program and why?
  - Description of the measurement technique: What did you use to measure the impact of the intervention or program?
  - Description of the results: Did the intervention or program work? And how do you know?

### **Evaluation**

Interns will be evaluated on their presentation with a rubric. See *Appendix E*.

## Appendix E

### School Psychology Internship Project Presentation Rubric University of Wisconsin-Stout

Student: \_\_\_\_\_

Date: \_\_\_\_\_

University Supervisor: \_\_\_\_\_

#### **Problem Identification & Analysis**

1. Did the intern explain the subject(s) and problem to be addressed?  
0      1
2. Did the intern discuss how he/she assessed the student(s) or situation with appropriate assessment techniques?  
0      1      2

#### **Plan Development and Implementation**

3. Did the intern discuss the brainstorming process, including who was on the team of professionals and various ideas generated.  
0      1      2
4. Did the intern select and describe a research-based intervention/method to implement and describe that intervention?  
0      1      2      3
5. Did the intern address treatment integrity?  
0      1      2

#### **Results and Evaluation**

6. Did the intern select and describe a measurement technique which would show growth and change over time in the subject(s)?  
0      1      2      3
7. Did the intern have data and show it in a way in which one could determine change/growth or lack of change/growth?  
0      1      2      3
8. Did the intern explain the impact of their intervention/method on the subject(s)?  
0      1      2

#### **Discussion**

9. Did the intern discuss the ramifications of this case on the school and personnel who were involved?  
0      1      2

## Appendix F

### Portfolio Assessment Rubric

**Student Name:** \_\_\_\_\_ **Review:**  Benchmark Two     Benchmark Three     Benchmark Four

**Reviewer:** \_\_\_\_\_ **Date:** \_\_\_\_\_ **Reviewer Signature:** \_\_\_\_\_

**Novice:** Beginning knowledge and skill development is evidenced in the domain area, often due to limited experience. Some teaching and supervision are required.

**Practitioner:** The individual exhibits knowledge, proficiency, and competence in most aspects of the domain. The individual may seek consultation for assistance in some aspects of the domain.

**Mentor:** Advanced knowledge and skill development are evidenced in the domain area, Individuals with this level of skill and knowledge can teach and supervise others in this domain area.

Domains*	Novice		Practitioner		Mentor		Comments
	3	4	5	6	7	8	
<b>1. Data-Based Decision Making and Accountability</b>							
Reflection: <input type="checkbox"/> Yes <input type="checkbox"/> No							
Artifact:							
Artifact:							
Artifact:							
<b>2. Consultation and Collaboration</b>							
Reflection: <input type="checkbox"/> Yes <input type="checkbox"/> No							
Artifact:							
Artifact:							
Artifact:							
<b>3. Effective Instruction &amp; Development of Cognitive/Academic Skills</b>							
Reflection: <input type="checkbox"/> Yes <input type="checkbox"/> No							
Artifact:							
Artifact:							
Artifact:							
<b>4. Socialization and Development of Life Skills</b>							
Reflection: <input type="checkbox"/> Yes <input type="checkbox"/> No							
Artifact:							
Artifact:							
Artifact:							
<b>5. Student Diversity in Development and Learning</b>							
Reflection: <input type="checkbox"/> Yes <input type="checkbox"/> No							
Artifact:							
Artifact:							
Artifact:							

	Novice		Practitioner		Mentor		Comments
	3	4	5	6	7	8	
<b>6. School and Systems Organization, Policy Development, and Climate</b>							
Reflection: <input type="checkbox"/> Yes <input type="checkbox"/> No							
Artifact:							
Artifact:							
Artifact:							
<b>7. Prevention, Crisis Intervention, and Mental Health</b>							
Reflection: <input type="checkbox"/> Yes <input type="checkbox"/> No							
Artifact:							
Artifact:							
Artifact:							
<b>8. Home/School/Community Collaboration</b>							
Reflection: <input type="checkbox"/> Yes <input type="checkbox"/> No							
Artifact:							
Artifact:							
Artifact:							
<b>9. Research and Program Evaluation</b>							
Reflection: <input type="checkbox"/> Yes <input type="checkbox"/> No							
Artifact:							
Artifact:							
Artifact:							
<b>10. School Psychology Practice and Development</b>							
Reflection: <input type="checkbox"/> Yes <input type="checkbox"/> No							
Artifact:							
Artifact:							
Artifact:							
<b>11. Information Technology</b>							
Reflection: <input type="checkbox"/> Yes <input type="checkbox"/> No							
Artifact:							
Artifact:							
Artifact:							

Note: Domains from *Standards for Training and Field Placement Programs in School Psychology* [Brochure]. (2002). Bethesda, MD: NASP Publications. Copyright 2000 by the National Association of School Psychologists.

### Appendix G – Internship Weekly and Cumulative Logs

Intern:	WEEK #:	INTERNSHIP CUMULATIVE LOG	Total # Events	Est. Hrs
<b><u>Assessment</u></b>				
Evaluation for SPED (Cognitive/Academic/Social-Emotional)				
Assist in Evaluation for Community Referral (mental health, ADHD, AODA)				
Evaluation for Academic Intervention Planning (curriculum-based measurement)				
Evaluation for Behavioral Intervention Planning (FBA)				
<b><u>Counseling &amp; Intervention</u></b>				
Counseling Individuals				
Co-facilitating Counseling Groups				
Academic Intervention Implementation				
Behavioral Intervention/ Prevention Implementation				
Crisis Intervention / Prevention Implementation				
Assisting in Systems-Wide Intervention/ Prevention Programs (classroom, school)				
<b><u>Consultation &amp; Collaboration</u></b>				
Consultation & Collaboration with Teachers/ Staff				
Observing Consultation & Collaboration with Community Agencies				
Consultation & Collaboration with Families				
<b><u>Professional Policies &amp; Development</u></b>				
SPED paperwork/ Case Management (calls, referrals)				
Assisting with Interagency Case Management				
Observing/ Co-facilitating Team Meetings (IEPs, student assistance teams)				
Conference, Workshop, In-service Training Attendance				
Assisting with Presenting/ Developing Workshops/Trainings				
<b><u>Time in Supervision</u></b>				
<b>WEEK TOTALS</b>			<b>0</b>	<b>0</b>
<b>Diverse Populations</b>			<b>Est. #</b>	
Caucasian				
Latino/ Hispanic				
Black/ African American				
Asian/ Pacific Islander				
GLBT				

<b>Intern:</b>	<b>Semester:</b>	<b>Total # Events</b>	<b>Est. Hrs</b>
<b><u>Assessment</u></b>			
Evaluation for SPED (Cognitive/Academic/Social-Emotional)			
Assist in Evaluation for Community Referral (mental health, ADHD, AODA)			
Evaluation for Academic Intervention Planning (curriculum-based measurement)			
Evaluation for Behavioral Intervention Planning (FBA)			
<b><u>Counseling &amp; Intervention</u></b>			
Counseling Individuals			
Co-facilitating Counseling Groups			
Academic Intervention Implementation			
Behavioral Intervention/ Prevention Implementation			
Crisis Intervention / Prevention Implementation			
Assisting in Systems-Wide Intervention/ Prevention Programs (classroom, school)			
<b><u>Consultation &amp; Collaboration</u></b>			
Consultation & Collaboration with Teachers/ Staff			
Observing Consultation & Collaboration with Community Agencies			
Consultation & Collaboration with Families			
<b><u>Professional Policies &amp; Development</u></b>			
SPED paperwork/ Case Management (calls, referrals)			
Assisting with Interagency Case Management			
Observing/ Co-facilitating Team Meetings (IEPs, student assistance teams)			
Conference, Workshop, In-service Training Attendance			
Assisting with Presenting/ Developing Workshops/Trainings			
<b><u>Time in Supervision</u></b>			
<b>WEEK TOTALS</b>		<b>0</b>	<b>0</b>
<b>Diverse Populations</b>		<b>Est. #</b>	
Caucasian			
Latino/ Hispanic			
Black/ African American			
Asian/ Pacific Islander			
GLBT			

## Appendix H – Reference Guide to Developmental Levels of Professional Practice

Domain	Stage 1 (Observer)	Stage 2 (Novice)	Stage 3 (Practitioner)	Stage 4 (Mentor)
Data-based Decision Making and Accountability	Is aware of many test instruments; observes testing; can give assessment instruments upon request with some assistance; completes classroom observations	Can organize psycho-educational evaluations with supervision; is competent at administering most psychological tests; shows skill in synthesizing test data and reporting results; beginning skills in making recommendations; uses various assessment techniques (e.g., CBM, behavioral assessment, ecological assessment) with minimal supervision	Can independently take a referral, generate questions and organize assessment protocol and complete all aspects of assessment; competent in synthesizing test data, formulating recommendations, and reporting results; independently learns and administers relevant assessment tools for setting and client	Is adept/advanced in all aspects of psycho-educational assessment; keeps current with technology in the field; presents information and teaches others new assessment techniques; becomes expert at aspects of various disabilities/learning problems of children and teaches others ways to evaluate
Consultation and Collaboration	Attends and observes meetings, consultation sessions, assessment reporting conferences, and parent teacher conferences; observes and reports on methods used by supervisor; actively notes information and process of meetings	Emerging participation in various meetings and conferences; presents case studies with limited supervision; participates in assessment results and parent conferences with some assistance; is fairly competent in report writing	Independently leads and actively participates in case conferences; competently and confidently presents information to parents, teachers and students in professional, ethical manner; shows good writing skills in communicating information to others	Outstanding leadership skills; well-versed in communicating results and information to others; knowledgeable of consultation/collaboration techniques and models, and teaches those to others
Effective Instruction and Development of Cognitive/Academic Skills	Observes and reports on development and implementation of education plans (e.g., IEPs); shows emerging awareness of theories of learning and learning disabilities	Develops and implements individualized education plans for students with supervision; shows good knowledge of learning theories and theories of disabilities; tracks educational programs	Fully independent in establishing IEP plans for students; adept at using data-based decision making for adjusting programs;	Independently researches cutting edge technologies related to learning and learning problems; fully aware of current theories and is adept at instructing others; presents information on advances in the field; completely competent in practice
Socialization and Development of Life Skills	Competent at behavioral observations; observes and notes progress in behavioral planning meetings; shows emerging knowledge in behavioral/social intervention techniques for children	Develops and implements behavioral plans and social intervention plans for students, with supervision; shows good knowledge of behavioral theory and techniques, shows emerging competence in counseling skills	Independently develops and implements programs both for individual students and for school-wide programs; actively establishes and promotes programs and interventions to assist a maximum number of students	Full implementation of school-wide programs for social/behavioral needs of children; keeps up to date on emerging interventions and techniques; provides in-service training and expertise in the area of social and behavioral interventions
Student Diversity in Development and Learning	Observes various school-based interventions with children of diverse backgrounds and needs; reports on different aspects of diverse populations; demonstrates some background in diverse life experiences	Provides school psychology services with individuals of diverse backgrounds/needs with supervision; demonstrates knowledge of important factors related to specific backgrounds of individuals	Independently works with individuals of varying diverse backgrounds; demonstrates skill in working with individuals of varying backgrounds; shows proficiency in techniques tailored towards individuals with diverse backgrounds	Shows advanced training and competence in working with individuals with diverse backgrounds; teaches others techniques and concerns for working with individuals of specific backgrounds

Domain	Stage 1 (Observer)	Stage 2 (Novice)	Stage 3 (Practitioner)	Stage 4 (Mentor)
School and Systems Organization, Policy Development, and Climate	Observes and reports on school-based meetings related to overall school performance and function; demonstrates awareness and emerging knowledge of systems within schools	Participates in school system functions with supervision; demonstrates knowledge of, and competence in working within specific school structure (e.g., knows how referral system works, knows school safety plan, etc.)	Independently works within school system; takes active role on various structural teams for school; active in implementing school wide programs that promote learning and prevent problems (e.g., school discipline team)	Demonstrates expertise in school systems knowledge and practice; works at both local and district level in programming and planning for effective schools; is knowledgeable about cutting edge technologies and programs for effective schools
Prevention, Crisis Intervention, and Mental Health	Observes and reports on a preventive technique or crisis intervention episode in a school; demonstrates emerging knowledge of crisis intervention techniques and preventive programs for schools	Participates in a student intervention or prevention program with supervision; demonstrates beginning competence in organizing crisis prevention and intervention programs; demonstrates knowledge of various health and safety issues for schools	Competent and independent in dealing with school crises and establishing prevention programs; shows knowledge of, and uses available resources in school and community; demonstrates competence working with individuals with varying at-risk lifestyles or behaviors	Shows expertise in crisis prevention and intervention; consults with others in developing and implementing programs; shows extensive knowledge in specific health-related disorders and school-related safety issues; provides education and training in working with specific student populations
Home/School/Community Collaboration	Observes and reports on home-school interactions; shows emerging knowledge of collaboration techniques and issues with families and communities; shows emerging awareness of community resources for students	Engages in collaboration with parents and/or individuals in the community with supervision; shows knowledge of community resources and demonstrates ability to access those; participates in collaborative teams in schools/community	Competent in collaborative efforts with parents and community members without supervision; takes part in and leads many collaborative programs between school and homes/community organizations	Expert in collaboration skills; consults with others in developing programs and obtaining resources; acts as a resource to the school and community
Research and Program Evaluation	Observes and reports on research-based practice in schools; demonstrates evidence of own research; demonstrates basic knowledge of research design	Researches or evaluates specific intervention or school program with supervision; demonstrates awareness of issues and design elements pertinent to area investigated; shows product of independent research efforts	Independently evaluates school-based interventions and programs to determine effectiveness; demonstrates current knowledge of leading research in the field of school psychology	Shows expert knowledge and ability in research; consults with others in developing and evaluating intervention or research plans; continues with independent research; produces published or publishable material
School Psychology Practice and Development	Observes and reports on ethical practice concerns in school; demonstrates knowledge of pertinent ethical standards and laws pertaining to the practice of school psychology	Consults with supervisor related to ethical dilemmas or scenarios that present themselves in the workplace; models appropriate and ethical behavior in school setting	Demonstrates outstanding ethical practice; models ethical behavior and promotes ethical practice to other school personnel; knowledge of legal and ethical issues related to school psychology	Demonstrates expert knowledge of legal issues and shows highest ethical standards in practice; educates others in developing ethical decision-based models for practice
Information Technology	Observes the use of technology for the practice of school psychology; shows limited knowledge and/or comfort in using technology available for practice	Has some knowledge of technology and uses basic technological devices in professional work; shows some understanding of technologies available	Shows competence in using technology and available devices to improve precision and efficiency in practice; is aware of benefits and risks associated with various technological options available	Shows in-depth knowledge and understanding of technologies related to the field; can instruct others in the uses available; and can assess and make program or system-wide decisions for technology use.