

***DEPARTMENT OF***  
***Counselor Education and School Psychology***

**SCHOOL PSYCHOLOGY FIELDWORK  
MANUAL**



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## Table of Contents

### Practicum and Internship

Overview of School Psychology Field Experiences	Page 3
Field Experience Policies	
Student Conduct at Field Placement	Page 9
Recording and Technology Policy	Page 9
Ethical Conduct	Page 10
Obtaining Liability Insurance	Page 10
PREPaRE Training	Page 10
Case Study Criteria	Page 10
Field Supervisor Guidelines	Page 11
School Psychology Internship Supervision Requirements	Page 11
Site Supervisor Responsibilities	Page 12
Integrated Developmental Model of Supervision	Page 12
Internship Stages	Page 13
NASP Best Practice Guidelines for School Psychology Internship Field Supervision	Page 14

### Appendices

Appendix A: Intent to enroll in School Psychology Practicum	Page 19
Appendix B: School Psychology Practicum Site Agreement and Form	Page 20
Appendix C: Practicum I and II Evaluation Form	Page 23
Appendix D: Practicum Site Evaluation	Page 30
Appendix E: Personal & Professional Performance Review and Student Monitoring Form	Page 33
Appendix F: School Psychology Practicum Direct and Indirect Hours Log	Page 39
Appendix G: Internship in School Psychology Site Application Form	Page 40
Appendix H: School Psychology Internship Contract and Agreement	Page 41
Appendix I: Monthly Internship Student Evaluation Form	Page 44
Appendix J: Final Internship Student Evaluation Form	Page 51
Appendix K: Internship Site Evaluation	Page 58
Appendix L: School Psychology Internship Direct and Indirect Hours Log	Page 61

Appendix M: Case Study Rubric	Page 62
Appendix N: Plymouth State University School Psychology Pre-practicum Description	Page 71
Appendix O: Intern Task Timeline	Page 75

## Overview of School Psychology Field Experiences

Students in the School Psychology Program complete 300 hours of practicum field placement in a school setting. The practicum is an opportunity for students to develop and practice skills and gain practical experience in a school setting. The practica are designed to prepare candidates for their internship experience. Candidates enroll in practicum following completion of all coursework except as noted below. The 300 hours of practicum are completed within two consecutive terms and consist of two three-credit courses - SY 6700 Practicum I: Assessment, Intervention, and Consultation and SY 6710 Practicum II: Integration and Case Studies. Prior to taking the practica classes, students are required to complete a 25-hour pre-practicum experience as part of their SY 6010 Foundations of School Psychology course.

SY 6700 Practicum I: Assessment, Intervention, and Consultation is a three-credit course involving 150 hours at a field site under the supervision of a certified school psychologist. It is intended for candidates to practice their skills in assessment, consultation, counseling, prevention, and intervention. Fieldwork for the practicum will be completed in a school setting, serving children in pre-school through grade 12. The focus of the practicum is on the development of emerging school psychology skills through direct field experience, appropriate use of supervision, opportunities to observe professional role models, and a firsthand understanding of job functions associated with professional school psychologists in a school setting. **Students are expected to spend 1 full day per week on site for the term to total 150 hours.** A weekly seminar focuses on advanced topics in school psychology practice, and provides candidates an opportunity to demonstrate their skills, review cases and share their experiences from their field placement. Candidates take SY 6400 Administering Individual Intelligence Tests prior to enrolling in Practicum I and enroll in SY 6500 Educational Assessment and Consultation concurrently with Practicum I.

SY 6710 Practicum II: Integration and Case Studies is a three-credit course involving 150 hours at a field site under the supervision of a certified school psychologist. It is intended for candidates to gain further practice in their skills, with a particular focus on assessment and intervention for students with social, emotional and behavioral difficulties. Candidates will develop a comprehensive and holistic perspective that combines early intervention, prevention, counseling, assessment, consultation, community resources, and systems interventions as they relate to individual case studies. **Students are expected to spend 1 full day per week on site for the term to total 150 hours.** A weekly on-campus seminar focuses on advanced topics in school psychology practice, and provides candidates an opportunity to demonstrate their skills and share their experiences from their field placement. Candidates take SY 6200 Behavior Assessment, Analysis and Intervention prior to enrolling in Practicum II and SY 6300 Social/ Emotional/Behavioral Assessment concurrently with Practicum II.

The practica expose students to a problem-solving model of school psychology, which utilizes a response to intervention approach. Candidates complete one case study which includes problem identification, problem analysis, intervention, progress monitoring, and evaluation. Candidates complete one academic case study or one behavioral case

study. Please see Appendix M for the case study format and rubric. During practica students may use available data provided by their supervising school psychologist. The goal during practica is to become familiar with the case study format in preparation for completing comprehensive case studies with their own data during the internship. The purpose of the case study is for the student to apply their knowledge and demonstrate positive impact on student learning.

Candidates should arrange their practicum placement six months prior to beginning the practicum to ensure a full term experience. Six months prior to enrollment in practicum the student will complete the Intent to Enroll form (Appendix A). The student will then meet with the Program Coordinator for approval and to discuss placement options. The department maintains a list of practicum sites and contacts. The student may propose his or her own site, subject to approval of the Program Coordinator. Students may take only one course simultaneously with each term of practicum. Please refer to Appendix O for a checklist of required tasks to complete.

## Overview of Internship in School Psychology

### I. Description

The internship experience is completed at the end of the formal training program. The School Psychology faculty believe that a supervised internship is one of the most important components of the graduate program in School Psychology. The number of credits and clock hours required for the program are:

<u>Credit Hours</u>	<u>Clock Hours</u>
12	1200

The internship provides on-the-job experience under the supervision of a member of the university faculty and qualified professionals at the designated placement site. As a culmination of the graduate program, it provides an opportunity for the student to apply the knowledge and skills acquired over the entire program, and prepares them for professional practice in a school setting. Permission to enroll in internship and the site of the internship are the prerogative of the program coordinator and internship supervisor.

The internship has been designed for interns to link didactic knowledge with full-time field experience and seminar discussions. Since this is such an important experience, interns are encouraged to work closely with the program coordinator and site supervisor to get a clear focus on their career goals, and then to select a field setting which best matches them.

The basic expectation for internship is that interns expand and apply the skills they presently have, whether those skills have been acquired as part of their coursework or as a result of work and/or life experiences. It is the department's policy not to allow students to do their internship within their current work site. While this might be

convenient, the acquisition of new knowledge and the chance for varied experiences would be minimized. Occasionally, there are exceptions made to this policy. They are:

- (1) when a student is able to be transferred to another department where the experience and the supervisor is new;
- (2) when a student has recently (3 months) transferred to a new position and where there is ample justification that the goal of supervision and variety of experiences can be met.
- (3) when the student's workplace accommodates the school psychologist internship role distinctly from their current employment.

Any exceptions to this policy must be approved by the Program Coordinator.

**PLEASE CONTACT YOUR ADVISOR PRIOR TO MAKING CONTACT WITH ANY INTERNSHIP PLACEMENT SITE.**

## **II. Components**

The PSU School Psychology program is innovative in its emphasis. Its core program includes preparation in: (1) cognitive, academic, social-emotional and behavioral assessment, using norm-referenced and criterion-referenced measures; and (2) direct and indirect evidence-based interventions in the areas of consultation, counseling, academic interventions, social skills training, positive behavior support, and applied research. The program focuses on designing interventions based on broad assessment data and then measuring the effectiveness of interventions through applied behavior analysis methodologies. The PSU program supports training in these technical skills by requiring coursework in educational and psychological foundations and professional practices in school psychology. Therefore, students in the PSU School Psychology program must not only acquire conceptual understanding of the various types of assessment and intervention, but also must demonstrate skill in designing interventions, monitoring implementation, and measuring outcomes.

The internship is the culminating experience wherein the intern expands professional competencies in the areas of assessment, consultation, interventions, and applied research. The entire 1200-clock-hour internship occurs under appropriate site and university based supervision. The internship in school psychology is an intense and diversified experience, which exposes the intern to cases, situations, and systems representative of the role and functioning of a school psychology practitioner. Primarily a training experience, the internship balances training and service objectives and functions. The internship in school psychology allows the intern to demonstrate proficiency in the knowledge base and skills acquired during formal training and to develop additional competencies that are most readily gained through a field placement. The internship course includes the following goals:

### **A. Goals**

1. Expand upon and demonstrate proficiency in the knowledge and skills developed during formal coursework;
2. Demonstrate personal characteristics, academic qualifications, and

- practitioner competencies demanded of school psychology practitioners;
3. Work with students of all ages and grade levels who manifest a variety of academic, social, emotional, and/or health/sensory related challenges;
  4. Participate in a full range of services for special and general education staff and students;
  5. Broaden understanding of work settings where school psychological services are found;
  6. Understand that the NH system of care is family driven and youth guided, community based, and culturally and linguistically competent;
  7. Understand the relationship between the role and function of school psychology practitioners and the many other related services available in the schools;
  8. Develop confidence in using a wide range of skills, including assessment, consultation and designing interventions;
  9. Learn to work effectively with other professionals within a multi-disciplinary context;
  10. Apply research in areas of professional interest;
  11. Develop a professional identity related to the roles, functions and professional affiliations of school psychology practitioners;
  12. Discuss, by means of the seminar, issues, procedures, and legal and ethical practices encountered in the field placement;
  13. Recognize the need for continuing education for the duration of the professional career;
  14. Respond to cultural diversity by choosing assessment and intervention strategies that maximize a student's opportunity to be successful in the general culture while respecting ethnic and linguistic background;
  15. Interpret information in the context of socio-cultural background and setting in which the intern is functioning;
  16. Recognize and provide school psychological services that are consistent with legal, ethical, and professional standards and guidelines that identify best practices in school psychology.

#### B. Guidelines and Procedures

1. The internship includes at least 1200-clock-hours of supervised experience. The internship occurs on a full-time basis over a period of one academic year or on a half-time basis over two consecutive academic years. In either case, the internship takes place during the school year with a minimum of 20 hours per week at any internship site;
2. The internship earns 12 semester hours of academic credit;
3. A minimum of 600 hours of the experience occurs in a public school setting with the intern formally attached to either a district or an independent practitioner. The remaining 600 hours may occur in a clinic or other alternative setting with approval from the program coordinator and intern supervisor;
4. The internship provides availability and balanced exposure to:
  - a. children from early childhood through late adolescence,
  - b. general and special education programs from preschool through secondary levels,

- c. pupil personnel services functioning within a multi-disciplinary team framework,
- d. a full range of services with children showing both high and low incidence disabilities.

While all of the above may not exist within the internship site, it is essential that all of these elements be available and integrated into the internship experience.

5. Interns are required to submit at least two case studies to their university supervisor for review and evaluation, one behavioral and one academic case study. The case studies include problem identification, problem analysis, intervention, progress monitoring, and evaluation. Please see Appendix M for the case study format and rubric. During internship candidates are expected to collect their own assessment and intervention data. The purpose of the case studies is for the student to apply their knowledge and demonstrate positive impact on student learning.
6. The internship placement site provides appropriate support to the intern, including:
  - a. a written contractual agreement (see Appendix H) specifying the period of appointment and terms of compensation, if any. **It is strongly recommended by NASP that the intern be provided a stipend commensurate with his/her level of training, experience, and period of appointment.** This agreement does not guarantee to either the intern or the agency employment beyond the internship,
  - b. a schedule that includes activities and time allocations. The intern is assigned to the same schedule and calendar time as other school personnel as well as committed to additional, reasonable time as needed to satisfy credentialing standards. Like other professionals, the intern demonstrates a commitment to the provision of psychological services not necessarily reflected in hourly schedules,
  - c. participation in continuing professional development activities, including experiences such as in-service meetings, regional and national conferences, and professional meetings. When possible, reimbursement monies are provided,
  - d. reimbursement for job-related travel expenses consistent with district policy, when available,
  - e. appropriate work environment, including adequate supplies, materials, secretarial services, and work and storage space. Additionally, the intern is provided access to appropriate privacy with regard to office space and telephone line,
  - f. release time for internship supervision,
  - g. commitment to a training experience. The appointment of interns as a means of acquiring less costly services is inappropriate. The intern participates in activities appropriate to the plan of the internship, but does not serve in any capacity other than that to which s/he was appointed. Tasks such as teaching assignments, playground or other supervision, etc. are included only when there

is a specific rationale related to the completion of internship objectives.

7. The internship occurs under conditions of appropriate supervision, including an appropriately credentialed supervisor who is certified by the New Hampshire Department of Education as a School Psychologist, or who holds a similar credential from another state, if the internship is to be completed in another state. The internship supervisor provides at least two hours weekly of direct face-to-face supervision to each intern.
8. The internship is systematically and continually evaluated in a manner consistent with the specific training objectives of the program (see Appendices I and J). Evaluation is the combined responsibility of the supervisor(s) and the intern. Plymouth State University faculty have authority for assignment of academic credit to the internship experience and official specification of a grade.
9. The intern conducts him/herself in a manner that is consistent with current legal and ethical standards of professional school psychology.

### Field Experience Policies

#### **Student Conduct at Field Placements**

All students are required to follow the NASP ethical and professional practices during field placements. In the event that a practicum or internship student is experiencing difficulty during the field placement that involves inappropriate conduct, the field supervisor meets with the student in order to attempt to resolve the problem. If the problem is not resolved, the field supervisor notifies the university supervisor to set up a meeting among the student, field supervisor, university supervisor, and program coordinator to determine whether the student is able to continue at the field site. If it is determined that the student is able to continue in the placement, a plan is drafted to assist the student in correcting the behavior in question. If it is determined that the student should be terminated from the field placement due to the specific nature of the conduct, the student's case is brought to the next Counselor Education and School Psychology Department meeting, which the university supervisor attends and provides an overview of the case. At this meeting a decision is made to allow the student to be placed at another field site, to transfer to a different program if the student is matriculating for the Master of Education, or to terminate the student from the program. The student is notified that she or he has the right to appeal the decision.

#### **Recording and Technology Policy**

The CESP departmental Recording and Technology Policy outlines the department's technology requirements, and provides a comprehensive description of best ethical practices regarding the transporting, storing, submitting, and erasing of digital files. For the details of the CESP Recording and Technology Policy, students should refer to their

CESP Student Handbook. This policy should be used as a reference prior to and throughout their internship experience.

### **Ethical Conduct**

Students are expected to comply with all legal and ethical standards including NASP code of ethics and Plymouth State University standards of behavior. Failure to do so could result in referral to the CESP department for review. In addition, students should become familiar with all existing rules, requirements, and regulations of the school in which they are working.

### **Obtaining Liability Insurance**

All practicum and intern students must submit proof of professional liability insurance to the Counselor Education and School Psychology Department, and have it on file prior to beginning their practicum and internship experience. Failure to do so will prevent the student from participating in practicum and internship. Liability insurance is readily available and inexpensive. For NASP student members, visit the following web page: <http://www.nasponline.org/membership/insurance.aspx>. Interns pursuing Alternative IV certification should check with their chosen insurance provider to ensure they have adequate coverage as a practitioner while completing their internships.

### **PREP<sub>a</sub>RE Training**

Students are required to complete the 3-day NASP PREP<sub>a</sub>RE Training offered at the PSU Concord campus annually. Dates for the training are posted on the department website. Students may participate in the training any time prior to completing their internship.

### **Case Study Criteria**

During internship students will complete and submit 2 Case Studies: one behavioral and one academic. Practicum students will complete one case study either a behavioral or academic. Students will use a single-case design and include the following steps: Problem Identification, Problem Analysis, Intervention, and Analysis. This is a comprehensive project. Students will follow the rubric outlined in the Fieldwork Manual. Class time will be devoted to working on your case studies.

Students are required to engage in ongoing consultation with the team, collect baseline data, develop and implement evidence-based academic or behavioral interventions, monitor progress, and evaluate effectiveness of intervention. Tables with trend lines should be included. Percent of nonoverlapping data (PND) should be calculated to demonstrate positive impact.

Case studies will usually address more than one NASP Domain depending on the nature of the problem. See School Psychology Fieldwork Manual for Case Study rubric. For practicum you may use data collected by your site supervisor.

Students will present cases in class, with clear explanation of findings and recommendations, demonstrating effective oral and written communication.

The following texts are required to assist with the case studies.

Harvey, V.S. & Struzziero, J.A. (2008). *Professional development and supervision of school psychologists: From intern to expert*, (2<sup>nd</sup> ed.). MD, Bethesda: Joint publication through Corwin Press and NASP.

Hunley, S. & McNamara, K. (2010). *Tier 3 of the RTI model: Problem solving through a case study approach*. MD, Bethesda: Joint publication through Corwin Press and NASP.\*

\*This text is available through the Lamson library as an e-book.

### Field Supervisor Guidelines

#### **School Psychology Internship Supervision Requirements**

The following rules pertaining to internship supervision have been excerpted from the *Standards for Graduate Preparation of School Psychologists* (NASP, 2010). The requirements for internship supervision within the PSU School Psychology program are based on these standards.

#### Supervised Experience Requirements

1. One (1) year of full-time experience or two (2) year of half-time experience which shall consist of not less than 1200-clock-hours.
2. Supervised experience shall be credited only for practice in an organized public or private agency, school, institution, or organization that provides the opportunity for contact with other professionals and work experience with a broad range of students and/or other clients.
3. The applicant's supervised experience shall be in the same or a similar field of school psychology as the applicant's education and training, and shall be consistent with the areas in which the applicant intends to practice.
4. All supervisors of school psychological service providers must be certified or licensed for practice in the state in which the supervised experience is obtained. National Certification (NCSP) is desirable but not necessary.
5. A supervising psychologist must have overall responsibility for the applicant's professional growth. Specific skill training may be delegated to other specialists under the authority of the supervising psychologist.
6. Supervisors must be competent by training and experience to practice in the areas in which the supervisee has been trained and expects to practice. Supervisors must be competent to supervise by training or experience in supervising processes.

7. Supervisors shall so limit supervisory responsibilities as to be certain to maintain a level of supervision consistent with professional standards in assuring the welfare of the supervisee and the client.
8. A psychologist who provides supervision for a candidate is responsible for the work of the supervisee. **The supervisor must be employed by or in a contract status with the internship site (i.e. school district).** The supervisor's relationship with the supervisee shall be clearly differentiated from that of a consultant who may be retained at the discretion of the consultee, but who has no legal, administrative, or professional accountability for the services performed by the consultee or for the welfare of the client.
9. Supervised experience, which the supervisor deems was characterized by unacceptable performance by the intern shall not be credited toward the required period of supervised internship experience.

### **Site Supervisor Responsibilities**

1. Monitor and approve weekly internship logs (see Appendix L).
2. Complete Monthly Evaluation and review with intern (see Appendix I).
3. Complete Personal and Professional Student Monitoring form at the conclusion of each semester. Review this evaluation with intern (see Appendix E).
4. Complete final evaluation at the conclusion of the internship. Review with the intern (see Appendix J).

### **Integrated Developmental Model of Supervision**

Supervising interns requires an understanding that skills and competencies develop upon a continuum. The Integrated Developmental Model of Supervision (Stoltenberg & Delworth, 1998) assists supervisors in supporting interns as they progress through stages of knowledge, understanding, and skill application from novice to expert.

1. **Novice.** A novice intern is rule bound, with simplistic, partial understanding. He/she can be anxious and dependent, with high motivation. Poor integration of understanding and skills characterize the novice intern.
  - a. Supervisors work closely with novice interns, providing structure, assigning mild or simple problems and cases to complete, focus on intern strengths, and directly monitor intern's cases.
2. **Advanced Beginner.** Interns becomes advanced beginners when they can focus on the mastery of technical aspects involved in the job, begin to perceive recurring situations, and start considering the context, while still having difficulty setting priorities and determining relative importance.
  - a. Supervisors provide less structure and more autonomy to advanced beginner interns. Supervisors continue to get raw data for review, expose the intern to more complex issues, and facilitate and conceptualize cases with the intern.
3. **Competent.** An intern is competent when he/she is better able to see relationships, can balance skills and empathy, plans and feels responsible, matches observed patterns and thinks ahead, and is able to analyze self well.

- a. Supervisors encourage competent interns through structured supervision, use peer and group supervision to support intern, continue to use direct observation of skills, and ensure that supervision is available as needed.
- 4. **Proficient.** Proficient interns recognize patterns and see what is of primary importance. They are attuned and engaged in situations, move from analysis to pattern recognition, and use context to solve problems.
  - a. Supervisors should require inductive reasoning via complex case studies and consider both bases with which supervisees feel success and those with which they do not.
- 5. **Expert.** The expert intern relies on past experiences to create paradigms, feels at home in complex and rapidly changing situations, is not reliant on guidelines, and integrates information and knowledge across domains of practice.
  - a. Supervisors evaluate expert interns qualitatively, employ self-case analysis, and use context in evaluation strategies.

### Internship Stages

The Integrated Developmental Model of supervision assists supervisors with understanding the developmental needs of interns through their progression from novice to expert. During this progression interns should pass through stages of competence similar to those outlined by Alessi, Lascuertes-Alessi, and Leyes, (1981). The timeline for each stage can be flexible and is dependent upon the comfort level of the intern and supervisor.

#### **Stage 1. Shadowing and modeling.**

- 1. Intern physically shadows supervisor demonstrating tasks.
- 2. Learns about the organizational structure of the school.
- 3. Obtains information about the characteristics of the community and school system.
- 4. Visits classrooms varied by age, type, subject, school (general education, special education, art/music/P.E, recess, lunch, after school activities, and counseling groups).
- 5. Observations should be “active,” with the intern critiquing and analyzing the observations and discussing them with the supervisor.

#### **Stage 2. Observation and assessment of professional skills.**

- 1. Intern is observed performing both direct (e.g., assessment, interviewing, and counseling) and indirect (e.g., consultation) services.
- 2. Intern’s developmental levels are determined.
- 3. A plan to provide appropriate training experiences is agreed upon.
- 4. Each activity should have a pre-determined purpose, goals and objectives, methods and techniques, timing and sequencing, and methods of evaluating the effectiveness of the activity.
- 5. Supervisor should refrain from correcting the intern or interrupting during an observation unless damage may occur.
- 6. Discuss in post-observation supervision session the strengths and areas of growth observed during intern’s observation.

**Stage 3. Guided independent practice.**

1. Interns independently perform tasks in which they have demonstrated competence.
2. Intern continues to observe and/or collaboratively perform activities requiring more direction.
3. Review and revise training plan.
4. Cooperative practice on cases using mutual goals, shared responsibility, and teamwork.
5. Intern should develop long-range, and daily, plans regarding each case or group and review ahead with supervisor.

**Stage 4. Increasing independent practice.**

1. Scope of professional activities increases.
2. Independent practice occurs within framework of regular supervision.
3. Intern takes more initiative and responsibility for professional activities.

**Stage 5. Professional independence.**

1. Intern should be approaching independence by the end of the internship.
2. Long term plans for professional development and ongoing supervision should be established during this final stage.

**NASP Best Practice Guidelines for School Psychology Field Supervision**

Please refer to the following document from NASP (2014) to assist with Best Practices in supervision and mentoring of PSU school psychology interns.

## Best Practice Guidelines for School Psychology Intern Field Supervision and Mentoring

The internship is critical to the preparation of professionals capable of providing comprehensive, integrated school psychological services, and high-quality supervision is critical to a successful school psychology internship. The National Association of School Psychologists (NASP) *Model for Comprehensive and Integrated School Psychological Services* (NASP, 2010a) and *Standards for Graduate Preparation of School Psychologists* (NASP, 2010c) call for school psychologists to engage in 10 domains of practice. These domains are:

1. Data-Based Decision Making and Accountability
2. Consultation and Collaboration
3. Interventions and Instructional Support to Develop Academic Skills
4. Interventions and Mental Health Services to Develop Social and Life Skills
5. School-Wide Practices to Promote Learning
6. Prevention and Responsive Services
7. Family-School Collaboration Services
8. Diversity in Development and Learning
9. Research and Program Evaluation
10. Legal, Ethical, and Professional Practice

Effective supervision helps interns successfully participate in experiences and acquire competence throughout these domains to become professionals capable of having a positive, measurable impact on children, youth, and families.

The following best practice guidelines for school psychology intern field supervision and mentoring were developed from a variety of sources, including NASP's *Standards for Graduate Preparation of School Psychologists* (NASP, 2010c) and *Best practice guidelines for school psychology internships* (NASP, 2009) as well as research by the NASP Graduate Education Workgroup Internship Team. In addition, the following resources provide useful information relevant to supervision of interns: Bernard and Goodyear (2008); Harvey and Struziero (2008); Harvey, Struziero, and Desai (2014); Ladany, Mori, and Mehr (2013); and Prus and Harvey (2010); and Sullivan, Svenkerud, and Conoley (2014).

### *An effective school psychology intern field supervisor:*

- I. **Demonstrates commitment to supervising the intern.**
  - 1.1. Shows willingness to give priority to the learning, development, and needs of the intern.
  - 1.2. Is accessible/available to the intern through a variety of means (e.g., face-to-face meetings, phone, e-mail, Skype or FaceTime).
  - 1.3. Is open to realistically answering questions about the placement site's policies, practices, and decision-making process.
  - 1.4. Models appreciation for continuing professional development (i.e., shows interest in learning and trying new approaches).
  - 1.5. Commits to the internship as a significant part of the intern's graduate preparation and accepts responsibility for helping the intern acquire needed experience and competence.
- II. **Helps the intern obtain the resources, support, and experiences needed to complete requirements and be successful.**
  - 2.1. Helps orient the intern to the department, schools, district, and community of the placement site.
  - 2.2. Works with personnel at the placement site to help acquire office, technical, and support resources needed by the intern.
  - 2.3. Serves as liaison with administrators and other staff at the placement site to help obtain experiences needed by the intern and required by the graduate program.

- 2.4 Advocates for the intern, intervening with school and district staff if/when necessary.
- 2.5 Helps the intern set professional development/learning goals and determines activities relevant to accomplishing those goals.
- 2.6 Assures that the intern engages in a comprehensive breadth of training and experience across and acquires competence across NASP domains of practice<sup>1</sup>, with no single major function predominating the intern's time.
- 2.7 Encourages intern participation in professional development opportunities beyond the intern placement, such as attendance at local, state, regional, and national conferences and workshops.
- 2.8 Encourages and promotes self-care.

**III. Establishes a strong working relationship with the intern and graduate program.**

- 3.1 Clarifies placement site requirements and expectations with the intern and graduate program.
- 3.2 Recognizes the importance of the internship objectives/requirements of the graduate program, and helps the intern balance program requirements and placement site needs.
- 3.3 Provides appropriate structure and support to beginning interns.
- 3.4 Communicates openly and frequently with the intern through scheduled meetings and in-the-moment discussions.
- 3.5 Communicates in a manner that is clear to the intern.
- 3.6 Builds trust and respect in his/her relationship with the intern, while establishing appropriate boundaries.
- 3.7 Collaborates/communicates with faculty from the intern's graduate program on a regular basis<sup>1</sup>.
- 3.8 If areas of needed remediation are identified, addresses them promptly and works closely with program faculty to devise an intervention plan.
- 3.9 Fosters opportunities for the intern to collaborate with other staff and interns.
- 3.10 Provides an average of at least 2 hours of direct, scheduled individual supervision per full-time week<sup>1</sup>.

**IV. Models and promotes best practices and ethical principles.**

- 4.1 Demonstrates knowledge of and compliance with the NASP *Principles for Professional Ethics* (NASP, 2010) and other relevant professional ethical principles.
- 4.2 Respects the confidentiality of communications with the intern, as appropriate.
- 4.3 Demonstrates knowledge of and compliance with relevant laws and regulations and fosters the intern's competence in their application.
- 4.4 Models and fosters best practices in school psychology service provision by providing "comprehensive, integrative services" consistent with the NASP *Model for Comprehensive and Integrated School Psychological Services* (NASP, 2010a).
- 4.5 Models and demonstrates professional involvement through participation in local, state, and/or national professional associations or other opportunities for professional support and development.
- 4.6 Recognizes the limitations of one's own expertise and refers the intern to additional resources and other professionals for assistance and supervision as needed.
- 4.7 Sets high but reasonable expectations for the intern.
- 4.8 Assists the intern in meeting expectations while being open to intern feedback regarding those expectations.
- 4.9 Models respect for and collaboration with other staff and stakeholders in the placement site, and promotes the intern's development of effective relationships with others.
- 4.10 Emphasizes evidence-based practice and the importance of "direct, measurable, positive impact", and guides the intern in designing and implementing methods by which to assess such impact.<sup>1</sup>

**V. Uses and encourages a goal-directed, problem-solving model.**

- 5.1 Assists the intern in setting goals for professional development and the internship in general.
  - 5.2 Encourages the intern to conceptualize problems and solutions from multiple perspectives and at various levels, from the individual to the system.
  - 5.3 Helps the intern use problem solving to deal with challenging issues, including ethical dilemmas.
  - 5.4 Encourages the intern's ongoing self-reflection, self-evaluation, and strategic planning.
  - 5.5 Guides the intern in effective use of supervision time.
- VI. Determines the intern's developmental levels and gears assignments and supervision to those levels.**
- 6.1 Provides an appropriate amount and level of supervision, with differentiated scaffolding in specific practice domains based on the intern's needs and competency levels.
  - 6.2 Assists in obtaining/assigning cases appropriate for the intern's competency level (e.g., assigns less complex/challenging problems and cases to beginning interns and more complex/challenging ones to advanced interns).
  - 6.3 Provides opportunities for observations, role-playing, shadowing advanced practitioners, and collaborative work during early stages of internship.
  - 6.4 Monitors the intern's cases and assignments closely to ensure appropriate services are being provided.
  - 6.5 Encourages greater independence as appropriate to the intern's development and skills.
- VII. Assesses intern performance, and provides feedback to both the intern and program<sup>1</sup>.**
- 7.1 Effectively uses formative evaluation, including communication with program faculty, to assess the intern's needs.
  - 7.2 Provides effective feedback to the intern on an ongoing basis and prior to summative evaluation.
  - 7.3 Focuses on intern areas of development and improvement, and emphasizes positive qualities before providing critical feedback regarding deficits.
  - 7.4 Addresses issues and areas of concern about intern performance and needed improvements in a constructive manner, including in communication with the program faculty, as warranted.
  - 7.5 Provides valid, open summative evaluation and, as necessary, suggestions for future development.
  - 7.6 Seeks evaluative data from multiple sources (e.g., intern self-report, observation, products) and individuals (e.g., other staff, clients).
  - 7.7 Fulfills graduate program and/or placement site requirements for formal internship evaluations.
- VIII. Demonstrates appreciation for and ability to address human diversity<sup>1</sup>.**
- 8.1 Models cultural responsiveness and promotes the intern's development of multicultural competence throughout all school psychology services.
  - 8.2 Encourages and assists the intern in becoming familiar with and responsive to the diverse needs and characteristics of the children, parents, school personnel, and community members with whom they work.
  - 8.3 As appropriate, discusses issues regarding race, class, gender, social status, disabilities, sexual orientation, language, religion, and other aspects of human diversity in an open, respectful manner, and assists the intern in gaining knowledge and skills needed to work effectively with diverse populations.
- IX. Promotes an effective transition from internship to entry-level school psychology practice.**
- 9.1 Encourages the intern's active involvement in the school psychology community, such as participating in Listservs/online professional learning communities, attending professional meetings and conferences, and conducting or contributing to scholarship.
  - 9.2 Provides guidance, as requested, regarding career options and job searching.
  - 9.3 Assists the intern in understanding credentialing requirements and in completing relevant documentation for internship and supervision.
  - 9.4 Provides suggestions for future professional development including considerations for future professional support and mentoring.

<sup>1</sup>Signifies a guideline that is based directly on the National Association of School Psychologists *Standards for Graduate Preparation of School Psychologists* (2010c).

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## Appendices

### Appendix A Plymouth State University Intent to enroll in School Psychology Practicum SY 6700/6710

Please fill out the following information and submit this form to the School Psychology Coordinator, at least 6 months prior to the semester in which you plan to enroll in School Psychology Practicum I or II. *Students must earn a B or better in the following professional skills courses: SY 6400 Administering Individual Intelligence Tests, SY 6500 Educational Assessment and Consultation, and SY 6300 Social/Emotional/Behavioral Assessment. If students have not met this standard, they are required to repeat the course to earn a B prior to beginning Practicum I.*

Name \_\_\_\_\_ Student ID # \_\_\_\_\_

Home Phone \_\_\_\_\_ Cell Phone \_\_\_\_\_

Date \_\_\_\_\_ E-Mail Address \_\_\_\_\_

Home Address \_\_\_\_\_

#### School Psychology Practicum Prerequisite Courses Completed

Course	Semester	Year	Grade
CO 5050 - Advanced Human Development			
ED 5000 - Social Behavior in a Diverse Society			
ED 5060 - Theories of Learning and Cognitive Development			
CO 5650 - Critical Issues in Schools			
SY 5300 - Foundations and Multicultural Aspects of Parenting			
CO 5310 - Psychopharmacology			
CO 5070 - Research Design for the Helping Professions			
SY 6010 - Foundations of School Psychology			
SY 6600 - Integrating Principles of School Neuropsychology: Assessment and Intervention			
CO 5260 - Theories of Counseling and Personality			
CO 5020 - Counseling Skills			
CO 5780 - Counseling Youth			
CO 5770 - Psychopathology			
SY 6200 - Behavior Assessment, Analysis and Intervention			
SY 6400 - Administering Individual Intelligence Tests			
SY 6500 - Educational Assessment and Consultation (Taken with SY 6700 Practicum I)			
SY 6300 - Social/Emotional/Behavioral Assessment (Taken with SY 6710 Practicum II)			

Student Signature \_\_\_\_\_ Date \_\_\_\_\_

Coordinator Signature \_\_\_\_\_ Date \_\_\_\_\_

Your signature indicates that you have successfully completed the above requirements

## Appendix B

### Plymouth State University School Psychology Practicum Site Agreement

The School Psychology Practicum requires that students engage in 150 hours of field based experiences designed to provide an opportunity for students to get preliminary school psychology experience prior to internship. Practicum students will complete 150 hours of field experience during each semester while enrolled in SY 6700 Practicum I: Assessment and Consultation and SY 6710 Practicum II: Integration and Case Studies. Fieldwork for the practicum will be completed in a school setting serving children in pre-school through grade 12. Students are expected to spend one full day per week on site for each semester. The focus of the practicum is on the development of emerging school psychology skills through direct field experience, appropriate use of supervision, opportunities to observe professional role models, and a firsthand understanding of job functions associated with professional school psychologists in a school setting.

Practicum students are in the process of learning basic school psychology skills including, but not limited to, individual assessment, data-based decision making, planning and implementing appropriate and effective educational, behavioral and counseling interventions for students, evaluating and monitoring interventions, and knowledge and skills related to professional practice. The opportunity to apply and practice these skills directly with students is central to this experience. Opportunities to shadow school psychologists, co-facilitate planning meetings and consultations, conduct classroom observations and conduct individual assessments and interventions with students considered low risk (or under low-risk conditions) are appropriate activities for students during this practicum. On site supervision is a key component of this experience. Weekly individual on-site supervision, in addition to supervision with the practicum instructor, is required. This placement serves as a gateway into the internship experience. As such, the site supervisors are instrumental in determining a student's readiness for internship.

#### ***Site Supervisor's responsibilities:***

- Provide an opportunity for the practicum student to observe your work with students, teachers and families.
- Provide opportunities for the practicum student to provide direct school psychology services, consistent with his or her preparation, to students and others.
- Provide individual supervision for one hour per week that the student is on-site.
- Provide a formal written evaluation of the student's performance (see Appendix C).
- Meet with the practicum instructor and the student at the beginning and the end of the practicum placement, and any additional times as determined by the student, Site Supervisor or University Supervisor. The initial meeting is to clarify practicum expectations and the final meeting is to review student performance.

- Keep the practicum instructor apprised of any significant problems that arise regarding the student's performance or site issues that would interfere with the student's field experience.
- The Site Supervisor is a certified school psychologist with at least 3 years of experience in order to supervise School Psychology students.
- The Site Supervisor is required to complete the student evaluation at the end of the experience. The Site supervisor is encouraged to review this evaluation with the practicum student.

***Student's responsibilities:***

- Completing the fieldwork hours as defined in this agreement.
- Participate in school psychology activities and sessions as assigned by their site supervisor.
- Maintain a weekly log of hours and experiences to be signed by their site supervisor and university supervisor.
- Complete all required documentation of delivered services.
- Conduct oneself in a professionally ethical manner (as defined by NASP ethical standards and state and local educational policy).
- Participate in site and university-based supervision.
- Attend weekly or biweekly Practicum Seminar.

***School Psychology Practicum Instructor/Clinical Supervisor responsibilities:***

- Facilitate and coordinate off campus practicum placements.
- Meet on site with prospective supervisors and practicum students to determine appropriateness of placement and to clarify placement expectations.
- Participate in an exit interview with site supervisors and students to review the placement experience and to discuss student evaluation.
- Consult with student and/or site supervisor regarding issues with student's placement.

**Appendix B (Continued)**  
**School Psychology Practicum Site Agreement**

Name of Student: \_\_\_\_\_

Student Phone Number \_\_\_\_\_ Student Email address \_\_\_\_\_

Site Supervisor Name/Title/Certification \_\_\_\_\_

Work phone \_\_\_\_\_ Cell Phone \_\_\_\_\_

Email address \_\_\_\_\_

School/Site Name \_\_\_\_\_

School/Site Address \_\_\_\_\_

*Brief description of practicum (i.e., location, age/grade ranges, responsibilities, etc.)*

\_\_\_\_\_  
\_\_\_\_\_

Practicum Start Date \_\_\_\_\_ End Date \_\_\_\_\_

*I have read and agree to the roles and responsibilities as outlined above.*

\_\_\_\_\_  
Field Supervisor's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Student's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Practicum Instructor

\_\_\_\_\_  
Date

## Appendix C

### School Psychology Practicum (I & II) Evaluation Form

#### Plymouth State University

<b>Student</b> <small>Click here to enter text.</small>	<b>Semester/Year</b> <small>Click here to enter text.</small>
<b>Site</b> <small>Click here to enter text.</small>	<b>Site Supervisor</b> <small>Click here to enter text.</small>
<b>Month Evaluated</b> <small>Click here to enter text.</small>	<b>Date of Evaluation</b> <small>Click here to enter text.</small>

For each applicable area, rate the Practicum Student's performance by checking the box in the column of each item that best describes the student's skill level. Use the following criteria to rate the Practicum Student's performance.

<i>1 = Does not demonstrate competence</i>	<i>New skill introduced; needs direct supervision</i>
<i>2 = Demonstrates minimal competence</i>	<i>Some skill at beginner level; requires direct supervision</i>
<i>3 = Demonstrates emerging competence</i>	<i>Consistent skill shown with regular supervision</i>
<i>4 = Demonstrates pre-internship level competence</i>	<i>Skills have developed to proficient level with minimal supervision needed; ready for internship experience</i>
<i>N/A = No Opportunity</i>	<i>No opportunity for the student to demonstrate this skill, or the skill is not relevant to this setting</i>

<b>Domain 1. Data-Based Decision Making and Accountability.</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>N/A</b>
1a. Uses varied models and methods of assessment to identify student learning and mental health needs, establish goals, modify curriculum and instruction, and develop intervention strategies.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1b. Uses data to evaluate outcomes of services and to facilitate accountability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1c. Uses environmental data—e.g., from home, school, community—to plan interventions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1d. Applies knowledge of child development, learning theory, diversity, and curricula to data-based decision making.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1e. Uses nondiscriminatory evaluation procedures.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1f. Administers, scores, and interprets assessment measures competently.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1g. Applies knowledge of research findings and methodology to the evaluation of curricula, instructional materials, and assessment materials and techniques.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1h. Writes understandable assessment reports for the intended audience. Reports address referral questions, report data accurately, and provide guidance for intervention.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

1i. Uses technology to monitor programs and to assist in the assessment of individual, group, and system-level interventions.	<input type="checkbox"/>				
1j. Follows legal, regulatory, and ethical parameters in data-based decision making and record keeping.	<input type="checkbox"/>				
1k. Demonstrates an emerging understanding of systems-level problem solving at the building and district levels.	<input type="checkbox"/>				
1l. Ensures the confidentiality of client information stored on personal computers. Works with others to ensure the confidentiality of information placed in school district systems	<input type="checkbox"/>				
<b>Domain 1 - Recommendations for further development in data-based decision making and accountability:</b>					

<b>Domain 2. Consultation and Collaboration</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>N/A</b>
2a. Uses knowledge and skills in consultation and collaboration to facilitate change at the individual, classroom, building, district, and/or other agency levels.	<input type="checkbox"/>				
2b. Effectively consults with teachers to provide indirect services to students and to enhance teachers' problem-solving skills.	<input type="checkbox"/>				
2c. Effectively communicates and collaborates with parents	<input type="checkbox"/>				
2d. Demonstrates positive interpersonal skills and shows patience in difficult situations through use of active listening, conflict resolution and group facilitation skills.	<input type="checkbox"/>				
2e. Effectively communicates and collaborates with individuals of diverse cultural, racial, and ethnic backgrounds.	<input type="checkbox"/>				
2f. Participates in collaborative decision making and problem solving with other professionals.	<input type="checkbox"/>				
2g. Promotes and models ethical practices regarding confidential communication with others.	<input type="checkbox"/>				
2h. Uses technological resources to access, manage, and disseminate information to enhance the consultation process.	<input type="checkbox"/>				
<b>Domain 2 - Recommendations for further development in Consultation and Collaboration:</b>					

<b>Domain 3. Interventions and Instructional Support to Develop Academic Skills</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>N/A</b>
3a. Supports schools' efforts to use evaluation techniques that measure cognitive and academic progress of, and develop goals for, all students.	<input type="checkbox"/>				

3b. Uses formal and informal assessment techniques to evaluate the performance and progress of students and to make instructional recommendations.	<input type="checkbox"/>				
3c. Collaborates with school personnel to develop appropriate goals and interventions for students who do not meet academic expectations established by states or school districts.	<input type="checkbox"/>				
3d. Demonstrates skills in conducting and interpreting curriculum-based progress monitoring or other authentic methods of assessment of academic skills.	<input type="checkbox"/>				
3e. Makes instructional recommendations and develops intervention plans that are evidence based as well as practical.	<input type="checkbox"/>				
3f. Monitors and adjusts interventions in response to feedback and formative evaluation data.	<input type="checkbox"/>				
3g. Assesses integrity of instructional interventions.	<input type="checkbox"/>				
3h. Is knowledgeable about current research in curriculum and instruction and shares this knowledge with others.	<input type="checkbox"/>				
3i. Uses technological resources when designing, implementing, and evaluating instructional programs for students.	<input type="checkbox"/>				
3j. Is knowledgeable about and recommends adaptive/assistive technology when appropriate for clients with special needs.	<input type="checkbox"/>				
<b>Domain 3 - Recommendations for further development in Interventions and Instructional Support to Develop Academic Skills:</b>					

<b>Domain 4. Interventions and Mental Health Services to Develop Social and Life Skills</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>N/A</b>
4a. Applies the principles of behavior change through the provision of consultation, behavioral assessment and intervention, and counseling services to enhance student behavior.	<input type="checkbox"/>				
4b. Assists families in teaching pro-social behavior to students and, if necessary, developing behavior change programs in the home.	<input type="checkbox"/>				
4c. Demonstrates skills in direct intervention including individual and group counseling, applied behavior analysis, and social skills training.	<input type="checkbox"/>				
4d. Assists teachers in developing classroom management systems. At the class and/or building level, helps improve instructional environments with interventions such as PBIS	<input type="checkbox"/>				
4e. Is knowledgeable about and able to implement social/emotional learning programs at the class and/or building level.	<input type="checkbox"/>				
4f. Demonstrates skills in linking assessment data to development of behavioral interventions including functional behavior assessment.	<input type="checkbox"/>				

4g. Assesses treatment integrity and evaluates outcomes of interventions.	<input type="checkbox"/>				
<b>Domain 4 - Recommendations for further development in Interventions and Mental Health Services to Develop Social and Life Skills:</b>					

<b>Domain 5. Diversity in Development and Learning</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>N/A</b>
5a. Recognizes—and acknowledges his or her own—subtle racial, class, gender, cultural, and other biases and the ways in which these biases influence decision making, instruction, behavior, and long- term outcomes for students.	<input type="checkbox"/>				
5b. Demonstrates understanding of, sensitivity to, and willingness to work with, families, students, and staff with diverse characteristics	<input type="checkbox"/>				
5c. Practices gender equity and non-sex-role stereotyping.	<input type="checkbox"/>				
5d. Promotes practices that help students and families of all backgrounds feel welcome and appreciated in schools and communities.	<input type="checkbox"/>				
5e. Recognizes that experiential and linguistic differences can result in learning difficulties and apparent disabilities for students.	<input type="checkbox"/>				
5f. Incorporates information about students’ families, cultures, and communities in assessments, interventions, and evaluations of progress.	<input type="checkbox"/>				
5g. Considers students’ abilities in their primary and secondary languages and the effects of second language acquisition when designing assessments and planning interventions.	<input type="checkbox"/>				
<b>Domain 5 - Recommendations for further development in Diversity in Development and Learning:</b>					

<b>Domain 6. School-Wide Practices to Promote Learning</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>N/A</b>
6a. Demonstrates familiarity with, and understanding of, relevant district policies and procedures including prevention, crisis intervention, suicide, discipline, and special education.	<input type="checkbox"/>				
6b. Understands roles and responsibilities of relevant school personnel in both general and special education.	<input type="checkbox"/>				
6c. Is familiar with the general education curriculum as well as services available through special education.	<input type="checkbox"/>				
6d. Demonstrates a systems orientation—an understanding that schools, families and agencies are systems with rules, policies, and other characteristics.	<input type="checkbox"/>				

6e. Demonstrates emerging skills in influencing systems-level change to promote learning, prevent problems, and create effective learning environments.	<input type="checkbox"/>				
<b>Domain 6 - Recommendations for further development in School-Wide Practices to Promote Learning:</b>					

<b>Domain 7. Preventive and Responsive Services</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>N/A</b>
7a. Recognizes and identifies mental health problems affecting students' performance in school. Demonstrates skills in providing direct interventions for mental health problems such as counseling, applied behavior analysis, and social skills training.	<input type="checkbox"/>				
7b. Collaborates with other professionals when necessary to intervene with mental health problems.	<input type="checkbox"/>				
7c. Demonstrates emerging skills at working with others at a systems level to implement prevention and intervention programs that promote mental health and physical well-being of students.	<input type="checkbox"/>				
7d. Demonstrates knowledge of school and district crisis intervention plans.	<input type="checkbox"/>				
7e. Demonstrates knowledge and emerging skills regarding collaboration with school personnel, parents, and community authorities in the aftermath of a crisis.	<input type="checkbox"/>				
<b>Domain 7 - Recommendations for further development in Preventive and Responsive Services:</b>					

<b>Domain 8. Family - School Collaboration Services</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>N/A</b>
8a. Demonstrates knowledge of, and sensitivity to, diverse family systems including family strengths and influences on student development, learning and behavior.	<input type="checkbox"/>				
8b. Establishes cooperative relationships with parents and others in the community to promote and provide comprehensive services.	<input type="checkbox"/>				
8c. Demonstrates knowledge of local systems of care and related school and community-based services for families and makes appropriate referrals.	<input type="checkbox"/>				
8d. Designs, implements, monitors and evaluates programs that promote school, family, and/or community partnerships and enhance outcomes for students.	<input type="checkbox"/>				
8e. Provides information to families regarding child development, learning problems, behavior management through a variety of media.	<input type="checkbox"/>				

**Domain 8 - Recommendations for further development in Family - School Collaboration Services:**

<b>Domain 9. Research and Program Evaluation</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>N/A</b>
a. Applies knowledge of professional literature and research findings to all aspects of professional practice including service delivery.	<input type="checkbox"/>				
9b. Provides accurate information about relevant research findings to school personnel, parents, and to the public.	<input type="checkbox"/>				
9c. Selects and recommends evidence-based assessment and intervention strategies.	<input type="checkbox"/>				
9d. Applies research skills to evaluate the effectiveness of interventions.	<input type="checkbox"/>				
9e. Demonstrates emerging skills in program evaluation at the school and/or district level.	<input type="checkbox"/>				
<b>Domain 9 - Recommendations for further development in Research and Program Evaluation:</b>					
Click here to enter text.					

<b>Domain 10. Legal, Ethical, and Professional Practice.</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>N/A</b>
10a. Practices school psychology in accordance with the NASP <i>Principles for Professional Ethics and Guidelines for the Provision of School Psychological Services</i> .	<input type="checkbox"/>				
10b. Demonstrates emerging skills in problem solving with difficult ethical and professional situations.	<input type="checkbox"/>				
10c. Engages in continuing professional development activities and has a long-term CPD plan.	<input type="checkbox"/>				
10d. Affiliates with the school psychology profession as evidenced by participation in local, state, and/or national professional associations.	<input type="checkbox"/>				
10e. Seeks and engages appropriately in professional supervision; is open to feedback, and responds appropriately.	<input type="checkbox"/>				
10f. Practices ethical, legal, and socially responsible behavior when using technology and computer software.	<input type="checkbox"/>				
10g. Demonstrates skills in using email to communicate with others; understands when other forms of communication are more appropriate.	<input type="checkbox"/>				
10h. Identifies professionally with school psychology. Conveys a professional impression and conducts self in an ethically responsible manner.	<input type="checkbox"/>				
10i. Recognizes own professional limitations; seeks advice and information as appropriate.	<input type="checkbox"/>				

10j. Respects the expertise and contributions of other professionals.	<input type="checkbox"/>				
10k. Follows all relevant school district policies and procedures.	<input type="checkbox"/>				
<b>Domain 10 - Recommendations for further development in Legal, Ethical, and Professional Practice:</b>					

<b>Please note any additional Comments, Strengths and Concerns.</b>

Signature of Practicum Student: \_\_\_\_\_  
Date: \_\_\_\_\_

Signature of Site Supervisor: \_\_\_\_\_  
Date: \_\_\_\_\_

Signature of Univ. Supervisor: \_\_\_\_\_  
Date: \_\_\_\_\_

Adapted from:  
NASP Program Approval Board Sample (2016)

## Appendix D

### Plymouth State University Practicum Site Evaluation

(To be completed by the Practicum Student)

Practicum Student Name: \_\_\_\_\_

Practicum Site: \_\_\_\_\_ Dates: \_\_\_\_\_ to \_\_\_\_\_

Field Supervisor Name: \_\_\_\_\_

Level: *Circle All that Apply*

Pre School

Elementary Middle

High School

#### Practicum Site Information Form

*This information will only be shared with prospective school psychology practicum student seeking information about potential sites*

*Please rate each characteristic below using the following scale. Include any relevant or helpful comments as indicated.*

1  
Rarely/Never

2  
Not Usually

3  
Sometimes

4  
Mostly/Often

5  
Always/Usually

1. Comments about the field supervisor's style, expectations, and amount of time allocated to you for mentoring and supervision
  - a. \_\_\_\_ The field supervisor was respectful, instructive and easy to talk with.
  - b. \_\_\_\_ The field supervisor supported a high level of independent activity by the practicum student.
  - c. \_\_\_\_ The field supervisor allocated sufficient time for mentoring and supervision (minimum 2 hours per week).

Comments:

2. Evaluation of Classroom experiences
  - a. \_\_\_\_ Opportunities were provided to observe and interact with teachers and students in the classroom.
  - b. \_\_\_\_ Classroom experiences were relevant to assessment and intervention activities.

Comments:

3. Evaluation of Individual Counseling Opportunities

- a. \_\_\_\_ Practicum student had sufficient opportunities to provide individual counseling.
- b. Number of students seen for individual counseling \_\_\_\_\_

Comments:

4. Evaluation of Group Counseling Opportunities

- a. \_\_\_\_ Practicum student had sufficient opportunities to provide group counseling.
- b. Number of counseling groups \_\_\_\_\_

Comments:

5. Evaluation of Consultation Opportunities

- a. \_\_\_\_ Practicum student had sufficient opportunities to provide direct consultation and problem-solving for academic, behavior and classroom management issues with teachers and parents .

Comments:

6. Evaluation of individual assessment/evaluation activities

- a. \_\_\_\_ Practicum student conducted initial and re-evaluations on students referred for educational concerns.
- b. \_\_\_\_ Opportunities and supervision enabled practicum student to develop mastery in administering, scoring, interpreting, writing and reporting on evaluation findings.
- c. Number of individual evaluations completed \_\_\_\_\_

Comments:

7. Evaluation of opportunity to conduct FBA and develop behavior intervention plans

- a. \_\_\_\_ Opportunities were provided to conduct FBA/BIPs on students presenting behavior concerns.
- b. \_\_\_\_ Supervision focused on developing effective, efficient, and workable plans.
- c. Number of FBA/BIPs completed \_\_\_\_\_

Comments:

8. Evaluation of your ability to be involved at the system wide level

- a. \_\_\_\_ Practicum student participated in all special education meetings from referral through identification, including IEP development when relevant.
- b. \_\_\_\_ Opportunities were provided to participate in school and district level planning and problem solving activities.

Comments:

9. Overall Strengths of the Practicum Site

10. Overall Weaknesses of the Practicum Site

11. Any other comments you would like to make

Optional: If it is okay for students who are considering applying for a practicum site in this school to call you, please include your name and phone number:

Name: \_\_\_\_\_ Phone: \_\_\_\_\_

## Appendix E Personal and Professional Performance Rubric

The following form is used by Counselor Education and School Psychology faculty as a guide to monitor students' personal and professional performance (as described above). Unacceptable professional performance on the part of students leads to a meeting with instructors, advisors, or the Department Chair.

<b>1. Openness</b>		
<i>Does not meet target</i>	<i>Approaches target (acceptable)</i>	<i>Meets target</i>
Often dogmatic about own perspective and ideas	Amenable to discussion of perspectives other than own	Solicits others' opinions and perspectives about own work
Shows resistance to learning new perspectives or ideas	Shows some receptiveness to learning new perspectives or ideas	Shows strong evidence of openness to learn new perspectives or ideas

<b>2. Cognitive flexibility and acceptance of ambiguity</b>		
<i>Does not meet target</i>	<i>Approaches target (acceptable)</i>	<i>Meets target</i>
Evidences rigidity of thought	Committed to developing own cognitive flexibility although struggles at times	Regularly demonstrates appropriate cognitive flexibility
Tends to demonstrate inflexibility in modifying ideas, materials, plans, or clinical work	Usually demonstrates flexibility in modifying ideas, materials, plans, or clinical work	Consistently demonstrates flexibility in modifying ideas, materials, plans, or clinical work
Evidences difficulty understanding or accepting ambiguity	Sometimes understands and accepts ambiguity	Fully accepts ambiguity

<b>3. Cooperation</b>		
<i>Does not meet target</i>	<i>Approaches target (acceptable)</i>	<i>Meets target</i>
Shows little engagement, undermines goal	Engages in cooperative activities, supports goal	Actively engages in cooperative activities,

achievement, or fails to compromise in cooperative activities	achievement, and compromises in cooperative activities	effectively supports goal achievement, and initiates compromises in cooperative activities
Inadequately or infrequently demonstrates collaboration with peers, faculty, and/or site personnel	Demonstrates collaboration with peers, faculty, and/or site personnel	Consistently initiates and seeks out opportunities to collaborate with peers, faculty, and/or site personnel
Often fails to contribute own perspectives in cooperative activities	Sometimes contributes own perspectives in cooperative activities	Regularly contributes own perspectives in cooperative activities in a respectful manner

<b>4. Reflectivity and use of feedback</b>		
<i>Does not meet target</i>	<i>Approaches target (acceptable)</i>	<i>Meets target</i>
Rarely seeks feedback	Sometimes seeks feedback	Actively seeks feedback
Infrequently receptive to feedback	Generally receptive to feedback	Receives, reflects, and responds to feedback effectively and appropriately
Infrequently engages in reflective practice regarding own content knowledge and behavior patterns	Generally responds to feedback by engaging in reflective practice regarding own content knowledge and behavior patterns	Has developed the habit of engaging in reflective practice regarding own content knowledge and behavior patterns

<b>5. Awareness of own impact on others</b>		
<i>Does not meet target</i>	<i>Approaches target (acceptable)</i>	<i>Meets target</i>
Words and actions reflect little or no awareness for how others are impacted or influenced by one's own speech or behavior	Demonstrates effort to determine how own words and actions impact or influence others	Consistently and accurately recognizes how own words and actions impact or influence others

<b>6. Cultural awareness and diversity</b>		
<i>Does not meet target</i>	<i>Approaches Target (acceptable)</i>	<i>Meets Target</i>
Shows little understanding or appreciation for one's own cultural heritage or for the cultural differences of others	Generally shows awareness of own cultural background, as well as an understanding of how culture and identity affect others	Identifies challenges and opportunities afforded by their own culture as well as cultural identities other than their own
Demonstrates little awareness of own culture or a desire to learn about other cultures	Generally demonstrates respect for the needs and differences of others	Actively works to understand the cultural backgrounds of others and uses this to respond appropriately
Shows some insensitivity to individual differences and diversity	Generally accepts values and beliefs different from own	Assertively respects the fundamental rights, dignity, and worth of all people

<b>7. Managing conflict</b>		
<i>Does not meet target</i>	<i>Approaches target (acceptable)</i>	<i>Meets target</i>
Demonstrates little evidence of managing differences and misunderstandings with respect and skill	Generally manages differences and misunderstandings with respect and skill	Regularly manages differences and misunderstandings with respect and skill
Rarely examines own role in conflict or considers perspectives of others	Generally examines own role in conflict and considers others' points of view	Regularly examines own role in conflict and considers others' points of view

<b>8. Personal responsibility</b>		
<i>Does not meet target</i>	<i>Approaches target (acceptable)</i>	<i>Meets target</i>
Struggles with punctuality, preparedness, and meeting deadlines	Generally punctual, prepared, and meets deadlines	Punctual, prepared, and meets all deadlines

Shows little evidence of taking personal responsibility for expanding own knowledge base	Generally takes personal responsibility for expanding own knowledge base	Regularly takes personal responsibility for expanding own knowledge base
Tends not to accept personal responsibility for mistakes, frequently blames others	Generally accepts personal responsibility for mistakes	Accepts personal responsibility for mistakes

<b>9. Emotional self-expression</b>		
<i>Does not meet target</i>	<i>Approaches target (acceptable)</i>	<i>Meets target</i>
Infrequently or inadequately articulates own feelings in an effective and/or appropriate manner	Generally articulates own feelings in an effective and appropriate manner	Consistently articulates the full range of own feelings in an effective and appropriate manner
Often unaware of own emotions and behaviors that interfere with appropriate interpersonal interactions	Generally aware of own emotions and behaviors that interfere with appropriate interpersonal interactions	Consistently aware of own emotions and behaviors that interfere with appropriate interpersonal interactions and manages them effectively
Infrequently or inadequately demonstrates skillful self-disclosure	Generally demonstrates skillful self-disclosure	Regularly demonstrates skillful self-disclosure

<b>10. Attention to professional, ethical, and legal considerations</b>		
<i>Does not meet target</i>	<i>Approaches target (acceptable)</i>	<i>Meets target</i>
Demonstrates little evidence of incorporating professional, ethical, and legal considerations in coursework or fieldwork experiences	Fully committed to ethical practice and generally evidences professional, ethical, and legal behavior	Behaves in a professional, ethical, and legal manner at all times
Has not adequately developed a strong sense of professional judgment	Generally demonstrates a strong sense of professional judgment	Has developed a strong sense of professional judgment

Evidences gaps in ethical knowledge and practice that could potentially endanger the safety and well-being of clients	Appropriately identifies and seeks feedback regarding ethical concerns, but relies heavily upon supervisors to reach sound decisions	Evidences increasingly appropriate levels of independence in navigating ethical concerns to ensure client safety and well-being
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<b>11. Initiative, motivation, and engagement</b>		
<i>Does not meet target</i>	<i>Approaches target (acceptable)</i>	<i>Meets target</i>
Evidences low levels of initiative, motivation, and engagement in coursework, classroom, and field-based activities	Evidences acceptable levels of initiative, motivation, and engagement in coursework, classroom, and field-based activities	Evidences exceptional levels of initiative, motivation, and engagement in coursework, classroom, and field-based activities
Displays little motivation to grow professionally	Displays motivation to grow professionally	Clearly motivated to grow professionally

**Appendix E (Continued)**  
**Student Monitoring Form**

The following form is used by the Counselor Education and School Psychology faculty to review specific performance objectives of students. This form is subsequently reviewed by the Counselor Education and School Psychology faculty in consultation with adjunct faculty at the conclusion of each academic term. This form can be found on the Counselor Education and School Psychology Moodle 2 page.

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

Term: \_\_\_\_\_  
Faculty: \_\_\_\_\_

<b>Student Monitoring Dimensions</b>	1 Does not meet target	2 Approaches target	3 Meets target	Comments
1. Openness				
2. Cognitive flexibility and acceptance of ambiguity				
3. Cooperation				
4. Reflectivity and use of feedback				
5. Awareness of own impact on others				
6. Cultural awareness and diversity				
7. Managing conflict				
8. Personal responsibility				
9. Emotional self-expression				
10. Attention to professional, ethical, and legal considerations				
11. Initiative, motivation, and engagement				

## Appendix F

### Plymouth State University School Psychology Practicum Direct and Indirect Hours Log

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

**Practicum Site:** \_\_\_\_\_

**Site Supervisor:** \_\_\_\_\_

**Week of:** \_\_\_\_\_

	Mon - D	Mon - I	Tues - D	Tues - I	Wed - D	Wed - I	Thur - D	Thur - I	Fri - D	Fri - I	Sat/ Sun - I
Orientation and Professional Development											
Assessment (Score, Interp, Write, File Rev, etc)											
Consultation, Training (Adults)											
Observation/FBA/BSP											
Social Skills Training and Group Interventions											
Individual Counseling and Interventions											
Meetings/Teams - Referral, Evals, IEPs, Problem Solving, etc											
Community Engagement & Service / System Involvement / Integration											
Research -											
Other -											
Supervision - Field (minimum 1hr)											
Supervision - University											
<b>Total for Week</b>	0	0	0	0	0	0	0	0	0	0	0

Total Hours of Direct Service to Students for Week:           0          

Total Hours for This Week:           0          

Previous Total Direct Service Hours:                           

Previous Total Hours                           

Cumulative Total of Direct Service to Students:           0          

Cumulative Hours:           0          

Cumulative hours of Field Supervision: 0

Cumulative hours of Univ. Supervision 0

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

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

Site Supervisor Signature: \_\_\_\_\_

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

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

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

Signature: \_\_\_\_\_

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

Signature: \_\_\_\_\_

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

Appendix G

Plymouth State University  
Internship in School Psychology Site Application Form

Name: \_\_\_\_\_

Preferred Phone Number: \_\_\_\_\_ Email Address: \_\_\_\_\_

Internship Site(s) Desired:

First Choice: \_\_\_\_\_

Second Choice: \_\_\_\_\_

Please list the top three (3) factors that will be important in your internship site preferences and selections (e.g., traveling time, supervisor credentials, student population, etc.)

List additional special experiences relevant to the site you are requesting.

Discuss your goals for internship. That is, what do you wish to accomplish during this Internship?

Is there any additional information you wish to include?

Please attach a copy of your PSU transcript showing that you have completed all pre-internship requirements. If you are currently taking certain required classes, obtain a copy of your current semester registration record and attach that too.

\_\_\_\_\_  
Applicant Signature

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

\_\_\_\_\_  
University Supervisor Signature

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

Appendix H

Plymouth State University  
Internship Contract

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

Home Address: \_\_\_\_\_

Preferred Telephone: \_\_\_\_\_ Email: \_\_\_\_\_

Sponsoring School/Agency: \_\_\_\_\_

Site Supervisor: \_\_\_\_\_

Preferred Telephone: \_\_\_\_\_ Email: \_\_\_\_\_

Address: \_\_\_\_\_

Licensed Psychologist:	_____	Yes	_____	No
Certified School Psychologist:	_____	Yes	_____	No
Nationally Certified School Psychologist:	_____	Yes	_____	No

Number of hours of supervision/week \_\_\_\_\_

A. Number of hours of individual field supervision/week: \_\_\_\_\_

B. Number of hours of group field supervision/week: \_\_\_\_\_

C. Number of hours of delegated field supervision/week: \_\_\_\_\_  
(Additional supervision outside of the Site Supervisor's specialty)

Note: Two hours of field supervision is required for NCSP

## Appendix H Internship Agreement

As an intern from the School Psychology Program at Plymouth State University, I agree to complete an internship experience with \_\_\_\_\_ on the following terms: I will spend \_\_\_\_\_ days/week at \_\_\_\_\_. The internship start date is: \_\_\_\_\_ and I will work the above hours and days until \_\_\_\_\_.

### Documentation of Experience

I will maintain a log of my experiences to be reviewed and signed by my site supervisor and University supervisor. Site supervisor will evaluate the intern on a monthly basis (Monthly Evaluation form - Appendix I). University supervisor will meet with me at regularly scheduled times during the terms during which I am enrolled in internship.

The following should be used as a guide for designing the experience. *Identify at least one activity that would demonstrate competency in each domain.* These activities could also be used for your Mahara e-portfolio.

Domain 1: Data-Based Decision Making and Accountability

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Domain 2: Consultation and Collaboration

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Domain 3: Interventions and Instructional Support to Develop Academic Skills

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Domain 4: Interventions and Mental Health Services to Develop Social & Life Skills

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Domain 5: School-Wide Practices to Promote Learning

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Domain 6: Preventive and Responsive Services

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Domain 7: Family-School Collaboration Services

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Domain 8: Diversity in Development and Learning

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Domain 9: Research and Program Evaluation

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Domain 10: Legal, Ethical, and Professional Practice

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**Supervision**

My site supervisor will meet with me for at least one hour each week in an individualized, face-to-face session. In addition, my site supervisor will provide me with one additional hour of supervision each week, which may be held together with other interns or delegated to credentialed personnel (NCSP requires a total of 2 hours of field supervision per week with at least one hour at the individual level).

**Ethical Standards**

I understand that the intern is expected to conduct himself/herself in a manner that is consistent with current legal and ethical standards of professional school psychology, including those of the National Association of School Psychologists. As a student in the School Psychology Program at the Plymouth State University, under the supervision of \_\_\_\_\_ the student will be expected to abide by all district, state, and federal policies regarding the receiving and sharing of confidential information about students with the understanding that information about students, either from direct contact or collateral contact and files, should be used only for the purposes of evaluation and intervention and may be shared only with the students, their families, and those school personnel who have direct contact with the student for educational purposes unless written permission is obtained from the student, parent(s), or guardian(s) to share the information with other parties.

Signatures:

*I have read the Plymouth State University School Psychology Internship Agreement document and agree to abide by the guidelines included therein.*

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Internship Student (print)	Internship Student (signature)	Date
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School/Agency Supervisor (print)	School/Agency Supervisor (signature)	Date
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University Supervisor (print)	University Supervisor (signature)	Date
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Please note the days and times that would be most suitable for site visits:

## Appendix I

### Plymouth State University Monthly Internship Student Evaluation Form

<b>Student</b> <small>Click here to enter text.</small>	<b>Semester/Year</b> <small>Click here to enter text.</small>
<b>Site</b> <small>Click here to enter text.</small>	<b>Site Supervisor</b> <small>Click here to enter text.</small>
<b>Month Evaluated</b> <small>Click here to enter text.</small>	<b>Date of Evaluation</b> <small>Click here to enter text.</small>

For each applicable area, rate the Intern's performance by checking the box in the column of each item that best describes the student's skill level. Use the following criteria to rate the Intern's performance.

<i>1 = Minimal</i>	<i>New skill, just being learned, needs direct supervised assistance.</i>
<i>2 = Developing</i>	<i>Has skills in the area but not yet proficient at beginning practitioner level. Requires some direct assistance.</i>
<i>3 = Competent</i>	<i>Competent in the skill area at a beginning practitioner level. Regular supervision sufficient.</i>
<i>4 = Proficient</i>	<i>Proficiency in this skill area is decidedly better than average. Occasional supervision sufficient.</i>
<i>5 = Professional</i>	<i>Independent in skill area—minimal supervision needed. Proficiency well above that of most graduate students.</i>
<i>N/A = No Opportunity</i>	<i>No opportunity for the student to demonstrate this skill, or the skill is not relevant to this setting.</i>

<b>Domain 1. Data-Based Decision Making and Accountability.</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>N/A</b>
1a. Uses varied models and methods of assessment to identify student learning and mental health needs, establish goals, modify curriculum and instruction, and develop intervention strategies.	<input type="checkbox"/>					
1b. Uses data to evaluate outcomes of services and to facilitate accountability	<input type="checkbox"/>					
1c. Uses environmental data—e.g., from home, school, community—to plan interventions.	<input type="checkbox"/>					
1d. Applies knowledge of child development, learning theory, diversity, and curricula to data-based decision making.	<input type="checkbox"/>					
1e. Uses nondiscriminatory evaluation procedures.	<input type="checkbox"/>					
1f. Administers, scores, and interprets assessment measures competently.	<input type="checkbox"/>					
1g. Applies knowledge of research findings and methodology to the evaluation of curricula, instructional materials, and assessment materials and techniques.	<input type="checkbox"/>					
1h. Writes understandable assessment reports for the intended audience. Reports address referral questions, report data accurately, and provide guidance for intervention.	<input type="checkbox"/>					

1i. Uses technology to monitor programs and to assist in the assessment of individual, group, and system-level interventions.	<input type="checkbox"/>					
1j. Follows legal, regulatory, and ethical parameters in data-based decision making and record keeping.	<input type="checkbox"/>					
1k. Demonstrates an emerging understanding of systems-level problem solving at the building and district levels.	<input type="checkbox"/>					
1l. Ensures the confidentiality of client information stored on personal computers. Works with others to ensure the confidentiality of information placed in school district systems	<input type="checkbox"/>					
<b>Domain 1 - Recommendations for further development in data-based decision making and accountability:</b>						

<b>Domain 2. Consultation and Collaboration</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>N/A</b>
2a. Uses knowledge and skills in consultation and collaboration to facilitate change at the individual, classroom, building, district, and/or other agency levels.	<input type="checkbox"/>					
2b. Effectively consults with teachers to provide indirect services to students and to enhance teachers' problem-solving skills.	<input type="checkbox"/>					
2c. Effectively communicates and collaborates with parents	<input type="checkbox"/>					
2d. Demonstrates positive interpersonal skills and shows patience in difficult situations through use of active listening, conflict resolution and group facilitation skills.	<input type="checkbox"/>					
2e. Effectively communicates and collaborates with individuals of diverse cultural, racial, and ethnic backgrounds.	<input type="checkbox"/>					
2f. Participates in collaborative decision making and problem solving with other professionals.	<input type="checkbox"/>					
2g. Promotes and models ethical practices regarding confidential communication with others.	<input type="checkbox"/>					
2h. Uses technological resources to access, manage, and disseminate information to enhance the consultation process.	<input type="checkbox"/>					
<b>Domain 2 - Recommendations for further development in Consultation and Collaboration:</b>						

<b>Domain 3. Interventions and Instructional Support to Develop Academic Skills</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>N/A</b>
3a. Supports schools' efforts to use evaluation techniques that measure cognitive and academic progress of, and develop goals for, all students.	<input type="checkbox"/>					

3b. Uses formal and informal assessment techniques to evaluate the performance and progress of students and to make instructional recommendations.	<input type="checkbox"/>					
3c. Collaborates with school personnel to develop appropriate goals and interventions for students who do not meet academic expectations established by states or school districts.	<input type="checkbox"/>					
3d. Demonstrates skills in conducting and interpreting curriculum-based progress monitoring or other authentic methods of assessment of academic skills.	<input type="checkbox"/>					
3e. Makes instructional recommendations and develops intervention plans that are evidence based as well as practical.	<input type="checkbox"/>					
3f. Monitors and adjusts interventions in response to feedback and formative evaluation data.	<input type="checkbox"/>					
3g. Assesses integrity of instructional interventions.	<input type="checkbox"/>					
3h. Is knowledgeable about current research in curriculum and instruction and shares this knowledge with others.	<input type="checkbox"/>					
3i. Uses technological resources when designing, implementing, and evaluating instructional programs for students.	<input type="checkbox"/>					
3j. Is knowledgeable about and recommends adaptive/assistive technology when appropriate for clients with special needs.	<input type="checkbox"/>					
<b>Domain 3 - Recommendations for further development in Interventions and Instructional Support to Develop Academic Skills:</b>						

<b>Domain 4. Interventions and Mental Health Services to Develop Social and Life Skills</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>N/A</b>
4a. Applies the principles of behavior change through the provision of consultation, behavioral assessment and intervention, and counseling services to enhance student behavior.	<input type="checkbox"/>					
4b. Assists families in teaching pro-social behavior to students and, if necessary, developing behavior change programs in the home.	<input type="checkbox"/>					
4c. Demonstrates skills in direct intervention including individual and group counseling, applied behavior analysis, and social skills training.	<input type="checkbox"/>					
4d. Assists teachers in developing classroom management systems. At the class and/or building level, helps improve instructional environments with interventions such as PBIS	<input type="checkbox"/>					
4e. Is knowledgeable about and able to implement social/emotional learning programs at the class and/or building level.	<input type="checkbox"/>					
4f. Demonstrates skills in linking assessment data to development of behavioral interventions including functional behavior assessment.	<input type="checkbox"/>					

4g. Assesses treatment integrity and evaluates outcomes of interventions.	<input type="checkbox"/>					
<b>Domain 4 - Recommendations for further development in Interventions and Mental Health Services to Develop Social and Life Skills:</b>						

<b>Domain 5. Diversity in Development and Learning</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>N/A</b>
5a. Recognizes—and acknowledges his or her own—subtle racial, class, gender, cultural, and other biases and the ways in which these biases influence decision making, instruction, behavior, and long- term outcomes for students.	<input type="checkbox"/>					
5b. Demonstrates understanding of, sensitivity to, and willingness to work with, families, students, and staff with diverse characteristics	<input type="checkbox"/>					
5c. Practices gender equity and non-sex-role stereotyping.	<input type="checkbox"/>					
5d. Promotes practices that help students and families of all backgrounds feel welcome and appreciated in schools and communities.	<input type="checkbox"/>					
5e. Recognizes that experiential and linguistic differences can result in learning difficulties and apparent disabilities for students.	<input type="checkbox"/>					
5f. Incorporates information about students’ families, cultures, and communities in assessments, interventions, and evaluations of progress.	<input type="checkbox"/>					
5g. Considers students’ abilities in their primary and secondary languages and the effects of second language acquisition when designing assessments and planning interventions.	<input type="checkbox"/>					
<b>Domain 5 - Recommendations for further development in Diversity in Development and Learning:</b>						

<b>Domain 6. School-Wide Practices to Promote Learning</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>N/A</b>
6a. Demonstrates familiarity with, and understanding of, relevant district policies and procedures including prevention, crisis intervention, suicide, discipline, and special education.	<input type="checkbox"/>					
6b. Understands roles and responsibilities of relevant school personnel in both general and special education.	<input type="checkbox"/>					
6c. Is familiar with the general education curriculum as well as services available through special education.	<input type="checkbox"/>					
6d. Demonstrates a systems orientation—an understanding that schools, families and agencies are systems with rules, policies, and other characteristics.	<input type="checkbox"/>					

6e. Demonstrates emerging skills in influencing systems-level change to promote learning, prevent problems, and create effective learning environments.	<input type="checkbox"/>					
<b>Domain 6 - Recommendations for further development in School-Wide Practices to Promote Learning:</b>						

<b>Domain 7. Preventive and Responsive Services</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>N/A</b>
7a. Recognizes and identifies mental health problems affecting students' performance in school. Demonstrates skills in providing direct interventions for mental health problems such as counseling, applied behavior analysis, and social skills training.	<input type="checkbox"/>					
7b. Collaborates with other professionals when necessary to intervene with mental health problems.	<input type="checkbox"/>					
7c. Demonstrates emerging skills at working with others at a systems level to implement prevention and intervention programs that promote mental health and physical well-being of students.	<input type="checkbox"/>					
7d. Demonstrates knowledge of school and district crisis intervention plans.	<input type="checkbox"/>					
7e. Demonstrates knowledge and emerging skills regarding collaboration with school personnel, parents, and community authorities in the aftermath of a crisis.	<input type="checkbox"/>					
<b>Domain 7 - Recommendations for further development in Preventive and Responsive Services:</b>						

<b>Domain 8. Family - School Collaboration Services</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>N/A</b>
8a. Demonstrates knowledge of, and sensitivity to, diverse family systems including family strengths and influences on student development, learning and behavior.	<input type="checkbox"/>					
8b. Establishes cooperative relationships with parents and others in the community to promote and provide comprehensive services.	<input type="checkbox"/>					
8c. Demonstrates knowledge of local systems of care and related school and community-based services for families and makes appropriate referrals.	<input type="checkbox"/>					
8d. Designs, implements, monitors and evaluates programs that promote school, family, and/or community partnerships and enhance outcomes for students.	<input type="checkbox"/>					
8e. Provides information to families regarding child development, learning problems, behavior management through a variety of media.	<input type="checkbox"/>					

**Domain 8 - Recommendations for further development in Family - School Collaboration Services:**

<b>Domain 9. Research and Program Evaluation</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>N/A</b>
a. Applies knowledge of professional literature and research findings to all aspects of professional practice including service delivery.	<input type="checkbox"/>					
9b. Provides accurate information about relevant research findings to school personnel, parents, and to the public.	<input type="checkbox"/>					
9c. Selects and recommends evidence-based assessment and intervention strategies.	<input type="checkbox"/>					
9d. Applies research skills to evaluate the effectiveness of interventions.	<input type="checkbox"/>					
9e. Demonstrates emerging skills in program evaluation at the school and/or district level.	<input type="checkbox"/>					
<b>Domain 9 - Recommendations for further development in Research and Program Evaluation:</b>						
Click here to enter text.						

<b>Domain 10. Legal, Ethical, and Professional Practice.</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>N/A</b>
10a. Practices school psychology in accordance with the NASP <i>Principles for Professional Ethics and Guidelines for the Provision of School Psychological Services</i> .	<input type="checkbox"/>					
10b. Demonstrates emerging skills in problem solving with difficult ethical and professional situations.	<input type="checkbox"/>					
10c. Engages in continuing professional development activities and has a long-term CPD plan.	<input type="checkbox"/>					
10d. Affiliates with the school psychology profession as evidenced by participation in local, state, and/or national professional associations.	<input type="checkbox"/>					
10e. Seeks and engages appropriately in professional supervision; is open to feedback, and responds appropriately.	<input type="checkbox"/>					
10f. Practices ethical, legal, and socially responsible behavior when using technology and computer software.	<input type="checkbox"/>					
10g. Demonstrates skills in using email to communicate with others; understands when other forms of communication are more appropriate.	<input type="checkbox"/>					
10h. Identifies professionally with school psychology. Conveys a professional impression and conducts self in an ethically responsible manner.	<input type="checkbox"/>					
10i. Recognizes own professional limitations; seeks advice and information as appropriate.	<input type="checkbox"/>					

10j. Respects the expertise and contributions of other professionals.	<input type="checkbox"/>					
10k. Follows all relevant school district policies and procedures.	<input type="checkbox"/>					
<b>Domain 10 - Recommendations for further development in Legal, Ethical, and Professional Practice:</b>						

<b>Please note any additional Comments, Strengths and Concerns.</b>

**Review of Weekly Logs**

*Please review Weekly Activity Logs and indicate the date and number of hours logged each week this month.*

Week 1 (Date)	Week 2 (Date)	Week 3 (Date)	Week 4 (Date)	Week 5 (Date)	Total Intern Hours to Date
# of Hours					

Signature of Intern: \_\_\_\_\_  
Date: \_\_\_\_\_

Signature of Site Supervisor: \_\_\_\_\_  
Date: \_\_\_\_\_

Signature of Univ. Supervisor: \_\_\_\_\_  
Date: \_\_\_\_\_

Adapted from:  
NASP Program Approval Board Sample (2016)

## Appendix J

### Plymouth State University Final Internship Student Evaluation Form

<b>Student</b> <small>Click here to enter text.</small>	<b>Semester/Year</b> <small>Click here to enter text.</small>
<b>Site</b> <small>Click here to enter text.</small>	<b>Site Supervisor</b> <small>Click here to enter text.</small>
<b>Month Evaluated</b> <small>Click here to enter text.</small>	<b>Date of Evaluation</b> <small>Click here to enter text.</small>

For each applicable area, rate the Intern's performance by checking the box in the column of each item that best describes the student's skill level. Use the following criteria to rate the Intern's performance.

<i>1 = Minimal</i>	<i>New skill, just being learned, needs direct supervised assistance.</i>
<i>2 = Developing</i>	<i>Has skills in the area but not yet proficient at beginning practitioner level. Requires some direct assistance.</i>
<i>3 = Competent</i>	<i>Competent in the skill area at a beginning practitioner level. Regular supervision sufficient.</i>
<i>4 = Proficient</i>	<i>Proficiency in this skill area is decidedly better than average. Occasional supervision sufficient.</i>
<i>5 = Professional</i>	<i>Independent in skill area—minimal supervision needed. Proficiency well above that of most graduate students.</i>
<i>N/A = No Opportunity</i>	<i>No opportunity for the student to demonstrate this skill, or the skill is not relevant to this setting.</i>

<b>Domain 1. Data-Based Decision Making and Accountability.</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>N/A</b>
1a. Uses varied models and methods of assessment to identify student learning and mental health needs, establish goals, modify curriculum and instruction, and develop intervention strategies.	<input type="checkbox"/>					
1b. Uses data to evaluate outcomes of services and to facilitate accountability	<input type="checkbox"/>					
1c. Uses environmental data—e.g., from home, school, community—to plan interventions.	<input type="checkbox"/>					
1d. Applies knowledge of child development, learning theory, diversity, and curricula to data-based decision making.	<input type="checkbox"/>					
1e. Uses nondiscriminatory evaluation procedures.	<input type="checkbox"/>					
1f. Administers, scores, and interprets assessment measures competently.	<input type="checkbox"/>					
1g. Applies knowledge of research findings and methodology to the evaluation of curricula, instructional materials, and assessment materials and techniques.	<input type="checkbox"/>					
1h. Writes understandable assessment reports for the intended audience. Reports address referral questions, report data accurately, and provide guidance for intervention.	<input type="checkbox"/>					

1i. Uses technology to monitor programs and to assist in the assessment of individual, group, and system-level interventions.	<input type="checkbox"/>					
1j. Follows legal, regulatory, and ethical parameters in data-based decision making and record keeping.	<input type="checkbox"/>					
1k. Demonstrates an emerging understanding of systems-level problem solving at the building and district levels.	<input type="checkbox"/>					
1l. Ensures the confidentiality of client information stored on personal computers. Works with others to ensure the confidentiality of information placed in school district systems	<input type="checkbox"/>					
<b>Domain 1 - Recommendations for further development in data-based decision making and accountability:</b>						

<b>Domain 2. Consultation and Collaboration</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>N/A</b>
2a. Uses knowledge and skills in consultation and collaboration to facilitate change at the individual, classroom, building, district, and/or other agency levels.	<input type="checkbox"/>					
2b. Effectively consults with teachers to provide indirect services to students and to enhance teachers' problem-solving skills.	<input type="checkbox"/>					
2c. Effectively communicates and collaborates with parents	<input type="checkbox"/>					
2d. Demonstrates positive interpersonal skills and shows patience in difficult situations through use of active listening, conflict resolution and group facilitation skills.	<input type="checkbox"/>					
2e. Effectively communicates and collaborates with individuals of diverse cultural, racial, and ethnic backgrounds.	<input type="checkbox"/>					
2f. Participates in collaborative decision making and problem solving with other professionals.	<input type="checkbox"/>					
2g. Promotes and models ethical practices regarding confidential communication with others.	<input type="checkbox"/>					
2h. Uses technological resources to access, manage, and disseminate information to enhance the consultation process.	<input type="checkbox"/>					
<b>Domain 2 - Recommendations for further development in Consultation and Collaboration:</b>						

<b>Domain 3. Interventions and Instructional Support to Develop Academic Skills</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>N/A</b>
3a. Supports schools' efforts to use evaluation techniques that measure cognitive and academic progress of, and develop goals for, all students.	<input type="checkbox"/>					
3b. Uses formal and informal assessment techniques to evaluate the performance and progress of students and to make instructional recommendations.	<input type="checkbox"/>					

3c. Collaborates with school personnel to develop appropriate goals and interventions for students who do not meet academic expectations established by states or school districts.	<input type="checkbox"/>					
3d. Demonstrates skills in conducting and interpreting curriculum-based progress monitoring or other authentic methods of assessment of academic skills.	<input type="checkbox"/>					
3e. Makes instructional recommendations and develops intervention plans that are evidence based as well as practical.	<input type="checkbox"/>					
3f. Monitors and adjusts interventions in response to feedback and formative evaluation data.	<input type="checkbox"/>					
3g. Assesses integrity of instructional interventions.	<input type="checkbox"/>					
3h. Is knowledgeable about current research in curriculum and instruction and shares this knowledge with others.	<input type="checkbox"/>					
3i. Uses technological resources when designing, implementing, and evaluating instructional programs for students.	<input type="checkbox"/>					
3j. Is knowledgeable about and recommends adaptive/assistive technology when appropriate for clients with special needs.	<input type="checkbox"/>					
<b>Domain 3 - Recommendations for further development in Interventions and Instructional Support to Develop Academic Skills:</b>						

<b>Domain 4. Interventions and Mental Health Services to Develop Social and Life Skills</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>N/A</b>
4a. Applies the principles of behavior change through the provision of consultation, behavioral assessment and intervention, and counseling services to enhance student behavior.	<input type="checkbox"/>					
4b. Assists families in teaching pro-social behavior to students and, if necessary, developing behavior change programs in the home.	<input type="checkbox"/>					
4c. Demonstrates skills in direct intervention including individual and group counseling, applied behavior analysis, and social skills training.	<input type="checkbox"/>					
4d. Assists teachers in developing classroom management systems. At the class and/or building level, helps improve instructional environments with interventions such as PBIS	<input type="checkbox"/>					
4e. Is knowledgeable about and able to implement social/emotional learning programs at the class and/or building level.	<input type="checkbox"/>					
4f. Demonstrates skills in linking assessment data to development of behavioral interventions including functional behavior assessment.	<input type="checkbox"/>					
4g. Assesses treatment integrity and evaluates outcomes of interventions.	<input type="checkbox"/>					

**Domain 4 - Recommendations for further development in Interventions and Mental Health Services to Develop Social and Life Skills:**

<b>Domain 5. Diversity in Development and Learning</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>N/A</b>
5a. Recognizes—and acknowledges his or her own—subtle racial, class, gender, cultural, and other biases and the ways in which these biases influence decision making, instruction, behavior, and long- term outcomes for students.	<input type="checkbox"/>					
5b. Demonstrates understanding of, sensitivity to, and willingness to work with, families, students, and staff with diverse characteristics	<input type="checkbox"/>					
5c. Practices gender equity and non-sex-role stereotyping.	<input type="checkbox"/>					
5d. Promotes practices that help students and families of all backgrounds feel welcome and appreciated in schools and communities.	<input type="checkbox"/>					
5e. Recognizes that experiential and linguistic differences can result in learning difficulties and apparent disabilities for students.	<input type="checkbox"/>					
5f. Incorporates information about students’ families, cultures, and communities in assessments, interventions, and evaluations of progress.	<input type="checkbox"/>					
5g. Considers students’ abilities in their primary and secondary languages and the effects of second language acquisition when designing assessments and planning interventions.	<input type="checkbox"/>					
<b>Domain 5 - Recommendations for further development in Diversity in Development and Learning:</b>						

<b>Domain 6. School-Wide Practices to Promote Learning</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>N/A</b>
6a. Demonstrates familiarity with, and understanding of, relevant district policies and procedures including prevention, crisis intervention, suicide, discipline, and special education.	<input type="checkbox"/>					
6b. Understands roles and responsibilities of relevant school personnel in both general and special education.	<input type="checkbox"/>					
6c. Is familiar with the general education curriculum as well as services available through special education.	<input type="checkbox"/>					
6d. Demonstrates a systems orientation—an understanding that schools, families and agencies are systems with rules, policies, and other characteristics.	<input type="checkbox"/>					
6e. Demonstrates emerging skills in influencing systems-level change to promote learning, prevent problems, and create effective learning environments.	<input type="checkbox"/>					

**Domain 6 - Recommendations for further development in School-Wide Practices to Promote Learning:**

<b>Domain 7. Preventive and Responsive Services</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>N/A</b>
7a. Recognizes and identifies mental health problems affecting students' performance in school. Demonstrates skills in providing direct interventions for mental health problems such as counseling, applied behavior analysis, and social skills training.	<input type="checkbox"/>					
7b. Collaborates with other professionals when necessary to intervene with mental health problems.	<input type="checkbox"/>					
7c. Demonstrates emerging skills at working with others at a systems level to implement prevention and intervention programs that promote mental health and physical well-being of students.	<input type="checkbox"/>					
7d. Demonstrates knowledge of school and district crisis intervention plans.	<input type="checkbox"/>					
7e. Demonstrates knowledge and emerging skills regarding collaboration with school personnel, parents, and community authorities in the aftermath of a crisis.	<input type="checkbox"/>					
<b>Domain 7 - Recommendations for further development in Preventive and Responsive Services:</b>						

<b>Domain 8. Family - School Collaboration Services</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>N/A</b>
8a. Demonstrates knowledge of, and sensitivity to, diverse family systems including family strengths and influences on student development, learning and behavior.	<input type="checkbox"/>					
8b. Establishes cooperative relationships with parents and others in the community to promote and provide comprehensive services.	<input type="checkbox"/>					
8c. Demonstrates knowledge of local systems of care and related school and community-based services for families and makes appropriate referrals.	<input type="checkbox"/>					
8d. Designs, implements, monitors and evaluates programs that promote school, family, and/or community partnerships and enhance outcomes for students.	<input type="checkbox"/>					
8e. Provides information to families regarding child development, learning problems, behavior management through a variety of media.	<input type="checkbox"/>					
<b>Domain 8 - Recommendations for further development in Family - School Collaboration Services:</b>						

<b>Domain 9. Research and Program Evaluation</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>N/A</b>
a. Applies knowledge of professional literature and research findings to all aspects of professional practice including service delivery.	<input type="checkbox"/>					
9b. Provides accurate information about relevant research findings to school personnel, parents, and to the public.	<input type="checkbox"/>					
9c. Selects and recommends evidence-based assessment and intervention strategies.	<input type="checkbox"/>					
9d. Applies research skills to evaluate the effectiveness of interventions.	<input type="checkbox"/>					
9e. Demonstrates emerging skills in program evaluation at the school and/or district level.	<input type="checkbox"/>					
<b>Domain 9 - Recommendations for further development in Research and Program Evaluation:</b> Click here to enter text.						

<b>Domain 10. Legal, Ethical, and Professional Practice.</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>N/A</b>
10a. Practices school psychology in accordance with the NASP <i>Principles for Professional Ethics and Guidelines for the Provision of School Psychological Services</i> .	<input type="checkbox"/>					
10b. Demonstrates emerging skills in problem solving with difficult ethical and professional situations.	<input type="checkbox"/>					
10c. Engages in continuing professional development activities and has a long-term CPD plan.	<input type="checkbox"/>					
10d. Affiliates with the school psychology profession as evidenced by participation in local, state, and/or national professional associations.	<input type="checkbox"/>					
10e. Seeks and engages appropriately in professional supervision; is open to feedback, and responds appropriately.	<input type="checkbox"/>					
10f. Practices ethical, legal, and socially responsible behavior when using technology and computer software.	<input type="checkbox"/>					
10g. Demonstrates skills in using email to communicate with others; understands when other forms of communication are more appropriate.	<input type="checkbox"/>					
10h. Identifies professionally with school psychology. Conveys a professional impression and conducts self in an ethically responsible manner.	<input type="checkbox"/>					
10i. Recognizes own professional limitations; seeks advice and information as appropriate.	<input type="checkbox"/>					
10j. Respects the expertise and contributions of other professionals.	<input type="checkbox"/>					
10k. Follows all relevant school district policies and procedures.	<input type="checkbox"/>					

**Domain 10 - Recommendations for further development in Legal, Ethical, and Professional Practice:**

**Please note any additional Comments, Strengths and Concerns.**

Signature of Intern: \_\_\_\_\_  
Date: \_\_\_\_\_

Signature of Site Supervisor: \_\_\_\_\_  
Date: \_\_\_\_\_

Signature of Univ. Supervisor: \_\_\_\_\_  
Date: \_\_\_\_\_

Adapted from:  
NASP Program Approval Board Sample (2016)

## Appendix K

### Plymouth State University Internship Site Evaluation

(To be completed by the Intern)

Intern Name: \_\_\_\_\_

Internship Site: \_\_\_\_\_ Dates: \_\_\_\_\_ to \_\_\_\_\_

Field Supervisor Name: \_\_\_\_\_

Level: *Circle All that Apply*

Pre School

Elementary

Middle

High School

#### Internship Site Information Form

*This information will only be shared with prospective school psychology interns seeking information about potential sites*

*Please rate each characteristic below using the following scale. Include any relevant or helpful comments as indicated.*

1                      2                      3                      4                      5  
Rarely/Never      Not Usually      Sometimes      Mostly/Often      Always/Usually

1. Comments about the field supervisor's style, expectations, and amount of time allocated to you for mentoring and supervision
  - a. \_\_\_\_ The field supervisor was respectful, instructive and easy to talk with.
  - b. \_\_\_\_ The field supervisor supported a high level of independent activity by the intern.
  - c. \_\_\_\_ The field supervisor allocated sufficient time for mentoring and supervision (minimum 2 hours per week).

Comments:

2. Evaluation of Classroom experiences
  - a. \_\_\_\_ Opportunities were provided to observe and interact with teachers and students in the classroom.
  - b. \_\_\_\_ Classroom experiences were relevant to assessment and intervention activities.

Comments:

3. Evaluation of Individual Counseling Opportunities

a. \_\_\_\_ Intern had sufficient opportunities to provide individual counseling.

b. Number of students seen for individual counseling \_\_\_\_\_

Comments:

4. Evaluation of Group Counseling Opportunities

a. \_\_\_\_ Intern had sufficient opportunities to provide group counseling.

b. Number of counseling groups \_\_\_\_\_

Comments:

5. Evaluation of Consultation Opportunities

a. \_\_\_\_ Intern had sufficient opportunities to provide direct consultation and problem-solving for academic, behavior and classroom management issues with teachers and parents.

Comments:

6. Evaluation of individual assessment/evaluation activities

a. \_\_\_\_ Intern conducted initial and re-evaluations on students referred for educational concerns.

b. \_\_\_\_ Opportunities and supervision enabled intern to develop mastery in administering, scoring, interpreting, writing and reporting on evaluation findings.

c. Number of individual evaluations completed \_\_\_\_\_

Comments:

7. Evaluation of opportunity to conduct FBA and develop behavior intervention plans

a. \_\_\_\_ Opportunities were provided to conduct FBA/BIPs on students presenting behavior concerns.

b. \_\_\_\_ Supervision focused on developing effective, efficient, and workable plans.

c. Number of FBA/BIPs completed \_\_\_\_\_

Comments:

8. Evaluation of your ability to be involved at the system wide level
- a. \_\_\_\_ Intern participated in all special education meetings from referral through identification, including IEP development when relevant.
  - b. \_\_\_\_ Opportunities were provided to participate in school and district level planning and problem-solving activities.

Comments:

9. Overall Strengths of the Internship Site

10. Overall Weaknesses of the Internship Site

11. Any other comments you would like to make

Optional: If it is okay for students who are considering applying for an internship in this school to call you, please include your name and phone number:

Name: \_\_\_\_\_ Phone: \_\_\_\_\_

**Appendix L  
Plymouth State University  
School Psychology Internship Direct and Indirect Hours Log**

Student:	0												
Internship Site:	0				Site Supervisor:	0							
Week of:	8/22/2016												
	Mon - D	Mon - I	Tues - D	Tues - I	Wed - D	Wed - I	Thur - D	Thur - I	Fri - D	Fri - I	Sat - I	Sun - I	
Orientation and Professional Development													
Assessment - Administer, Score, File Rev, etc													
Assessment - Writing													
Consultation, Problem Solving, Training (Adults)													
Observation/FBA/BSP													
Social Skills Training and Group Interventions													
Individual Counseling and Interventions													
Meetings/Teams - Referral, Evals, IEPs, etc													
Community and Family Engagement, Collaboration & System Integration													
Research and Program Evaluation													
Law, Ethics and Professional Practice													
Supervision - Field (minimum 2 hours)													
Supervision - University													
<b>Total for Week</b>	0	0	0	0	0	0	0	0	0	0	0	0	
<b>Total Hours of Direct Service to Students for Week:</b>			0			<b>Total Hours for This Week:</b>			0				
<b>Previous Total Direct Service Hours:</b>			0			<b>Previous Total Hours</b>			0				
<b>Cumulative Total of Direct Service to Students:</b>			0			<b>Cumulative Hours:</b>			0				
<b>Total hours of Field Supervision:</b>			0			<b>Total hours of Univ. Supervision</b>			0				
Student Signature:						Date:							
Site Supervisor Signature:						Date:							
University Supervisor Signature:						Date:							

The internship log depicted above is part of an Excel workbook which includes several other “tabs” that organize and tabulate hours and activities over the entire internship year. Another tab in this workbook helps the intern to track the number of evaluations by specific category (i.e., intelligence test, academic assessment, social emotional assessment, rating scales, interviews, etc.).

## Appendix M

### Case Study Rubric Plymouth State University School Psychology Program

Practicum or Internship student:

Case Study #: Name

Level:  Pre-K/Primary (P-5)  Middle (6-8)  Secondary (9-12)  
 Type:  Academic  Behavioral  Emotional  ELL

Use an X to indicate the appropriateness of the report.

Relevant Domains:

1. Data-Based Decision Making & Accountability	6. Preventive & Responsive Services
2. Consultation & Collaboration	7. Family-School Collaboration Services
3. Interventions & Instructional Support for Academics	8. Diversity in Development & Learning
4. Interventions & MH Services for Social & Life Skills	9. Research & Program Evaluation
5. School-Wide Practices to Promote Learning	10. Legal, Ethical, & Professional Practice

Use an X to indicate the domains that are relevant to the case study.

<b>1: Problem Identification</b>			
	Exceeds Target (4)	Meets Target (3)	Below Target (2)
1.1	The student's behavior is 1.11 Defined <i>operationally</i> in 1.12 <i>Measureable</i> , 1.13 <i>Observable terms</i> , <b>AND</b> 1.14 <i>Described</i> in the context of appropriate grade and/or peer expectations, e.g., local norms	The student's behavior is 1.11 Defined <i>operationally</i> in 1.12 <i>Measureable</i> , and 1.13 <i>Observable terms</i> .	The student's behavior is identified but not operationally defined.
1.2	The problem is 1.21 Collaboratively defined ( <i>for example, within a child study team</i> ) <b>AND</b> 1.22 <i>Takes into consideration at least 3 reasons for referral or areas of concern.</i>	The problem is 1.21 Collaboratively defined ( <i>for example, within a child study team</i> ) <b>AND</b> 1.22 <i>Takes into consideration 1 reason for referral or area of concern.</i>	The problem is not collaboratively defined.
Note: Reasons are not hypotheses. Reasons are based on facts; hypotheses are sophisticated guesses about why things happen. List reasons here and hypotheses in 2.1.			
1.3	The behavior is operationally defined or quantified in terms of	The behavior is operationally defined or quantified in terms of 1.31 Current <b>AND</b>	The behavior is not operationally defined or quantified.



1.6	Parents/guardians, <i>student(s)</i> , and teachers are involved in the problem-identification process.	Parents/guardians, <i>student(s)</i> , and/or teachers are involved in the problem-identification process.	Parents/guardians and teachers are not involved in the problem-identification process.
-----	---	--	--

<b>2: Problem Analysis</b>			
	<b>Exceeds Target (4)</b>	<b>Meets Target (3)</b>	<b>Below Target (2)</b>
2.1	<p>2.11 <i>Multiple, comprehensive, and measureable hypotheses are generated</i></p> <p>2.12 <i>Through collaboration with teacher, student, and/or parent</i></p> <p>2.13 <i>To identify the functions that the behavior serves and/or the conditions under which the behavior is occurring or has developed</i></p> <p>2.14 <i>In two or more of the following areas:</i></p> <p>2.141 <i>Student factors,</i></p> <p>2.142 <i>Curriculum,</i></p> <p>2.143 <i>Peers,</i></p> <p>2.144 <i>Teacher,</i></p> <p>2.145 <i>Classroom,</i></p> <p>2.146 <i>Home,</i></p> <p>2.147 <i>Neighborhood.</i></p> <p>2.15 <i>The hypotheses are narrowed and</i></p> <p>2.16 <i>The chosen hypotheses are explored using evidence-based research.</i></p>	<p>2.11 One or more <i>measureable</i> hypotheses are developed to identify</p> <p>2.12 [No collaboration]</p> <p>2.13 the functions that the behavior serves and/or the conditions under which the behavior is occurring or has developed</p> <p>2.14 in two or more of the following areas:</p> <p>2.141 Student factors,</p> <p>2.142 Curriculum,</p> <p>2.143 Peers,</p> <p>2.144 Teacher,</p> <p>2.145 Classroom,</p> <p>2.146 Home</p>	<p>Hypotheses are not developed, hypotheses are developed in only one area and/or hypotheses are not measurable.</p>
	<p>Note: 2.11-2.14 describes coming up with hypotheses in a brainstorming way where many ideas are generated. In 2.15, the hypotheses are examined more critically and some are eliminated.</p>		

2.2	<p>2.21 There are multiple sources of <i>systematic, multi-method, and appropriate</i> data that</p> <p>2.22 Converge on each proposed hypothesis AND</p> <p>2.23 Appropriate data include one or more of the following:</p> <p>2.231 Record review,</p> <p>2.232 Interview,</p> <p>2.233 Observation,</p> <p>2.234 Testing , and</p> <p>2.235 Self-report</p> <p>2.24 <i>The information is appropriately integrated and interpreted.</i></p>	<p>There is evidence that</p> <p>2.21 appropriate data are collected that</p> <p>2.22 confirm or reject the proposed hypotheses.</p> <p>2.23 Appropriate data include one or more of the following:</p> <p>2.231 Record review,</p> <p>2.232 Interview,</p> <p>2.233 Observation,</p> <p>2.234 Testing, and</p> <p>2.235 Self-report</p>	<p>Appropriate data are not collected to confirm or reject the hypotheses.</p>
2.3	<p>Hypotheses reflect an awareness of issues of diversity (e.g., physical, social, linguistic, <i>racial/ethnic, disability, cultural</i>).</p>		<p>Hypotheses do not reflect an awareness of issues related to diversity (e.g., physical, social, linguistic, <i>racial/ethnic, disability, cultural</i>).</p>

Note: For native speakers write something like,  
*His/her {classroom/English teacher} {school counselor} verified that FN's English proficiency is adequate for academic learning and assessment.*  
 If you suspect no issues of cultural diversity, use the same authoritative information source to address that concern.

**3: Intervention**

	<b>Exceeds Target (4)</b>	<b>Meets Target (3)</b>	<b>Below Target (2)</b>
3.1	<p>Intervention</p> <p>3.11 is linked to observable, measurable goal statement(s) [see Rubric 1.32]</p> <p>3.12 addresses <i>all</i></p>	<p>Intervention</p> <p>3.11 is linked to observable, measurable goal statement(s) (see Rubric 1.32)</p> <p>3.12 addresses some aspects</p> <p>3.13 <i>includes a numeric goal for student performance</i></p> <p>3.14 <i>addresses the baseline data and desired improvement.</i></p>	<p>Intervention is not linked to observable, measurable goal statement(s).</p>

	<p><i>aspects or concerns</i></p> <p>3.13 <i>includes a numeric goal for student performance</i></p> <p>3.14 <i>addresses the baseline data and desired improvement</i></p> <p>3.15 <i>includes a timeframe (usually 6-8 weeks).</i></p>		
	<p>Note: Make the goal statements in 3.11 agree with those in Rubric 1.32</p> <p>Note 2: Discuss the intervention in Sections 3.11-3.15 as if it were a plan and not an event in the past (e.g., <i>The team developed an intervention plan in which the student would meet with the intern to work on . . .</i>).</p>		
3.2	<p>Intervention(s) selection is based on data from problem analysis and hypothesis testing</p>		<p>Intervention(s) selection is not based on data from problem analysis and hypothesis testing.</p>
3.3	<p>3.31 Intervention(s) is evidence-based (e.g., research literature, functional analysis, single case design analysis).</p> <p>3.32 <i>Research sources supporting the intervention are correctly cited.</i></p>	<p>Intervention(s) is evidence-based (e.g., research literature, functional analysis, single case design analysis).</p>	<p>Intervention(s) is not evidence-based (e.g., research literature, functional analysis, single case design analysis).</p>
3.4	<p>3.41 Intervention(s) is developed collaboratively.</p> <p>3.42 <i>The collaboration is described in detail, including frequency and participants (parents, teachers, paraprofessionals, community agencies).</i></p> <p>3.43 <i>Follow-up procedures are described.</i></p>	<p>Intervention(s) is developed collaboratively.</p>	<p>Intervention(s) is not developed collaboratively.</p>

	3.44 <i>Parent-teacher-paraprofessional training is described.</i>		
3.5	3.51 Intervention(s) reflects sensitivity to individual differences, resources, classroom practices, and other system issues. 3.52 Acceptability of intervention is verified*, <i>assessed and accommodations are made as appropriate.</i>	3.51 Intervention(s) reflects sensitivity to individual differences, resources, classroom practices, and other system issues. 3.52 Acceptability of intervention is verified*.	3.51 Intervention(s) does not reflect sensitivity to individual differences, resources, classroom practices, and other system issues. 3.52 Acceptability of intervention not verified.
	*Note: Verify acceptability with the target student as well as the parent(s)/ guardian(s), teacher(s) most affected, and other staff affected.		
3.6	Logistics of setting, time, resources and personnel are included in the intervention plan.		Logistics of setting, time, resources and personnel are not included in the intervention plan.
	Note: Switch to past tense for this section, discussing how the intervention plan was implemented (e.g., <i>The student met with the intern each week to . . .</i> ).		
3.7	Intervention selection considers unintended outcomes or limitations.		Intervention selection does not consider unintended outcomes or limitations.
3.8	3.81 Intervention is monitored and data <i>collected at least weekly.</i> 3.82 <i>Data</i> that ensure that the intervention is implemented as designed are gathered and presented. 3.83 <i>The monitoring processes and tools are fully described.</i>	3.81 Intervention is monitored and data <i>collected at least weekly.</i> 3.82 <i>Data</i> that ensure that the intervention is implemented as designed are gathered and presented.	Treatment integrity is not monitored.

	3.84 <i>The tools are attached as an appendix.</i>		
	Note: Criterion 3.82 is about monitoring for intervention integrity. You get credit for 3.82 only by <i>presenting</i> data.		

#### 4: Evaluation

	Exceeds Target (4)	Meets Target (3)	Below Target (2)
4.1	<p>4.11 Progress monitoring data are demonstrated on a chart.</p> <p>4.12 The chart includes student performance trend lines, and/or goal lines*.</p> <p>4.13 <i>The chart includes baseline data compared to outcome data.</i></p>	Progress monitoring data are demonstrated on a chart.	Progress monitoring data are not demonstrated on a chart.
	*Note: A goal line (“aim line”) is a straight line drawn from the median baseline value to the numeric goal. It has a slope; it is not horizontal. See Hosp, Hosp, & Howell (2007) p. 125 for instructions for drawing trend lines.		
4.2	<p>Progress monitoring data are demonstrated to be effective</p> <p>4.21 when compared to data generated from multiple sources/settings, &amp;</p> <p>4.22 <i>using percent non-overlapping data (PND; value must be greater than 51%).</i></p>	<p>Progress monitoring data are demonstrated to be effective</p> <p>4.21 when compared to baseline data.</p> <p>4.22 <i>Report includes percent non-overlapping data (PND).</i></p>	Intervention is not demonstrated to be effective through data comparison.

	<p>PND = (# data points higher/lower than the highest/ lowest baseline data point) ÷ (# data points for the intervention) x 100.</p> <p>Ex: 4 ÷ 6 x 100 = 67%</p>		
4.3	<p>4.31 Response to intervention data are used to inform problem-solving and decision making.</p> <p>4.32 <i>The type of single case design was specified (e.g., changing criterion,</i></p>	Data are used to inform further problem-solving and decision making (i.e., continuation of intervention, modification of intervention, maintenance of intervention).	Data are not used to inform further problem solving and decision making.

	parametric, component analysis, multiple baseline, alternating treatment). 4.33 A detailed plan for appropriately adjusting the intervention is described.		
4.4	4.41 Strategies for transfer/generalizing outcomes to other settings are addressed AND 4.42 documented as effective.	Strategies for transfer/generalizing outcomes to other settings are addressed.	Strategies for transfer/generalizing outcomes to other settings are not addressed.
	Note: Do not leave target in charge of generalizing. Make a plan for adults (e.g., parents, teachers) to use for generalizing to another setting (e.g., from school to home; from spelling to math, etc.).		

4.5	4.51 Effectiveness of intervention is shared through collaboration with parents, teachers, and other personnel. 4.52 Modifications for future interventions are considered based upon collaborative examination of effectiveness data.	Effectiveness of intervention is shared through collaboration with parents, teachers, and other personnel.	Effectiveness of intervention is not shared or communicated.
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	Shared: Mention how results were disseminated to parents, teachers, or others. Modifications: Review the intervention collaboratively regarding how the team could do it differently in the future.		
4.6	4.61 Strategies for follow-up are developed and 4.62 Implemented. 4.63	Suggestions for follow-up are developed (continued progress monitoring, transition planning).	Suggestions for follow-up are not developed.

**5. Case Study Report Evaluation**

5.1	Required appendixes:		
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	<i>Monitoring tool References</i>		
5.2	<i>Optional appendixes: Support plan Behavior plan/contract Parent handouts Educator handouts</i>		
5.3	<i>Professional appearance (spelling, grammar, coherence, APA format for citations)</i>		
5.4	<i>Clear writing: sensitively and clearly written for non- psychologists</i>		

Summary of Strengths and Areas for Improvement:  
Comments:

Grade (points)

Rubric	Score	Rubric	Score	Rubric	Score	Rubric	Score
1.1		2.1		3.1		4.1	
1.2		2.2		3.2		4.2	
1.3		2.3		3.3		4.3	
1.4				3.4		4.4	
1.5				3.5		4.5	
1.6				3.6		4.6	
				3.7			
				3.8			
Mean							

Adapted from:  
UMASS Boston. School Psychology Handbook, (2010). MA: Boston.

## Appendix N:

### Plymouth State University School Psychology Pre-practicum Description

The School Psychology Pre-practicum is a 25 hour field experience completed as part of SY 6010 Foundations of School Psychology. The pre-practicum will be completed in a school that serves school age learners. The school may be an elementary, middle or high school or combination. The focus of the pre-practicum is to provide PSU students the opportunity to observe the roles and functions of a practicing school psychologist. It is designed to provide them the opportunity to observe professional role models, and obtain a first-hand understanding of job functions associated with professional school psychologists in a school setting.

Site-supervisor's responsibilities:

Provide an opportunity for the pre-practicum student to observe your work with students, teachers and families. Provide opportunity for the pre-practicum student to interview you and discuss professional issues.

The student's responsibilities:

Complete required documentation of time observing.

Conduct oneself in a professional and ethical manner (as defined by NASP ethical standards and state and local educational policy).

Maintain confidentiality of all students.

Attend weekly Foundations of School Psychology class.

Interview Site-supervisor regarding the roles and functions of the professional school psychologist. Include information gleaned from this interview and experience in final Pre-practicum paper.

**Plymouth State University**  
**School Psychology Pre-practicum Contract and Evaluation**

Student: \_\_\_\_\_ Semester/year: \_\_\_\_\_

Pre-practicum Site: \_\_\_\_\_

Site Supervisor: \_\_\_\_\_

Total hours completed: \_\_\_\_\_

Site Supervisor comments:

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Student signature: \_\_\_\_\_ Date: \_\_\_\_\_

Site Supervisor signature: \_\_\_\_\_ Date: \_\_\_\_\_

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

Please create a table or chart containing the following information:

**SY 6010 Foundations of School Psychology**  
Pre-practicum Log

Your Name  
Semester/year

Site:

Site-supervisor:

Dates on site:

Time:

Activities:

Total hours per day:

Total hours for semester:

Your signature:

Date:

Site Supervisor signature:

Date:

University supervisor signature:

**Interview/Pre-practicum Paper Rubric**  
(20% of grade 24 point rubric)

<i>OBJECTIVE</i>	EXPECTATION NOT MET 1	APPROACHING EXPECTATION 2	MEETS EXPECTATION 3	EXCEEDS EXPECTATION 4
Introduction	Minimal description.	Describes work setting only.	Describes work setting and interviewee's background.	Uses anonymity; complete description of work setting and interviewee's background.
Analysis	Analysis not included or demonstrates incorrect understanding	Summary of observations shadowing; summary of key points made during interview	Text material well integrated to show connections; Summary of observations shadowing; summary of key points made during interview	Text material well integrated to show connections; summary of observations made during shadowing; summary of key points made during interview; inclusion of ethical dilemma and its resolution
Conclusion	Conclusion not included	Personal thoughts and feelings about the pre-practicum experience included	Discussion of how the experience validated your choice of school psychology as a profession (or did not validate)	Identification of system issues that could be addressed through advocacy
Paper is clear, focused, and organized; shows mastery of grammar, usage, and mechanics	Paper is difficult to understand and follow; includes many errors in grammar, usage, and mechanics	Paper lacks focus and organization, and may be replete with errors in grammar, usage, and mechanics	Paper is clearly focused, organized, and edited for grammar, usage, and mechanics	Paper uses 3 headings; Paper shows evidence of written mastery and is creative and insightful
Log of 25 hours and contract completed	Not turned in	---	---	Log of 25 hours completed and contract completed and submitted
Supervisor Evaluation	Not turned in	---	---	Completed and turned in

**24pt. rubric**

<b>A = 22-24</b>	<b>B = 16.5-17.5</b>	<b>C = 12-13</b>
<b>A- = 19.5-21.5</b>	<b>B- = 15-16</b>	<b>F = &lt;12</b>
<b>B+ = 18-19</b>	<b>C+ = 13.5-14.5</b>	

**Comments:**

## Appendix O:

### Intern Task Timeline

As interns enter the internship experience several time-sensitive forms and tasks must be completed prior to, and during, internship. Below is a monthly breakdown of forms and tasks to be completed.

Timeline	Completed	Task and Activities
<b>Mar 1</b> (prior to internship)	<input type="checkbox"/>	Praxis I take and pass core competencies prior to internship
<b>Apr 1</b> (prior to internship)	<input type="checkbox"/>	Contact advisor prior to making contact with internship placement site to review completion of program requirements
<b>Apr - Jun</b> (prior to internship)	<input type="checkbox"/>	Complete Site Application Form (Appendix G) and submit to program coordinator
<b>Aug 15</b> (prior to internship)	<input type="checkbox"/>	Send proof of Liability Insurance to PSU supervisor - must be done prior to entering internship sites
<b>Aug 15 - Sept 30</b>	<input type="checkbox"/>	Complete Written Contractual Agreement (Appendix H)
<b>Sept 30 - Jun 15</b>	<input type="checkbox"/>	Monthly Supervisor Evaluations (Appendix I) due the last day of each month
		<input type="checkbox"/> September
		<input type="checkbox"/> February
		<input type="checkbox"/> October
		<input type="checkbox"/> March
		<input type="checkbox"/> November
		<input type="checkbox"/> April
		<input type="checkbox"/> December
		<input type="checkbox"/> May
		<input type="checkbox"/> January
		<input type="checkbox"/> June
<b>Nov - May</b>	<input type="checkbox"/>	Take and pass the Praxis School Psychology (5402) Exam (cutoff score 147)
<b>Nov - Jun</b>	<input type="checkbox"/>	Site-Supervisor complete Student Monitoring Form (Appendix E) due the end of each semester
		<input type="checkbox"/> Fall
		<input type="checkbox"/> Winter
		<input type="checkbox"/> Spring
<b>Jan 30</b>	<input type="checkbox"/>	Case Study 1 due (Appendix M)
<b>Apr 30</b>	<input type="checkbox"/>	Case Study 2 due (Appendix M)
<b>May 1</b>	<input type="checkbox"/>	Mahara Portfolio due - send URL to program coordinator
<b>Jun 1</b>	<input type="checkbox"/>	Complete Internship Site Evaluation (Appendix K)
<b>Jun 1</b>	<input type="checkbox"/>	Site-Supervisor completes Final Evaluation of Intern (Appendix J)
<b>Jun 15</b>	<input type="checkbox"/>	Submit all required paperwork to PSU internship supervisor - <b>no grade will be given until this is completed</b>

<b>Jun 15</b>	<input type="checkbox"/>	Send weekly logs on the Monday of each week throughout internship, with a year-long log due June 15 or the last day at internship site (Appendix L)
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