SCHOOL PSYCHOLOGY INTERNSHIP HANDBOOK

PSY 592

DEPARTMENT OF PSYCHOLOGY

COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCES

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THE SCHOOL PSYCHOLOGY INTERNSHIP

I. INTRODUCTION

The purpose of this handbook is to provide guidelines for persons participating in the school psychology internship experience, Psychology 592, at Western Kentucky University. The School Psychology Program at Western Kentucky University encompasses a three-year program of graduate study developed to meet the standards promoted by the professional organizations for school psychologists. These accrediting and professional organizations are the National Association of School Psychologists (NASP) and the National Council for Accreditation in Teacher Education (NCATE). The School Psychology program has been NASP/NCATE accredited since 1993.

A. Program Description and Courses

The School Psychology graduate program consists of a sequence of course work culminating in the Specialist in Education (Ed.S.) degree. The program consists of 67 graduate hours and usually requires three years of full-time commitment to complete. The program provides students with a solid core of psychological foundations including the areas of child development, learning theory, educational psychology, and statistics. Students also participate in applied coursework including academic assessment and intervention, consultation, program evaluation, functional behavioral assessment, and psychological assessment This preparation provides the student with a broad array of skills to deliver psychological services in diverse educational settings. These services include: individual child evaluations, program evaluation, consultation, counseling and academic, behavioral and interventions. The school psychology program's broad goal is to train school psychologists who are able to integrate theoretical information from the fields of psychology and education, so they can develop appropriate interventions for children, parents, and teachers in a wide variety of educational settings.

The following is a list of courses taken by students in the Specialist in Education - School Psychology program:

Advanced Child Development
Psychology of Learning
Assessment of Cognitive and Intellectual Functioning
Practicum in Psychological Assessment (2 semesters)
Professional Ethics & Standards in Psychology
Theories of Psychotherapy
Educational Statistics
Seminar in School Psychology
Academic Assessment & Intervention
Psychological Perspectives on Classroom Behavior
Behavior Problems of Childhood and Adolescence
Program Evaluation
Clinical Child Psychology: Theory and Intervention
Advanced Assessment in Educational Settings
Advanced Educational Psychology
Consultation in Education and Mental Health Settings
Practicum in Psychology – Field Placement

Specialist Project
Internship in Psychology

B. Program Philosophy

School psychology services need to be tailored to the particular needs of each child and each situation, while being aware of multiculturalism in the schools (Jones, 2009). No matter what the role, a school psychologist must be able to evaluate a situation and problem-solve solutions. "Thus, the problem-solving model uses the scientific method to determine what works…" (Merrell, Ervin, & Peacock, 2012, p. 159). The WKU school psychology program emphasizes the role of the school psychologist as that of a problem solver who relies upon data-based decision-making (Shinn & Walker, 2010; Harrison & Thomas, 2014; Ysseldyke et al., 2006). Ysseldyke et al. (2006) stated the following:

> "School psychologists should work to: (a) improve competencies for all students, and (b) build and maintain the capacities of systems to meet the needs of all students as they traverse the path to successful adulthood" (p. 12)

> "Knowledge alone will not suffice. School psychologists must also possess a set of skills, including the ability to use problem-solving and scientific methodology to create, evaluate, and apply appropriate empirically validated interventions at both an individual and systems level" (p. 14).

WKU school psychology students are trained to use a problem-solving model and data-based decision-making to guide their practice, meaning they identify problems and try to provide assessment and intervention strategies to resolve them (Bergan & Kratochwill, 1990). The problem-solving process involves a series of steps that enable the school psychologist to define and clarify the problem, analyze the environment and critical elements of the problem, brainstorm alternatives, select a strategy, implement it, evaluate the outcomes and disseminate the results. Integrating the problem solver philosophy with the knowledge base provides training to ensure a broad-based service provider who is able to serve the psychological and mental health needs for all children in various educational settings. It is this combination of knowledge and applied skills that allow school psychologists to generate evidence-based solutions to the complex problems found in educational settings today.

Training requires flexibility and creativity by both faculty and students in order to adapt to the constantly changing problems of contemporary educational systems (Bear & Minke, 2006; Fagan & Wise, 2007; Harrison & Thomas, 2014; Ysseldyke et al., 2006). The school psychology program recognizes the importance of training school psychologists to understand culture and ethnicity factors, to consider these factors in the problem-solving model (Miranda, 2008; Ortiz, Flanagan, & Dynda, 2008; Rhodes, Ochoa, & Ortiz, 2005). Students within educational environments have become increasingly more diverse in values, beliefs, primary language, and cultural background. Through training, school psychologists become more sensitive to diversity of values, interactional styles, and cultural expectations. As cultural diversity is considered to influence many aspects of interpersonal and individual behavior, it is considered best to address the topic through many of the courses that comprise WKU's school psychology program. The skills regarded as necessary for multicultural intervention and assessment are those values and competencies suggested by the American Psychological Association (1993) and reinforced by Jacob, Decker, and Hartshorne (2011) and the National Association of School Psychologist's (NASP) *Principles for Professional Ethics* (2010). As an example of that emphasis, Principle I.3. of our ethical principles states:

In their words and actions, school psychologists promote fairness and justice. They use their expertise to cultivate school climates that are safe and welcoming to all persons regardless of actual or perceived characteristics, including race, ethnicity, color, religion, ancestry, national origin, immigration status, socioeconomic status, primary language, gender, sexual orientation, gender identity, gender expression, disability, or any other distinguishing characteristics. (NASP, 2010, pp. 5-6)

C. Student Orientation to Educational Process

The WKU School Psychology Program emphasizes the importance of being familiar with educational settings. During the first year of course work, students become familiar with the education process through coursework and class discussion. Students are exposed to the various roles and educational settings in which school psychologists work. Students learn how school psychologists work with other professionals within the schools or outside agencies, with families, and the community at large.

In addition to coursework in the second year of the program, students obtain assessment and intervention skills within educational settings. They participate in a field placement within a public school system, one day per week for the school year (minimum of 200 hours). Each student is paired with a practicing school psychologist for a planned sequence of experiences within the school setting. This sequence starts with a planned program of observation of classrooms, conferences and special education meetings, and culminates in limited service delivery under supervision (assessments, direct and indirect interventions, and parent/teacher conferences). The practicing school psychologist assists in student evaluation and monitoring, with university faculty maintaining primary responsibility for supervision.The third year of the program is the full academic year supervised internship experience which is described in this handbook.

D. Graduates: Expected Competencies Overview

Through the planned sequence of courses, practica and internship,WKU school psychology program graduates are expected to gain competency in many areas. An overview of competencies can be summarized within the following areas:

1. Integrating knowledge and skills in psychology while providing direct services to children, youth, parents, and teachers. This includes assessment linked with appropriate academic and behavioral intervention strategies.

2. Supplying indirect services and interventions to children, parents, teachers and other educational personnel through consultation, program development, continuing education training, and applied research and program evaluation.

3. Displaying an orientation as a problem solver, change agent, and advocate. This orientation is evidenced by activities in practicum and internship, as well as in the philosophy of the school psychologist.

4. Demonstrating an orientation as a consultant and mental health resource person through identifying and meeting the mental health, learning, and overall educational needs of individuals and educational systems.

5. Acting as a positive role model by modeling sensitivity to academic and emotional needs, individual differences, and cultural diversity. Advocating a strong set of beliefs in an individual's worth by championing all individuals' rights to an appropriate education.

The competencies, outcomes, and curriculum of the program are selected to achieve and measure the program philosophy - problem-solving - that relies upon data-based decision-making. The sequence of courses is planned so that the development of new knowledge and skills builds upon previous coursework and experiences. Faculty periodically review and evaluate this link from philosophy to expected outcomes to ensure that the curriculum is relevant and current.

E. References

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II. OVERVIEW OF INTERNSHIP GUIDELINES

The School Psychology Program Internship is a required experience that comes at the end of coursework and practica experiences. The purpose of the internship is to assist the student in integrating prior training experiences by means of practical application in educational settings. Students are also afforded the opportunity to develop a professional identity and move toward assumption of the role of a school psychologist through the internship. Additionally, the internship provides students and supervisors with the opportunity to evaluate student skills and knowledge within a controlled, supervised setting. The policies outlined within this handbook are designed to be consistent with the standards for internship of the accrediting institutions (NASP and CAePE).

The school psychology internship is a cooperative venture carried out by the School Psychology Program of Western Kentucky University and a local education agency (LEA). While the responsibility for the field experience is shared between the cooperating school district and WKU, the primary responsibility rests with the School Psychology Program at WKU. Thus, the LEA must be willing to allow the program faculty to have primary responsibility in such areas as the type and variety of experiences offered the student, the length of the experience, and selection of the on-site supervisor. Special attention is given to matching the needs of the individual intern with the characteristics of the primary supervisor and/or the internship site. The internship experience is seen as being comprehensive and well balanced in roles and functions for developing school psychologists. The internship should NOT be seen as a primary means ofr a school district to gain assistance with psychometric work.

The internship is a planned terminal, summative and integrative experience as per NASP guidelines. To obtain program approval for internship, the graduate student must have completed at least 57 graduate course hours, including a one-year field experience sequence. **The internship occurs on a full-time basis (one academic year ~ 10 months) and consists of a minimum of 1,200 clock hours, with at least 600 hours within a school setting.** The School Psychology student, with faculty and advisor permission, can take two consecutive years on a half-time basis to complete the internship. This latter provision is the exception rather than standard procedure. While at least 600 hours must be completed in a school based setting, other settings for the additional 600 hours may be arranged, with faculty advisement and approval, depending on the availability of appropriate training sites and the student's professional development and future goals.

Most WKU graduates have traditionally completed their entire internship year in the public schools. Student interns are typically employed under 10-month contracts that result in approximately 1,400 hours of service. Since students are under contract with the school, they are expected to finish out the school year at their internship site, even if their 1,200 hours are completed before the school year is over. A total of six graduate hours of credit is awarded with students registering for Psychology 592. **Students must register for three (3) credit hours per semester while on Internship.**

A. Purposes and Goals of the WKU School Psychology Internship
1. To gain experience in the problem-solving model and with data-based decision-making with all aspects of a school psychologist's role with both regular and special education students.
2. To provide an opportunity to refine consultation skills with parents, teacher, special service personnel in schools, school administrators, and personnel from other community agencies

3. To provide an opportunity to refine psychoeducational diagnostic skills.

4. To gain an overview of the public school as an organization, including its relationship to other societal agencies, its policies, personnel, etc.;

5. To develop sensitivity to classroom interactions and factors influencing the classroom atmosphere.

6. To develop an understanding of the role of preventive mental health in school programs.

7. To gain experience with an interdisciplinary team approach to child study and the RTI process.

8. To be exposed to the implications of legal constraints and legislative initiatives on school psychology practice.

9. To provide the opportunity to apply theoretical knowledge to the educational system and problem-solving process.

10. To practice ethically within the guidelines of NASP and to follow state and federal educational law and local district policies and procedures.

B. Preparation for Internship

For students with internships in Kentucky, students must apply for and obtain Kentucky Provisional School Psychology (Rank II) Certification during the summer before the internship begins. The procedure for obtaining certification within Kentucky involves the following steps:

1. During the Fall or Spring semester of the second year in the program, all students (even if completing the internship outside of Kentucky) apply for and take the NTE Specialty Exam - School Psychologist (Test # 0401). Students are advised to take the exam in the Spring semester (usually February) before the internship year. Students who tend to test poorly on standardized tests may be advised to take the exam in the Fall semester to allow time to re-take the exam if necessary. **A score of 147 or above on the Praxis Specialty Exam is required in Kentucky for certification. National certification (NCSP) by NASP requires a passing score of 147.** Students can take the exam in the summer right before the internship, but results may not be back in time for the internship start dates.

2. During the Spring or Summer semester of the student's second year, each student should apply for Kentucky provisional certification. Students will need to obtain a Form CA-1 from the Teacher Certification Office (2nd floor of GRH). This form must be completed for **Provisional Certification - School Psychology**. Each student will also need to request the Registrar's Office to send an official transcript to the Teacher Certification office. Interns are considered to have **Rank II Certification** in Kentucky. They will be eligible to apply for **Rank I Certification** after graduating or completing the program requirements (by re-completing the same CA-1 form).

3. During the internship year, students must continue their professional practice liability insurance coverage and provide to the university internship supervisor a copy of the Letter of Coverage issued with the policy. Insurance coverage is available through NASP for members.

Students applying for internship in states other than Kentucky will need to determine certification requirements for that state. Some states do not require certification for internships in

school psychology. The student is responsible for obtaining the necessary credentialing information and paperwork from other states. All sites need to be approved by the University Intern Supervisor before final acceptance of site and internship.

In addition to obtaining the necessary credentials, students must have evidenced satisfactory progress in the School Psychology program coursework and development of the necessary professional and interpersonal skills. Any documented weaknesses or deficiencies will need to be satisfactorily met before program approval for the internship will be granted. Procedures for evaluating student progress and remediating weaknesses are documented within the *Handbook for Graduate Students in School Psychology.*

C. Site Selection

The approval of an internship site is primarily based upon the site's ability to meet the training needs of the internship. However, the needs of the school district must also be taken into consideration. **The internship program should <u>not</u> be viewed as a primary means for the school district to gain assistance with psychometric work.** *<u>Typically, no more than 50 traditional comprehensive diagnostic (eligibility) assessments per year are recommended</u>*. It is expected that the internship be comprehensive and well balanced in the roles and functions of school psychologists.

The following considerations provide the general criteria for intern placement:

1. <u>Supervision</u> - There should be one individual in the schools directly responsible for the supervision of the intern. This on-site supervisor shall be responsible for no more than two (2) interns total. This on-site supervisor must have three (3) years of experience as a school psychologist and must hold standard certification as a school psychologist by the Kentucky Department of Education (or other appropriate state certification office if out of state) and/or licensure in school or clinical psychology by the State Board of Psychology. It is the responsibility of the school district to have the prospective on-site supervisor send a vita of training and experience and copies of certification/ licensure to the university supervisor for approval.

2. <u>Facilities</u> - Internship sites must provide interns with the appropriate materials, clerical assistance, and office space <u>consistent with that afforded other school psychologists within the district</u>. The school district should also reimburse the intern for mileage and other professional expenses, as applicable.

3. <u>Proximity</u> - In general, sites are preferred within driving distance from Western Kentucky University. This enhances the intern's attendance at the scheduled intern seminars and facilitates university supervisor site visits. In the event that an internship is approved outside the state, alternative arrangements will be designed.

The internship site must sign a letter of agreement (pp. 42-44) that briefly summarizes the policies explained in this manual. This letter highlights the requirements of the internship. The internship site must agree to allow the student to attend all-day seminar meetings held at WKU, typically three (3) each semester. If the student is not within driving distance of WKU, the internship site must agree to allow the student to participate in the meeting via other electronic means (e.g., Skype). These meeting days should be considered as regular workdays. In addition, interns may be working on their Specialist Project during the internship year. Some students may design and implement their research project during their internship. Data collection, library research, meeting with committee faculty, and writing required for the project are considered

legitimate internship activities. The general guideline of one to two days per month for such research activities is recommended.

D. Supervisory Personnel

Supervision is a joint responsibility of the University Supervisor of Internship (school psychology trainer) and the on-site Primary Field Supervisor (on-site supervising school psychologist).

1. Primary Field Supervisor - This is the field supervisor, or on-site supervising school psychologist. The supervisor is the intern's mentor, professional role model, as well as the one who is responsible for the administrative welfare of the intern. If a qualified supervisor is not available within the school district, the university supervisor will assist the district in locating a qualified supervisor who could be employed for the purpose of supervision. It is the school district's responsibility to obtain a supervisor acceptable to the university program. Any fees for off-site supervision must be paid by the school district. All Primary Field Supervisors should hold interns to a high level of professional excellence, as well as a high level of integration and efficiency in completing paper work and service delivery. It is believed that the student provides a sufficient amount of service to warrant the release of a supervisor from regular duties or case load for the time required for supervision activities. The school district is strongly encouraged to consider modifications in the Primary Field Supervisor's responsibilities to cover the internship supervisory requirements.

   Primary Field Supervisor Responsibilities:
   - ♦ Coordinate the internship program with the school district's administrators and Western Kentucky University Internship Supervisor.

   - ♦ Plan a sequence of activities and experiences that will orient the intern to the school district. Examples of orientation activities are included on pages 13-14. This orientation should encompass a period of time at the beginning of the internship. Orientation activities also include the development of the long-range goals and objectives for the internship year for the *Internship Professional Development Plan* (pp. 18-21). The intern is responsible for developing the Professional Development Plan in conjunction with the Primary Field Supervisor and is approved by the University Supervisor.

   - ♦ Provide weekly face-to-face supervision for a minimum of two (2) hours. Supervision activities should include discussions of progress, review of reports and paperwork, protocol reviews, and direct observation of the intern's activities. In addition, supervision should be provided in development of professional identity and adjustment to the demands of the job roles.The Primary Field Superisor is responsible for evaluating and approving through a co-signature all written reports. The student is to sign their report as "School Psychology Intern."

   - ♦ Assist the intern in developing monitoring/organizational skills needed in the delivery of psychological services. This assistance might include flow charts or check sheets for the status of a referral, due process check lists,

etc. This might also include techniques to increase efficiency in report writing, test scoring, and managing workloads.

♦ <u>Monitor the intern's activities and coordinate experiences</u> across the school year so that the intern is able to meet the expectations of the internship. *Internship Activities Guidelines*, found on pages 22-27, provide a wide range of experiences designed to meet NASP training requirements. Monitoring of activities will also involve initialing the intern's weekly and monthly logs of time and activities.

♦ <u>Participate in periodic communication with the University Supervisor</u>. Open lines of communication among all those involved in the internship is essential to provide maximum benefit to the intern, prevent problems from arising or escalating, and assure that expectations for supervision are being met. The University Supervisor will assume the responsibility for initiating routine phone and/or email contacts. It is the Primary Field Supervisor's responsibility to contact and inform the University Supervisor of any issues/concerns of an urgent nature that might arise between these contacts (ethical problems, difficulties in role/job performance, etc.). The University Supervisor is also available to assist in developing plans or strategies for supervision of the intern and deal with any identified problems/issues.

♦ <u>Participate in periodic evaluation of the intern</u>. The Primary Field Supervisor will be asked to evaluate the intern's performance in **December** and again in **May** of the internship year (pp. 46-51). Assignment of a grade for the internship will be a joint effort between the University Supervisor and the Primary Field Supervisor. The grade reflects competency in the activities listed, effectiveness in working with school staff, and assumption of the role of school psychologist. The Primary Field Supervisor will also be asked to discuss their evaluation with the intern.

♦ <u>Submit the Internship Completion Form</u> at the completion of the internship. The form is to verify minimum clock hours (over 1,200) were met along with an indication of adequate supervision, a broad range of experiences, appropriate dispositions, etc. The form is provided on page 45 of this manual. The Interns have access to the form online on Blackboard.

2. <u>University Supervisor</u> - This is the school psychology trainer at WKU responsible for the supervision of the internship. He/she is the liaison person between the school district and the School Psychology Program faculty.

   <u>University Supervisor Responsibilities:</u>

   ♦ <u>Evaluate and approve all internship sites and Primary Field Supervisors</u> including:
   a. Reviewing credentials of potential Primary Field Supervisors; and
   b. Assisting in locating a Primary Field Supervisor if there is no acceptable on-site supervisor.

   ♦ <u>Provide</u> *Internship Activities Guidelines* (pp. 22-27) or this *Internship Handbook* to interns and Primary Field Supervisors. Additionally, the

University Supervisor will ensure that these guidelines are mutually agreeable to all parties and that all parties sign the letter of agreement (sample on pp. 42-44).

♦ Initiate phone and/or email contacts with the Primary Field Supervisor on a regular basis. At the beginning of the internship, these contacts may be e frequent and taper off to a monthly contact by the end of the semester. If necessary or requested, these contacts can be increased. Good, periodic communication between the Primary Field Supervisor, intern, and University Supervisor helps enhance the effectiveness of the internship.

♦ Assist the Primary Field Supervisor in planning the internship experience so that it is the most meaningful experience for the intern and meets the needs of the employing school district. This would include development of orientation activities and goals and objectives for the internship year.

♦ Conduct visits to the school district (one per semester) to meet with the Primary Field Supervisor, intern, and any other involved professionals. If the driving distance is too great, electronic means of meeting (e.g., Skype) will be used. If warranted, additional visits can be requested or required. These visits are planned in advance in conjunction with the Primary Field Supervisor and the intern.

♦ Discuss and evaluate the intern's needs and progress with the Primary Field Supervisor on a regular basis. The University Supervisor also reviews mid-year and end of the year *Evaluation of Competency Development* reports (pp. 46-51).

♦ Designate the final grade for each semester of the internship experience. This grade is determined after obtaining input from the Primary Field Supervisor.

♦ Evaluate the monthly logs submitted by the intern. The University Supervisor monitors the variety of tasks the intern has completed as well as the proportion of time engaged in different activities (direct versus indirect services, etc.).

♦ Assist the Primary Field Supervisor if questions of professional ethics arise or other issues, complaints, or concerns. All attempts are made to ensure that the intern is appropriately prepared for the internship. However, any deficiencies should be brought to the University Supervisor's attention. Any remedial plans should be developed in collaboration with the University Supervisor.

♦ Plan and implement intern seminars to be held on campus (and via electronic means as necessary). There will typically be three (3) seminar meetings per semester. Students who have internship locations that require extensive travel time to campus will not be required to attend, and alternate means of seminar delivery will be developed. The schedule for the seminars will be arranged each semester as attempts are made to work around existing school district schedules. The seminars will be designed to meet the needs of the interns and supplement content of the School Psychology

Program.

E. Intern Responsibilities

Interns are typically under contract with the employing district and must adhere to conduct codes and personnel regulations and procedures of that district. Likewise, as a representative of Western Kentucky University, the intern has an obligation to perform at the highest level of functioning at all times, including adherence to the professional codes of conduct and ethics of psychologists/school psychologists. Interns must use the NASP Ethical Guidelines, supplemented by APA Ethical Guidelines and the appropriate federal and state laws to guide their practice. Interns must additionally exhibit good professional skills, professional conduct, and appropriate interpersonal skills.

The internship covers one academic year and must be a minimum of 1,200 clock hours with exposure to both regular and special education students and programs. Under some circumstances the internship may be complete over two academic years. Most interns are contracted for 10 months which typically results in 1,400 hours. Because interns are under contract with a LEA, they are expected to finish out the school year at their internship site and receive supervision the entire time, even if their 1,200 hours are completed before the school year is over.

The Primary Field Supervisor along with the University Supervisor will plan the program requirements for the intern. The internship requirements may reflect some flexibility dependent on the individual intern's background and education and the needs of the school district. Required activities of all interns will be as follows:

Intern Responsibilities:

♦ Complete weekly logs of activities (page 54). These are to be initialed by the Primary Field Supervisor and submitted monthly to the University Supervisor. All log forms must be submitted in order for a grade to be assigned each semester.

♦ Develop a Professional Development Plan for the internship year in conjunction with the Primary Field Supervisor and University Supervisor (see directions and example on pp. 18-21).

♦ Participate in weekly face-to-face supervision meetings with the Primary Field Supervisor. For the supervision process to be highly efficient and beneficial to the intern, the intern must take responsibility for bringing up concerns, problems, and/or issues encountered.

♦ Initiate phone and/or email contacts with the University Supervisor on a regular basis. At the beginning of the Fall semester, these contacts will occur on a twice-monthly basis and taper off to a monthly contact by the end of the Spring semester. If necessary or requested, these contacts can be increased. Good, periodic communication between the Primary Field Supervisor, intern, and University Supervisor helps enhance the effectiveness of the internship.

♦ Evaluate the quality of the supervision received and the internship site in **December** and in **May** of the internship year (pp. 30-31). These evaluations will be kept confidential and are utilized to determine the degree to which the site and the Primary Field Supervisor are meeting the expectations of the internship.

♦ Finish Specialist Project, if necessary. As research is a prescribed role for school psychologists, data collection, meetings with faculty, library research and writing

required for the project are considered legitimate internship activities. Interns are primarily expected to use their own time (e.g., nights & weekends) to finish the Specialist project but can use 1 to 2 workdays per month if approved by the Primary Field Supervisor. If at all possible, these activities should be worked around the intern's regularly scheduled duties. The time allowance for research related activities during the school day should not be abused.

♦ Complete activities as assigned by the Primary Field Supervisor.

♦ Complete all reports and paperwork in a timely fashion. The intern will be required to prepare reports on assigned cases and revise reports or paperwork until it meets the Primary Field Supervisor's satisfaction.

♦ Participate in mid- and end-of-the-year evaluations of progress and plans for professional growth. Submit a copy of the *Field Work Summary of Diversity Experiences* form (p. 29) at the end of each semester. Include the originals in your portfolio.

♦ Compile a portfolio of internship activities. The portfolio serves to provide a summary and exemplars of the intern's activities during the internship year. Further, they are the culminating project that illustrates the competencies and outcomes obtained through the student's training and internship. Portfolio guidelines, the content of what should be in the portfolio, and the portfolio scoring rubrics are presented and discussed on pages 15-40.

♦ Submit a final copy of the Internship Portfolio near the end of the last semester of the internship. Specific timelines will be provided by the University Internship Supervisor.

*** Please Note:** Primary Field Supervisors and Interns are reminded that NASP's (2010) *Principles for Professional Ethics* specifies parents are to be notified when services are completed by an intern:

"Any service provision by interns, practicum students, or other trainees is explained and agreed to in advance, and the identity and responsibilities of the supervising school psychologist are explained prior to the provision of services." (Standard I.1.3)

III. WKU SCHOOL PSYCHOLOGY INTERNSHIP

A. Suggested Intern Orientation Activities

The following is a suggested list of activities that should be considered in developing an orientation plan. A general rule of thumb would be to provide the intern with the opportunity to observe activities, review regulations, review procedures, or review forms before asking him/her to engage in that activity.

1. School District Orientation: General Overview

   a. General description of school district including administrative organization, number of schools, special programs, etc.

   b. Classroom observations (special education and regular classroom)

   c. Administration - staff meetings (school level, school board, and district level)

   d. In-service training sessions, professional meetings

   e. Various types of meetings (e.g., RTI, IEP, screening/child find, child study/pre-referral team)

   f. Attend PTA and School Board meetings

2. Orientation to Special Services

   a. Observations in special classrooms (Chapter I, special education, gifted and talented, vocational, etc.)

   b. Informal interviews with special educators, curriculum specialists, supervisors of instruction, nurses, reading specialists, social workers, guidance counselors, etc.

   c. Observations of meetings and conferences conducted for children in special education programs (IEP, Child Study Team, RTI teams, etc.)

   d. Exposure to district/state special education regulations, procedures and record keeping (file systems, forms, etc.)

3. Review and Development of Assessment Skills

   a. Opportunity to observe and interact with children with a variety of exceptionalities

   b. Overview of testing supplies and resources available; Time to refresh skills on instruments not utilized recently

   c. Orientation to computer scoring programs if available

   d. Orientation to report writing process (computer preparation or preparation for clerical staff)

   e. Review/discuss assessment plans, data gathering techniques on initial cases

   f. Review/discuss interpretation of assessment data on initial cases

4. Development of Skills in Interviewing, Counseling, and Consultation

    a. Involvement in formal and informal parent and teacher conferences/interviews

    b. Supervision of data gathering interviews with students, parents, and school staff

    c. Supervision of communication of assessment findings, behavior management plans and implementation of recommendations

    d. Development of follow-up activities to case work

    e. Development of effective relations with community agencies for referral, placement, and follow-up

    f. Supervised individual and group counseling of students

B. Internship Portfolio Content

       The Internship Portfolio provides evidence of the intern's capacity to function as a school psychologist. The portfolio will be used along with the internship supervisor's evaluation to determine the Spring semester grade for Psy 592. This document should be used along with the *Portfolio Summary Sheet* and *Portfolio Scoring Rubric* forms and resources posted on Blackboard to guide the development of the portfolio.

1. **Portfolio Summary Sheet** - This sheet should be included as the first page of your portfolio. It serves as a checklist for what needs to be included in the portfolio and a scoring summary for the faculty.

2. **Internship Professional Development Plan and Self-Reflection Summary** - Include a copy of the completed plan. Submit a brief narrative report (1-2 pages) of self-reflections of progress toward goals and next steps.

3. **Internship Activities Guidelines** - Copy of form documenting activities during the year. Some areas will need just tally marks, others brief notes. **Be sure that all domains are addressed even if it's just an observational experience.**

4. **Psychoeducational Report** - Copy of one (1) initial evaluation report appropriately "blinded" (all identifying information removed). See the scoring rubric for specific criteria to be included.

5. **Summary of Consultation Case** - Need to note presenting concern with a clear definition of the reason for referral, provide an overview of the consultee and client, and include a description of the consultation process (e.g., problem identification interview, problem analysis interview, etc. if using a behavioral consultation model). Intervention methods and materials should be sufficiently described so that someone else could implement it; be sure to discuss how the intervention was collaboratively developed with the consultee. Data (i.e., in graph format) must be included. A narrative evaluation should include an assessment of your role as the consultant and the impact of the intervention on the consultee and client. See the scoring rubric for specific criteria to be included. The *Intervention Outcome Evaluation Summary – Goal Attainment Scaling* (GAS) needs to be attached to this portfolio piece. (See p. 28 for the form.)

6. **Academic Intervention** - An intervention that primarily addresses an academic problem or concern must be documented. This can be a direct or an indirect intervention. (While there is often an overlap between academic and behavioral issues, use the referral concern to distinguish between the two OR two intervention cases should be included that address both behavioral and academic concerns.) The intervention should be described explicitly so that another person could replicate the implementation. However, if you followed a published curriculum or intervention, you only need to refer to it. (Of course, note any modifications.) A graph of data is required. Use the scoring rubric to ensure you submit all relevant information. The *Intervention Outcome Evaluation Summary – Goal Attainment Scaling* (GAS) needs to be attached to this portfolio piece. (See p. 28 for the form.)

7. **Behavioral Intervention** - An intervention that primarily addresses a behavioral intervention must be documented. This can be a direct or an indirect intervention. (While there is often an overlap between academic and behavioral issues, use the referral concern to distinguish between the two OR two intervention cases should be included that address both behavioral and academic concerns.) The intervention should be described explicitly so that another person could replicate the implementation. However, if you followed a published curriculum or intervention, you only need to refer to it. (Of course, note any modifications.) A graph of data is required. Use the scoring rubric to ensure you submit all relevant information. The *Intervention Outcome Evaluation Summary – Goal Attainment Scaling* (GAS) needs to be attached to this portfolio piece. (See p. 28 for the form.)

8. **Field Work Summary of Diversity Experiences** – This form (p. 29) should be completed at the end of each semester. Include 2 forms (one from each semester) in your portfolio.

9. **Intern Evaluation of Supervision and Internship** – Complete the form (pp. 30-31) near the end of the internship year and include it in your portfolio.

Additional Portfolio Comments:

• One portfolio piece (i.e., psychoeducational report, consultation case or academic intervention or behavioral intervention) is due at the end of the first semester. This will allow for the provision of feedback to the intern to enhance not only that portfolio component, but all the rest of the future portfolio components as well.

• The portfolio components should be detailed enough to be comprehensive (e.g., to allow duplication by another person), but as brief and concise as possible. Except for the Psychoeducational Report rubric, utilize the rubric for each portfolio product as a guide for formatting the headings for your written reports. Including examples of data sheets, integrity checklists, etc. as attachments is strongly encouraged. However, do not include tangential information unless warranted. For example, do not include a psychoeducational report from the student's file as part of the consultation or intervention cases even though data may have been included from the psychoeducational report.

• Portfolios will be evaluated according to rubrics on pages 32-40 of this handbook. **Pay careful attention to the scoring guidelines provided** to ensure you address and include all necessary components.

• Documents must maintain confidentiality (use initials, fake identifying information, etc.).

• Documents should be submitted as a bound document (e.g., spiral binding). **No 3-ring binders!**

• A flash drive or disk copy of all documents must be included with the bound copy.

• Draft portfolios are encouraged to be submitted by the end of March of the internship year to allow time for the faculty to review them and request improvements prior to the end of the school year

• Final portfolios are due at the last intern seminar meeting of Spring Semester (usually graduation day).

Portfolio Summary Sheet

Name:_____   Date:_____

This sheet should be included as the first page of your portfolio.

Portfolio Documents Include (check if present):
(Items in this section must be included with the Internship Portfolio. If omitted, the Internship Portfolio is considered incomplete.)

<u>Check if Present</u>

Internship Professional Development Plan
and Self-Reflection Summary   _____

Internship Activities Guidelines   _____

Psychoeducational Report   _____

Consultation Case Summary (with GAS form)   _____

Academic Intervention Summary (with GAS form)   _____

Behavioral Intervention Summary (with GAS form)   _____

Field Work Summary of Diversity Experiences   _____

Intern Evaluation of Supervision & Internship   _____

Additional documents to be added to your file:

Field Based Evaluation of Competency Development   _____

Internship Completion Form from supervisor   _____

Rubric Mean Scores: (to be completed by faculty)

Psychoeducational Report	_____	**Ratings**	
		Distinguished	7.6 - 8.0 points
Consultation Case	_____	Proficient/Integrated	5.6 - 7.5 points
		Basic Level	3.0 - 5.5 points
Academic Intervention	_____	Unsatisfactory/Emerging	0 - 2.9 points
Behavioral Intervention	_____		
Professional Development Plan	_____		
Overall Average Score	_____		

Internship Professional Development Plan

One outcome of the WKU School Psychology Program is to impart the skills and attitude to students to become lifelong learners. NASP recognizes this as a professional expectation and this is an essential component to maintaining the credential of Nationally Certified School Psychologist (NCSP). One step in the process of becoming a lifelong learner is utilizing self-reflection to identify professional strengths, competencies and needs for professional development. As a part of the requirements for the internship year, each intern is to develop an individual professional development plan. Such a plan should be developed after the intern and supervisor have had a chance to develop a working relationship and the intern has had a chance to become familiar with the school district (e.g., typically after the first two months of the internship). The *Internship Professional Development Plan* will be part of the student's portfolio that is compiled and given to the University Supervisor along with an assessment of progress made on the plan.

To complete the Internship Professional Development Plan, the intern must first reflect on and evaluate their skills in and experiences with the expected areas of performance. The *Internship Activities Guidelines* and the *Evaluation of Competency Development* forms may provide some guidance toward areas to review to determine competencies and areas for further development. In addition, each intern should reflect upon experiences and skills gained in the program through courses and practicum experiences. Such a review will lead to the development of areas of perceived competency and areas in need of development. The Primary Field Supervisor should also be involved in deciding areas to be further developed, based upon the review of skills and competencies exhibited up to that point in time. After broad goals are determined, specific objectives needed to address the goals should be written. Then determine what activities will be engaged in to accomplish the objectives. Finally, determine the desired outcomes that would let everyone (i.e., intern and supervisors) know the goals and objectives have been met. It is expected that the plan be sufficiently developed so that progress toward the goals and objectives can be quantified and assessed.

A copy should then be submitted to the University Supervisor when it is completed (i.e., no later than midway through the first semester). The Primary Field and University Supervisors will jointly review these competencies and professional development needs and assist the intern as needed in the monitoring of progress toward the goals and objectives. At the end of the internship, the intern is expected to submit a brief narrative report (1-2 pages) of self-reflections of progress toward goals and next steps and include that report along with the *Internship Professional Development Plan* as part of the portfolio.

A sample professional development plan starts on the next page and is provided as an example to help guide the development of the intern's plan. The intern's plans should reflect individual professional development needs. This document, along with the *Internship Activities Guidelines,* should assist in making sure the intern receives a diverse range of experiences and experiences that address the goals and objectives throughout the internship year.

NOTE: An additional column needs to be added to these plans indicating OUTCOME OBTAINED when submitted at the end of the internship year.

Internship Professional Development Plan (Sample)

Name: _____   **School District:** _____

GOAL	OBJECTIVE	ACTIVITIES	DESIRED OUTCOMES
I. Refine and expand psychoeducational diagnostic skills.	I.A. Obtain competency with at least one additional standardized intelligence measure. I.B. Gain experience utilizing standardized assessment instruments.	I.A.1. Review manual and practice administering and scoring the selected measure to 2 non-referred children. I.A.2. Obtain feedback from supervisor re administration of the selected measure. I.A.3. Use the selected measure in at least 3 evaluations. I.B.1. Conduct psychoeducational evaluations that include standardized assessment instruments across all domains (cognitive, academic, social/emotional, and adaptive). I.B.2. Conduct psychoeducational evaluations with individuals from elementary, middle and high school from various diverse groups.	I.A.1. Protocols reviewed by supervisor are free of major errors in scoring or administration as judged by the supervisor. I.A.2. Videotaped or observed administration by supervisor contains no violations of standardized procedure. I.A.3. Three assessment reports evidence appropriate selection, administration, scoring and interpretation of the instrument. I.B.1. Assessment reports evidence appropriate design, scoring, and interpretation of standardized instruments across all domains as evaluated by supervisor. I.B.2. Review of assessments documents multiple evaluations conducted at each level (primary, middle, high) and with diverse groups (ESL, gifted, LD, MMD, FMD, SED, OHI, etc).
II. Further develop and refine skills in conducting direct interventions.	II.A. Plan and implement a group counseling.	II.A.1. Determine by needs assessment the type of group intervention needed at ABC Elementary School. II.A.2. Review and select appropriate group counseling approaches to use. II.A.3. Implement group counseling for at least a semester.	II.A.1. Needs assessment supports use of type of group counseling implemented. II.A.2.a. Listing of at least 5 possible group counseling strategies/curriculum reviewed. II.A.2.b. Rationale provided for approach selected. II.A.3.a. Logs kept of group progress and effectiveness of strategies implemented including evaluation strategies. II.A.3.b. Summary evaluation of group effectiveness and evaluation data provided.

			II.B.1.a. Listing of brief counseling approaches considered.
	II.B. Provide brief counseling to at least 2 students.		II.B.1.b. Rationale provided for approach selected including goals and evaluation plan are appropriate for age and case.
		II.B.1 Select appropriate individual, brief counseling approach for each case.	II.B.2.a. Progress notes for counseling sessions reflect progress toward goals.
			II.B.2.b. Evaluation reflects student progress.
		II.B.2. Implement individual counseling sessions.	
III. Develop and refine skills in conducting indirect interventions.	III.A. Provide consultation services for 2 cases (one student focused, one teacher/program focused).	III.A.1. Provide systematic consultation contacts over a 2-month period of time for each case.	III.A.1. Log of contacts and notes from each contact.
		III.A.2. Develop strategies to achieve goals developed out of the consultation process.	III.A.2. Goals and strategies developed are available in writing and are appropriate to address the identified problem.
		III.A.3. Maintain consultative relationship to the point of meeting goals.	III.A.3. Log of contacts and evaluation indicates relationship was maintained.
		III.A.4. Evaluate the effectiveness of the consultation based on strategies appropriate for the goal.	III.A.4. Evaluation plan is appropriate for the strategies/activities employed and documents outcome of the consultation.
	III.B. In collaboration with the consultee, develop detailed academic, behavioral, and social/emotional intervention plans, including evaluation of interventions for 6 cases.	III.B.1. Assist in the development of detailed intervention plans and plans for evaluating the integrity of the plans for 2 cases per intervention type (i.e., academic, behavioral, & social/emotional).	III.B.1. Six intervention plans (2 of each type) are documented.
			III.B.2. Goals and strategies are appropriate for addressing identified student goal as judged by supervisor.
		III.B.2. Develop goals and objectives along with strategies to address the identified student goal(s).	III.B.3. Log reflects systematic contacts with consultee to help implement the plan.
			III.B.4. Log reflects use of data-based decisions to evaluate and revise the plan.
		III.B.3. Support implementation of the plan	III.B.5. Summary of evaluation data, along with an evaluation of effectiveness is provided.

		through systematic contacts with the consultee. III.B.4. Periodically evaluate and, if appropriate, revise the plan to best meet student goals. III.B.5. Evaluation plan is implemented and progress toward goal is determined.	
IV. Develop and refine leadership and collaboration skills.	IV.A. Become proficient at leading different types of meetings. IV.B. Utilize collaborative strategies when working with parents and teachers.	IV.A.1. Plan and lead a minimum of 4 different types of meetings. IV.A.2. Develop agendas for meetings led. IV.B.1. Identify 3 collaborative strategies to implement when working with teachers, and 3 for parents. IV.B.2. Implement the selected collaborative strategies for working with parents and teachers. IV.B.3. Evaluate the utility of the collaborative strategies implemented.	IV.A.1. Summary of feedback from supervisor. IV.A.2. Written agendas for the meetings led. IV.B.1. List of strategies implemented is appropriate, as deemed by supervisor. IV.B.2. & 3. Written documentation of employed strategies and evaluation of their effectiveness evidences reasonable strategies and evaluation and reflection on the outcome.

INTERN: _____   DATE: _____

FIELD SUPERVISOR: _____   DATE: _____

UNIVERSITY SUPERVISOR: _____   DATE: _____

INTERNSHIP ACTIVITIES GUIDELINES
SCHOOL PSYCHOLOGY PROGRAM
WESTERN KENTUCKY UNIVERSITY

The following is a listing of experiences that partially address NASP's (2010) *Standards for Graduate Preparation*. This document should serve a guide for various activities and experiences for the school psychology intern. The form is designed as a checklist so that supervisors and interns can periodically review the intern's accomplishments and identify possible areas where addition exposure would be warranted. A completed copy of this form is to be included in the intern's portfolio submitted at the end of the internship year. Note that in some cases one activity may lead to multiple entries across the content areas listed.

1. **DATA-BASED DECISION MAKING**. Data-based decision making should be the foundation for all you do in practice and evident in most, if not all, of the ten NASP training domains (NASP, 2010, *Standards for Graduate Preparation*). One aspect of data-based decision making underlines traditional special education evaluations. Your internship should NOT consist of duties only in this area. In the first chart below, note the number of *comprehensive* assessments conducted on individuals across the age span and also note the number of those evaluations with students with diverse backgrounds (e.g., language, ethnicity). Assessments should lead to the development of goals and interventions (direct and indirect). These comprehensive assessments should evidence a variety of assessment techniques. To insure exposure to a variety of assessment techniques, keep track of the types in the second chart. **An upper limit of 50 diagnostic evaluations over a 10-month period is recommended.**

Areas	Preschool	Elementary	Middle	High	Note # Diverse
Intellectual Disability					
Developmental Delay					
Learning Disability					
Emotional-Behavioral Disorder					
OHI					
Autism Spectrum Disorder					
Low incidence disabilities (e.g., Multiple; Vision; Hearing)					
Gifted					
Other (specify)					

Assessment Techniques	List of Types Used (as appropriate)
Cognitive	
Academic Achievement	
Adaptive Behavior	
Behavior Rating Scales	
Systematic Observation	
Environmental Analysis	
Curriculum-Based	
Other	

2. **CONSULTATION AND COLLABORATION**. Detailed documentation of a consultation case is a required part of the internship portfolio. In this section, simply document the number of consultations and collaborative activities you engage in during the internship year. (Document the number of students, not the number of times you meet with a teacher or parent.) Consultations are those in which the problem-solving steps of the consultation process were followed. Collaborations would include all the informal meetings about a student.

Activities	Preschool	Elementary	Middle	High
Consultations with teachers or parents.				
Collaborations with teachers or parents.				

3. **INTERVENTION EXPERIENCES – ACADEMIC SKILLS.** Detailed documentation of an academic intervention case is a required part of the internship portfolio. In this section, simply indicate the frequency of interventions developed for students either by yourself or collaboratively with others. For

each intervention, you will mark if it was a Direct or Indirect intervention AND whether it was focused toward a Group or Individual. (For groups, indicate in parentheses how many were in the group.)

Academic Interventions	Direct	Indirect	Group	Individual
Language Arts (e.g., reading, writing)				
Math				
Other specific academic areas (specify)				
General academic skills (e.g., study skills, homework, organizational)				

4. **INTERVENTION EXPERIENCES – SOCIAL/LIFE SKILLS.** Detailed documentation of a behavioral intervention case is a required part of the internship portfolio. In this section, simply indicate the frequency of interventions developed for students either by yourself or collaboratively with others. For each intervention, you will mark if it was a Direct or Indirect intervention AND whether it was focused toward a Group or Individual. (For groups, indicate in parentheses how many were in the group.)

Social/Life Interventions	Direct	Indirect	Group	Individual
Behavioral (increasing positive behaviors and reducing inappropriate behaviors)				
Social (e.g., social skills, bullying, assertiveness)				
Emotional (e.g., anger management, expression of feelings)				
Other (specify)				

5. **SCHOOL-WIDE PRACTICES TO PROMOTE LEARNING.** This NASP standard states that school psychologists are to have knowledge of: school and systems structure, organization, and theory; general and special education; technology resources; and evidence-based school practices that promote academic outcomes, learning, social development, and mental health. In this section, document experiences that will lead to an understanding of the organizational structure of the school district, populations served, types of programs and services, curriculum at all levels and programs, and the district policies and procedures.

List Activities and Brief Description
State Regulations and Local Policies & Procedures:
Local School Meetings (all staff, school psychologists, special education, school board):
Various School Programs (Regular and special education, remedial, gifted, preschool, ELL, vocational, family resource centers, etc.):
Curriculum or Core Content (activities to enhance learning about various curricula used at different grade levels, instructional methods, Common Core Standards, etc.):
Response to Intervention (activities related to collection of data, analyzing data, etc.):
Other:

6. **PREVENTIVE AND RESPONSIVE SERVICES.** This NASP standard states that school psychologists have knowledge of principles and research related to resilience and risk factors in learning and mental health, services in schools and communities to support multi-tiered prevention, and evidence-based strategies for effective crisis response. List activities related to this standard.

List Activities and Brief Description
Crisis preparation (e.g., reviewed or contributed to district's crisis response plan):
Crisis response (e.g., provide an overview of your involvement with the response and recovery aspects of any crisis within the district):
Preventive activities (describe any prevention efforts you were involved with):

7 & 8. **FAMILY-SCHOOL COLLABORATION SERVICES & DIVERSITY IN DEVELOPMENT AND LEARNING.** NASP standard 7 states that school psychologists, in collaboration with others, demonstrate skills to design, implement, and evaluate services that respond to culture and context and facilitate family and school partnership/interactions with community agencies for enhancement of academic and social–behavioral outcomes for children. NASP standard 8 states school psychologists have knowledge of individual differences, abilities, disabilities, and other diverse characteristics. List activities related to these standards.

List Activities and Brief Description
Parent information or skills training sessions (attended or developed):
Community agencies (enhancing your awareness of; developed relationships with; etc.):
Attended cultural events at the school or in the community (or other ways you enhanced awareness of local cultures & diversity):
Activities to enhance professional skills with students/families with diverse characteristics:
Other:

9. **RESEARCH/PROGRAM EVALUATION.** This standard states school psychologists have knowledge of research design, statistics, measurement, varied data collection and analysis techniques, and program evaluation methods sufficient for understanding research and interpreting data in applied settings. As examples, activities in this domain may help the school determine evidence based practices at any Tier level (academic or behavioral) or help determine a program's effectiveness/quality of services.

Activities and Brief Description
Specialist Project:
Data-Based Evaluation of School Programs (Any involvement with the researching or assessing of various programs. Examples: bullying prevention, reading, instruction, school-wide discipline, RTI interventions at a specific Tier, etc.):

10. **LEGAL, ETHICAL, AND PROFESSIONAL PRACTICE.** This standard includes activities and experiences that lead to the development of knowledge of the profession of school psychology, the ethical practice of school psychology, and the development of professional identity. This would include the skills and attitude to become a life-long learner and keeping abreast of changes in professional practices, including the mechanisms for developing and maintaining such knowledge (e.g., information technology, professional meetings). Include the title of each activity with the date it was held.

Activities and Dates
Local District Professional Development Activities:
Conferences or Workshop Attendance:
State/Regional School Psychology Meetings:
University Internship Seminars:
Other:

Name: _____

Intervention Outcome Evaluation Summary
Goal Attainment Scaling (GAS)

Portfolio Project: (*circle one*)

Academic Intervention   Behavior Intervention   Consultation

GAS rating (*circle*)   -2   -1   0   +1   +2

Use this scale:

-2	-1	0	+1	+2
Greatly deteriorated; Much worse than baseline	Deteriorated; Worse than baseline	No improvement; Same as baseline	Improved or goal achieved	Greatly improved; goal exceeded

Goal of the Intervention:

Brief Statement of Outcome:

Assessment of Magnitude of Change (ES, PND, visual analysis, etc):

Other Supporting Evidence of Progress: (Or, if unsuccessful outcome, reflection of why)

NOTE: Information on completing this form is available on the PSY 592 Blackboard site.

Field Work Summary of Diversity Experiences *(College of Education Version)*	WKU CLASS	Psy 592
	Year/Semester	

WKU ID#		Last Name		First Name	

Certification Area:	☐ P-5	☐ P-12	☐ 5-12	☐ Middle Grades	☐ Secondary	Major: _____
	☐ IECE	☐ K-12 EXED LBD/MSD		☐ School Counseling	XX **School Psychology**	

School District Name		**District Office Location: City, State**	
Supervisor's Name		**District Location: County**	
Class Name (if applicable)	Internship	**District Location: Zip Code**	

# Hours This Semester		**Experiences were obtained for what grades or age levels?**	

TYPES OF EXPERIENCES (CHECK all that apply)		CONTEXT (CHECK all that apply)		TYPES OF STUDENTS (CHECK all that apply)		ETHNICITY OF STUDENTS (CHECK all that apply)	
Observed	☐	Inclusive classroom	☐	Physically Impaired	☐	Caucasian	☐
Provided teacher support (research, bulletin board, supervised field trip, graded/filed, ran errands)	☐	Resource room	☐	Learning Disability	☐	African American	☐
		Collaboration	☐	Moderate/Severe Disability	☐	Native American/American Indian	☐
		Pullout programs	☐	Emotional/Behavior Disorder	☐	Latino/Hispanic American	☐
Tutored/direct intervention	☐	Tutorial/enrichment	☐	Gifted	☐	Asian American	☐
Taught lessons	☐	Clinic/lab	☐	English Language Learner	☐	Other	☐
Interviewed	☐	Self-contained classroom	☐	Visually Impaired	☐		
Consulted	☐	Community-based	☐	Hearing Impaired	☐		
Administered assessment	☐	Home-based	☐	Speech/Language Delayed	☐		
Provided family support	☐	Hospital	☐	Developmentally Delayed	☐		
Instructional assistive technology support	☐	Residential	☐	Autism Spectrum Disorder	☐		
		Alternative program	☐	Other Health Impaired	☐		

INTERN EVALUATION OF SUPERVISION AND INTERNSHIP
WKU SCHOOL PSYCHOLOGY INTERNSHIP
PSYCHOLOGY 592

NAME: _____

INTERNSHIP SITE: _____

PRIMARY FIELD SUPERVISOR: _____

DATE: _____

1.   Was sufficient time allotted for formal supervision?   Yes _____   No _____
      Comments:

2.   On average, how many hours per week of formal supervision did you receive? _____

3.   Did supervision usually occur at regularly prearranged times?   Yes _____   No _____
      Comments:

4.   Was the primary supervisor available for consultation as needed outside of formal supervision?
      Yes _____   No _____
      Comments:

5.   Was there an opportunity for informal as well as formal supervision?   Yes _____No _____
      Comments:

6.   Were other professional staff members (outside of school psychologists) available for
      consultation as needed?   Yes _____   No _____

      If yes, whom? (e.g., Speech Language Pathologist, Director of Special Education)

      _____

7.   Did supervisory sessions focus on important and relevant issues? Yes _____   No _____
      Comments:

8.   Did supervisory sessions provide an opportunity to discuss your individual training needs or
      particular areas of interest?   Yes _____   No _____
      Comments:

9.   Did supervisory sessions allow for both personal and professional growth?
      Yes _____   No _____
      Comments:

10. Did supervisory sessions identify and discuss both strengths and weaknesses?
Yes _____ No _____ Comments:

11. Were specific plans for remedying weaknesses developed in supervisory sessions?
Yes _____ No _____ Comments:

12. Was progress in remedying areas of weakness reviewed? Yes _____ No _____ NA ____
Comments:

13. Overall, how would you rate the quality of supervision you received?
Excellent _____ Good _____ Fair _____ Poor _____ Very Poor _____
Comments:

14. Were adequate office space and materials provided? Yes _____ No _____ Comments:

15. Was sufficient orientation to the school district and delivery of psychological services provided? Yes _____ No _____ Comments:

16. Were opportunities provided to observe in classrooms at representative levels and in special classes/programs within the school district? Yes _____ No _____ Comments:

17. Were opportunities provided to obtain experience with a wide range of referral problems and disabilities? Yes _____ No _____ Comments:

18. Were opportunities provided to observe professional activities before engaging in them (e.g., IEP conferences, parent conferences)? Yes _____ No _____ Comments:

19. Overall, how would you rate other professional staff members' receptiveness to consultation, interactions, and working with you?
Excellent _____ Good _____ Fair _____ Poor _____ Very Poor _____
Comments:

20. Additional comments about any aspect of the internship not already addressed.

_____
INTERN'S SIGNATURE   DATE

Professional Development Plan Scoring Rubric

Area	Distinguished (8 points)	Proficient/Integrated (6-7)	Basic Level (3-5)	Unsatisfactory/Emerging (0-2)
Evaluating the Goals Score:_____	There is evidence (e.g., formative, summative, informal, formal) indicating all of the goals were achieved.	There is evidence (e.g., formative, summative, informal, formal) indicating that most of the goals were achieved and the rest were addressed (some progress).	There is evidence (e.g., formative, summative, informal, formal) indicating that some of the goals were achieved and others were addressed (some progress).	There is little to no evidence that goals were achieved and/or little to no evidence goals were addressed.
Evaluating the Outcomes Score:_____	Outcome decisions are based on multiple sources of data.	Outcome decisions are based on data but a limited variety of sources.	Some outcome decisions are based on data and/or limited sources but a few are based on subjective opinion.	Most outcome decisions are not based on data or there is no indication of what data were used to evaluate the outcome.
Summary Paper - Self-Reflection Score:_____	Personal growth thoroughly discussed and related to professional identity as evidenced in multiple connections and integration to relevant frames of reference (e.g., NASP, district roles, ethics). Strengths and weaknesses thoroughly discussed.	Personal growth discussed and related to professional identity and evidenced by some connections to relevant frames of reference (e.g., NASP, district roles, ethics). Strengths and weaknesses mentioned but not thoroughly discussed.	Personal growth discussed but not directly connected to relevant frames of reference (e.g., NASP, district roles, ethics). Strengths and weaknesses described but not discussed in a reflective manner.	Limited discussion of personal growth or growth is not connected to other frames of reference (e.g., NASP, district roles, ethics). Strengths and weaknesses not described or only listed without discussion.
Summary Paper – Plans for Future Score:_____	Plan for future growth is provided that is consistent with self-reflections and evaluation of goals.	Plan for future growth is provided that is consistent with most self-reflections and evaluation of goals.	Plan for future growth is provided that addresses self-reflections and/or evaluation of goals at a basic level.	Plan for future growth is not provided or addresses only a few self-reflections and/or evaluation of goals at a basic level.

Professional Development Plan Rubric p. 2

Area (p. 2)	Distinguished (8 points)	Proficient/Integrated (6-7)	Basic Level (3-5)	Unsatisfactory/Emerging (0-2)
Errors of Communication **Score:_____**	Report is free of communication errors including: misspelling, use of jargon instead of more precise descriptions, run on or incomplete sentences, paragraphs without topical themes, ambiguous sentences, and lack of past tense verb consistency (except for summary & recommendations section).	Report includes minimal (1-5) communication errors (as listed in Distinguished column).	Report includes several (6-9) communication errors (as listed in Distinguished column).	Report includes many (10 or more) communication errors (as listed in Distinguished column) of several different types.

Overall Professional Development Plan Total Raw Score: _____

Overall Professional Development Plan Mean Score: (Raw Score / 5) = _____

Psychoeducational Report Scoring Rubric

Area	Distinguished (8 points)	Proficient/Integrated (6-7)	Basic Level (3-5)	Unsatisfactory/Emerging (0-2)
Introduction and Background Information **Score:_____**	Identifying information, statement of purpose, and client history are complete, precisely described, and sufficiently comprehensive to depict the student, the student's background, and reason for referral.	Identifying information, statement of purpose, and client history are present; however, one of those areas is lacking a precise description OR sufficient comprehensiveness.	Identifying information, statement of purpose, and client history are present; however, one or two of those areas are lacking a precise description AND sufficient comprehensiveness.	One or more of the sections (identifying information, statement of purpose, client history) may be missing and/or are severely deficient in details and comprehensiveness.
Assessment Information **Score:_____**	Assessment information is comprehensive and results are clear.	Assessment information is reasonable comprehensive and results are generally clear.	Assessment information provides basic information about the student's abilities. Could have been a little more comprehensive. Results are not always clear.	Gaps in assessment information are present; not comprehensive. Results are not always clear.
Data-Based Decision Making: Reasonable interpretations based on assessment data **Score:_____**	Interpretations draw together information from all sources, are supported by data, are related to the statement of purpose, and do not contradict one another.	Interpretations are supported by assessment data, but one of the following is somewhat limited: information from all sources, relationship to the statement of purpose, and lack of contradiction.	Interpretations are generally, but not clearly, supported by assessment data. One or more of the following are somewhat limited: information from all sources, relationship to the statement of purpose, and lack of contradiction.	Interpretations are not clearly supported by assessment data.
Data-Based Decision Making: Recommendations based on assessment data **Score:_____**	Pertinent recommendations are provided that are supported by data, address the referral question, are precisely described, and are appropriate given the diagnosis.	Recommendations are supported by data, address the referral question, and are appropriate given the diagnosis. The recommendations could be described more precisely.	Recommendations are generally supported by data, but their relationship to the referral question and diagnosis are questionable. The recommendations lack precision.	Recommendations are not based on the assessment data.

Psychoeducational Report Rubric p. 2

Area (p. 2)	Distinguished (8 points)	Proficient/Integrated (6-7)	Basic Level (3-5)	Unsatisfactory/Emerging (0-2)
Errors of Communication **Score:_____**	Report is free of communication errors including: misspelling, use of jargon instead of more precise descriptions, run on or incomplete sentences, paragraphs without topical themes, ambiguous sentences, and lack of past tense verb consistency (except for summary & recommendations section).	Report includes minimal (1-5) communication errors (as listed in Distinguished column).	Report includes several (6-9) communication errors (as listed in Distinguished column).	Report includes many (10 or more) communication errors (as listed in Distinguished column) of several different types.

Overall Psychoeducational Report Total Raw Score: _____

Overall Psychoeducational Report Mean Score: (Raw Score / 5) = _____

Consultation Case Scoring Rubric

Area	Distinguished (8 points)	Proficient/Integrated (6-7)	Basic Level (3-5)	Unsatisfactory/Emerging (0-2)
Consultation Purpose & Background Information **Score:_____**	All below are complete, precisely described, and sufficiently comprehensive to illustrate the nature of the consultation •Identifying information •Consultation purpose/goals • Background information included for: client, context(micro & macro), and consultee	All below are present, however, one or more are lacking precise description OR sufficient comprehensiveness in: •Identifying information •Consultation purpose/goals • Background information included for: client, context(micro & macro), and consultee	One or more sections lacking precise description AND sufficient comprehensiveness in: •Identifying information •Consultation purpose/goals •Background information included for: client, context(micro & macro), and consultee	Missing and/or several sections are lacking precise description AND sufficient comprehensiveness in: •Identifying information •Consultation purpose/goals • Background information included for: client, context(micro & macro), and consultee
Consultation Process **Score:_____**	A consultation *process* is clearly followed throughout all phases of the project. The use of a theoretical model (e.g., behavioral, collaborative) is evident and appropriate to the referral concern and consultant-consultee situation.	A consultation *process* is clearly followed throughout all phases of the project, even if the use of a theoretical model is only implied. Collaboration is evident.	A consultation *process* is loosely followed. Some vagueness in why certain things are done may be present. Only basic collaboration conducted (e.g., initial interview, follow-up).	It is unclear if a consultation process was followed. • Inaccurate references or examples of the consultation stages, concepts and processes. •Limited understanding of consultation evident.
Initial Interview **Score:_____**	The summary of the initial interview reflects a thorough discussion of the referral concern and clearly identifies the concern in clear, objective terms.	The initial interview is described well, but a little more preciseness or comprehensiveness would be helpful.	The initial interview provides basic information from the consultee. The referral concern lacks preciseness and/or comprehensiveness.	Initial interview information was not included or provides an inadequate amount of information such that it is unclear what the referral concerns are about.
Follow-Up Interviews **Score:_____**	A log containing a summary of additional interviews is included. Includes clear evidence that multiple interviews were conducted to monitor progress and the integrity of the intervention.	A log containing a summary of additional interviews is included. Includes evidence that multiple interviews were conducted to monitor progress and/or the integrity of the intervention.	A log of interviews is included but indicates very few follow-up interviews occurred to monitor progress and/or the integrity of the intervention.	A log of interviews is not included or the log indicates very minimal follow-up (e.g., 1 or 2 meetings) occurred.

Consultation Case Rubric p. 2

Area (p. 2)	Distinguished (8 points)	Proficient/Integrated (6-7)	Basic Level (3-5)	Unsatisfactory/Emerging (0-2)
Consultation Plan Score:_____	Plan sufficiently provides all of the following: •Procedures/strategies •Material(s) •When •Where •Persons responsible. •Monitoring plan •Evidence provided to indicate the plan was developed collaboratively	Plan stated procedures/strategies. But one of the following components is missing: •Material(s) •When •Where •Persons responsible. •Monitoring plan •Some evidence the plan was developed collaboratively	Plan states procedures/ strategies. But two of the following components are missing: •Material(s) •When •Where •Persons responsible. •Monitoring plan • Little evidence of collaboration.	Generic description of plan (e.g., behavior management), is stated. Two or more of following are unclear or missing: •Material(s) •When •Where •Persons responsible •Monitoring plan •No evidence of collaboration
Evaluation of Consultee Satisfaction Score:_____	Evaluation data is evident for all three areas below and the evaluation provided is well supported by the data in all three areas. • performance as a consultant •acceptability of intervention. •consultee satisfaction	Evaluation data is evident for all three areas below Evaluation provided is adequately supported by the data in at least two areas. • performance as a consultant •acceptability of intervention. •consultee satisfaction	Evaluation data is evident for two or more of the areas below. Evaluation provided is adequately supported by the data in at least one area. • performance as a consultant •acceptability of intervention. •consultee satisfaction	Evaluation data is evident for two or fewer of the areas below and the data provided only marginally supports the evaluation in one or more areas. • performance as a consultant •acceptability of intervention. •consultee satisfaction
Data-Based Decision Making: Evaluating the consultation Score:_____	Data clearly indicates the effectiveness of the consultation are included. The type of data collected and the frequency of data collection are appropriate.	Data indicating the effectiveness of the consultation are included. The type of data collected and the frequency of data collection are ok, but could have been improved.	Some data indicating the effectiveness of the consultation are included. The type of data collected and/or the frequency of data collection are questionable.	Data indicating the effectiveness of the consultation are not included or the type of data collected and the frequency of data collection are inappropriate.

The *Intervention Outcome Evaluation Summary* (GAS rating) is attached: YES   NO

Overall Consultation Total Raw Score: _____

Overall Consultation Mean Score: (Raw Score / 7) = _____

Academic and Behavioral Intervention Scoring Rubric

Area	Distinguished (8 points)	Proficient/Integrated (6-7)	Basic Level (3-5)	Unsatisfactory/Emerging (0-2)
Behavioral Definition of Referral Concern **Score:**_____	Definition is (a) Objective – observable and measurable characteristics of behavior; (b) Clear – it could be read, repeated, and paraphrased by observers; and (c) Complete – delineates both examples and non-examples of behavior.	Definition meets only two of the three criteria (i.e., objective, clear, complete).	Definition meets only one of the three criteria (i.e., objective, clear, complete).	Problem behavior is stated in general terms (e.g., reading comprehension, aggressive behavior, etc.).
Baseline Data **Score:**_____	Data collected on the behavior prior to implementing the intervention consist of repeated measures of the target behavior over several (at least 3) sessions, days, or weeks until a stable level of behavior has been identified.	Data collected on the behavior prior to implementing the intervention; however, only two data points are reported.	Data collected on the behavior prior to implementing the intervention; however, only one data point is reported.	Baseline data not collected or the dimension addressed is not the most appropriate for the selected target behavior.
Problem Validation **Score:**_____	The magnitude of the discrepancy is quantified, based on a comparison between student's performance and the local educational setting demands.	The magnitude of the discrepancy is quantified, based on a comparison between student's performance and standards outside the local education setting.	The magnitude of the discrepancy is quantified, but is based on an opinion.	The magnitude of the discrepancy is not described or described only qualitatively.
Problem Analysis **Score:**_____	Examined relevant factors from curriculum, instruction, environment and student domains using a variety of procedures (RIOT – review, interview, observe, test) to collect data from a variety of relevant sources and settings. Used this information to pinpoint key academic difficulties or likely reasons for behavior.	Examined relevant factors from two to three domains using two to three procedures to collect data from relevant sources and settings. Used this information to pinpoint key academic difficulties or likely reasons for behavior.	Examined relevant factors from only one domain using one or two procedures (RIOT) to collect relevant data. Used this information to hypothesize reasons for academic difficulties or behavior concerns.	Examined relevant factors using a limited number of procedures to gather information or only used one source of information. There is no indication this information was used to hypothesize reasons for academic difficulties or behavior concerns.

Area (p. 2)	Distinguished (8 points)	Proficient/Integrated (6-7)	Basic Level (3-5)	Unsatisfactory/Emerging (0-2)
Goal Setting **Score:_____**	Goal stated in narrative and represented graphically on performance charts specifying time frame, condition, behavior and criterion. Rationale for picking the goal is included.	Goal represented graphically on performance chart specifying time frame, behavior, criterion, and condition – not stated in narrative. Rationale for picking the goal is included.	Goal stated in narrative specifying time frame, behavior, criterion, and condition – not represented graphically. A basic but limited rationale for picking the goal is included.	Goal stated only in narrative or represented graphically on performance chart but does not specify all four components (time frame, condition, behavior, criterion). No rationale for picking the goal is included.
Intervention Plan **Score:_____**	Plan sufficiently provides all of the following: •Procedures/strategies •Material(s) •When •Where •Persons responsible. •Monitoring plan •Evidence provided to indicate the plan was developed collaboratively	Plan stated procedures/strategies. But one of the following components is missing: •Material(s) •When •Where •Persons responsible. •Monitoring plan •Some evidence the plan was developed collaboratively	Plan states procedures/ strategies. But two of the following components are missing: •Material(s) •When •Where •Persons responsible. •Monitoring plan • Little evidence of collaboration..	Generic description of plan (e.g., behavior management), is stated. Two or more of following are unclear or missing: •Material(s) •When •Where •Persons responsible •Monitoring plan •No evidence of collaboration
Data Collection **Score:_____**	An appropriate data collection strategy is developed and clearly answers the questions: How? What? Where? Who? When?	An appropriate data collection strategy is developed but one or two of the questions (How? What? Where? Who? When?) are only vaguely addressed.	An appropriate data collection strategy is developed but the questions (How? What? Where? Who? When?) are only vaguely addressed.	An appropriate data collection strategy is not developed and/or does not adequately address the questions (How? What? Where? Who? When?).
Progress Monitoring **Score:_____**	Data were collected and charted/graphed two or three times per week. Appropriate graphing/charting conventions were used (e.g., descriptive title, meaningful scale captions, appropriate scale units, intervention phases labeled).	Data were collected and charted/graphed once a week. Appropriate graphing/charting conventions were used.	Data were collected and charted/graphed irregularly and infrequently (less than 1 per week, but more than pre and post). Most of the appropriate graphing/ charting conventions used.	Data were collected but are not charted or graphed. Or only pre-information and post-information were collected and/or charted/graphed.

Area (p. 3)	Distinguished (8 points)	Proficient/Integrated (6-7)	Basic Level (3-5)	Unsatisfactory/Emerging (0-2)
Data-Based Decisions Score:_____	A visual analysis was conducted and a decision rule was followed to modify or change the intervention on the basis of objective data.	A visual analysis was conducted and used to modify or change the intervention as necessary on the basis of objective data, but not a decision rule.	Modifications or changes were made to the intervention based on subjective analysis of data.	No description of use of a visual analysis of data. Any modifications or changes made to the intervention were not indicated by data or were unexplained.
Treatment Integrity Score:_____	Treatment integrity was addressed and monitored. Data indicate plan was implemented as designed.	Treatment integrity was addressed but only limited monitoring. Data indicate plan was implemented as designed.	Treatment integrity was addressed or discussed but not clearly assessed and monitored.	Treatment integrity was not addressed.
Effectiveness Evaluation of Intervention Score:_____	Progress monitoring data indicate intervention was very effective.	Progress monitoring data indicate intervention was moderately effective.	Progress monitoring data indicate intervention was minimally effective.	No progress monitoring data or data indicate intervention was ineffective.

The *Intervention Outcome Evaluation Summary* **(GAS rating) is attached: YES   NO**

Overall <u>Academic or Behavior</u> Intervention Total Raw Score: _____
(circle one)

Overall Intervention Mean Score: (Raw Score / 11) = _____

IV. LIST OF ADDITIONAL INTERNSHIP FORMS

The following pages provide examples of the following internship forms:

      A. Sample Letter of Agreement

      B. Internship Completion Form

      C. Evaluation of Competency Development

      D. Guidelines for Completing Time Logs (documenting hours and activities)

      E. Internship Weekly Time Log

      F. Monthly Activity Report

Ideally, this is to be completed and signed before the intern signs a contract and begins work in the school district. A separate copy on WKU Letterhead needs to be signed.

SAMPLE LETTER OF AGREEMENT
SCHOOL PSYCHOLOGY INTERNSHIP

Western Kentucky University School Psychology Program is pleased that you have agreed to be a partner in our effort to develop and train school psychologists. A critical aspect of that effort is the establishment of collaborative arrangements with field placements where both a richness of experience and quality of supervision are available. We are convinced that the intern placement creates a situation that is of benefit to all concerned; while the intern is clearly a learner, he or she is also a significant contributor.

There are several standards for field experiences in school psychology that must be followed for the internship experience to be acceptable to WKU's two accrediting and credentialing organizations: the National Council for Accreditation in Teacher Education (NCATE), and the National Association of School Psychologists (NASP). In addition, the internship is the culminating educational experience for the Educational Specialist degree (Ed.S.) in School Psychology and as such the primary objective should be the professional development of the student. This document serves to delineate the agreement between Western Kentucky University, a school psychology intern, and the designated Local Education Agency (LEA) and the responsibilities of each party.

RESPONSIBILITIES OF THE UNIVERSITY

1. Provide a designated faculty member credentialed in school psychology to coordinate with the designee of the LEA.
2. Verify that the internship site is knowledgeable of the internship requirements and that the supervising school psychologist holds school psychology certification and/or license and three years experience post internship.
3. Complete periodic evaluation of the intern's performance at the internship site.
4. Monitor the intern's activities, logs and supervision for educational appropriateness.
5. Maintain contact with the designee of the LEA and the intern during the internship duration.
6. Provide LEA with a copy of the *School Psychology Internship Handbook.*
7. Monitor and approve the intern's Professional Development Plan.
8. Schedule and facilitate internship seminar meetings (3 per semester).
9. Conduct site visit(s) to the internship site (distance permitting).
10. Assign grades for the internship course (Psy 592) after consultation with the supervising school psychologist.

RESPONSIBLITIES OF THE INTERN

1. Provide internship site with the certificate of eligibility for Provisional School Psychology certification if LEA is in Kentucky.
2. Secure professional liability insurance at own expense and carry the insurance during the term of the internship in the amount of no less than $1 Million per occurrence and $3 Million annual aggregate. A copy of the evidence of insurance will be provided to the university faculty member and, upon request, to the LEA.

3. Conform to administrative policies, standards and practices of the LEA and to the legal and ethical standards of the profession.

4. Identify himself/herself to the public as a "School Psychology Intern."

5. Participate actively in the supervision process with the LEA and University supervisors.

6. Notify LEA of illness, accident or any other situation that does not allow the intern to fulfill his/her obligations. University supervisor should be notified in the event of an extended absence(s).

7. Integrate internship course requirements into the internship experience in collaboration with the supervising school psychologist at the LEA and the University faculty member.

8. Notify the University of any change(s) in the internship, internship supervision, schedule and/or responsibilities.

9. Provide University faculty with performance evaluations completed by the supervising school psychologist and internship logs according to schedule provided. This written evaluation is required prior to posting a grade for the internship course.

10. Develop a Professional Development Plan consistent with the program competencies, internship activities and outcomes in collaboration with the supervising school psychologist and the University faculty member.

11. Complete a portfolio documenting program outcomes as stipulated in the School Psychology Internship Handbook.

RESPONSIBILITIES OF THE INTERNSHIP SITE

1. Commitment to the internship as a training program and collaboration with the university supervisor and intern to fulfill the training requirements.

2. Provide opportunities for the intern to develop a broad and diverse role, including development of professional competence across professional practice domains (e.g., assessment, intervention, counseling, consultation, research, professional development workshops or conferences).

3. Provide opportunities for the intern to develop professional competencies with a broad range of populations, programs and services.

4. Provide a comprehensive orientation to the LEA administrative policies, standards, practices, programs and service region/community as suggested in the outline provided in the WKU School Psychology Internship Handbook.

5. Assure intern will participate in 3 full day University internship seminars per semester at WKU (if the site is within reasonable driving distance) or via electronic means (if the distance is too great) as part of their contracted work days.

6. Designate one school psychologist with at least 3 years experience post internship in school psychology to serve as the primary supervisor. The university strongly encourages the supervisor be provided with release time or work load adjustments for the supervision responsibilities.

7. Agrees that assignment of internship primary supervisor is subject to approval of the University.

8. Agrees that primary supervisor schedules and provides a minimum of two hours each week in direct, face-to-face consultation with the intern. Additional time will likely be necessary to review and co-sign intern reports and paperwork.

9. Assures that the intern will be treated by the district as part of the professional staff; provides

salary and benefits as specified in the district contract or in the attached addendum; provides reimbursement for expenses consistent with policies pertaining to LEA school psychologists; provides a supportive work environment, adequate supplies, counseling and testing materials, and access to computer, internet, and e-mail; encourages participation in LEA committees; provides release to attend professional development experiences or professional association meetings.

10. May notify in writing to the University, the desire to terminate or cancel any intern whose performance is unsatisfactory, whose personal characteristics prevent productive relationships at the internship site, or whose health status is a detriment to his/her successful completion of the internship. Prior to cancellation or termination, the internship site and the university will consult about the proposed action.

11. Assure that the workload of the intern will not exceed seventy-five (75) percent of what a credentialed school psychologist would work and that no more than seventy-five percent of their time to psychoeducational evaluations.

The internship will consist of not less than one thousand two hundred (1,200) hours. The intern will spend approximately forty hours per week for a full school year with the normal school-related holidays off. For purposes of obtaining the minimum 1,200 hours, the intern can be involved in and count, if documented and approved by the on-site supervisor, other professionally-related activities such as report writing and reading relevant professional material on evenings, weekends, or on days when school is canceled in the LEA.

Compensation for the services delivered by the intern should be arranged between the LEA and intern with consultation from the University Internship Supervisor before commencement of the internship. Endorsement of this Letter of Agreement signifies your agreement with the standards and guidelines delineated.

Name of Intern: _____

Name of the Agency:_____

Name of Designated Primary Supervisor: _____

Highest Degree and Certification of Primary Supervisor: _____

Length of Intern Placement: 1,200 hours (minimum)

Dates of Intern Placement: From _____   to _____

_____   _____
University Internship Supervisor   Date

_____   _____
LEA Administrative Representative   Date

_____   _____
Primary Supervisor   Date

_____   _____
Intern   Date

WKU School Psychology Internship Completion Form

Intern_____Academic Year_____

Internship Site/School District_____From_____To_____

Field Supervisor _____
    Please initial on the blank space beside each item indicating completion. Write a comment(s) or an explanation for each item that is not initialed/not met.

_____   The intern completed at least 1,200 hours of internship this academic year

_____   Internship assignments were completed in a manner consistent with NASP *Principles for Professional Ethics*, state and federal laws and regulations, and school district policies and procedures.

_____   Field supervision comprised at least two hours per week.

_____   The intern was provided with support and resources comparable to that provided to school psychology staff.

_____   The intern provided services to a diverse range of students (e g., disabled and nondisabled; diverse backgrounds; preschool to 12th grade levels).

_____   The internship activities and responsibilities included a range of professional services consistent with WKU internship activities as described in the *WKU School Psychology Internship Handbook*.

_____   The intern does not evidence dispositions or characteristics that would prevent or significantly impair their ability to competently function in a school psychologist role.

_____   The intern has completed all professional obligations or has made arrangements for follow-up. Please describe any further work needed on the part of the intern to satisfactorily meet professional obligations and complete internship requirements:

Comments/Explanation_____
_____
_____

_____   _____
Signature of Field Supervisor   Date
Supervisor Credentials (check all that apply)   Reviewed by_____
____State Certified School Psychologist   WKU Internship Supervisor
____Nationally Certified School Psychologist
____Licensed Psychologist
____Other. Please specify:

This form is completed at the end of the internship year.

Western Kentucky University
Evaluation of Competency Development

Student Name: _____	**Semester, Year**_____
Placement:_____	**Point in Program:**
Supervisor:_____	**Practicum** _____ **Internship** _____

This evaluation form is designed to evaluate practicum students' and interns' level of competency in the 10 domains of training and practice described in the NASP (2010) *Standards for Graduate Preparation of School Psychologists***. In addition, students' dispositions necessary for effective collaborative functioning as a school psychologist are assessed.**

Supervisors:

1. Please rate each item twice, once for *competency* and once for *acceptability*. The "acceptability" rating will depend heavily on whether the student is on practicum or internship and whether it is the first or second semester. For example, the student would be expected to have low levels of competency during his or her first semester of practicum, so the acceptability ratings would be lenient at that point in time. But a student the final semester of internship with a low level of competency should rate a level of acceptability that indicates concerns

2. If the student has not yet had the opportunity to experience an activity or you have no basis for appraisal, check the "No Opportunity" box and leave the "Competency" and "Acceptability" boxes blank.

3. First, indicate the extent to which the practicum student or intern demonstrates competency for each item using the scale described below.

4. Second, indicate the acceptability of the level of competency demonstrated using the scale below.

5. As appropriate, provide comments in support of your ratings, for both strengths and concerns. *(Note: If the student receives a rating of 1 in the "Acceptability" column, comments are necessary to explain the concern.)*

6. At the end of the evaluation form, provide a recommendation for a course grade.

Level of <u>Competency</u>

Rating	Descriptor	Definition
1	Novice	Beginning to show this knowledge/skill.
2	Advanced Beginner	Basic knowledge/skills attained and demonstrated routinely.
3	Competent	Uses knowledge /skills flexibly as part of an overall repertoire. *(For practicum-not expected for all domains, use sparingly.)*
4	Proficient	Demonstrates very advanced knowledge/skills. *(It would be rare that this rating is used on practicum.)*

<u>Acceptability</u> of Student's Level of Competency

Rating	Descriptor	Definition
1	Not Acceptable	Needs further skill development and/or close supervision.
2	Marginally Acceptable	Inconsistent performance or still some gaps in skills.
3	Acceptable/Expected	Development consistent with expectations at this stage.
4	Exceeds Expectations	Above and beyond expectations at this stage.

Competency Scale		Acceptability Scale	
1 = Novice	3 = Competent	1 = Not Acceptable	3 = Acceptable/Expected
2 = Advanced Beginner	4 = Proficient	2 = Marginally Acceptable	4 = Exceeds Expectations

Domain 2.1 Data-Based Decision-Making and Accountability	Competency	Acceptability	No Opportunity
Demonstrates knowledge of varied methods of assessment and data collection.			
Is able to apply results of assessment to develop interventions or recommend services.			
Is able to apply results of assessment to evaluate interventions, services, or programs.			

Note to supervisor. Assessment can include a wide variety of data collection techniques, including, but not limited to: record review, interviews, observations, formal tests, behavior rating scales, and CBM types of methods. You are asked to rate the student's overall competency level above, which can be difficult given the numerous assessment methods. Please provide a rating that generally reflects the student's skills and note which method(s) the student needs more experience with in your comments.

Comments:

Domain 2.2. Consultation and Collaboration	Competency	Acceptability	No Opportunity
Demonstrates knowledge of varied methods of consultation and collaboration.			
Demonstrates skills to consult, collaborate, and communicate with others.			

Comments:

Domain 2.3. Interventions and Instructional Support to Develop Academic Skills	Competency	Acceptability	No Opportunity
Demonstrates knowledge of influences (e.g., biological, cultural, social) on students' learning of academic skills.			
Demonstrates skills in using assessment and data collection methods to develop or recommend services supporting students' academic and cognitive skills.			
Demonstrates skills in using assessment and data collection methods to evaluate services supporting academic and cognitive skills.			

Comments:

Competency Scale		Acceptability Scale	
1 = Novice	3 = Competent	1 = Not Acceptable	3 = Acceptable/Expected
2 = Advanced Beginner	4 = Proficient	2 = Marginally Acceptable	4 = Exceeds Expectations

Domain 2.4. Interventions and Mental Health Services to Develop Social and Life Skills	Competency	Acceptability	No Opportunity
Demonstrates knowledge of influences (e.g., biological, cultural, social) on students' behavior and mental health.			
Demonstrates knowledge of how behavior and social-emotional functioning impacts learning and life skills.			
Demonstrates knowledge of evidence-based strategies to promote social-emotional functioning and mental health.			
Demonstrates skills to use assessment and data-collection methods to implement and evaluate services that support socialization, learning and mental health.			

Comments:

Domain 2.5. School-Wide Practices to Promote Learning	Competency	Acceptability	No Opportunity
Demonstrates knowledge of school and systems structure, general and special education, and technology resources.			
Demonstrates knowledge of evidence-based practices that promote academic outcomes, learning, social development, and mental health.			
Demonstrates skills, in collaboration with others, to develop and implement practices and strategies to create and maintain effective and supportive learning environments.			

Comments:

Domain 2.6. Preventive and Responsive Services	Competency	Acceptability	No Opportunity
Demonstrates knowledge of services in the school and community to support learning and mental health.			
Demonstrates knowledge of services in the school and community to implement effective crisis preparation, response, and recovery.			

Comments:

Competency Scale
1 = Novice   3 = Competent
2 = Advanced Beginner   4 = Proficient

Acceptability Scale
1 = Not Acceptable   3 = Acceptable/Expected
2 = Marginally Acceptable 4 = Exceeds Expectations

Domain 2.7. Family-School Collaboration Services	Competency	Acceptability	No Opportunity
Demonstrates knowledge of family systems, strengths, and needs.			
Demonstrates knowledge of methods to develop collaboration between families and schools.			
Demonstrates knowledge of the influence of culture on family-school interactions and collaboration.			

Comments:

Domain 2.8. Diversity in Development and Learning	Competency	Acceptability	No Opportunity
Demonstrates knowledge of individual difference variables that impact learning and development.			
Demonstrates sensitivity in working with individuals of diverse characteristics.			
Demonstrates skill in working with individuals of diverse characteristics.			

Comments:

Domain 2.9. Research and Program Evaluation	Competency	Acceptability	No Opportunity
Demonstrates knowledge of varied data collection and analysis techniques appropriate for research/program evaluation.			
Demonstrates an understanding of how to control for variables that would impact the reliability and validity of data collection techniques.			
Demonstrates the ability to plan and conduct a program evaluation to evaluate school-based services.			

Comments:

Competency Scale

1 = Novice   3 = Competent

2 = Advanced Beginner   4 = Proficient

Acceptability Scale

1 = Not Acceptable   3 = Acceptable/Expected

2 = Marginally Acceptable 4 = Exceeds Expectations

Domain 2.10. Legal, Ethical, and Professional Practice	Competency	Acceptability	No Opportunity
Demonstrates knowledge of the potential varied roles of a school psychologist.			
Practices in ways that are consistent with ethical, legal, and professional standards.			
Demonstrates respect for human diversity.			

Comments:

PROFESSIONAL INTERPERSONAL DISPOSITIONS

Please rate the student's professional and interpersonal dispositions using the following scale:

Ratings: 1 = Unacceptable

2 = Marginal

3 = Acceptable

4 = On Target

5 = Area of Strength

NA = Not Applicable or Not Observed

1. Demonstrates positive interpersonal skills.   1   2   3   4   5   NA

2. Establishes rapport and effectively communicates with students.   1   2   3   4   5   NA

3. Establishes rapport and effectively communicates with parents.   1   2   3   4   5   NA

4. Exhibits punctuality.   1   2   3   4   5   NA

5. Able to organize own schedule and work assignments in an efficient manner.   1   2   3   4   5   NA

6. Uses sound, practical judgment.   1   2   3   4   5   NA

7. Personal appearance is appropriate and professional.   1   2   3   4   5   NA

8. Reacts appropriately to feedback or criticism.   1   2   3   4   5   NA

9. Learns from feedback or criticism.   1   2   3   4   5   NA

10. Dresses appropriately.   1   2   3   4   5   NA

11. Willingness to learn or improve professional skills.   1   2   3   4   5   NA

12. Maintains positive outlook.	1	2	3	4	5	NA
13. Exhibits organizational skills.	1	2	3	4	5	NA
14. Uses appropriate grammar and vocabulary.	1	2	3	4	5	NA
15. Exhibits responsible behavior.	1	2	3	4	5	NA
16. Exhibits self-direction.	1	2	3	4	5	NA
17. Exhibits personal and emotional stability.	1	2	3	4	5	NA
18. Accepts and respects individual differences.	1	2	3	4	5	NA
19. Accepts and respects cultural diversity.	1	2	3	4	5	NA
20. Assumes responsibility for personal/professional actions.	1	2	3	4	5	NA
21. Exhibits ethical behavior.	1	2	3	4	5	NA

AREAS FOR FUTURE GROWTH:

COURSE GRADE

As the practicum or internship supervisor, I would recommend this graduate student receive a grade of:

A   A-   B+   B   B-   C+   C   C-

_____ _____
Field Placement Supervisor   Date

_____ _____
Graduate Student   Date

_____ _____
University Supervisor   Date

Guidelines for Completing Time Logs

Students must complete a log of time spent in field placements and the internship and document the activities in which they have participated. The Activity Codes designated on the Internship Log Form are designed to be consistent with the NASP training standards and provide information to the university supervisor so that activities can be appropriately monitored. It is essential that this form be completed accurately and in a timely fashion. The following is a discussion of the Activity Codes to help explain the codes. Activities listed are not exhaustive but are provided to illustrate the range of activities that can be included in that code.

You are encouraged to add some detail to these codes for your personal record keeping and to be able to recall specific activities. For example, you may have multiple DI (direct intervention) activities ongoing at the same time. You could put a code of you own making (activity, child's initials, school initials) in parentheses beside the code [RE (CBM) = research – CBM norms; DI(S-Counseling) = direct intervention – counseling session with Sally; CC(CM-JI) = consultation-Jones teacher interview

AS - Assessment Activities: This area is a broad category that encompasses all activities related to assessment for making data based decisions about children. Assessment activities would include formal (standardized testing) and informal (interview, record reviews), testing, group and individual strategies, and materials and information collected from all parties (parents, teachers and child). All activities included in special education assessments and other referrals (gifted, CBM, preschool screening) would be coded here, including meetings to determine placement/IEP and to reevaluate placement.

DI - Direct Intervention Activities: This code should be used for intervention activities that are for the most part directly under the school psychologist's control as opposed to the CC code below which captures activities that are more indirect in nature. FBAs, positive behavior support plans, counseling (individual or group), classroom activities, and various interventions that are more directly guided and implemented by the school psychologist are examples for this category.

CC - Consultation & Collaboration: This code would include implementing the consultation model as well as consulting, conferring, and collaborating with others. Meetings with teachers and parents (e.g., prereferral, parent request; not due process meetings), developing prereferral interventions, providing education and information to parents or staff (inservices, workshops, parent trainings) and meetings with professionals from outside agencies.

PD - Professional Growth & Development: This code should be used for both formal and informal means of obtaining professional development. Activities in this area should result in a change in knowledge, behavior or skills. Formal types of professional development would include workshops, conferences, meetings of professional organizations, and internship or practicum meetings on campus. Informal types of professional development would include consultations with professionals other than your primary supervisor, and guidance provided by other professionals more indirectly related to the professional of school psychology (technology consultation).

RE - Research & Program Evaluation: This code should represent activities that would include planning and conducting research of your own (specialist project) or for the school district

(analyzing behavior infractions on buses, scholarly research/literature review on effective preschool screening practices, literature review of a new measurement tool or procedure, researching evidenced based practices/programs). Program evaluation activities may range from formal to informal and whole program to a specific aspect of a program. Examples of program evaluation activities include conducting needs assessments, evaluating group behavior management strategies (classroom, lunchroom, transitioning to busses, etc.) and survey development.

SO - School Organization/Policy/Climate: This code is reserved for activities that provide knowledge about the school district's policies, procedures and practices. This would include new personnel orientation meetings and procedural knowledge about how to do various activities within the district (home visits, report child abuse, filling out mileage forms, reporting/recording sick, professional, and personal days, etc.). Also observing in various programs in the schools (job coaching, vocational program, peer mentoring, gifted program, Title 1 program, etc.), shadowing different professionals (principal, counselor, teacher, special education teacher, etc.) and reviewing district policies and curricula for various programs would be included in this category.

SU - Supervision: This should be used to document your supervision time with your primary supervisor. You may receive supervision by other school psychologists or from other professionals (special education staff). That time should be logged under the PD code above. This category should be only for time with your primary supervisor. Supervision would include providing support and guidance on the development of professional skills, behavior and image as well as feedback and guidance on the performance of job activities. For interns: This should be 2 hours per week. If less than 2 hours of supervision are logged, the intern must make note of the extenuating circumstances (supervisor not available due to illness, personal leave, etc.,) at the bottom of the weekly log sheet. Further, this time should be made up in a timely fashion.

MO - Miscellaneous Other: This code should be used for activities which are important for your functioning within the school district and take up time, yet they are not a substantive school psychology professional activity. Such activities as driving time, clerical duties, lunch with coworkers (if not a working lunch) and casual discussions with colleagues would be included in this category.

Note:
The codes noted above are not discrete and there will be activities where you could designate more than one code. However, only one code should be designated per activity. Keep in mind that while you will be engaged in a variety of activities across the year, some activities will be more frequent than others. Interns need to make sure to have the lower frequency activity codes represented. Therefore, interns may need to code the lower frequency activity over the higher frequency activity when the activity overlaps. For example you may have a log of CC/collaboration activities but few RE/research activities and you are coding a meeting to plan the development of local CBM norms. Code this activity as RE rather than CC.

Internship Weekly Time Log

Name: _____   Week of _____ to _____   Supervisor's Initials: _____

Activity Codes:

AS – Assessment Activities (e.g., observations, testing, report writing, record reviews, interviews, CBM, preschool screenings, and other related activities).

DI - Direct Intervention Activities (e.g., individual counseling, groups, FBA and intervention activities, and other related activities).

CC - Consultation & Collaboration (e.g., meetings with teachers or parents, observations, developing interventions, analysis of data, and other related activities).

PD - Professional Growth & Development (e.g., workshops, conferences, university supervision, professional meetings, and other related activities).

RE – Research & Program Evaluation (e.g., planning and conducting research, specialist project, and program evaluation activities).

SO - School Organization/Policy/Climate (e.g., shadowing supervisor and other school personnel, reading policy & procedures manual, and other related activities).

SU - Supervision (e.g., supervision time with primary school psychology supervisor).

MO - Miscellaneous other activities (e.g., driving time between schools, clerical/organizational activities, discussions with co-workers).

Monday	Hrs	Tuesday	Hrs	Wednesday	Hrs	Thursday	Hrs	Friday	Hrs
Evening		Evening		Evening		Evening		Evening	
Total Hours:		**Total Hours:**		**Total Hours:**		**Total Hours:**		**Total Hours:**	

Did you receive 2 hours of supervision?   Yes   No   **Weekly Total Hours: _____**

If not, explain. _____

MONTHLY ACTIVITY REPORT - SUMMARY OF INTERNSHIP ACTIVITIES   NAME: _____

(Specify the total hours per month spent in each category.)

Month	Assessment	Direct Intervention	Consultation/ Collaboration	Professional Development	Research/ Program Evaluation	School Organization/ Policy/Climate	Supervision	Miscellaneous
July								
August								
September								
October								
November								
December								
January								
February								
March								
April								
May								
June								
Yearly Totals								

TIME FRAMES FOR IMPORTANT INTERNSHIP CLASS TASKS

Time	Activity

Fall Semester

Beginning   Turn in: Letter of Agreement and insurance coverage letter.
Arrange university supervisor site visit
Attend KAPS (if in KY)
Put all internship seminar meetings on your calendar
Start identifying cases for portfolio projects

Middle   Turn in: Professional Development Plan for approval

End   Turn in : 1 portfolio product for review (Psychoeducational report suggested)
    Evaluation of Competency Development for Internship (completed by
        supervisor)
    Field Work Summary of Diversity Experiences (completed by intern)
    Evaluation of Supervision (completed by intern)
Portfolio Projects: have plans in place, supports and resources identified

Spring Semester

Beginning   Portfolio Projects: start implementation if you haven't already
Put Spring semester internship seminar meetings on your calendar
Schedule end of year site visit
 Attend NASP (?)

Middle   Turn in another portfolio project(s) for feedback

End   Turn in portfolio

End of Contract   Turn in Internship Completion Form

Submit Form CA-1 to Office of Teacher Certification to change certification to Standard School Psychologist (Rank I) if in KY. Apply for certification/licensure in other states.
 NOTE: You will not be able to receive certification/licensure until all degree requirements have been met. That includes thesis! In KY you will not be able to obtain certification if you have not finished your thesis in time for a Summer graduation date. Your thesis needs to be completed by the first week or two of July for you to be eligible to graduate in August.