

Radford University



School Psychology Internship Guidelines

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SCHOOL PSYCHOLOGY TRAINING PROGRAM INTERNSHIP GUIDELINES MANUAL

INTRODUCTION

The School Psychology Training Program at Radford University culminates with a 1200 hour School Psychology Internship. During internship, school psychology candidates have the opportunity to demonstrate, under conditions of appropriate supervision, their ability to apply their knowledge, to develop specific skills needed for effective school psychological service delivery, and to integrate competencies that address the domains of professional preparation and practice outlined by the School Psychology Training Program, the National Association of School Psychologists and the Commonwealth of Virginia Department of Education.

The School Psychology Internship is a collaboration between the Training Program and the School District that assures the completion of activities consistent with the goals of the training program. A written plan is developed that specifies the responsibilities of the training program and internship site in providing supervision, support, and both formative and summative performance-based evaluation of intern performance.

DOMAINS OF TRAINING AND PRACTICE

By graduation, school psychology candidates will demonstrate entry-level competencies in each of the NASP domains of professional practice. Competency requires both knowledge and skills. Internship sites must ensure that candidates demonstrate the professional skills necessary to deliver effective services that result in positive outcomes in each of these domains. The NASP Domains of School Psychology Training and Practice are as follows:

Domain 1: Data-Based Decision-Making and Accountability

School psychologists have knowledge of varied models and methods of assessment that yield information useful in identifying strengths and needs, in understanding problems, and in measuring progress and accomplishments. School psychologists use such models and methods as part of a systematic process to collect data and other information, translate assessment results into empirically-based decisions about service delivery, and evaluate the outcomes of services. Data-based decision-making permeates every aspect of professional practice.

Domain 2: Consultation and Collaboration

School psychologists have knowledge of behavioral, mental health, collaborative, and/or other consultation models and methods and of their application to particular situations. School psychologists collaborate effectively with others in planning and decision-making processes at the individual, group, and system levels.

Domain 3: Effective Instruction and Development of Cognitive Academic Skills

School psychologists have knowledge of human learning processes, techniques to assess these processes and direct and indirect services applicable to the development of cognitive and academic skills. School psychologists, in collaboration with others, develop appropriate cognitive and academic goals for students with different abilities, disabilities, strengths, and needs; implement interventions to achieve these goals; and evaluate the effectiveness of interventions. Such interventions include, but are not limited to, instructional interventions and consultation.

Domain 4: Socialization and Development of Life Skills

School psychologists have knowledge of human developmental processes, techniques to assess these processes, and direct and indirect services applicable to the development of behavioral, affective, adaptive, and social skills. School psychologists, in collaboration with others, develop appropriate behavioral, affective, adaptive, and social goals for students of varying abilities, disabilities, strengths, and needs; implement interventions to achieve those goals; and evaluate the effectiveness of interventions. Such interventions include, but are not limited to, consultation, behavioral assessment/intervention, and counseling.

Domain 5: Student Diversity in Development and Learning

School psychologists have knowledge of individual differences, abilities, and disabilities and of the potential influence of biological, social, cultural, ethnic, experiential, socioeconomic, gender-related, and linguistic factors in development and learning. School psychologists demonstrate the sensitivity and skills needed to work with individuals of diverse characteristics and to implement strategies selected and /or adapted based on individual characteristics, strengths, and needs.

Domain 6: School and Systems Organization, Policy Development, and Climate

School psychologists have knowledge of general education, special education, and other educational and related services. They understand schools and other settings as systems. School psychologists work with individuals and groups to facilitate policies and practices that create and maintain safe, supportive, and effective learning environments for children and others.

Domain 7: Prevention, Crisis Intervention, and Mental Health

School psychologists have knowledge of human developmental and psychopathology and of associated biological, cultural, and social influences on human behavior. School psychologists provide or contribute to prevention and intervention programs that promote the mental health and physical well-being of students.

Domain 8: Home/School/Community Collaboration

School psychologists have knowledge of family systems, including family strengths and

influences on student development, learning, and behavior, and of methods to involve families in education and service delivery. School psychologists work effectively with families, educators, and others in the community to promote and provide comprehensive services to children and families.

Domain 9: Research and Program Evaluation

School psychologists have knowledge of research, statistics, and evaluation methods. School psychologists evaluate research, translate research into practice, and understand research design and statistics in sufficient depth to plan and conduct investigations and program evaluations for improvement of services.

Domain 10: School Psychology Practice and Development

School psychologists have knowledge of the history and foundations of their profession; of various service models and methods; of public policy development applicable to services to children and families; and of ethical, professional, and legal standards. School psychologists practice in ways that are consistent with applicable standards, are involved in their profession, and have the knowledge and skills needed to acquire career-long professional development.

Domain 11: Information Technology

School psychologists have knowledge of information sources and technology relevant to their work. School psychologists access, evaluate, and utilize information sources and technology in ways that safeguard or enhance the quality of services.

COMPETENCIES OF THE INTERN

The School Psychology Internship is to be completed on a full-time basis over one year or on a half-time basis over two consecutive years. This is a total of 1200 hours of supervised professional experience during which the intern should be exposed to the variety of roles and functions of the school psychologist. This should include: assessment, consultation, counseling, working with agencies and families, and any other needs that the school system requires the school psychologist to fulfill, such as program development or program evaluation. The intern should also be exposed to children of all ages and abilities. The internship experience is primarily for the purpose of training; therefore school districts that narrowly define the intern's role, such as assessment only, would not be an acceptable one for internship. In addition to demonstrating entry level competency in each of the NASP Training Domains, the Intern will also successfully demonstrate competency in each of the following areas of professional practice:

Professionalism

Interns should present a good personal appearance, show reliability and dependability in completing assignments in a timely manner, and work well with other staff. Concern,

respect and sensitivity to the needs of the students, their families, and the school staff are also expected of the intern. Specific competencies are as follows:

1. The intern will be aware of and practice ethical behavior in consultation, counseling, assessment and any other school-related activities in which he/she is involved.
2. The intern will be on time for meetings and appointments and will complete assigned duties within a reasonable amount of time.
3. The intern will have a professional attitude in appearance and language.
4. The intern will show concern and sensitivity for the needs of students, their families, and school personnel.
5. The intern will attend in-service workshops, regional and/or state professional meetings and any training experiences which may improve the intern's professional skills or functioning whenever these opportunities are available and it is feasible for the intern to do so.
6. The intern will become aware of procedures and policies relevant to the functioning of the school system.
7. Interns will maintain a continuing awareness of educational laws and requirements, both at the state and at the federal level.
8. Interns will show awareness of, and sensitivity to, the varying cultural and social environments within each school the intern provides services.

Assessment Skills

Interns should be familiar with most of the assessment materials that the district relies on for new evaluations and re-evaluations. However, because the number of tests is almost infinite, and the amount of time allotted for graduate training is not, some measures which the district might consider important may not be familiar to the intern. If an intern is unfamiliar with a particular measure or technique, it will be important to utilize supervision as a positive opportunity for teaching. This may involve modeling, supervised practice, and constructive criticism. This will assist the intern in developing skills that are lacking or inadequate, but that are necessary or desirable for good school psychology practice. Obviously, no intern will be completely competent and proficient in all aspects of evaluation, however, with instruction, interns have the basic knowledge and experience to learn new techniques quickly. Occasionally the intern is familiar with evaluation materials which the field supervisor may not have used, creating a brief reversal of roles while the intern teaches the supervisor about a new way to look at a problem.

Specific assessment competencies are as follows:

1. The intern will demonstrate an expanding knowledge of a wide range of standardized test instruments, and improve that knowledge through careful and accurate practice.
2. The intern will increase competency in using alternative assessment measures

which supplement more formal or standardized tests (example: curriculum based assessment)

3. The intern will continue to develop effective interviewing skills with parents, students, and their teachers.
4. The intern will improve competency in behavioral assessment.
5. The intern will become proficient in selecting appropriate test batteries for different referral problems, and will utilize these batteries within district, state, and federal guidelines for effective and appropriate information gathering for these different types of referral problems.
6. Interns will expand and enhance their skills in evaluating: intelligence, adaptive behavior, language and communication skills, social-emotional functioning, and psychoeducational functioning.
7. Interns will expand their abilities in relating assessment results to interventions, and in disseminating this information to the appropriate parties.

Consultation Skills

In the Radford University School Psychology Program, interns learn the theory and practice of consultation in both a classroom and an applied setting. Consultation is considered to be an important component of the school psychologist's role, and interns will be accustomed to problem-solving through a consultation and pre-referral model. Because of intern inexperience and youthfulness, supervision will be a very important process in assisting the intern to continue developing the maturity and professional skills necessary to successful consultative relationships. Interns may need substantive guidance on instructional and management techniques that might be part of the problem-solving process. Additionally, interns may need guidance on how to approach certain individuals, types of situations, and district preferences in how to solve problems. It will be important for the field supervisor to guide the intern in matching his or her consultative approach with the preference of the consultee. The supervisor will also wish to express their preferences of how to best work with a problem situation while exhibiting a tolerance for the intern's preferences. Of course, constructive, concrete, and positive criticism can be an invaluable supervision and teaching tool.

Specific consultation competencies are as follows:

1. The intern will establish effective collaborative relationships with teachers, guidance counselors, parents and family members, and administrative personnel where appropriate.
2. The intern will conduct effective parent interviews, and will effectively work with parents in explaining assessment or other observational findings, and will offer training or consultation appropriately in response to assessment findings.
3. The intern will evaluate the effectiveness of consultative strategies and interventions planned through the consultative process.

4. The intern will help school personnel become aware of the range of consultative services and activities available through the school psychologist, using needs assessment surveys, in-service presentations, and maintaining a visible presence in the schools to which the intern is assigned.

Intervention Skills

Students who are in their internship year through the Radford University School Psychology Program have taken courses in behavioral interventions and short-term therapeutic interventions with children. They have had limited practice in working with children to solve problems on an individual and group basis. Some interns may have had some experience working with parents and children to solve a problem, but many may have little to no experience in this area. Co-leading a group, or working with the intern on a difficult case would be extremely helpful for the intern. In other cases, simply listening to the intern's summary of the particular case meeting may be sufficient for guidance and advice on how to best continue with the intervention. Obviously, supervision is vitally important in assisting the intern to be effective in aiding a student with a problem. This is particularly important in any crisis situation. **The intern should never have complete responsibility for a crisis response; rather, the intern should be part of a crisis team.**

Intervention competencies are as follows:

1. Interns will expand their competencies in counseling children individually on a short-term (less than one school year) basis.
2. Interns will expand their group counseling skills, and will offer various types of groups in response to needs assessment information provided by each school within which the intern works.
3. Interns will be part of the district's crisis team, and will assist in crisis intervention and crisis prevention programs but will not have complete responsibility for intervention in any crisis situation.
4. Interns will work with parents individually or in groups, offering relevant educational and skill-oriented parenting information, or in conducting support groups for parents whose children have special needs or developmental commonalities.
5. Interns will help guidance and administrative personnel determine what kinds of intervention programs might benefit their student population, and assist in any start-up activities, such as data-gathering, or organizational activity.
6. Interns will offer in-service workshops as requested.

REQUIRED ACTIVITIES

In order to ensure that Interns perform the full range of school psychological services, specific required activities are to be completed by each intern and submitted to their University Intern Supervisor. There are six areas in which requirements are specific and defined, and which must be met for successful completion of the internship.

Area I: Assessment Activities

12 comprehensive assessments must be completed over the course of the internship year. In order to distribute the work the following schedule should be followed:

Fall Semester, 2005 (due date: December 9)	4
Spring Semester, 2006 (due date: April 28)	8
Year long total number of assessment reports	12

At least one comprehensive assessment **MUST** be done from each of the following categories, in any order: (may be a new evaluation or a re-evaluation)

- a) Academic/cognitive
- b) Behavioral/Social-emotional
- c) Low incidence (deaf or hard of hearing, impaired vision or blind, multiple disabilities, moderate to profound retardation)
- d) Early childhood (kindergarten or earlier; from 0-5 years)
- e) English as a second language/culturally diverse child/family

Each assessment should include test results as well as intervention recommendations which are linked to the assessment.

Area II. Consultation Activities

Four comprehensive case consultations must be completed over the course of the year. At least ONE should be completed in the Fall semester. All due dates for case reports, which should include an evaluation of the consultation's effectiveness, are the same as in area I.

Cases should be done in the following categories:

- a) One Home-School collaboration (must include at least one meeting in which home and school representatives – in addition to the intern- are present)
- b) **Two** teacher consultations (at least one of which is behaviorally oriented)
- c) One in-service presentation or administrative consultation (with Principal, assistant principal, guidance counselor, school social worker, nurse, or other *specialist* in the system)

The case report should include:

- Who the intern is consulting with
- Reason for Consultation (e.g., child focused, classroom management focus, parent involvement focus, etc.)
- Number of Meetings and dates of those meetings
- Summary of discussion and short term goals for each meeting
- Long term goals for the consultation
- Evaluation of your effectiveness – by consultees and also self-evaluation

Area III. Early Intervention/Screening/Prevention Activities

Two comprehensive efforts must be made in this area. At least one effort should be with an At-Risk population, middle school or older. The other effort should be with an early childhood to elementary school focus (from preschool to sixth grade). This activity should be comprehensive (not just a one time educational meeting, for example) and reach a *group* of at risk individuals, (not be targeted to impact on just one child or parent.) Examples of activities in these areas:

- Developing an afterschool program for middle school kids

- Starting a group with teenage parents
- Parent education for parents of preschoolers with disabilities
- District-wide high school screening for depression
- Peer counseling program in a high school

Activities should reflect the needs of the particular internship site. Case reports should be done for each of these efforts, and both of these may be turned in during the spring semester, no later than April 28. Evaluation of effectiveness must be included in the case report.

Area IV. Direct Intervention: Counseling or Mental Health Interventions

Two interventions must be made in this area. At least one intervention should have a social/emotional or interpersonal focus (e.g. child with anxiety, depression, loneliness, etc.). The other intervention should have a behavior/self-control or self-regulatory focus (e.g. homework problems, behavior problems in class, social skills, inattention, etc.). These may be group or individual work. Case reports should be done for each of these efforts, and **both** of these may be turned in during the spring semester, no later than April 28. Evaluation of effectiveness must be included in the case report. This may be the child's self-report, a teacher's evaluation, or a parent's evaluation, and may use a standardized instrument or scale (e.g. BASC) or one that is specially constructed for this particular child. It is expected that there will be a Pre- and Post-counseling assessment. Reports should also include the following:

- Description of who is receiving the counseling
- Reason for counseling and who asked for it (child, teacher or parent initiated?)
- Number of Meetings and dates of those meetings
- Summary of discussion and short term goals for each meeting
- Long term goals for the consultation

Area 5. Professional Development

The Intern must attend at least two professional development meetings (not including our intern seminars). These may be within the school district or through some outside agency (NASP, State Association of School Psychologists, CEC, etc.). You must provide documentation of attendance at these meetings. Documentation will be DUE April 28.

Area 6. Supervision

You must provide logs of your activities and hours, including TWO HOURS of face to face supervision with your field supervisor weekly for both semesters of your internship. These logs should be signed by your field supervisor. Logs should be turned in on a MONTHLY basis.

RESPONSIBILITIES

The internship is a collaboration among the training program and the school district. The specific responsibilities of each party are as follows:

School District Responsibilities

- A. Provide the intern the opportunity to carry out major professional functions under appropriate supervision in a sequence of experiences designed to enhance

competencies in comprehensive assessment, intervention, evaluation of services provided, and professional practice.

- B. Provide training experience for a minimum of 1200 supervised hours.
- C. Provide the intern with at least two hours of field-based supervision per full-time week from a certified school psychologist with at least three years of experience.
- D. Provide release time to the supervising school psychologist for supervisory duties.
- E. Provide appropriate support for the internship experience to include:
 - 1. A written contractual agreement specifying the intern as a full-time probationary employee for a term of one school year; terms of compensation, including the amount of compensation and that the intern is limited to employment for the period of the appointment, is not guaranteed employment beyond that period, nor is required to remain in the employment of the District.
 - 2. Expense reimbursement
 - 3. A safe and secure work environment.
 - 4. Adequate office space.
 - 5. Support services consistent with the district's school psychologists
 - 6. Provision for participation in continuing professional development activities.
 - 7. Release time for internship supervision
 - 8. Whenever possible, a salary at a level commensurate with the intern's experience and at a level that allows the intern to be fully devoted to training along with other employee benefits.
- F. A commitment to the internship as a diversified training experience.
- G. Provide, in collaboration with the training program and the intern, a written agreement that describes the goals and content of the internship, including clearly stated expectations for the nature of the experiences offered in Psychological Services and for the quantity and the quality of the work.
- H. Designation of trainee status of the intern by the title of "School Psychology Intern."
- I. Assurance that reports by the intern to consumers, other agency or school personnel, or other relevant audiences are co-signed by the licensed psychologist responsible for the intern.
- J. Provide at a minimum an evaluation of the intern's experience consistent with specific training objectives at mid-year and the end of the year.
- K. Certify the internship requirements have been met.
- L. Inform the University of any change in District policy, procedures, and staffing that might affect the internship experience.

Intern Supervisor Responsibilities

- A. Be an appropriately credentialed school psychologist in the intern's state of employment.
- B. Provide documentation of the license or certificate to the University.
- C. Have at least three years of experience as a school psychologist.
- D. Provide at least two hours of supervision per full-time week.
- E. Supervise no more than two interns simultaneously.
- F. Be familiar with the internship requirements of Radford University.
- G. Provide mentorship to the intern.
- H. Introduce the intern to district and school administrators, teachers, staff, professional groups and organizations.
- I. Arrange or provide orientation for the intern about the district's policies, rules and regulations.
- J. Monitor intern's compliance with the district's policies, rule and regulations.
- K. Supervise and verify the intern's activities.
- L. Provide both formative and summative performance-based evaluation of intern performance.
- M. Keep the University fully informed of any problems that compromise the intern's successful completion of internship.

University Responsibilities

- A. Establish and maintain a positive relationship with the district and the supervising school psychologist.
- B. Be in contact with the district at least once each semester during the internship year.
- C. Provide the district, supervisor, and intern with the University's internship requirements.
- D. Monitor the intern's performance through contacts with both the supervisor and the intern.
- E. Provide a written plan that specifies the responsibilities of the training program and internship site in providing supervision support and both formative and summative performance-based evaluation of intern performance.
- F. Consult with the intern, as needed, on issues of professional practice.

Intern Responsibilities

- A. Enroll in PSYC 795 and PSYC 796.
- B. Complete the 1200 hour internship as required.
- C. Comply with the NASP Principles for Professional Ethics and Professional Conduct.
- D. Attend both the Fall and Spring University Intern Meetings.
- E. Take the Praxis II Examination and report the results to the University Program Coordinator.
- F. Become aware of and comply with the district's policies, rules and regulations.

- G. Arrange and participate in at least two hours of supervision per full-time week.
- H. Keep an accurate log of activities and provide the log to your University supervisor as required.
- I. Enter into the supervisory relationship with a willingness to hear feedback, both positive and negative, and a commitment to respond in a positive and productive manner.
- J. Keep district supervisors, school personnel, and/or University supervisors promptly informed of any difficulties (personal or professional) that might compromise performance.
- K. Complete work assignments in a timely and accurate manner.
- L. Complete paperwork required by the University in a timely and accurate manner.
- M. Regularly check the University email account and respond promptly to the University supervisor and Program Coordinator.

THE PROCESS OF SUPERVISION

In Best Practices in School Psychology-II (NASP, 1990), internship is described as consisting of a hierarchy of learning experiences. The field supervisor will need to pace the intern's exposure to this hierarchy. This can be done by planning activities for the intern which require performance of, and exposure to, increasingly more complex tasks. The field supervisor, while supervising the intern closely, will be able to be flexible in determining when the intern is ready to move to a new and more complex phase of activities. Because every intern will perform differently, it is not possible to set hard and fast rules regarding when to do what. The intern should probably begin activities with some modeling by the supervisor. According to Best Practices, the intern's activities should be phased in as follows:

Phase I Activities

- learn the demographics of the community
- meet school personnel
- obtain copies of school policies, procedures, forms
- observe field supervisor's response to referrals, initial contacts, assessment, consultation, IEP's, and follow-up
- observe all alternative and support services
- observe mandatory procedures for classification and placement in special education
- learn about community resources available in the area.

Phase II Activities

At this point, the intern can be expected to have a much more active involvement and more independence. The intern should be observed in these activities before becoming completely independent of the supervisor's presence. Activities in this phase may

include:

- administration of tests used for prescriptive and diagnostic purposes
- interviewing teachers, staff, parents
- consulting with teachers and parents
- performing classroom observations
- counseling
- writing and reviewing of written reports
- discussion of ethical and professional standards in the field.

Phase III Activities

When the field supervisor believes that the intern is capable of functioning relatively independently, Phase III may begin, and might include:

- taking and writing up relevant history
- classroom observations
- conducting a complete assessment
- presenting a case to a special education committee
- being an active member of a child study team
- writing an IEP
- developing and/or implementing intervention strategies
- consulting
- counseling with students.

Phase IV Activities

Although the intern is functioning relatively independently in Phase III, it is necessary to continue to provide regular supervision. Fading of direct guidance in supervision can be considered to be Phase IV, and this reduced direct supervision generally will not be appropriate until close to the end of the school year. While it is very desirable that all interns reach Phase IV, it is important that they not be considered as Phase IV interns until they have shown mastery at previous skill levels. For some interns this will be relatively early in the school year; for others, it may not be until very near the end of the internship year. If an intern is never deemed to be able to function at Phase IV, it is very important that the university supervisor be aware of this. One of the major goals of internship training is the ability of the intern to be able to function independently as a school psychologist by the end of the internship year.

EVALUATION OF THE INTERN

Towards the end of each semester of internship, the field supervisor will complete an Intern Evaluation Form. It is important, however, that the intern receive regular evaluative feedback throughout the internship in the form of specific, concrete, behavioral performance feedback, so that any information from an end of semester evaluation does not come as a surprise to the intern. If it is possible, it is best if this evaluation comes in a written format, and the intern is given a time period in which a

response can be made, and his or her performance can be discussed. Remember, feedback that is supportive, timely, and clearly stated will be the most useful to the intern, and help him or her to improve on-the-job performance. If the field supervisor has particular skills that are especially important for the intern to have, be sure and let the intern know what will be evaluated. Occasionally supervisors will need to do some "micro-teaching" in order to help the intern expand his or her repertoire of skills. Though the field supervisor will be giving the intern and the university supervisor feedback on the intern's performance, it is ultimately the duty of the university supervisor to assign the grade (in this case, it is a "pass-fail" option). If there is a serious deficiency in the intern's performance, it is very important for the field supervisor to inform the university supervisor early in the semester, so that the intern may attempt to overcome it.

The field supervisor will also provide weekly face-to face supervision to the intern for a minimum of two hours per full week. The university supervisor will provide regular phone supervision and may make one or two on-site visits if possible. Additionally, the intern is required to return to the university once each semester for an internship seminar, where group supervision as well as individual supervision may be provided.

INTERNSHIP LOG

The intern is expected to keep a weekly log, in a format provided by the School Psychology Training Program documenting the number and type of hours worked daily and the intern's activities. This log should be mailed to the university supervisor on a regular basis, and the intern and university supervisor should agree on the time frame for this.

PRAXIS II EXAM

In addition to progress reports and logs, interns are required to take the Praxis II (School Psychology) Exam during the internship year and have the results reported to RU. This is a way of monitoring intern achievement and program accountability.

PROFESSIONAL LIABILITY INSURANCE

All interns are required to obtain and maintain at least 1 million dollars worth of professional liability insurance from the beginning of their first semester until the end of their internship. Affordable and quality insurance is available to interns from either of the companies listed below. Membership in NASP may be required to obtain these policies at a discount rate. Interns must provide their university supervisor with documentation that coverage has been obtained.

American Professional Agency

1-800-421-6694

<http://www.americanprofessional.com/schoolpsy/index.htm>

Forrest T. Jones & Company

1-800-265-9366

<http://www.ftj.com/>

RECORD KEEPING CHECKLIST AND FORMS

The remainder of this Handbook is devoted to providing copies of the forms and materials to be completed by the school district, intern, and field supervisor. Please refer to the checklist below for information regarding the timeline for completion of this paperwork.

Name of Form		Due Date	Return to	Date of Completion
Internship Agreement	School District Field Supervisor University Supervisor Intern	Sept 1	University Supervisor	
Core Competencies	Field Supervisor University Supervisor Intern	Visit by University Supervisor	University Supervisor	
Contact Information	Intern	Sept. 1	University Supervisor	
Insurance Documentation	Intern	Sept 1	University Supervisor	
Diversity Survey	Intern	Nov 30	Program Coordinator	
Weekly Internship Log	Intern	Weekly	University Supervisor	
Praxis II Exam Report	Intern	March 1	Program Coordinator	
Fall Intern Evaluation	Field Supervisor Intern	Dec. 15	University Supervisor	
Spring Intern Evaluation	Field Supervisor Intern	April 15	University Supervisor	
Intern Site Evaluation	Intern	May 1	Program Coordinator	

**School Psychology Training Program
Internship Agreement***

Date _____

Agreement between Radford University and the _____ School District.

Intern _____

It is mutually agreed by Radford University, hereinafter referred to as “the University,” acting by and through the Department of Psychology, and the _____ School District, hereinafter referred to as “the District,” acting by and through the Executive Director-Psychological Services that a specialist internship in school psychology will be provided at the District. The intern shall be provided with opportunities to demonstrate, under conditions of appropriate supervision, their ability to apply their knowledge, to develop specific skills needed for effective school psychological service delivery, and to integrate competencies that address the domains of professional preparation and practice by the National Association of School Psychologists (NASP).

I.

The District agrees and promises to:

- A. Provide the intern the opportunity to carry out major professional functions under appropriate supervision in a sequence of experiences designed to enhance competencies in comprehensive assessment, intervention, evaluation of services provided, and professional practice.
- B. Provide training experience for a minimum of 1200 supervised hours.
- C. Provide the intern with at least two hours of field-based supervision per full-time week from a certified school psychologist with at least three years of experience.
- D. Provide appropriate support for the internship experience to include:
 - 1. A written contractual agreement specifying the intern as a full-time probationary employee for a term of one school year; terms of compensation, including the amount of compensation and that the intern is limited to employment for the period of the appointment, is not guaranteed employment beyond that period, nor is required to remain in the employment of the District.
 - 2. A salary at a level commensurate with the intern’s experience and at a level that allows the intern to be fully devoted to training.
 - 3. Employee benefits as indicated below (please check those that apply):
 - ____ Salary (please specify) _____
 - ____ Sick leave (please describe) _____
 - ____ School holidays and non-contract days based on a 180-day contract consistent with Board approved calendar.
 - ____ The same insurance and other benefits as regular employees.
 - ____ Expense reimbursement according to schedule for job-related travel at a rate established by the Board of Education.

- ____ Worker's compensation.
 - ____ Deductions for teacher retirement.
 - ____ Provision for participation in continuing professional development activities on a reimbursable and/or released-time basis.
 - ____ An appropriate work environment including adequate equipment, materials, secretarial services, and other office facilities.
 - ____ Other (please describe) _____
-

4. Provide, in collaboration with the training program and the intern, a written agreement that describes the goals and content of the internship, including clearly stated expectations for the nature of the experiences offered in Psychological Services and for the quantity and the quality of the work.
5. Designation of trainee status of the intern by the title of "School Psychology Intern."
6. Assure that reports by the intern to consumers, other agency or school personnel, or other relevant audiences are co-signed by the licensed psychologist responsible for the intern.
7. Provide at a minimum an evaluation of the intern's experience consistent with specific training objectives at mid-year and the end of the year.
8. Certify the internship requirements have been met and provide appropriate recognition to the intern's successful completion of the internship with the award of a certificate.
9. Inform the University of changes in District policy, procedures, and staffing that might affect the internship experience.

II.

The University agrees and promises to:

- A. Certify at the time of arrival of the intern:
 1. Completion of coursework in scientific, applied and specialty areas, including formal assessment/diagnosis and intervention/treatment;
 2. Completion of a formal introduction to ethical and professional standards.
- B. Notify the internship supervisor of any change in the intern's status prior to internship.
- C. Provide an internship supervisor who shall maintain an ongoing relationship with the internship supervisor and who shall provide at least one field-based contact during the year with the intern.
- D. Upon request from the District, withdraw from employment any intern whose performance is unsatisfactory or whose personal characteristics prevent desirable relationships within the District. The University may reassign or withdraw an intern in placement after consultation with appropriate District representatives if such alteration is in the best interest of the intern, the District and the University. The University agrees to hold harmless the District for any causes of action resulting from reassignment, withdrawal, or expulsion.

III.

It is mutually agreed that:

- A. The intern shall function within the policies of the District.
- B. The intern shall receive due process at the same level as other Psychological Services staff consistent with the School Board policy and applicable law. If the intern is either expelled from the University, reassigned from the internship, or withdrawn from the internship, such action will terminate all contractual obligations to the District.
- C. The University and the District will not discriminate on the basis of race, color, creed, age, national origin, or gender (except as provided by law), nor will either party discriminate on the basis of handicap under Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act.

Intern to begin on _____ (date) and finish on (or about) _____ (date).

Signatures

Director of Psychological Services

School District

Intern Supervisor

Date

University Intern Supervisor

Date

School Psychology Intern

Date

* Contracted adapted from sample agreement created by: The Joint Committee on Internships for the Council of Directors of School Psychology Programs, Division of School Psychology American Psychological Association and National Association of School Psychologists.

RADFORD UNIVERSITY SCHOOL PSYCHOLOGY INTERNSHIP

Educational CORE Competencies

Note: Interns are to be exposed to a variety of school settings, age ranges, and should have opportunities to function within the regular educational system as well as the special education system.

PROFESSIONALISM:

1. The Intern will be aware of and practice ethical behavior in consultation, counseling, assessment and any other school-related activities in which he/she is involved.
2. The Intern will be on time for meetings and appointment and will complete assigned duties within a reasonable amount of time.
3. The Intern will have a professional attitude in appearance and language.
4. The Intern will show concern and sensitivity for the needs of students, their families, and school personnel.
5. The Intern will attend in-service workshops, regional and/or state professional meetings and any training experiences which may improve the student's professional skills or functioning whenever these opportunities are available and it is feasible for the student to do so.
6. The Intern will become aware of procedures and policies relevant to the functioning of the school system.
7. Interns will maintain a continuing awareness of educational laws and requirements, both at the state and at the federal level.
8. Interns will show awareness of and sensitivity to the varying cultural and social environments within each school the student provides services.

CONSULTATION:

1. The Intern will establish effective collaborative relationships with teachers, guidance counselors, parents and family members, and administrative personnel where appropriate.
2. The Intern will conduct effective parent interviews, and will effectively work with parents in explaining assessment or other observational findings, and will offer training or consultation appropriately in response to assessment findings.
3. The Intern will evaluate the effectiveness of consultative strategies and interventions planned through the consultative process.

4. The Intern will help school personnel become aware of the range of consultative services and activities available through the school psychologist, using needs assessment surveys, in-service presentations, and maintaining a visible presence in the schools to which the student is assigned.

ASSESSMENT:

1. The Intern will demonstrate an expanding knowledge of a wide range of standardized test instruments, and improve that knowledge through careful and accurate practice.
2. The Intern will increase competency in using alternative assessment measures which supplement more formal or standardized tests (example: curriculum based assessment)
3. The Intern will continue to develop effective interviewing skills with parents, students, and their teachers.
4. The Intern will improve competency in behavioral assessment.
5. The Intern will become proficient in selecting appropriate test batteries for different referral problems, and will utilize these batteries within district, state, and federal guidelines for effective and appropriate information gathering for these different types of referral problems.
6. Interns will expand and enhance their skills in evaluating: intelligence, adaptive behavior, language and communication skills, social-emotional functioning, and psychoeducational functioning.
7. Interns will expand their abilities in relating assessment results to interventions, and in disseminating this information to the appropriate parties.

INTERVENTION:

1. Interns will expand their competencies in counseling children individually on a short-term (less than one school year) basis.
2. Interns will expand their group counseling skills, and will offer various types of groups in response to needs assessment information provided by each school within which the student works.
3. Interns will be part of the district's crisis team, and will assist in crisis intervention and crisis prevention programs but will not have complete responsibility for intervention in any crisis situation.
4. Interns will work with parents individually or in groups, offering relevant

educational and skill-oriented parenting information, or in conducting support groups for parents whose children have special needs or developmental commonalities.

5. Interns will help guidance and administrative personnel determine what kinds of intervention programs might benefit their student population, and assist in any start-up activities, such as data-gathering, or organizational activity.
6. Interns will offer in-service workshops as requested.

In addition to demonstrating competence in each of these four COREs, by completion of the internship, the intern is expected to demonstrate entry-level competency in each of the eleven NASP Training Domains. These domains are listed below.

DOMAIN 1: DATA-BASED DECISION-MAKING AND ACCOUNTABILITY:

1. Demonstrates knowledge of varied models and methods of assessment to identify strengths and needs.
2. Demonstrates knowledge of varied models and methods of assessment to understand problems.
3. Demonstrates knowledge of varied models and methods of assessment to measure progress and accomplishments.
4. Uses such models and methods as part of a systematic process to collect data and other information.
5. Translates assessment results into empirically-based decisions about service delivery.
6. Evaluates the outcomes of services.

DOMAIN 2: CONSULTATION AND COLLABORATION:

1. Demonstrates knowledge of behavioral, mental health, collaborative, and/or other consultation models and methods.
2. Applies these models and methods to particular situations.
3. Collaborates effectively with others in planning and decision-making processes at the individual, group and system level.

DOMAIN 3: EFFECTIVE INSTRUCTION AND DEVELOPMENT OF COGNITIVE/ACADEMIC SKILLS:

1. Demonstrates knowledge of human learning process.
2. Demonstrates knowledge of techniques to assess these processes.

3. Demonstrates knowledge of direct and indirect services applicable to the development of cognitive and academic skills.
4. In collaboration with others, develops appropriate cognitive and academic goals for students with different abilities, disabilities, strengths, and needs.
5. Implements interventions to achieve these goals.
6. Evaluates the effectiveness of interventions, including instructional interventions and consultation.

DOMAIN 4: SOCIALIZATION AND DEVELOPMENT OF LIFE SKILLS:

1. Demonstrates knowledge of human developmental processes.
2. Demonstrates knowledge of techniques to assess these processes.
3. Demonstrates knowledge of direct and indirect services applicable to behavioral development.
4. Demonstrates knowledge of direct and indirect services applicable to affective development.
5. Demonstrates knowledge of direct and indirect services applicable to social skill development.
6. In collaboration with others, develops appropriate behavioral, affective, adaptive, and social goals for students with different abilities, disabilities, strengths, and needs.
7. Implements interventions to achieve these goals.
8. Evaluates the effectiveness of interventions, including consultation, behavioral assessment/intervention, and counseling.

DOMAIN 5: STUDENT DIVERSITY IN DEVELOPMENT AND LEARNING:

1. Demonstrates knowledge of individual differences, abilities, and disabilities and of the potential influence of biological, social, cultural, ethnic, experiential, socioeconomic, gender-related, and linguistic factors in development and learning.
2. Demonstrates the sensitivity and skills needed to work with individuals of diverse characteristics.
3. Implements strategies selected and/or adapted based on individual characteristics, strengths, and needs.

DOMAIN 6: SCHOOL AND SYSTEMS ORGANIZATION, POLICY DEVELOPMENT, AND CLIMATE

1. Demonstrates knowledge of general education, special education, and other educational and related services.

2. Demonstrates understanding of schools and other settings as systems.
3. Works with individuals and groups to facilitate policies and practices that create and maintain safe, supportive, and effective learning environments for children and others.

DOMAIN 7: PREVENTION, CRISIS INTERVENTION, AND MENTAL HEALTH

1. Demonstrates knowledge of human developmental and psychopathology and of associated biological, cultural, and social influences on human behavior.
2. Provides or contributes to prevention and intervention programs that promote the mental health and physical well-being of students.

DOMAIN 8: HOME/SCHOOL/COMMUNITY COLLABORATION

1. Demonstrates knowledge of family systems, including family strengths and influences on student development.
2. Demonstrates knowledge of learning.
3. Demonstrates knowledge of behavior.
4. Demonstrates knowledge of methods to involve families in education and service delivery.
5. Works effectively with families, educators, and others in the community to promote and provide comprehensive services to children and families.

DOMAIN 9: RESEARCH AND PROGRAM EVALUATION

1. Demonstrates knowledge of research, statistics, and evaluation methods.
2. Evaluates research.
3. Translates research into practice.
4. Understands research design and statistics in sufficient depth to plan and conduct investigations and program evaluations for improvement of services.

DOMAIN 10: SCHOOL PSYCHOLOGY PRACTICE AND DEVELOPMENT

1. Demonstrates knowledge of the history and foundations of their profession.
2. Demonstrates knowledge of various service models and methods.
3. Demonstrates knowledge of public policy development applicable to services to children and families.
4. Demonstrates knowledge of ethical, professional, and legal standards.
5. Practices in ways that are consistent with applicable standards,
6. Is involved in his/her profession.
7. Demonstrates knowledge and skills needed to acquire career-long professional development.

DOMAIN 11: INFORMATION TECHNOLOGY

1. Demonstrates knowledge of information sources and technology relevant to their work.
2. Accesses, evaluates, and utilizes information sources and technology in ways

Radford University
School Psychology Training Program
Intern Contact Information

Intern _____

Home Address _____
City _____
State _____
Zip Code _____
Home Phone _____
Cell Phone _____
Email _____

Internship Site _____
Address _____

Work Phone _____

Field Supervisor _____
Title _____
Address _____

Phone _____
Email _____

District Supervisor _____

Phone _____
Email _____

Radford University Professional Education Program
 Field Experience Office
 A104 Peters Hall
 Box 6960
 Radford, VA 24142

Survey of Student Intern Experience with Diversity

This survey is to be completed by Radford University students who are enrolled in professional preparation programs in education. The student should be currently enrolled in field experiences or practica, or in courses with field or lab assignments in which they work with students or clients.

Student name _____ **Date** _____

Licensure program (please check):

- | | | |
|--|---|--|
| <input type="checkbox"/> elementary education | <input type="checkbox"/> special education-mental retardation | <input type="checkbox"/> library media |
| <input type="checkbox"/> middle school education | <input type="checkbox"/> special education-early childhood | <input type="checkbox"/> educational leadership |
| <input type="checkbox"/> music education | <input type="checkbox"/> special education-high incidence disabilities | <input type="checkbox"/> school psychology |
| <input type="checkbox"/> dance education | <input type="checkbox"/> special education deaf and hard of hearing | <input type="checkbox"/> school counseling |
| <input type="checkbox"/> physical/health education | <input type="checkbox"/> secondary education (please check major): | <input type="checkbox"/> speech language pathologist |
| <input type="checkbox"/> art education | <input type="checkbox"/> English <input type="checkbox"/> Math <input type="checkbox"/> Science <input type="checkbox"/> Social Studies | <input type="checkbox"/> reading specialist |

School or agency you are assigned to:

Name _____ Type of agency: _____

City _____ School Division _____ State _____

Nature of your current enrollment: "Block" assignment Student Teaching/Internship other, please describe:

Please provide the following information about the population of students or clients with whom you work as part of your current enrollment. **WORK WITH YOUR FIELD-BASED SUPERVISOR IN COMPLETING THIS FORM.**

PLEASE ENTER THE NUMBER OF STUDENTS IN EACH CATEGORY: DO NOT SIMPLY CHECK THE CATEGORY.

White, not Hispanic	
Black, not Hispanic	
Hispanic	
Asian or Pacific Islander	
Native American	
Multiracial	
Students/clients who speak English as a second language	
Free and reduced lunches or other indicators of lower-SES	
Students/clients with disabilities	
Gifted or talented students/clients	
TOTAL NUMBER OF STUDENTS/CLIENTS	

Survey of Student Intern Experience with Diversity
DIRECTIONS

1. **Student name:** include first, last, and middle initial.
2. **Licensure program:** if you are seeking more than one endorsement, please mark all that apply.
3. **School or agency:**
 - a) Agency: An institution other than a school, such as a rehabilitation center or a community enrichment program.
 - b) If you have more than one placement, ENTER ALL SCHOOLS OR AGENCIES, using the bottom of this side of the page if necessary.
 - c) If you are currently employed and using your employment setting to implement field assignments for your program of studies, then those students or clients would be the population to report.
4. **Nature of your current enrollment**
 - a) Student teaching or "blocking" is considered as "practica or internship".
 - b) "Other" might include the work you are doing as part of the 50 clock-hour requirement for admission to the Teacher Education Program, EDUC 309 Field Experience, etc.
5. **Descriptive information**

"Population with whom you work" You may need to make a judgment call on determining your population. For example, a music educator may serve three schools (elementary, middle, and secondary) but only work directly with a subgroup who take band, chorus, etc., and not the entire school population. A school psychologist, counselor, reading specialist serving the school may want to use the school statistics. Race/ethnicity information can be found on the following web page in the Fall enrollment reports:
http://www.pen.k12.va.us/VDOE/Publications/rep_page.htm

LIST ANY ADDITIONAL INFORMATION HERE:

THANK YOU!



Radford University
 School Psychology Training Program
 Weekly Internship Log

Intern _____ Site _____

Week of ____/____/____

Directions: Please use this log to accurately and completely document your activities during each week of your internship. Enter the amount of time spent in each activity daily based on proportion of an hour. For example, a 30 minute parent conference would be entered as .50. A 1 hour and 45 minute testing session would be recorded as 1.75. Supervision with field supervisor must equal at least 2 hours per full time week.

Area I. Professionalism	M	T	W	R	F	SUM
Supervision with field supervisor						
Supervision with university supervisor						
Professional development opportunities						
Faculty meetings						
PTA/PTO						
School Board						
Other						
SUBTOTAL						

Area II. Consultation	M	T	W	R	F	SUM
Consultation with teachers						
Consultation with guidance counselors						
Consultation with special ed teachers						
Consultation with related services staff						
Consultation with administrative staff						
Child Study or Pre-referral meetings						
Parent consultation						
Classroom Observations						
Providing Inservice Presentation						
Other						
SUBTOTAL						

Area III. Assessment	M	T	W	R	F	SUM
Child Interview						
Parent Interview						
Teacher Interview						
Interview with other school personnel						
Pre-assessment observation						
Review of records						
Diagnostic tutoring						
Test administration						
Test scoring and report writing						
SUBTOTAL						

Area IV. Intervention	M	T	W	R	F	SUM
Individual student counseling						
Group counseling						
Crisis intervention (include planning)						
Parent/counseling						
Parent group						
Parent interviews, conferences,						
Classroom Observations						
Providing Inservice Presentation						
SUBTOTAL						

TOTAL HOURS THIS WEEK:

Radford University
School Psychology Training Program

Praxis II Exam Report

Instructions: Please complete the following form and attach a copy of the front and back of your Praxis II Exam Results Report. Mail the completed form and attachment to:

Dr. Jayne Bucy
Coordinator, School Psychology training Program
Department of Psychology
Box 6946
Radford, VA 24142

Intern: _____

Date of Examination _____

AREA	SCORE
Total Test Score	
Diagnosis and Fact-Finding	
Prevention and Intervention	
Applied Psychological Foundations	
Applied Educational Foundations	
Ethical and Legal Considerations	

This form must be received by March 1st.

School Psychology Intern Evaluation

Fall _____ Spring _____ Date of Evaluation _____

Name of Intern _____

Name of Supervisor _____

Supervisor's Position _____

Directions: Please use the following scale to rate the intern on the characteristics listed below. Ratings are intended to assist in evaluating the intern for readiness in independent practice as a school psychologist.

N/A - Not applicable (either not an appropriate goal for intern in the setting, or no opportunity to practice in this setting)

0 - Not observed

1 - Unsatisfactory (insufficient mastery; additional course work or supervised practice necessary)

2 - Needs improvement (the intern needs additional supervised practice in this area)

3 - Satisfactory (the intern is competent and at the professional entry level for this skill)

4 - Outstanding (the intern has exceptionally strong skills in this area)

AREA I. PROFESSIONALISM

- _____ 1. The intern is aware of ethical considerations and practices ethical behavior.
- _____ 2. The intern completes assignments in a timely fashion.
- _____ 3. The intern is on time for appointments and meetings.
- _____ 4. The intern has a professional attitude in appearance and language.
- _____ 5. The intern shows sensitivity to the needs of students,
- _____ 6. The intern shows sensitivity to the needs of teachers,
- _____ 7. The intern shows sensitivity to the needs of school personnel,
- _____ 8. The intern shows sensitivity to the needs of students and families.
- _____ 9. The intern attends training or related educational opportunities.
- _____ 10. The intern practices in conformance to procedures and policies of the school district.
- _____ 11. The intern communicates and listens effectively
- _____ 12. The intern is a team player.

AREA II. CONSULTATION

- _____ 13. The intern establishes effective consultative relationships with teachers and other school personnel.
- _____ 14. The intern conducts effective parent interviews and conferences.
- _____ 15. The intern can evaluate the effectiveness of consultative strategies and interventions planned through the consultative process.
- _____ 16. The intern is effective in maintaining an available and visible presence as a consultant in the schools

AREA III. ASSESSMENT

- _____ 17. The intern clearly identifies the referral problem.
- _____ 18. The intern selects the appropriate assessment instruments relative to the nature of the assessment referral.
- _____ 19. The intern uses behavioral assessment techniques.
- _____ 20. The intern relates assessment results to interventions and makes appropriate and useful recommendations in reports.
- _____ 21. The intern writes clear and comprehensible reports.
- _____ 22. The intern is accurate in administering and scoring tests.
- _____ 23. The intern uses multiple sources of information during the assessment process.

AREA IV. INTERVENTION

- _____ 24. The intern uses appropriate intervention strategies when doing individual counseling.
- _____ 25. The intern uses appropriate intervention strategies when doing group counseling.
- _____ 26. The intern is appropriately involved in crisis team activities.
- _____ 27. The intern provides needed services for parents in the form of support or educational group interventions.
- _____ 28. The intern evaluates the effectiveness of the interventions used.
- _____ 29. The intern works as a team member in developing intervention programs as the need for these programs is identified.
- _____ 30. The intern offers in-service workshops and training as requested or needed.

NASP DOMAINS OF PROFESSIONAL PRACTICE

DOMAIN 1: DATA-BASED DECISION-MAKING AND ACCOUNTABILITY:

- _____ Demonstrates knowledge of varied models and methods of assessment to identify strengths and needs.
- _____ Demonstrates knowledge of varied models and methods of assessment to understand problems.
- _____ Demonstrates knowledge of varied models and methods of assessment to measure progress and accomplishments.
- _____ Uses such models and methods as part of a systematic process to collect data and other information.
- _____ Translates assessment results into empirically-based decisions about service delivery.
- _____ Evaluates the outcomes of services.

DOMAIN 2: CONSULTATION AND COLLABORATION:

- _____ Demonstrates knowledge of behavioral, mental health, collaborative, and/or other consultation models and methods.
- _____ Applies these models and methods to particular situations.
- _____ Collaborates effectively with others in planning and decision-making processes at the individual, group and system level.

DOMAIN 3: EFFECTIVE INSTRUCTION AND DEVELOPMENT OF COGNITIVE/ACADEMIC SKILLS:

- _____ Demonstrates knowledge of human learning process.
- _____ Demonstrates knowledge of techniques to assess these processes.
- _____ Demonstrates knowledge of direct and indirect services applicable to the development of cognitive and academic skills.
- _____ In collaboration with others, develops appropriate cognitive and academic goals for students with different abilities, disabilities, strengths, and needs.
- _____ Implements interventions to achieve these goals.
- _____ Evaluates the effectiveness of interventions, including instructional interventions and consultation.

DOMAIN 4: SOCIALIZATION AND DEVELOPMENT OF LIFE SKILLS:

- _____ Demonstrates knowledge of human developmental processes.
- _____ Demonstrates knowledge of techniques to assess these processes.
- _____ Demonstrates knowledge of direct and indirect services applicable to behavioral development.
- _____ Demonstrates knowledge of direct and indirect services applicable to affective development.
- _____ Demonstrates knowledge of direct and indirect services applicable to social skill development.
- _____ In collaboration with others, develops appropriate behavioral, affective, adaptive, and social goals for students with different abilities, disabilities, strengths, and needs.
- _____ Implements interventions to achieve these goals.
- _____ Evaluates the effectiveness of interventions, including consultation, behavioral assessment/intervention, and counseling.

DOMAIN 5: STUDENT DIVERSITY IN DEVELOPMENT AND LEARNING:

- _____ Demonstrates knowledge of individual differences, abilities, and disabilities and of the potential influence of biological, social, cultural, ethnic, experiential, socioeconomic, gender-related, and linguistic factors in development and learning.
- _____ Demonstrates the sensitivity and skills needed to work with individuals of diverse characteristics.
- _____ Implements strategies selected and/or adapted based on individual characteristics, strengths, and needs.

DOMAIN 6: SCHOOL AND SYSTEMS ORGANIZATION, POLICY DEVELOPMENT, AND CLIMATE

- _____ Demonstrates knowledge of general education, special education, and other educational and related services.
- _____ Demonstrates understanding of schools and other settings as systems.
- _____ Works with individuals and groups to facilitate policies and practices that create and maintain safe, supportive, and effective learning environments for children and others.

DOMAIN 7: PREVENTION, CRISIS INTERVENTION, AND MENTAL HEALTH

- _____ Demonstrates knowledge of human developmental and psychopathology and of associated biological, cultural, and social influences on human behavior.
- _____ Provides or contributes to prevention and intervention programs that promote the mental health and physical well-being of students.

DOMAIN 8: HOME/SCHOOL/COMMUNITY COLLABORATION

- _____ Demonstrates knowledge of family systems, including family strengths and influences on student development.
- _____ Demonstrates knowledge of learning.
- _____ Demonstrates knowledge of behavior.
- _____ Demonstrates knowledge of methods to involve families in education and service delivery.
- _____ Works effectively with families, educators, and others in the community to promote and provide comprehensive services to children and families.

DOMAIN 9: RESEARCH AND PROGRAM EVALUATION

- _____ Demonstrates knowledge of research, statistics, and evaluation methods.
- _____ Evaluates research.
- _____ Translates research into practice.
- _____ Understands research design and statistics in sufficient depth to plan and conduct investigations and program evaluations for improvement of services.

DOMAIN 10: SCHOOL PSYCHOLOGY PRACTICE AND DEVELOPMENT

- _____ Demonstrates knowledge of the history and foundations of their profession.
- _____ Demonstrates knowledge of various service models and methods.
- _____ Demonstrates knowledge of public policy development applicable to services to children and families.
- _____ Demonstrates knowledge of ethical, professional, and legal standards.
- _____ Practices in ways that are consistent with applicable standards,
- _____ Is involved in his/her profession.
- _____ Demonstrates knowledge and skills needed to acquire career-long professional development.

DOMAIN 11: INFORMATION TECHNOLOGY

- _____ Demonstrates knowledge of information sources and technology relevant to their work.
- _____ Accesses, evaluates, and utilizes information sources and technology in ways that safeguard or enhance the quality of services.

If you were to give a letter grade to the intern's performance this past semester, what would that grade be? ___A ___B ___C ___D ___F

Additional Supervisor Comments:

Field Supervisor

Date

Intern Comments on Evaluation

Intern Signature

Date

School Psychology Intern Evaluation

Fall _____ Spring _____ Date of Evaluation _____

Name of Intern _____

Name of Supervisor _____

Supervisor's Position _____

Directions: Please use the following scale to rate the intern on the characteristics listed below. Ratings are intended to assist in evaluating the intern for readiness in independent practice as a school psychologist.

N/A - Not applicable (either not an appropriate goal for intern in the setting, or no opportunity to practice in this setting)

0 - Not observed

1 - Unsatisfactory (insufficient mastery; additional course work or supervised practice necessary)

2 - Needs improvement (the intern needs additional supervised practice in this area)

3 - Satisfactory (the intern is competent and at the professional entry level for this skill)

4 - Outstanding (the intern has exceptionally strong skills in this area)

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- _____ 6. The intern shows sensitivity to the needs of teachers,
- _____ 7. The intern shows sensitivity to the needs of school personnel,
- _____ 8. The intern shows sensitivity to the needs of students and families.
- _____ 9. The intern attends training or related educational opportunities.
- _____ 10. The intern practices in conformance to procedures and policies of the school district.
- _____ 11. The intern communicates and listens effectively
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AREA II. CONSULTATION

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- _____ 28. The intern evaluates the effectiveness of the interventions used.
- _____ 29. The intern works as a team member in developing intervention programs as the need for these programs is identified.
- _____ 30. The intern offers in-service workshops and training as requested or needed.

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- _____ Evaluates the outcomes of services.

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- _____ Demonstrates knowledge of behavioral, mental health, collaborative, and/or other consultation models and methods.
- _____ Applies these models and methods to particular situations.
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- _____ Implements interventions to achieve these goals.
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- _____ Demonstrates knowledge of human developmental processes.
- _____ Demonstrates knowledge of techniques to assess these processes.
- _____ Demonstrates knowledge of direct and indirect services applicable to behavioral development.
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- _____ In collaboration with others, develops appropriate behavioral, affective, adaptive, and social goals for students with different abilities, disabilities, strengths, and needs.
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- _____ Demonstrates knowledge of human developmental and psychopathology and of associated biological, cultural, and social influences on human behavior.
- _____ Provides or contributes to prevention and intervention programs that promote the mental health and physical well-being of students.

DOMAIN 8: HOME/SCHOOL/COMMUNITY COLLABORATION

- _____ Demonstrates knowledge of family systems, including family strengths and influences on student development.
- _____ Demonstrates knowledge of learning.
- _____ Demonstrates knowledge of behavior.
- _____ Demonstrates knowledge of methods to involve families in education and service delivery.
- _____ Works effectively with families, educators, and others in the community to promote and provide comprehensive services to children and families.

DOMAIN 9: RESEARCH AND PROGRAM EVALUATION

- _____ Demonstrates knowledge of research, statistics, and evaluation methods.
- _____ Evaluates research.
- _____ Translates research into practice.
- _____ Understands research design and statistics in sufficient depth to plan and conduct investigations and program evaluations for improvement of services.

DOMAIN 10: SCHOOL PSYCHOLOGY PRACTICE AND DEVELOPMENT

- _____ Demonstrates knowledge of the history and foundations of their profession.
- _____ Demonstrates knowledge of various service models and methods.
- _____ Demonstrates knowledge of public policy development applicable to services to children and families.
- _____ Demonstrates knowledge of ethical, professional, and legal standards.
- _____ Practices in ways that are consistent with applicable standards,
- _____ Is involved in his/her profession.
- _____ Demonstrates knowledge and skills needed to acquire career-long professional development.

DOMAIN 11: INFORMATION TECHNOLOGY

- _____ Demonstrates knowledge of information sources and technology relevant to their work.
- _____ Accesses, evaluates, and utilizes information sources and technology in ways that safeguard or enhance the quality of services.

If you were to give a letter grade to the intern's performance this past semester, what would that grade be? ___A ___B ___C ___D ___F

Additional Supervisor Comments:

Field Supervisor

Date

Intern Comments on Evaluation

Intern Signature

Date



**School Psychology Training Program
Intern Evaluation of Internship Site and Supervision**

Intern: _____ Date: _____

Internship Site: _____

Date of Internship: ___/___/___ to ___/___/___

Site Supervisor(s): _____

University Supervisor(s): _____

Part I: Internship Activities

Please check all those activities you had an opportunity to be involved in during your internship.

Evaluated children with:

- | | |
|--|--|
| <input type="checkbox"/> learning disabilities | <input type="checkbox"/> hearing impairments |
| <input type="checkbox"/> mental retardation | <input type="checkbox"/> vision impairments |
| <input type="checkbox"/> emotional disturbances | <input type="checkbox"/> multiply disabled |
| <input type="checkbox"/> behavior disorders | <input type="checkbox"/> autistic |
| <input type="checkbox"/> physical or orthopedic disabilities | <input type="checkbox"/> other health impaired |

Worked with:

- | | |
|--|---|
| <input type="checkbox"/> Preschoolers | <input type="checkbox"/> Middle school students |
| <input type="checkbox"/> Elementary ages | <input type="checkbox"/> High school students |

Had an opportunity to:

- | | |
|---|---|
| <input type="checkbox"/> Provide individual counseling | <input type="checkbox"/> Provide teacher consultation |
| <input type="checkbox"/> Provide group counseling | <input type="checkbox"/> Administer curriculum-based assessment |
| <input type="checkbox"/> Work with community agencies | <input type="checkbox"/> Do research or program evaluation |
| <input type="checkbox"/> Provide inservice training to teachers/staff | <input type="checkbox"/> Attend inservices, or workshops |

____ Provide crisis intervention
How many evaluations did you complete this year? _____

Please estimate the approximate percentage of you time spent in the following activities:

- ____ % of time in test administration and report writing
- ____ % of time in teacher consultation
- ____ % of time in child Study/pre referral activities
- ____ % of time in staffing of cases
- ____ % of time in IEP meetings
- ____ % of time in traveling
- ____ % of time in parent conferences
- ____ % of time in classroom observation
- ____ % of time in counseling
- ____ % of time in intervention

100%

Part II: Evaluation of Internship Site

Please rate each statement below with

- 1 = Strongly Agree
- 2 = Agree
- 3 = Neutral
- 4 = Disagree
- 5 = Strongly Disagree

____ 1. The site provides the opportunity to develop a wide variety of professional competencies.

____ 2. The site exposes the intern to a variety of children, types of disabilities, ages, programs, and educational settings.

____ 3. Adequate office space and office materials (typewriter, computer, telephone, etc.) are provided.

____ 4. Adequate and up-to-date assessment materials are available, including tests, rating scales, computer-assisted scoring, etc.

____ 5. Adequate secretarial support services (typing reports, filing, etc.) are provided.

____ 6. The school psychology staff, teachers, and other professionals in the site understand clearly that interns are still considered "in training" by their university training program.

____ 7. I would like to be employed as a school psychologist in this district.

Part III: Employee Benefits

Please check each benefit that was provided to you by your school district:

- Salary (please specify) _____
- Sick leave (please describe) _____
- School holidays and non-contract days based on a 180-day contract consistent with Board approved calendar.
- The same insurance and other benefits as regular employees.
- Expense reimbursement according to schedule for job-related travel at a rate established by the Board of Education.
- Worker's compensation.
- Deductions for teacher retirement.
- Provision for participation in continuing professional development activities on a reimbursable and/or released-time basis.
- Other (please describe) _____

Comments on your internship site:

Part IV: Evaluation of Your Supervision by Site Supervisor(s)

- _____ 7. Site supervision is provided regularly and frequently (at least **two hours per week**).
- _____ 8. Site supervision provides appropriate information and clear direction.
- _____ 9. Supervision is readily available when unusual situations arise that require immediate advice and/or information.

___ 10. Site supervisors have current and up-to-date information on issues relating to provision of school psychological services.

___ 11. Site supervisor assigned cases to me commensurate with my ability and internship goals.

___ 12. I was treated as a professional by my supervisor.

Professional Development Opportunities (list conferences, seminars or other learning experiences and frequency:

Comments on site supervision for your internship:

Part V: Evaluation of your Supervision by University Supervisor(s)

___ 14. University supervisor(s) maintained regular contact with me during the internship year.

___ 15. University supervisor(s) visited my internship site at least once.

___ 16. University supervisor(s) provided clear direction regarding competencies that should be acquired during the internship.

___ 17. University supervisor(s) provided useful support and guidance for my directed study project.

___ 18. University supervisor(s) were effective in communicating with my site supervisors and other professionals and supported me in my role as an intern in training.

In retrospect, were you adequately prepared for the internship experience? In specific terms, how might your preparation been improved?

Part VI: OVERALL RATING OF YOUR INTERNSHIP EXPERIENCE

___ **Excellent** in all respects. A terrific placement. I would recommend this internship without reservation to other students.

___ **Very good.** Although there are a few minor problems, I would highly recommend this internship to other students.

___ **Good.** There are some problems with this internship, but overall it is a good experience. I would recommend the internship to other students with some reservations.

___ **Neutral.** The advantages and disadvantages of this internship site are about equal. I have no recommendation either way about this internship.

___ **Poor.** Although this internship has some good points, in general there are major problems. I would not recommend the internship to other students unless significant changes are made.

___ **Terrible.** This internship is basically a waste of time. I would not recommend this internship under any circumstances.

Please include here any additional comments you would like to make about the internship experience or about the training you received in the School Psychology Training Program at Radford University.

Thank you for your time in completing this questionnaire!

Rev. 4/04

Radford University
Department of Psychology

Official Course Syllabus
PSYC 795/796 School Psychology
Fall and Spring Semesters

6 Credit hours per semester (40 clock hours per week)

Prerequisites: Master's Degree or equivalent, plus completion of all course work, including practica, in the School Psychology program; at least a "B" in each practicum course (PSYC 781 & 782); and permission of the School Psychology Committee at least four weeks prior to registration.

Catalog Description

A full-time professional experience under the dual supervision of a member of the School Psychology Committee and an approved, fully-credentialed, on-site field supervisor. The intern will function as a staff member in professional settings to gain experience in the use and application of psychological techniques and procedures used in performing the services of a professional school psychologist. Internship grades will be recorded as "Pass" or "Fail." The courses must be taken in sequence and may not be taken concurrently.

Description of Course Content and Training Objectives

The internship is the culminating training experience of the School Psychology program. The internship affords candidates the opportunity to integrate and apply knowledge and skills they have acquired in coursework and practica while functioning as entry-level school psychologists. The intern assumes the many roles of the school psychologist; employs the full range of psychological methods; and works with diverse student populations, a wide range of psychoeducational problems and disabilities, and the complete age range from preschool through the secondary programs.

The intern is expected to experience the full range of school psychological service delivery during the internship training year. Training objectives will include:

1. *Assessment*: Both traditional and recent assessment techniques are to be engaged in by the intern covering a variety of referral problems, exceptionalities, and cultural backgrounds (**NASP Domain 2.1, 2.5**).
2. *Educational Intervention*: Based on assessment data, the intern is to design remedial interventions to alleviate any identified problems (**NASP Domain 2.3**).

3. *Behavioral Intervention*: The intern is to help design and implement classroom management strategies (**NASP Domain 2.4**).
4. *Consultation*: The intern is to engage in consultation with teachers and other professionals to identify and remediate problem situations (**NASP Domain 2.2**).
5. *Counseling*: The intern is to initiate short-term counseling programs, both individual and group, for students and or their parents for whom this intervention is deemed appropriate (**NASP Domain 2.4**).
6. *In-service Training*: The intern will develop and present in-service programs within the school system designed to enhance the knowledge or skills of other professionals or parents (**NASP Domain 2.6**).
7. *Training*: The intern is expected to take advantage of opportunities for further training through participation in in-service training programs, professional workshops, and attendance at professional meetings and conventions, as well as extensive reading in professional books and journals (**NASP Domain 2.10**).
8. *Research and Program Evaluation*: If the opportunity presents itself, the intern will initiate a research or evaluation project within the school setting that will enhance the intern's research and professional skills and provide a service to the schools and/or their students (**NASP Domain 2.9**).

Detailed Description of Conduct of Course

The intern, in consultation with the School Psychology Committee, will secure a full-time (minimum 1200 clock hour) paid position as a School Psychologist Intern in a public school or equivalent setting. Supervision will be provided for a minimum of two hours per week with an on-site supervisor who is a fully credentialed school psychologist with a minimum of two years experience in the setting in which the intern is working. In addition, the intern will maintain regular phone or email contact with an assigned University supervisor. The University supervisor will make a minimum of one on-site visit during the internship year (assuming that travel funds from the university are available for this purpose). There will also be an on-campus once-a-semester seminar involving discussion of internship experiences, presentation of case studies, and lectures by guest speakers.

Assessment Measures

In consultation with the University supervisor, the intern's on-the-job performance will be evaluated by the on-site supervisor who will examine work samples and observe the intern at work in a variety of situations.

Revised 6/07/06