



School of Graduate Psychology & Counseling

INTERNSHIP HANDBOOK

Andrews University

Ed.S. School Psychology

Welcome to Internship!

It is our hope that candidates will have an interesting, productive, and enjoyable experience. We encourage candidates to carefully read this handbook and closely follow the timelines. Over the course of the internship, it is expected that candidates will acquire the skills necessary to become certified/licensed school psychologists.

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There are several things that are important to keep in mind about this handbook. First, it contains only general information and guidelines. It is not intended to be comprehensive or to address all the possible applications of, or exceptions to, the general policies and procedures described. Statements and policies in this handbook do not create a contract between the candidate and the University, and do not create any legal rights. In the event of any unforeseeable local, national or global crises, for example the covid pandemic, changes will be made to ensure the safety of our candidates and their sustained progress towards completion of program requirements.

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School Psychology Internship

Internship in School Psychology (GDPC810) is the final capstone experience of a candidate's time in the program. This is undoubtedly a critical time where candidates will not only put into practice all they have learned, but develop the confidence to be a professional school psychologist. The grading process for this 1200-hour internship is designed to evaluate not only a candidate's ability to implement what they have learned in prior coursework and fieldwork experiences, but also their dispositions and competencies. Factors such as punctuality, interpersonal skills, depth and ability to apply knowledge, amount and rate of progress, response to supervision, and overall judgment of competency all contribute to grades.

The internship is conducted in accordance with the *Standards for Graduate Preparation of School Psychologists* (2020). "The school psychology program requires a comprehensive, supervised, and carefully evaluated internship in school psychology that includes the following: (a) a culminating experience in the program's course of study that is completed for academic credit or otherwise documented by the institution; (b) a primary emphasis on providing breadth and quality of experiences, attainment of comprehensive school psychology competencies, and integration and application of the full range of school psychology domains; (c) completion of activities and attainment of school psychology competencies that are consistent with the goals and objectives of the program and emphasize human diversity, and provision of professional school psychology services that result in direct, measurable, and positive impact on children, families, schools, and/or other consumers; (d) inclusion of both formative and summative performance-based evaluations of interns that are completed by both program faculty and field-based supervisors, are systematic and comprehensive, and ensure that interns demonstrate professional work characteristics and attain competencies needed for effective practice as school psychologists" (NASP Training Standard 3.2).

"The school psychology program requires that the internship be completed for a sufficient time period and in appropriate settings to achieve program objectives as demonstrated by the following: (a) A **minimum of 1200 clock hours** for specialist level interns; (b) a minimum of one academic year for internship, completed on a full-time basis over one year or at least a half-time basis over two consecutive years; (c) completion in settings relevant to program objectives for candidate competencies and direct oversight by the program to ensure appropriateness of the placement, activities, supervision, and collaboration with the placement sites and intern supervisors" (NASP Training Standard 3.3).

"The school psychology program requires that each intern receive appropriate and regularly scheduled field-based supervision, including the following: (a) provision of field supervision from a school psychologist holding the appropriate state school psychologist credential for practice in a school setting; (b) an average of **at least two hours of field-based supervision per full-time week** or the equivalent for part-time placements; (c) preponderance of field-based supervision provided on at least a weekly, individual, fact-to-face basis, with structured mentoring and evaluation that focus on the intern's attainment of competencies" (NASP Training Standard 3.4).

"The school psychology internship represents a collaboration between the school psychology program and internship placement agency that is consistent with program goals and assures attainment of competencies by interns, as demonstrated by the following: (a) a written plan specifying collaborative responsibility of the school psychology program and internship site in providing supervision and support and ensuring that internship objectives are achieved; (b) formative and summative performance-based evaluation of intern performance by program faculty and field-based supervisors and systematic, clearly articulated methods by which concerns about intern performance and attainment of competencies may be addressed; (c) provision of appropriate support for the internship by the placement agency, including (1) commitment to the internship as a diversified learning experience for a candidate in a graduate school psychology program and opportunities for the intern to attain professional competencies through carefully supervised activities; (2) a written agreement that specifies the period of appointment and any terms of compensation for the intern and released

time for the field based supervisor; (3) expense reimbursement, a safe and secure work environment, adequate office space, and support services for the intern consistent with that afforded agency school psychologists; and (4) provision for the intern’s participation in continuing professional development activities” (NASP Training Standard 3.5).

Andrews University Internship

Our internship is based upon the NASP Training Standards listed above, as well as the NASP Principles for Professional Ethics (<https://www.nasponline.org/standards-and-certification/professional-ethics>). The intern must demonstrate competencies in the NASP domains. The intern in concert with the Field Internship Supervisor develops an *Internship Development Plan* (Appendix 5) that outlines activities that represent the NASP standards. Embedded in the plan are required activities that are evaluated by the University Internship Supervisor. These activities comprise the majority of the *Internship Professional Portfolio* requirements. Please refer to Appendix 6 for activity description, goals/objectives to be met, NASP standards addressed, and outcomes. There is also certain basic knowledge the intern needs to acquire regarding school district policies and state rules and regulations that are specific to their placements. In addition, interns should engage in other professional development opportunities provided by the districts. Table 1 displays the program’s required internship activities and their relationship to the NASP training standards.

Table 1 Internship required activities relative to NASP domains.

	NASP Domains									
	Data-based decision making	Consultation & Collaboration	Academic Interventions and Instructional Supports	Mental and Behavioral Health Services and Interventions	School-wide Practices to Promote Learning	Services to Promote Safe and Supportive Schools	Family, School, and Community Collaboration	Equitable Practices for Diverse Student Populations	Research and Evidence-Based Practice	Legal, Ethical, Professional Practice
Activities	1	2	3	4	5	6	7	8	9	10
2 Case Study Evaluations	X	X			X	X				
Academic Consultation Project	X	X	X							
Behavioral Consultation Project	X	X		X						
Professional In-service Presentation							X		X	X
SLD Identification Decision making Process	X							X		

Preparation for Internship

Candidates must have successfully completed all required coursework. Additionally, they must have successfully completed the Program's practicum/fieldwork requirements. Candidates must register for 6 credits of GDPC810 School Psychology Internship: **3 credits in the fall semester and 3 credits in the spring semester.** Candidates are considered full-time for maintaining status and financial aid purposes during these semesters. 1200 hours must be accrued by internship-end.

The candidate is responsible for identifying possible internship placements. These placements must be approved by the University Internship Supervisor. Concurrently, the following conditions must be satisfied for an internship position to be approved: (a) the candidate must be able to complete a full academic year with a minimum of 1,200 clock hours, at least 600 hours of which must be completed in a school setting, (b) the internship site must have opportunities to provide a comprehensive range of educational and psychological services, (c) the Field Internship Supervisor must be a fully credentialed school psychologist with at least three years experience, and (d) the site must provide a minimum of two hours of face-to-face individual supervision per week.

The internship application process typically begins in late December to early January during the second year of the program. In most cases, candidates request recommendation letters in support of their applications from one or more of the School Psychology Faculty, the Field Practicum Supervisor(s), and others as appropriate. Candidates are encouraged to provide ample notice and clear deadlines when requesting letters of recommendations. Many internship positions are paid experiences, and any negotiation about internship salary and benefits is between the prospective intern and the school district.

Interview Advice

The questions listed below are not exhaustive but can serve as a general guideline. Answers to some of these questions may be obtained without directly asking them. Candidates are advised to listen carefully during the interview. If at the end of the interview some of the questions are unanswered then seek the answers. Candidates are not advised to begin firing questions at the start of the interview. Keep these questions in mind and listen carefully for answers during the interview process. Ask for clarification and seek answers when it's appropriate to do so during the interview process. Internship settings want individuals with reasonable confidence (not arrogance); openness to learning (not know-it-all) who possess a reasonably clear set of goals (not rigid inflexibility).

- What is the nature of the populations with whom I will be working, e.g., ages, cultural backgrounds, problem-type?
- How is supervision provided for diagnostic and intervention work?
- Who will be my Field Supervisor?
- How much time will be spent in specific training activities, such as observations, group and individual supervision, case management and preparation, research, etc.?
- What will be my designation, e.g., psychology intern candidate?
- Will I have an office and secretarial support?
- What will my stipend be?
- Will my work be covered by the agency's malpractice insurance? Do I need additional malpractice insurance?
- What specific diagnostic skills and therapy skills can I expect to develop?
- Will I receive a certificate or letter indicating successful completion of my internship so that I will have the documentation for state and national certification and licensure boards?
- Are didactic training experiences supported, such as formal lecture series, in-services, professional conferences, etc.?
- Will I be working with other agencies or professionals? Who will be my supervisor, if other than the designated Field Supervisor?

- If the site is more than 100 miles from Andrews University, how will university evaluation procedures be accomplished
- Site selection should be based on personal career as well as program objectives.
- Discuss with the University Supervisor any special problems or considerations in selecting an internship site (e.g., flexibility/freedom to apply for an out-of-state internship, restrictions regarding the need to remain within a particular geographical area?).
- Expectations for Internships:
 - Stipends - Some candidates are hired as regular staff members and receive salaries consistent with the state and local pay scales. Some districts may employ interns based on an 11- or 12-month contract instead of an academic year contract.
 - Benefits - School Districts may provide opportunities to purchase group medical insurance, retirement funds, sick days, personal business days, and other options.
 - Pre-selection site visits - Some sites will request an on-site interview. Candidates who initiate site visits and go for requested site interviews generally obtain more internship offers.
- Inform the University Internship Supervisor of an internship offer, as soon as possible and provide the following information:
 - Supervisor's Name
 - Address of the internship setting
 - The internship stipend
 - Start and stop dates of the internship
 - Description of activities (Goals Statement, Training and Evaluation Plan, Job Description Monitoring Document)

Required Internship Forms

Listed in Appendices 1-12 are the forms required for internship application and completion.

- Dispositions & Skills Evaluation (Appendix 1)
- Conviction Clearance Form (Appendix 2)
- Application for Internship (Appendix 3)
- Internship Agreement Form (Appendix 4)
- Internship Development Plan (Appendix 5)
- Professional Portfolio Activities (Appendix 6)
- Professional Portfolio Rubrics (Appendix 7)
- Internship Logging System (Appendix 8)
- Documentation of Internship Hours (Appendix 9)
- Internship Performance Evaluation Form (Appendix 10)
- Internship Performance Evaluation from *Other Professional* (Appendix 11)
- School Psychology Intern Supervisor Evaluation Form (Appendix 12)

Internship Supervision Roles & Responsibilities

Field Internship Supervisor:

Internship supervision is the joint responsibility of both the Field and University Internship Supervisors. The field supervisor is a practicing, appropriately credentialed school psychologist for the state in which he/she is working. The supervisor should be a full-time employee who has a full state license, at least three years of experience, and be recognized by the agency as having a supervisory role. It is recommended that the field supervisor hold the NCSP credential or have the qualifications necessary to receive this NASP credential. The internship requires a minimum of two hours per week of individual supervision per full-time week. In fulfillment of the Michigan requirement, extra supervision will be provided from the University Internship Supervisor where the state field supervisor does not have Michigan certification.

1. The Field Internship Supervisor should provide the intern with opportunities to be involved with cases, situations, etc., that are representative of the role and function of the school psychologist.

2. The Field Internship Supervisor should provide at least two (2) hours of one-on-one supervision to the intern each week.
3. The Field Internship Supervisor should inform the University Internship Supervisor of any intern behavior that interferes with that intern's effective professional practice at the internship site.
4. The Field Internship Supervisor should evaluate the intern's demonstrated skills through review, discussion, and direct observation, feedback from other personnel, and review of the intern's work products. The Field Internship Supervisor should complete the evaluation form (*Appendix 10*) at the middle and end of the semesters. The field supervisor should discuss each evaluation with the intern and provide suggestions for improving any weaknesses.
5. The Field Internship Supervisor must provide and maintain records and reports required by Andrews University for conducting its educational program.
6. The Field Internship Supervisor must help ensure that the internship experience is conducted in a manner consistent with current legal-ethical guidelines of the profession. The School Psychology Program at Andrews University follows guidelines for psychologists established by the National Association for School Psychologists (NASP; see the *Principles for Professional Ethics*, 2020).
7. Comply with the applicable requirements of the Family Educational Rights and Privacy Act of 1974, otherwise known as the Buckley Amendment, and shall take all measures necessary to ensure the confidentiality of any and all information in its possession regarding the Intern.

University Internship Supervisor:

As stated earlier, intern supervision is a joint responsibility between the Field and University Internship Supervisors. Thus, the internship should reflect continuity among the training program, the internship setting, and the needs of the intern. To facilitate collaboration between the training program and internship setting, the Andrews University School Psychology Program provides the Field Internship Supervisor with a copy of the present guidelines describing the internship requirements. In addition, the internship plan is developed and approved jointly by the University Internship Supervisor, the Field Internship Supervisor and the intern.

The University Internship Supervisor serves as the liaison with the internship setting. The intern, Field Internship Supervisor, and University Internship Supervisor confer jointly *at least* three times each year, with the first formal meeting being held at the beginning of the internship year.

1. The University Internship Supervisor will advise the intern as to the course requirements.
2. The University Internship Supervisor visits the internship site at the beginning of the internship to discuss university requirements (or calls in the case of distant internships).
3. The University Internship Supervisor reviews the mid-semester evaluations to monitor the intern's progress toward accomplishing the goals of the internship.
4. The University Internship Supervisor visits the internship site to consult with the site supervisor and the intern regarding the intern's progress and grades at the end of the semester (or calls in the case of distant internships).
5. The University Internship Supervisor prepares a brief summary of the internship site visits or phone conferences conducted throughout the internship experience.
6. The University Internship Supervisor maintains communication with candidates through completion of the internship.
7. The University Internship Supervisor and an additional school psychology professor will evaluate internship artifacts in the Professional Portfolio to assess internship outcomes
8. The University Internship Supervisor shall take steps necessary to ensure the confidentiality of all information in her/his possession relating to the students, and their family, in the Agency-Organization.

School Psychology Intern:

1. The intern and Field Internship Supervisor should review the Professional Portfolio activities in the *Internship Development Plan* on a regular basis to ensure that stated goals and objectives are being met.
2. The intern communicates openly and honestly with the University Internship Supervisor throughout the internship year.
3. The intern also submits necessary assignments, forms, evaluations, plans, etc. within expected time guidelines.
4. The intern maintains the highest standards of professionalism during the internship experience, including but not limited to standards of dress, ethical and legal standards, and professional activity.
5. The intern must conduct themselves in a manner consistent with current legal-ethical guidelines of the profession. The School Psychology Program at Andrews University follows guidelines for psychologists established by the National Association for School Psychologists (NASP; see the *Principles for Professional Ethics*, 2020).
6. The intern actively participates in at least two hours of one-on-one supervision with the Field Internship Supervisor each full-time week.
7. The intern regularly engages in self-evaluation activities.
8. The intern maintains a weekly log of all hours dedicated towards completion of internship related activities. Interns must use the internship logging system found in Appendix 7.
9. The intern will request additional supervision of the Field or University Internship Supervisor as the need arises.
10. The intern shall take steps necessary to ensure the confidentiality of all information in her/his possession relating to the students and their families in the school district.

Internship Development Plan

Similar to the practicum experience, during internship candidates are expected to engage in a wide range of activities associated with the delivery of psychological services. However, unlike the practicum experience, interns are expected to perform at a much higher level of competence, apply knowledge and skills at an increasingly independent level of practice, and develop increasing autonomy as the internship progresses.

Reflecting on one's progress to goal attainment is necessary for professional growth. While transitioning from practicum to internship, the University Internship Supervisor encourages the intern to reflect on their professional growth, and to pinpoint areas of professional strengths and weaknesses. Then, approximately two weeks into the internship, the intern will develop an Internship Development Plan (IDP) with the Field Internship Supervisor, as part of the internship requirement. The intern is responsible for writing the plan and submitting it to the University Field Supervisor. This plan will focus on areas that must be addressed during the internship based upon the NASP domains, as well as, to target professional areas in which the intern feels they need more experience. (Please refer to Appendix 6 & 7).

The Field and University Supervisors will jointly review the IDP and will assist the intern in making sure the plan is followed. At the end of the internship, the intern is expected to submit a brief narrative report (1-2 pages) of self-reflections for each NASP domain regarding plan fulfillment and discussing submitted artifacts that support the intern's experience and growth in each area during the internship. These must be included in the Internship Professional Portfolio.

Specific activities for each semester of internship are designed to assure successful skill development for preparation to become a professional school psychologist. Internship activities include both direct services (e.g., assessment for intervention, counseling, and other intervention), and indirect services (e.g., consultation, program planning and evaluation) designed to address program goals and NASP Domains. A sample of these activities are assessed in the Internship Development Portfolio that the intern presents to the school psychology core faculty at the end of their internship. Please refer to the "Internship Professional Portfolio"

section for the components that must be present in the portfolio (Appendix 6). However, they *do not* account for all activities that the intern will be involved in during the internship. The following are possible activities in which the Field Internship Supervisor should engage the intern to ensure that all NASP areas are addressed:

1. Orientation to the School Setting: General Overview
 - Classroom observations (special education as well as the regular classroom)
 - Professional teacher programs and meetings
 - Administrator-staff meetings
 - In-service education
 - Meetings of special services personnel (eligibility committees, screening committees)
 - IEP Committee meetings
 - School Board meetings
 - PTO meetings
2. Orientation to Other Child Care Services
 - Informal interviews with special educators, principals, reading specialists, teachers, nurses, social workers, counselors, speech therapists, guidance personnel, and other specialists.
 - Visits to special agencies/services (State Employment Service, Child Protective Services, emergency detention facilities, juvenile courts, alternative schools, teen mother programs, etc.).
 - Visits to relevant area professional and parent group organizations like the Association for Children with Learning Disabilities, etc.
3. Diverse Referral Concerns
 - Opportunity for work with a variety of referral problems such as class placement, retention, admission or exclusion, learning/behavior problems, or identification of gifted/talented.
 - Opportunity to provide services to children and youth from a wide variety of ages and presenting problems or needs such as: exceptional, at/risk, and different cultural backgrounds. Special attention should be given to the development of competent nondiscriminatory evaluation practices and sensitivity to the cultural background of the minorities in the employing district. It is important to develop professional competencies related to the delivery of services to “at risk” populations such as teen parents, potential dropouts, minorities, or depressed/suicidal individuals.
4. Orientation to Classroom/School Operation
 - Planned classroom observations across a range of school grades and curriculum content areas.
 - Conferences with curriculum specialists and supervisors of instruction.
 - Discussions with teachers.
 - Discussions with administrators.
5. Psychological Evaluation Procedures: The candidate will use a wide variety of evaluation instruments related to the following areas:
 - Intellectual functioning
 - Academic skill areas
 - Psychomotor developmental patterns and skills
 - Social/emotional functioning
 - Direct observations of behavior
 - Behavioral assessments of children
 - Diagnostic interviews
 - Social/adaptive, behavioral/developmental levels
 - Chronologically and culturally diverse populations (preschool to adult)
6. Intervention Services: Interviewing, Counseling, Consultation, and Training.

The internship candidate is expected to initiate and document (in the log) all training activities including:

 - Data gathering interviews with students, parents, and teachers.
 - Interpretive conferences with students, parents, and teachers, involving communication of evaluation, programming, placement, and/or management information or recommendations.
 - Involvement in formal and informal teacher and parent conferences and groups.

- Supervised individual and group counseling of pupils.
 - Development of effective and consistent follow-up activities to case work management.
 - Supervised participation in preparation of proposals for special education programs, mental health activities in the schools, in-service training programs, etc.
 - Discussion and implementation of findings at various professional groups (teacher meetings, case conferences, etc.).
 - Development of effective relations with community agencies for referral, placement/follow-up.
 - Awareness of the valuable contribution that collaborative relationships with special education, guidance services, and other specialists make to the school setting.
7. Research/Professional Development
- Research of the professional literature for evidenced-based problem solving and interventions.
 - Professional growth and responsibility through involvement in professional associations and organizations.
 - Develop routine office procedures such as: documentation, record keeping, report writing, forms, bulletins, folders, file systems, correspondence, test supplies and orders, logs, etc.

Evaluating Intern Performance

A grade of Satisfactory (S), Unsatisfactory (U), Incomplete (I), Withdrawal (W), or Deferred Grade (DG) will be assigned for each semester of internship. Candidates who have not completed all internship requirements by the end of the second semester of internship will be given a grade of “DG”, which may be changed to a “Satisfactory/Unsatisfactory” grade upon completion of all internship requirements. An intern’s performance is based upon the required internship activities, the Field Internship Supervisor’s mid- and end-of-the year evaluations, the full faculty’s evaluation of their dispositions and skills, internship monthly meetings, activity logs, and the Internship Professional Portfolio. An intern must pass all measures to successfully pass the internship.

Internship Performance Evaluation Form: The Field Internship Supervisor completes the evaluation form 3 times during the internship year. An intern will be evaluated twice during the first semester and at the end of the internship year. By the conclusion of the internship year, the Field Internship Supervisor will have completed a total of three evaluations. The first and second evaluations are formative and will not be factored into the final grade. They should be used for corrective feedback and planning for required activities and experiences. The third evaluation is summative and will be counted toward the final grade. The Field Internship Supervisor discusses these evaluations with the intern and submits copies of the evaluations to the University Internship Supervisor immediately upon completion. In order to successfully complete this criterion of the internship, the intern must receive scores of 3 or above on every item of the Intern Performance Evaluation Form (Appendix 10) and earn at least a mean score of 3.5 overall. The field supervisor evaluates the intern relative to knowledge and skills that are expected of an intern, not a practicing school psychologist.

The Field Internship Supervisor, the University Internship Supervisor, and the intern will communicate near the end of fall and spring semesters to review and discuss the end-of-semester evaluations. The University Internship Supervisor documents these meetings. If problems or concerns are evident at any time during the internship experience, Field Internship Supervisors should contact the University Internship Supervisor at their earliest convenience. It is not uncommon for the field and university supervisor to have collaborative relationships and communications with sites throughout the internship year to help the intern be successful; these communications are not always shared with the candidate. If weaknesses are noted, then the University and/or Field supervisor may ask another school professional to also evaluate the intern, to provide further information regarding their performance. Likewise, the University supervisor communicates weekly with the intern.

Professional Practice, Dispositions, and Ethical Conduct Requirements: It is expected that all school psychology candidates abide by the National Association of School Psychologists' *Principles for Professional Ethics* (2020). If a violation of the ethical code occurs at any point during training, or if severe weaknesses are evident in professional practice and or dispositions, the Andrews University School Psychology Program reserves the right to review whether or not continuation in the program is warranted considering the best interest of the larger community in which practicing school psychologists serve and lead. All candidates pursuing degrees in the School of Graduate Psychology and Counseling (GPC) at Andrews University are reviewed yearly as to their goodness of fit in the program in which they are enrolled. The Dispositions and Skills Form includes dispositions and skills identified as essential to both the College of Education and International Services and the School of Psychology and Counseling (See Appendix 1 of the Program Handbook). Candidates are rated by the full faculty.

Monthly Internship Meetings/Weekly On-line Discussion Boards:

There are monthly internship meetings scheduled throughout the year. Interns join these meetings via video teleconferencing if their internship sites are too far for commuting. Meetings feature presentations relevant to the practice of school psychology and provide opportunities for interns to connect with one another, problem solve possible issues, and share their experiences. In this way, different school psychology delivery services are shared with one another. Some information obtained from these meetings may be anecdotal, but they do provide helpful information to the University Internship Supervisor regarding impressions from the interns that may not be reflected in the more formal evaluation measures. Interns are also required meet individually with the internship supervisor at least bimonthly (every 2 months) to discuss progress and review internship goals. Interns are required to participate in weekly on-line discussion boards with the university internship supervisor. Also, each intern must facilitate at least two discussions per semester. These are all measures to help identify possible difficulties the intern may be having and to intervene quickly. Further, in keeping with NASP mandates, the intern meets with their Field Supervisor weekly for at least two hours. At that time, the intern is provided with immediate feedback.

Logging Activities:

Another means by which core faculty evaluate candidates' progress, and provide corrective feedback, is through the weekly logging system. The intern must submit a **weekly** log of hours (Appendix 7, 8). Also, to ensure that interns obtain experience working with diverse populations, the intern must attach the completed Fieldwork Summary of Diversity Experiences (Appendix 8, Table 4) to the weekly log. This should be done electronically and sent as a PDF via email every week. An excel sheet is provided to calculate the percentage of time the intern has spent on activities under each NASP domain.

Internship Professional Portfolio (IPP): The purpose of the *Internship Professional Portfolio* is to demonstrate the specific professional competencies that are expected of a school psychologist. Detailed information regarding the required activities is found in Appendix 6 & 7, "Internship Professional Portfolio". In order to pass internship, the intern must obtain a score of at least 80% on each portfolio activity rubric, unless otherwise noted.

Praxis Test and NCSP: As part of the Program's graduation requirements, candidates must pass the Praxis School Psychologist Test and report the scores to Andrews University. During registration for the test, it is possible to identify up to four institutions or licensing agencies to receive the *Praxis* scores for free. **It is advisable to also request these scores be sent to NASP so they are available during NCSP certification.** The minimum passing score for exam 5403 (computer-based) is 155. The Program must receive **both the total and category scores** of the Praxis no later than 4 weeks prior to graduation. The scores can take up to 6 weeks from the date of sitting for the exam, so candidates are advised to plan accordingly.

Students are encouraged to take the Praxis exam during the summer or fall of the internship year, but no later than the middle of the second semester (Usually in March).

How to Register:

ETS requires that all test takers register with the nearest test center to fulfill their testing needs. The nearest test site to Andrews University is located in Mishawaka, IN. Tests are administered on weekdays. NOTE: To ensure that Andrews University receives tests scores, candidates should use the recipient/school code of 1030.

Taking the Exam:

The exam consists of questions that cover areas regarding candidate content knowledge and professional decision making in the following four areas:

- I. Professional Practice
- II. Direct and Indirect Services
- III. System Level Practice
- IV. Foundations of School Psychology Service Delivery

Sample questions and additional information can be found on the ETS website <https://www.ets.org/praxis>.

Candidates who graduate from the Andrews University School Psychology program are eligible to apply for the National Certification in School Psychology (NCSP) credential. To apply, please refer to <https://www.nasponline.org/standards-and-certification/national-certification/apply-for-the-ncsp>. Candidates are encouraged to apply immediately after graduation. Original Praxis scores are required for this certification. Requesting that scores be sent to NASP at the time the Praxis is taken will prevent additional fees when the scores are sent later.

Internship Professional Portfolio

The *Internship Professional Portfolio (IPP)* is a systematic and organized collection of evidence concerning an intern's knowledge, skills and professional competencies. The purpose of the *IPP* is to demonstrate the specific professional competencies that are expected of a school psychologist. The content of the portfolio will include required activities that have been completed during the internship year and should be viewed as the capstone training in school psychology.

The following must be included in the portfolio (Please refer to Appendix 6, 7).

1. *Internship Professional Portfolio "To do" List* – This sheet should be included as the first page of the portfolio. It serves as a checklist for what needs to be included in the portfolio and a scoring summary for the faculty (Appendix 7, Table 7)
2. *Vitae*
3. *Two NCSP Case Studies* – Case study #1 to be completed during the first semester and submitted to the University Internship Supervisor (Appendix 6, Activity #2; scoring rubric in Appendix 7, Table 1)
4. *Academic Consultation Project* - An intervention that primarily addresses an academic problem or concern must be documented. This can be a direct or an indirect intervention (Appendix 6, Activity #3; Appendix 7, Table 2)
5. *Behavioral Consultation Project* - An intervention that primarily addresses a behavioral intervention must be documented. This can be a direct or an indirect intervention (Appendix 6, Activity #4; Appendix 7, Table 3).
6. *Professional In-Service Presentation* – (Appendix 6, Activity #5)
7. *SLD Identification Decision making Process* – The SLD activity must be completed during the first semester and submitted to the University Internship Supervisor (Appendix 6, Activity #6)

8. *Diversity Experiences Log* – This form should be completed weekly and attached to the weekly log (Appendix 8, Table 4)
9. *List of Internship Activities and Hours* – (Appendix 5, Table 1)
10. *Internship Performance Evaluation Form* – (Appendix 10)
11. *Internship Performance Evaluation Form (Other Professional Input)* (Appendix 11)
12. *School Psychology Intern Supervisor Form* – Complete the form near the end of the internship year and include it in the portfolio (Appendix 12)
13. *Praxis results* (ETS document)
14. 10 self-reflection papers (1-2 pages); one for each NASP domain

Internship Professional Portfolio Evaluation

- Two portfolio assignments, Case Study #1 and the SLD Identification decision making project are due at the end of the first semester. This allows the intern to receive feedback on the quality of their submission for future submissions.
- Portfolio components should be detailed enough to be comprehensive (e.g., to allow duplication by another person), but as brief and concise as possible. Except for the Psychoeducational Report rubric, utilize the rubric for each portfolio product as a guide for formatting the headings for the written reports including examples of data sheets, integrity checklists, etc. as attachments.
- Portfolios will be evaluated according to rubrics found in Appendix 7. Pay careful attention to the scoring guidelines provided to ensure that the intern addresses and includes all necessary components. The Internship Professional Portfolio will be created electronically with Google Sites or similar platform. The categories are based on NASP's *Model of Comprehensive and Integrated School Psychological Services*.
- The Internship Professional Portfolio is graded Pass/Fail. In order to pass the intern must earn at least 80% or above on all portfolio rubrics, unless otherwise noted (Please see Appendix 7 for scoring criteria)
- At, or near, the end of the internship the portfolio must be presented to the school psychology program faculty. The Internship Professional Portfolio will be evaluated based on the provided rubrics. The intern must receive a score of at least 80% (unless otherwise noted) in order to be eligible for graduation.

Internship Dismissal Procedure:

Dismissal from an internship site, though rare, is a possibility students need to be prepared for. Dismissals often occur as a result of violations of ethical guidelines, unprofessional behavior, and gross incompetence as determined by the school district. Dismissals may also occur due to no fault of the candidate and for reasons unique to the organization (i.e., natural disaster or loss of personnel). Candidates should also be aware that university supervisors may request that a candidate withdraw a student from an internship site if it is deemed unsafe for the candidate (physically, emotionally) or if the candidate is not receiving adequate supervision and professional experiences. Please note that site dismissal due to a student's misbehavior may result in failure of that semester of internship and/or dismissal from the program.

In the event that the field-based supervisor, the school district, or university supervisor determines that the candidate is having professional difficulties that question the candidate's goodness of fit for the placement and the field of school psychology, the following procedures will be implemented. All steps must be documented in writing on the School Psychology Program Notice of Concern and Improvement/Remediation Plan as well as communicated to the candidate during a formal conference with the field supervisor, the university internship supervisor and/or other appropriate program faculty and district representatives (if deemed necessary).

1. Unless the problems are severe enough to warrant an immediate dismissal (e.g., threat to the safety of the candidate and/or any school personnel, a legal/ethical violation, etc.), the Agency must complete a School Psychology Candidate Notice of Concern and Improvement Plan to remediate the problem. This document will be developed by the student and the field-based and university supervisors. Specifically, completion of the document below will help
 - a. Identify the specific area of concern,
 - b. Behaviorally define the student's problem(s),
 - c. Specify the expected objectives for performance improvement,
 - d. Specify a plan to reach those objectives, and
 - e. Present a clear a timeline/date for goal attainment or re-evaluation.

During the remediation period, the candidate's status will be designated as 'on-probation' during the internship. If the candidate chooses not to sign the notice of concern/remedial plan, the candidate will be automatically dismissed from the internship site.

1. At the time of re-evaluation, a meeting will be held between the university and field supervisors, and the candidate. During this meeting the faculty and agency decision will be presented to the student in writing. A Follow-up of Improvement Plan form will be completed. Three options exist. The program faculty and the agency will:
 - a. Decide that the specific problem has been appropriately remediated, and the candidate will be allowed to continue internship at that site.
 - b. Decide that the candidate's probation and remediation will continue at that site with an updated improvement plan and a new date set for re-evaluation.
 - c. Determine that the candidate has not demonstrated adequate progress towards satisfying the goal on the remediation plan. The candidate will then be assigned a grade of "F" for that semester of internship and will be immediately dismissed from the internship site.
2. A candidate receiving an F for a semester of internship may petition to retake that semester. The petition to retake the internship semester must be submitted to the university internship supervisor in writing. The petition must adhere to the following steps:
 - a. Candidate must present a clear explanation of why he/she believes that he/she will be successful if given an opportunity to repeat internship.
 - b. The program internship supervisor will present the petition to the School Psychology Core Program faculty.
 - c. The student will be given the opportunity to address the school psychology faculty members in person, if desired.
 - d. The Core faculty will review the petition and present the petition to the department faculty.
 - e. The program internship supervisor will respond in writing to the student's written request (after consulting with department faculty about whether or not to approve).

3. Once approval to retake internship is received, the candidate will be cleared to redo internship at an approved site. The intern will need to apply for and secure another internship site which must be approved by the internship supervisor.

APPENDICES

Appendix 1

Andrews University

School of Graduate Psychology & Counseling

School Psychology

Dispositions & Skills Evaluation

Year I Formative Year II Formative Year III Summative

Candidate's Name/Date _____

Rating Scale: 5 Exceptional; 4 Proficient; 3 Satisfactory; 2 Emerging; 1 Unsatisfactory

5. *Exceptional*: independent in this area proficiency well above that of most graduate students.
4. *Proficient*: proficiency in this area is above average
3. *Satisfactory*: proficiency in this area is average
2. *Emerging*: very weak and/or inconsistent demonstration of this area
1. *Unsatisfactory*: new skill for the candidate

Year I: Formative evaluation

Year II: Summative passing criteria for Preliminary Michigan Certification: mean score of 4.0 or above, with 3 or above on all items; Summative passing criteria for Internship: mean score 3.5 with 3 or above on all items

Year III Summative passing criteria: mean score of 3.5 or above, with no item below 3

The School Psychology Candidate demonstrates the following:

	5	4	3	2	1
1. Belief that all individuals can learn and grow					
<ul style="list-style-type: none"> • Shows respect to those they work with • Has high expectations for students'/clients' accomplishments • Understands how to help students/clients learn and achieve • Advocate for student/client learning and does what is required to obtaining growth • Shows patience and seeking support for even the most difficult student/client • Instills hope for change and growth in their students/clients 	Comments:				
2. Fairness					
<ul style="list-style-type: none"> • Demonstrates equitable treatment of others • Seeks to understand others' needs • Supports diversity • Applies processes and policies to ensure fair treatment of others • Exhibits truthfulness and fairness in all areas 	Comments:				
3. Communication Skills					

<ul style="list-style-type: none"> • Has appropriate tone and affect in communication • Demonstrates appropriate levels of self-disclosure • Interacts positively with others, with corresponding body language • Able to establish good rapport • Appropriate interaction w/peers & faculty • Empathetic • Easily engages in group situations making others feel accepted/comfortable • Works collaboratively on group projects • Participates in class discussion 	Comments:				
4. Written Communication					
<ul style="list-style-type: none"> • Writes in an organized, clear manner • Adheres to standard conventions when writing • Uses appropriate tone and considers audience (including electronic communications) 	Comments:				
5. Independent Functioning					
<ul style="list-style-type: none"> • Functions with minimal supervision or independently, when appropriate • Demonstrates confidence • Is decisive 	Comments:				
6. Diversity Sensitivity					
<ul style="list-style-type: none"> • Demonstrates the sensitivity and skills needed to work with diverse population • Interacts in ways that recognize the worth of all individuals • Validates the uniqueness and strengths of each individual • Listens to the voice of those who share views different from their own • Welcomes and works to understand diverse views to gain a more comprehensive understanding • Evaluates own competency regarding working with diverse populations, and set personal goals for improvement • Respects racial, cultural, socioeconomic, religious, gender-related, sexual orientation, and other human differences 	Comments:				
7. Personal leadership skills					
<ul style="list-style-type: none"> • Develops one's own voice and opinion • Exhibits conscientiousness in course work and personal commitments • Evaluates personal performance and takes responsibility for developing plans for growth and success 	Comments:				
8. Is Committed to Inquiry					
<ul style="list-style-type: none"> • Manifests inquisitiveness and academic curiosity • Initiates participation in class discussion and experiential learning activities • Demonstrates ability to engage in research and track down information 	Comments:				
9. Commitment to Service					
<ul style="list-style-type: none"> • Engages in activities that support and benefit others • Seeks to understand and respond to the needs of others 	Comments:				
10. Ethical Behavior					
<ul style="list-style-type: none"> • Adheres to the professional ethical standards of their chosen field • Displays integrity in all they do, personally and professionally • Exhibits truthfulness and fairness in all areas • Adheres to professional (APA, NASP, CACREP) professional standards, including confidentiality • Does not engage in plagiarism or cheating 	Comments:				
11. Is committed to team/group relations					

<ul style="list-style-type: none"> Engages effectively in group situations and works well with others Works collaboratively on group projects 	Comments:			
12. Assessment Competency				
<ul style="list-style-type: none"> Demonstrates proficiency in administration, scoring, and interpreting standardized and non-standardized measures. 	Comments:			
13. Initiative				
<ul style="list-style-type: none"> Initiates activities when appropriate Does not wait to be asked or told when to begin an anticipated task 	Comments:			
14. Dependability				
<ul style="list-style-type: none"> Can be counted on to follow through on a task once a commitment to it has been made Reliably completes assignments in a timely manner 	Comments:			
15. Time management/Work organization				
<ul style="list-style-type: none"> Organizes work in an efficient manner Plans, prioritizes tasks, and manages time effectively Is punctual, meets appointments and deadlines 	Comments:			
16. Problem solving/Critical Thinking				
<ul style="list-style-type: none"> Engages in critical thinking when analyzing ideas, problems, student/client information Effectively analyzes problem situations and conceptualizes alternative approaches and solutions 	Comments:			
17. Adaptability/Flexibility				
<ul style="list-style-type: none"> Demonstrates flexibility Adapts effectively to the demands of a situation Is sufficiently flexible to deal with change 	Comments:			
18. Engages in Personal Growth				
<ul style="list-style-type: none"> Demonstrates spiritual, physical, mental, and emotional balance Shows realistic awareness of personal strengths and weaknesses, and the impact this has on professional functioning as well as relationships with others Demonstrates awareness and understanding of self and others Has a positive self-image and is self-reliant Manages stress well and displays appropriate emotional control and stability 	Comments:			
19. Engages in Professional Growth				
<ul style="list-style-type: none"> Responds well to supervision Seeks opportunities to learn new skills and knowledge Appears to identify with the profession of school psychology Conducts oneself as a professional Involved in professional organizations Dresses appropriately and is neatly groomed Maintains a professional online presence (i.e., social media), if applicable 	Comments:			
20. Data-based Case Conceptualization				
<ul style="list-style-type: none"> Able to use data/information to conceptualize cases, generate hypothesis, and possible solutions Uses evidence to evaluate outcomes 	Comments:			
21. Systems Orientation				
<ul style="list-style-type: none"> Understands that schools, families, and organizations are systems Recognizes and effectively utilizes rules, policies, and other characteristics of systems 	Comments:			

Overall Mean Score _____	
--------------------------	--

Candidate feedback and recommendations for Program improvement:

Signature of Advisor: _____ **Date** _____

Signature of Candidate: _____ **Date** _____

Appendix 2

Andrews  University
School of Graduate Psychology & Counseling
School Psychology

Conviction Clearance Form
School Psychology Candidates

Admission to Practicum Admission to Internship

Field experience is an important part of the School Psychology curriculum, which means candidates are in contact with children and adolescents in both counseling and school settings. All School Psychology candidates must sign a conviction clearance form at the following times during their program: before participating in any class fieldwork or interactions with children, before starting practicum, before internship, and when applying for Michigan licensure.

In the case where an individual indicates involvement in a criminal activity, the individual's situation must be discussed with the School Chair, Program Coordinator, and if applicable, the Andrews Community Counseling Center Director. Continuation in the program is considered on a case-by-case basis.

Failure to provide complete and accurate information on the Conviction Clearance form may constitute grounds for immediate dismissal.

Have ever been convicted of a crime other than a traffic offense, or do you have any criminal charges now pending against you?

_____ *I **have NOT** been convicted of, nor pled no contest to, any crimes other than traffic offenses.*

_____ *I **HAVE** been convicted of, or pled no contest to, a crime other than traffic offenses*.*

*Please explain: _____

I certify that the answer given on this form is complete and accurate to the best of my knowledge.

Candidate Name (print)

Signature

Date

Andrews University

School of Graduate Psychology & Counseling
School Psychology

Internship Application

SECTION 1

Candidate's Name:		AUID:	
Address:			
Email Address:		Phone Number:	
Today's Date:		Proposed Internship Start Month:	
Are you currently Employed?	<input type="checkbox"/> Yes	<input type="checkbox"/> No	
If yes, indicate place of employment, days and # of work hours			

**SECTION 2
HAVE YOU MET THE FOLLOWING REQUIREMENTS?**

Program GPA ≥ 3.2		Yes		No
Successfully completed all coursework, except internship: <small>(Grade of B- or above)</small>		Yes		No
Mean Disposition Rating of 3.5 or above		Yes		No
Passed M.A. Educational Psychology Comprehensive Exams		Yes		No
Completed 600 hours of practicum and received a passing grade		Yes		No
Received a mean score of 3.5 or above on both Practicum Evaluation Forms		Yes		No

Candidate's Signature: _____ **Date:** _____

**SECTION 3
INTERNSHIP SITE PLACEMENT REQUESTS:**

Site 1

Name of District:	
District Address:	
District Administrator/Supervisor*	
Email Address:	
Phone Number:	
Internship Field Supervisor (If known)	

*(person who can answer questions about the internship site and expectations)

DO NOT COMPLETE UNLESS SITE 1 HAS NOT BEEN APPROVED

Site 2 (if applicable)

Name of District:	
District Address:	
District Administrator/Supervisor*	
Email Address:	
Phone Number:	
Internship Field Supervisor (If known)	

*(person who can answer questions about the internship site and expectations)

SECTION 4

For Office Use Only				
Date of site contact:				
Date Site Approved (if applicable):				
Internship Application:	<input type="checkbox"/>	Approved	<input type="checkbox"/>	Denied
Site 1:	<input type="checkbox"/>	Approved	<input type="checkbox"/>	Denied
Site 2:	<input type="checkbox"/>	Approved	<input type="checkbox"/>	Denied
Remediation Plan needed?	<input type="checkbox"/>	Yes	<input type="checkbox"/>	No

Remediation Plan (if necessary):

Internship Supervisor Signature: _____ **Date:** _____

Appendix 4

Andrews  University
School of Graduate Psychology & Counseling
School Psychology
Internship Agreement Form

Intern's Name: _____ Intern's ID #: _____

Name of School District or Agency: _____

School District Address: _____

Name of Field Supervisor: _____

Number of years certified/licensed as school psychologist: _____

Number of years employed as a school psychologist in current district: _____

Contractual Year: _____ Paid Internship: Yes No If yes, expected salary: _____

A copy of the field supervisor's school psychology certificate/license is attached.

The employing agency/internship site, the Field Internship Supervisor, the intern, and the School Psychology Program at Andrews University agree to the following stipulations:

Hours, Setting, and Breadth of Role

The internship experience requires 1200 hours and can be completed on a full-time basis over a period of one academic year or on a half-time basis over two consecutive academic years.

At least 600 clock hours of the internship shall occur in a school setting and shall provide a balanced exposure to general and special education programs.

In the internship setting, the intern is expected to provide direct and indirect psychological services to children, youth, and/or families from varying ethnicities, socioeconomic backgrounds, abilities, disabilities, characteristics, and/or needs. The setting should provide the interning school psychologist opportunities to provide assessment, intervention, consultation, and prevention services as outlined in the School Psychology Handbook.

Expectations of Andrews University Training Program

1. The Andrews School Psychology Program will endorse the interning school psychologist after he/she has completed all academic preparation necessary for certification by the state of Michigan.
2. The internship is a for-credit experience that is recognized by academic credit from Andrews University.

3. The Andrews School Psychology Program will provide the following to the intern, field supervisor/mentor, and employing agency: information on internship requirements, support for supervision, and assistance with certification in Michigan.
4. The University Internship Supervisor will monitor the progress of the intern by the following: direct contact with the field supervisor at least two times per semester and weekly contact with the intern, meeting with the intern once per month during group internship meetings and evaluating the intern's projects and portfolio.
5. The University Internship Supervisor will establish and maintain open communication with the employing agency/internship site.

Expectations of the Field Internship Supervisor

1. The Field Internship Supervisor must hold a valid school psychologist's license/certificate from the state in which they are employed, have three years of experience, and have had at least one year of experience in the school district (or agency) within which the school psychology intern will be working (refer to university supervisor for alternatives if this last requirement is not feasible).
2. The Field Internship Supervisor shall be responsible for no more than two interns at any given time, unless the field supervisor/mentor has been assigned a significant portion of their time devoted to supervising interns.
3. The Field Internship Supervisor shall provide at least two hours of supervision per full-time week to the interning school psychologist.
4. The Field Internship Supervisor will verify the interning school psychologist's experiences on appropriate paperwork.
5. The Field Internship Supervisor will monitor the progress of the intern and evaluate his/her skills twice during the first semester and once during the second semester using the Internship Performance Evaluation.
6. If issues arise with the intern, the Field Internship Supervisor will contact the University Internship supervisor. For significant concerns, the field supervisor agrees to follow the dismissal/remediation procedure outlined in the handbook.

Expectations of the Employing Agency/Internship Site

The interning placement agency shall provide appropriate support for the internship experience, which shall include the following:

1. A written contractual agreement specifying the period of appointment and the terms of compensation.
2. A schedule of appointments consistent with that of district or agency school psychologists (e.g., calendar, participation in in-service meetings, etc.).
3. A provision for participation in continuing professional development activities.
4. An appropriate work environment including, but not limited to, access to emails, adequate supplies, materials, work space, and remote access to agency resources necessary for completing internship requirements.
5. A commitment to the internship as a diversified training experience.
6. A commitment to following the procedures for dismissal in the handbook, if necessary.

Expectations of the Intern

1. The intern is expected to comply with district/institutional rules and regulations and the National Association of School Psychologist's (NASP's) Code of Conduct.
2. The interns will plan activities, discuss problems, and consult with their Field Internship Supervisor on a regular basis.
3. The intern will attend all scheduled monthly internship meetings, participate weekly in an on-line discussion board with the university supervisor, and complete the professional portfolio and a final defense of the professional portfolio.
4. The intern will complete all documentation requirements in a timely fashion each semester.

On the rare occasion where the Field Internship Supervisor is employed in a different district than the intern, the intern, field supervisor, university supervisor, and employing agency of both the intern and Field Internship Supervisor will discuss a separate agreement.

PARTIES TO THE AGREEMENT

Intern:

Printed Name	Signature	Date
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School District Administrator:

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

Field Internship Supervisor:

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

University Internship Supervisor:

Printed Name	Signature	Date
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Appendix 5

Andrews  University
School of Graduate Psychology & Counseling
School Psychology

Internship Development Plan
GDPC810

Please complete and submit this form by the second week of internship

Intern _____

Beginning Date: _____ Ending Date _____

Please provide a description and the approximate percentage of time that you will be spending on the following professional activities. The total amount must sum to 100%. Please refer to Table 1 *List of Internship Activities and suggested hours for each* (below) to help write the plan and the *Key Guidelines*. The intern is responsible for writing the plan and submitting it to the University Internship Supervisor. This plan will focus on areas that must be addressed during the internship based upon the NASP standards, as well as, to target professional areas in which the intern feels they need more experience.

The *Internship Development Plan* includes demonstrated competencies in assessment, interventions, consultation, and counseling through required activities that are evaluated by the University Internship Supervisor (Appendix 5). There is also certain basic knowledge the intern needs to acquire regarding school district policies, as well as state rules and regulations that are specific to their placements. In addition, interns should engage in other professional development opportunities provided by the districts.

Data-Based Decision Making (Key code 1)

Description:

Percentage of time:

Consultation and Collaboration (Key Code 2)

Description:

Percentage of time:

Academic Interventions and Instructional supports (including data collection) (Key Code 3)

Description:

Percentage of time:

Mental and Behavioral Health Services and Interventions (including FBAs & BIPs) (Key Code 4)

Description:

Percentage of time:

School-wide Practices to Promote Learning (Key Code 5)

Description:

Percentage of time:

Services to Promote Safe and Supportive Schools (including crisis prevention, response & recovery) (Key Code 6)

Description:

Percentage of time:

Family, School, and Community Collaboration (Key Code 7)

Description:

Percentage of time:

Equitable Practices for Diverse Student Populations (Key Code 8)

Description:

Percentage of time

Research & Evidence-Based Practice (Key Code 9)

Description:

Percentage of time:

Legal, Ethical, and Professional Practice (including PDs, Conferences, Workshops, etc.) (Key Code 10)

Description:

Percentage of time:

Direct Supervision (Minimum 2 hours per full-time week, includes face-to-face contact) (Key Code 11)

Description:

Percentage of time:

Observation of School Personnel (Key Code 12)

Description:

Percentage of time:

Miscellaneous/Other

Description:

Percentage of time:

Signatures:

Intern _____ **Date:** _____

Field Internship Supervisor _____ **Date:** _____

University Internship Supervisor _____ **Date:** _____

Andrews University

School of Graduate Psychology & Counseling

Table 1 List of Internship Activities and suggested hours for each

Please submit halfway through your internship and with your final log at the end of your internship

Activity	*Key Areas	Suggested Hours	Actual Hours	Actual Percentage of time spent on activities
Data-Based Decision Making Assessment/Evaluation Cognitive Neuropsychological Behavioral Projective Achievement Exceptional children assessments: Autism Spectrum Disorder Emotional/Behavioral Intellectual Disability Other Health Impaired Developmental Disability Language Impairment Specific Learning Disability Meetings: Pre-referral meetings IEP meetings 504 Plan meetings Manifestation Determination Report Writing/ Protocol Scoring Other	1	475-525		
Consultation & Collaboration Parent Teacher Administrator Community agencies Other	2	250-350		
Academic Interventions and Instructional Supports Assessment and data collection for implementation of academic skill development Collaboration with teachers Direct implementation of academic interventions	3	80-150		
Mental and Behavioral Health Services and Interventions Group & Individual Counseling BIPs & FBAs Assessment and data collection for implementation of emotional/behavioral supports/interventions	4	80-120		

School-Wide Practices to Promote Learning Personnel Orientation meetings District policy meetings	5	25-40		
Services to Promote Safe and Supportive Schools Crisis prevention, protection, mitigation, response and recovery	6	20-40		
Family, School, and Community Collaboration Facilitating family school partnerships/interactions with community agencies	7	55-75		
Equitable Practices for Diverse Student Populations Gen/SPED involvement to address diversity issues Promote equitable practices for diverse populations Advocate for social justice	8	40-50		
Research and Evidence-Based Practice Evaluate/apply research Use tech for data collection/measurement/analysis Individual/group/systems	9	20-30		
Legal, Ethical & Professional Practice Professional Development Attendance at NASP, MASP District professional Development University Professional Development (Fall and Spring Workshops)	10	20-30		
Direct Supervision Field Supervisor University Supervisor Other	11	80-110		
Observation of School Personnel Observe supervisor and other school personnel in different settings	12	10-15		
Total		1200 +		

1. Castillo, J., Curtis, J. & Gelle. C. (2002). **Professional Practice: School Psychology 2010—Part 2: School Psychologists’ Professional Practices and Implications for the Field.** *Communique*, 40, 8. Sullivan, A. & Long, I. (2010). Examining the changing landscape of school psychology practice: A survey of school-based practitioners regarding response to intervention. *Psychology in the Schools*, 47, 10.

Table 2 Above numbers translated to NASP areas

DAYS	I. Professional Practices; Practices that Permeate All Aspects of Service and Delivery		II. Direct and Indirect Services for Children Families and Schools (Student Level Services)		III. Systems Level Services			IV. Foundations of School Psychological Service Delivery			V. Supervision	
	Data-Based Decision Making (1)	Consultation & Collaboration (2)	Academic Interventions and Instructional Supports (3)	Mental and Behavioral Health Services and Interventions (4)	School-wide Practices to Promote Learning (5)	Services to Promote Safe and Supportive Schools (6)	Family, School, and Community Collaboration(7)	Equitable Practices for Diverse Student Populations (8)	Research & Evidence-Based Practice (9)	Legal, Ethical & Professional Practice (10)	Direct Supervision (11)	Observation of School Personnel (12)
Yearly Totals	475	250	80	80	30	50	55	50	10	30	80	10
Yearly %-ages	39	21	7	7	2	4	5	4	1	2	7	1

***Key Guidelines**

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

‘2’ Consultation and Collaboration: This code should be used when implementing the consultation model as well as consulting, conferring, and collaborating with others, meetings with teachers and parents (e.g., pre-referral meetings, parent request, developing pre-referral interventions, providing education and information to parents or staff (in-services, workshops, parent trainings) and meetings with professionals from outside agencies. This does not include due process.

‘3’ Academic Interventions and Instructional Supports: Time spent using assessment and data-collection methods and to implement and evaluate services that support cognitive and academic skills. Includes intervention and progress monitoring including Rt/MTSS.

‘4’ Mental and Behavioral Health Services and Interventions: These codes should be used for intervention activities that are for the most part directly under the school psychologist’s control. FBAs, positive behavior support plans, counseling (individual or group), classroom activities, and various interventions that are more directly guided and implemented by the school psychologist are examples for this category.

‘5’ School-wide Practices to Promote Learning: This code is reserved for activities that provide knowledge about the school district’s policies, procedures and practices. This would include new personnel orientation meetings and procedural knowledge about how to do various activities within the district (home visits, report child abuse, filling out mileage forms, reporting/recording sick, professional, and personal days, etc.). and reviewing district policies and curricula for various programs would be included in this category

'6' Services to Promote Safe and Supportive Schools: This code is used for time spent designing and implementing effective crisis preparation, response, and recovery. Programs designed to develop resiliency.

'7' Family, School, and Community Collaboration: Time spent designing, implementing, and evaluating services that respond to culture and context and facilitate family and school partnership/interactions with community agencies for enhancement of academic and social-behavioral outcomes for children.

'8' Equitable Practices for Diverse Student Populations: This code is used in activities when sensitivity to social, cultural, racial differences and needs are required. This will include assessing children from other backgrounds than the candidate's and when special needs children are involved. This section may also include general and special education involvement to address diversity-related issues.

'9' Research and Evidence-Based Practice: This code should represent activities that would include planning and conducting research of your own (specialist project) or for the school district (analyzing behavior infractions on buses, scholarly research/literature review on effective preschool screening practices, literature review of a new measurement tool or procedure, researching evidenced based practices/programs).

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

'11' Direct Supervision: This code should be used to document your supervision time with your primary supervisor. You may receive supervision by other school psychologists or from other professionals (special education staff). This category should be only for time with your primary supervisor. Supervision would include providing support and guidance on the development of professional skills, behavior and image as well as feedback and guidance on the performance of job activities. For interns: This should be 2 hours per week. *If less than 2 hours of supervision are logged, then you must indicate the reasons why at the bottom of the weekly log sheet. This time must be recouped as quickly as possible.*

'12' Observation: This code is used when observing various programs in the schools (job coaching, vocational program, peer mentoring, gifted program, Title 1 program, etc.) and, shadowing different professionals (principal, counselor, teacher, special education teacher, etc.).

Appendix 6

Graduate Psychology & Counseling School Psychology

Internship Portfolio Activities (Graded)

GDPC810

The candidate must complete *all* the following activities during internship

Activity 1

Log (Continuous)

Objective: The candidate will understand the nature and complexity of the school psychologist role.

Goal: To understand the different activities school psychologists carry out

Task Description: Keep a daily log of the days you work, hours you work, and tasks that you were involved in. The log does not have to be extensive, nor does it have to be retyped. It can be a working document. Make sure you list the district name and your supervisor's name. (Conferences and conventions count as internship attendance hours). Highlight all meetings you attend.

An example of the log might be:

Wednesday, February 10:

- Met with supervisor to complete the yearly goals: 8-10
- Did a record review of a child: 10:15-11:30
- Observed children at lunch recess: 12:10-12:45
- District School Psych Meeting: 1:00-4:00

Outcome: The daily log.

Grading: Pass/Fail. All logs must be provided to pass. Log format is found in Appendix 7.

Organizational Activities

Related Courses: GDPC617 Seminar in Professional School Psychology: Ethical, Professional, and Legal Issues

Activities 2 & 3

Two Case Study Evaluations (One Academic and One Behavioral; Case study #1 must be completed and submitted to the University Internship Supervisor during the first semester)

Objective: The candidate will apply the problem-solving approach to two case studies. Case studies must include formal assessments **generated from a referral**.

Goal: To develop a problem-solving approach to psychoeducational evaluation; to refine diagnostic skills; to experience the RtI process; to apply knowledge and skills learned in courses to provide services for children

Task Description: NASP Standards require that all school psychologist candidates demonstrate the professional skills necessary to deliver effective services that result in positive, measurable outcomes for clients. Fulfillment of this performance-based requirement is met through the successful completion of two case studies (See NCSP case study rubric). The case studies will describe an actual case that has been completed by the candidate using systematic and structured problem-solving procedures.

Outcome: **Your supervisor needs to sign off on the copy of the report stating that you completed the case studies.** If this is not an original signature, you will not receive credit for this activity. One case study is

due at the end of first semester.

Grading: Pass is 80% in each section. The *NASP rubric* will be used to evaluate the submitted case studies. Therefore, the intern should submit the NCSP Case Studies in a format that addresses Sections 1-5 as reflected in the evaluation rubric (**Section 1: Elements of an Effective Case Study, Section 2: Problem Identification, Section 3: Problem Analysis, Section 4: Intervention, Section 5: Evaluation**). Each case study *must* receive a rating of 'Effective' under the identified standard within each section in order to pass. NASP Case Study Rubric is found in Appendix 7, Table 1.

NASP Domain 1: Data-based Decision Making

NASP Domain 2: Consultation and Collaboration

NASP Domain 5: School-Wide practices to Promote Learning

NASP Domain 6: Services to Promote Safe and Supportive Schools

Related Courses

GDPC617 Seminar in Professional School Psychology: Ethical, Professional, and Legal Issues, GDPC651 Behavioral and Educational Assessment, GDPC652 Cognitive Assessment Across the Life Span, GDPC753 Psychological Decision Making and Interventions

Activity 4

Academic Consultation Project

Objective: The candidate will develop and practice consultation skills including progress monitoring.

Goal: To develop an understanding of the consultation process; to refine consultation skills; to understand the roles of the various school personnel in child study teams; to experience the RtI/MTSS process; to refine diagnostic schools

Task Description: Candidates will complete a 6-week fieldwork project involving consultation with a classroom teacher (consultee) regarding an academic problem

Grading: Pass is 80%. Scoring rubric is found in Appendix 7, Table 2

NASP Domain 1: Data-based Decision Making

NASP Domain 2: Consultation and Collaboration

NASP Domain 3: Academic Interventions and Instructional Supports

Related Courses

GDPC651 Behavioral and Educational Assessment, GDPC672 Psychoeducational Consultation

The **Academic Consultation Project** must include the following sections:

1. **Problem identification** – work with the teacher in identifying a student who needs academic support and define the problem through a well-written present level of performance statement.
2. **Observation** – Observe the student during instruction in the area of need (reading, math, or writing) and take notes on the student's performance.
3. **Baseline assessment** – Assess the student in the area of need (i.e., reading fluency) using a curriculum-based measurement instrument (i.e. DIBELS, AIMSweb, or EasyCBM) or other informal assessment in order to determine baseline performance.
4. **Intervention administration** – Meet with the student at least 60 minutes per week (one time per week for 60 minutes, 2 times per week for 30 minutes or 4 times per week for 15 minutes) to provide research-based interventions. Every time interventions are provided, have the teacher (consultee) sign the log. Debrief with the teacher regarding student progress on a weekly basis. Intervention may be administered by another teacher or school personnel but must be closely monitored by the intern. Intern must meet weekly with the interventionist (and student's teacher).

5. **Progress monitoring** – Progress-monitor the student’s growth once a week for at least 6 weeks, using a curriculum-based measurement instrument (i.e., DIBELS, AIMSweb, or EasyCBM) or other informal assessment.
6. **Consultation notes** – Write progress notes regarding every interaction with the consultee. Focus on the outcomes of the consulting relationship.
7. **Project summary** – Present an overall discussion of the project, focusing mostly on student growth, observations of student performance, and suggestions for future work with this student. Be sure to include tables and graphs showing student growth, which should include trend lines and effect sizes.
8. **Reflective narrative** – Reflect on the overall project, on the student outcomes, and the consulting relationship with the consultee. Address the following sections:
 - a. Would you consider the project to be successful? Provide a detailed explanation for your response.
 - b. What aspects of the consultation relationship or project in general could have been improved? Explain.
 - c. Discuss the value of this experience for you as a future school psychologist.
 - d. What did you identify as your strengths and weaknesses as a consultant during the course of this project? Explain.

*****A copy of the Survey of Consultant Effectiveness Form must be emailed by the consultee directly to the university internship supervisor.**

Activity 5

Behavioral Consultation Project

Objective: The candidate will develop and practice consultation skills including progress monitoring.

Goal: To develop an understanding of the consultation process; to apply the problem-solving model to all aspects of the school psychologist’s role; to understand the role of preventative mental health in schools

Task Description: Candidates will complete a 6-week fieldwork project involving consultation with a classroom teacher (consultee) regarding a behavioral problem

Outcome:

Grading: Pass is 80%. Scoring rubric is found in Appendix 7, Table 3

NASP Domain 1: Data-based Decision Making

NASP Domain 2: Consultation and Collaboration

NASP Domain 4: Mental and Behavioral Health Services and Interventions

Related Courses

GDPC672: Psychoeducational Consultation; GDPC651 Behavioral and Educational Assessment

The **Behavioral Consultation Project** will include the following sections:

1. **Problem identification** – work with the teacher in identifying a student who needs behavior support and define the problem through a well-written present level of performance statement.
2. **Functional behavior assessment** – Complete a functional behavior assessment. This can be done in collaboration with a field supervisor or equivalent, when authorized by the professor. Include summary of behavioral observation(s) in the classroom or other settings.
3. **Behavior plan + Baseline assessment** – Develop a behavior plan as well as a protocol to collect data on the student’s behavior (i.e., behavior rubric, self-monitoring form, etc.).
4. **Intervention administration** – Meet with the student at least 60 minutes per week (one time per week for 60 minutes, 2 times per week for 30 minutes or 4 times per week for 15 minutes) to provide research-based interventions. Every time interventions are provided, have the teacher (consultee) sign the log. Debrief with the teacher regarding student progress on a weekly basis. Intervention may be administered by a behavior specialist or other appropriate school personnel but must be closely monitored by the intern. Intern must meet weekly with the interventionist (and student’s teacher).

5. **Progress monitoring** – Progress-monitor the student’s growth at least once a week for at least 6 weeks, using the instrument developed in point 3. Ideally, behavior data should be collected daily, which can be arranged with the consultee.
6. **Consultation notes** – Write progress notes regarding every interaction with the consultee. Focus on the outcomes of the consulting relationship.
7. **Project summary** – Present an overall discussion of the project, focusing mostly on student growth, observations of student performance, and suggestions for future work with this student. Be sure to include tables and graphs showing student growth, which should include trend lines and effect sizes.
8. **Reflective narrative** – Reflect on the overall project, on the student outcomes, and the consulting relationship with the consultee. Address the following sections:
 - a. Would you consider the project to be successful? Provide a detailed explanation for your response.
 - b. What aspects of the consultation relationship or project in general could have been improved?

Explain.

- c. Discuss the value of this experience for you as a future school psychologist.
- d. What did you identify as your strengths and weaknesses as a consultant during the course of this project? Explain.

*****A copy of the Survey of Consultant Effectiveness Form must be emailed by the consultee directly to the university internship supervisor.**

Activity 6

Professional In-service Presentation and resource

Objective: The intern will present information and resources to parents for family-school collaboration

Goal: To develop the ability to make presentations as one way of delivering interventions and responsive services to parents; to apply the problem-solving model to all aspects of the school psychologist’s role; to understand the role of preventative mental health in schools; to apply knowledge/skills learned in courses to impart knowledge to parents.

Task Description: The intern will develop and present an in-service that outlines **intervention or prevention**. In-service topics and resource materials **must involve parent training** and cover activities described in Domain 6 or Domain 8. This must be designed in collaboration with the field supervisor, but the topic must be approved by the university supervisor. The presentation may be presented at a PTO meeting, school-sponsored parent event, or via a video conferencing software (such as Zoom) ‘parent evening.’ Students may also choose to create a video to be posted on the school’s website or sent to parents using other media platforms. If you conduct an in-person inservice, you must have parents complete audience evaluation forms and submit completed forms with your portfolio. If you create a video, you may recreate the evaluation form into an online survey that viewers are asked to complete. Rating scales or evaluations of the presentation by the attendees (or viewers) **must** accompany your portfolio submission. As part of your presentation, interns are also required to create a parent resource booklet that includes key points from the presentation, resources in the community that parents may access, and other useful information relevant to the topic. This resource may be submitted in brochure format or resource pamphlet/booklet. Remember to include phone numbers and addresses of community resources, additional reading material, websites, etc. Resources may include activities, books or other materials for specifically for children and youth.

Outcome: A PowerPoint presentation (or video) with enough detail to outline the entire content of the presentation. If the PowerPoint does not contain this detail, provide a separate document with an outline of the content presented. You must also provide references (8+; see rubric). A resource booklet for parents on the topic presented.

Grading: Pass is 80% on both faculty evaluation rubric and attendee’s evaluation rubric found in Appendix 7, Tables #4 and #5.

NASP Domain 6: Services to Promote Safe and Supportive Schools
NASP Domain 8: Equitable Practices for Diverse Populations
NASP Domain 9: Research and Evidence-Based Practice
NASP Domain 10: Legal, Ethical, Professional Practice

Related Courses

This activity taps into all courses, depending on the topic the intern chooses.

Activity 7

SLD Identification Decision making Process and SLD Case Study Report

(Must be completed and submitted to the University Internship Supervisor during the first semester)

Objective: The intern will understand and apply the assessment process for SLD identification.

Goal: To learn and review the different ways of identifying students with SLD; to understand the public school system; to refine diagnostic skills; to apply knowledge and skills learned in courses to provide services for children. Intern must demonstrate understanding of SLD identification rules in the state of Michigan and their internship state (if different).

Task Description: The intern will investigate the SLD identification process (e.g., patterns of strengths and weaknesses, RtI, cross-battery, discrepancy model). The intern will determine whether there is a written policy concerning how to identify children with SLD. The intern will describe the process, find out why that model was chosen, decide on how well it meets federal and state regulations, make recommendations for improvement and write a report. Document should be detailed enough that someone unfamiliar with the district's policies would be able to understand the SLD identification process from beginning to end. If the district does not have a formal policy for one of the required rubric areas (i.e., evaluation of a student for whom English is a second language), describe best practice for that particular area and what you would do in that situation. *Appendix 7*, Table 6 contains the rubric for grading the report. The intern will assess a child who has been referred for an SLD evaluation and apply the eligibility decision making process. The intern will also write and submit a case study report. See *Appendix 7*, Table 3 for rubric used for grading the case study report. Please include any decision-making template used.

Outcome: Paper delineating the above requirements and SLD case study report

Grading: Pass must include all the above criteria outlined in 'Task Description'.

NASP Domain 1: Data-based Decision making

NASP Domain 6: Services that Promote Safe and Supportive Schools

NASP Domain 8: Equitable Practices for Diverse Student Populations

NASP Domain 10: Legal, Ethical, and Professional Practice

Related Courses:

GDPC525 Psych & Education of Exceptional Children; GDPC641 Education of Students with Math Disabilities; GDPC651 Behavioral and Academic Assessment; GDPC672, Psycho-educational Consultation; GDPC617: Seminar in Professional School Psychology: Ethical, Professional & Legal Issues; GDPC656 Reading and Writing Assessment & Interventions

Activity 8

National School Psychology Week (NSPW)

Every year, school psychologists across the nation celebrate NSPW. Interns are required to prepare and execute an activity that promotes the field during this week (typically in November). Resources can be found on the NASP website. Evidence of participation may include photos, slide shows, or videos. Since these

submitted documents are shared on the university’s social media pages, please avoid using images or videos that showcase students’ faces. One activity that fulfills this requirement is participation in the NASP Exposure Project (NASP-EP). All materials for the presentation have been prepared and simply need to be tailored to the presenters’ preferences. These materials are also available on the NASP website.

School Psychology Internship Portfolio

(Documents must be uploaded at least two weeks before scheduled portfolio defense.)

All above activities are graded and must be included in the internship portfolio. The portfolio is structured by NASP domains and at least 1 artifact must be included under each domain. You may choose additional ungraded artifacts to include under each domain. Along with the artifacts, each domain must include a 1 to 2-page reflection concerning IDP fulfillment and discussion of submitted artifacts that support the intern’s experience and growth in each area during the internship. See table below for artifact suggestions.

Domain	Artifact suggestions
NASP Domain 1 - Data-Based Decision Making	Behavioral and Academic Case studies, SLD paper and case study, and other ungraded artifacts
NASP Domain 2 – Consultation and Collaboration	Academic and Behavioral Consultation Projects and other ungraded artifacts
NASP Domain 3 – Academic Interventions and Instructional Supports	Academic consultee evaluation, Academic Case study, and other evaluations, MTSS meeting notes/progress monitoring
NASP Domain 4 - Mental and Behavioral Health Services and Interventions	Behavioral Consultee evaluation and other evaluations: CPI training Certification; certification from other relevant trainings
NASP Domain 5 - School-Wide Practices to Promote Learning	Evidence of participation on school teams to improve student outcomes, presentations relating to this domain to school staff, NSPW artifacts, <i>relevant</i> orientation documents/certificates
NASP Domain 6 - Services to Promote Safe and Supportive Schools	In-service presentation or other artifact demonstrating involvement in this domain; certificates from relevant workshops/trainings
NASP Domain 7 - Family, School, and Community Collaboration	Evidence of collaboration with community agencies, In-service presentation, parent resource booklet; PTA participation
NASP Domain 8 - Equitable Practices for Diverse Student Populations	Evidence of involvement with ELL students, ELL assessment report, evidence of involvement in social justice issues, diversity logs
NASP Domain 9 - Research and Evidence-Based Practice	Evidence of use of research to support evidence-based practices, presentations, publications, consultation projects
NASP Domain 10 - Legal, Ethical, and Professional Practice	Evidence of MASP/NASP/APA membership and conference attendance, vitae, internship evaluation forms (all 3), other professional evaluation forms, daily, weekly, monthly logs, dispositions and skills evaluation form, Praxis results; NSPW participation

Additional portfolio documents include: School Psychology Intern Supervisor Evaluation Form, documentation of internship hours form, list of internship activities form

Appendix 7

**Graduate Psychology & Counseling
School Psychology**
Professional Portfolio Activities' Rubrics
GDPC810

Table 1 NASP Case Study Rubric

Section 1: Elements of an Effective Case Study		
	Effective	Needs Development
1.1 wt. 1x1	<input type="checkbox"/> Demographics of the case are adequately described (e.g., age, type of class/school, grade, SES, disability, etc.).	<input type="checkbox"/> Demographic information does not include sufficient information.
1.2 wt. 1x1	<input type="checkbox"/> Assessment, intervention, and/or consultation practices consider unique individual characteristics.	<input type="checkbox"/> Assessment, intervention, and/or consultation practices do not consider unique individual characteristics.
1.3 wt. 1x1	<input type="checkbox"/> Collaboration with relevant stakeholders (e.g., parents, teachers, and other professionals) is evident throughout the process.	<input type="checkbox"/> Decisions regarding problem identification and intervention are made without consultation with relevant stakeholders.
1.4 wt. 1x1	<input type="checkbox"/> Steps of the problem-solving process are implemented coherently (i.e., sequential, goal directed, and flow logically based on evidence).	<input type="checkbox"/> The steps of the problem-solving process are not followed.
1.5 wt. 1x1	<input type="checkbox"/> Professional practices of writing style, formatting, and graphing are present in the case study (i.e., clear succinct and well written text with clearly labeled graphs).	<input type="checkbox"/> Errors in writing convention, style, and graphing interfere with readability and interpretation of data.
1.6 wt. 1x1	<input type="checkbox"/> Personal identifying information of the case study subject is redacted from the report.	<input type="checkbox"/> Personal identifying information is not redacted from the report.
RATING	<input type="checkbox"/> EFFECTIVE /6	<input type="checkbox"/> NEEDS DEVELOPMENT

Section 2: Problem Identification

	Effective	Needs Development
2.1 wt. 1x2	<input type="checkbox"/> Information is gathered from multiple sources (e.g., Record review, Interview, Observation, and Testing [RIOT]).	<input type="checkbox"/> Data are not gathered from multiple sources.
2.2 wt. 1x1	<input type="checkbox"/> The problem is operationally defined in observable, measurable terms (i.e., the referral concern is restated as an observable, measurable dependent variable).	<input type="checkbox"/> The problem is not operationally defined. (e.g., it is reported as a categorical/descriptive cause such as Autism, Depression, ADHD; or terms such as aggression, anxiety or hyperactivity).
2.3 wt. 1x1	<input type="checkbox"/> Expectations for the identified behavior are stated based upon an appropriate source for comparison (e.g., grade level standards, peer performance, normative data, etc.).	<input type="checkbox"/> Expected performance is not based on an appropriate source for comparison or is not included OR <input type="checkbox"/> The difference between actual and expected levels of performance is not explicitly stated.
2.4 wt. 1x2	<input type="checkbox"/> Adequate baseline data are graphed to depict the discrepancy between the case's performance relative to an appropriate comparison.	<input type="checkbox"/> Baseline data are not graphed OR <input type="checkbox"/> Baseline data include fewer than three data points OR <input type="checkbox"/> Expected level of performance is not included in the graph (i.e., aimline or goal line).
RATING	<input type="checkbox"/> EFFECTIVE /6	<input type="checkbox"/> NEEDS DEVELOPMENT

Section 3: Problem Analysis

	Effective	Needs Development
3.1 wt. 1x2	<input type="checkbox"/> The problem behavior is hypothesized as a skill or performance deficit <p align="center">AND</p> <input type="checkbox"/> Data are used to test the hypothesis.	<input type="checkbox"/> There is no hypothesis regarding skill or performance deficit. <p align="center">OR</p> <input type="checkbox"/> Data are not used to test the hypothesis
3.2 wt. 1x2	<input type="checkbox"/> Additional hypotheses are formulated to address the problem across one or more of the following areas: curriculum, instruction, and environment.	<input type="checkbox"/> Multiple hypotheses are not developed <p align="center">OR</p> <input type="checkbox"/> Hypotheses are untestable.
3.3 wt. 1x1	<input type="checkbox"/> Each hypothesis is stated in observable/measurable terms.	<input type="checkbox"/> Hypotheses are not stated in observable/measurable terms.
3.4 wt. 1x2	<input type="checkbox"/> Proposed hypotheses are empirically tested and/or other sources of data are used to confirm or reject each hypothesis.	<input type="checkbox"/> Hypotheses are not tested, or appropriate sources of data are not used to confirm or reject each hypothesis.
3.5 wt. 1x2	<input type="checkbox"/> A conclusive statement following hypothesis testing and/or data collection is provided that formally describes the cause of the problem and informs intervention(s).	<input type="checkbox"/> A conclusive statement formally describing the cause of the problem is not included <p align="center">OR</p> <input type="checkbox"/> Does not lead to a logical intervention.
RATING	<input type="checkbox"/> EFFECTIVE /9	<input type="checkbox"/> NEEDS DEVELOPMENT

Section 4: Intervention

	Effective	Needs Development
<p>4.1 wt. 1x1</p>	<input type="checkbox"/> A single evidence-based intervention is implemented and linked to preceding sections.	<input type="checkbox"/> Intervention is not evidence-based. <p align="center">OR</p> <input type="checkbox"/> Is not linked to preceding sections <p align="center">OR</p> <input type="checkbox"/> Multiple interventions are implemented simultaneously.
<p>4.2 wt. 1x2</p>	<input type="checkbox"/> Acceptability of the intervention by relevant stakeholders (e.g., caregivers, teachers, etc.) is verified.	<input type="checkbox"/> Acceptability of the intervention by one or more stakeholders is not verified.
<p>4.3 wt. 1x2</p>	<input type="checkbox"/> The intervention is replicable: <ul style="list-style-type: none"> <input type="checkbox"/> Intervention components are clearly described (i.e., independent variable) <p align="center">AND</p> <ul style="list-style-type: none"> <input type="checkbox"/> Logistics are reported (e.g., who will implement, setting, duration and frequency of sessions, etc.) 	<input type="checkbox"/> The intervention is not replicable: <ul style="list-style-type: none"> <input type="checkbox"/> Intervention components are not described (i.e., independent variable) <p align="center">OR</p> <ul style="list-style-type: none"> <input type="checkbox"/> Logistics are missing (e.g., who will implement, setting, duration and frequency of sessions, etc.)
<p>4.4 wt. 1x2</p>	Skill or performance goals are: <ul style="list-style-type: none"> <input type="checkbox"/> Described using the same metric as the dependent variables <p align="center">AND</p> <ul style="list-style-type: none"> <input type="checkbox"/> Achievable based on research or other data. 	Skill or performance goals are: <ul style="list-style-type: none"> <input type="checkbox"/> Described using a different metric as the dependent variables <p align="center">OR</p> <ul style="list-style-type: none"> <input type="checkbox"/> Not achievable or not linked to research or other data.

	Effective	Needs Development
4.5 wt. 1x2	<input type="checkbox"/> Progress is monitored and graphed for data-based decision making (formative evaluation).	<input type="checkbox"/> Progress is not monitored. OR <input type="checkbox"/> Progress data are not graphed.
4.6 wt. 1x2	Treatment integrity/fidelity data are: <input type="checkbox"/> Collected and reported AND <input type="checkbox"/> Used in the interpretation of intervention efficacy.	Treatment integrity/fidelity data are not: <input type="checkbox"/> Collected or reported OR <input type="checkbox"/> Used to describe intervention efficacy.
RATING	<input type="checkbox"/> EFFECTIVE /11	<input type="checkbox"/> NEEDS DEVELOPMENT

Section 5: Evaluation (Summative)

	Effective	Needs Development
5.1 wt. 1x2	<input type="checkbox"/> A single graph is depicted for the target behavior and includes the following elements: <input type="checkbox"/> Baseline data AND <input type="checkbox"/> Goal/Target indicator or aim line AND <input type="checkbox"/> Treatment/progress monitoring data with a trend line.	<input type="checkbox"/> A single target behavior is presented on multiple graphs, or relevant graphs are not included. The following components are not included in the graph: <input type="checkbox"/> Baseline data OR <input type="checkbox"/> Goal/Target indicator or aim line OR <input type="checkbox"/> Treatment/progress monitoring data with a trend line.
5.2 wt. 1x2	<input type="checkbox"/> Adequate intervention data (i.e., typically 7 data points) are collected to demonstrate level and/or trend under intervention conditions.	<input type="checkbox"/> Insufficient data are collected to meaningfully interpret the results of the intervention.
5.3	<input type="checkbox"/> Visual analysis of the level, trend and variability and/or statistical analyses	<input type="checkbox"/> Visual or statistical analyses were not used

wt. 1x2	(e.g., effect size) demonstrate that the intervention was effective.	OR <input type="checkbox"/> The Intervention was ineffective.
5.4 wt. 1x2	<input type="checkbox"/> Strategies for generalizing outcomes to other settings are described.	<input type="checkbox"/> Strategies for generalizing outcomes to other settings are not described.
5.5 wt. 1x2	<input type="checkbox"/> Strategies for follow-up are developed.	<input type="checkbox"/> Strategies for follow-up are not developed
RATING	<input type="checkbox"/> EFFECTIVE /10 Total: /42 Pass = 80%	<input type="checkbox"/> NEEDS DEVELOPMENT

Table 2 Academic Consultation Rubric

Domains	Exceptional 4	Proficient 3	Satisfactory 2	Emerging 1	Unsatisfactory 0	Total Points*
Problem Identification	Consultant worked with teacher in selecting a student and problem was defined in a well-written present level of performance. Problem was clearly defined in observable & measurable terms.	Consultant worked with teacher in selecting a student and problem was defined in a present level of performance statement. Problem was defined in observable & measurable terms.	Consultant worked with teacher in selecting a student and problem was defined in vaguely-written present level of performance. Problem was defined in observable & measurable terms.	Consultant worked with teacher in selecting a student to work with. Problem is not clearly defined.	Unclear rationale behind student selection	
Observation	Observation conducted in area of academic need and well-written summary of notes	Observation conducted in area of academic need and brief written summary of notes provided	Evidence that observation was conducted in area of academic need	Evidence that observation conducted but may be in area other than the area of academic need	Criteria not met No observation conducted	
Baseline Assessment	Baseline data obtained with CBM instrument and presented with well-formatted tables and graphs	Baseline data obtained with CBM instrument and presented with tables and graphs	Baseline data obtained with CBM instrument. Tables and graphs contain minor inaccuracies or have missing components.	Baseline data obtained through unclear procedure	Criteria not met/No baseline data provided	
Intervention Administration	Consultant provided intervention for time prescribed Clear rationale for interventions chosen, and attainable and meaningful goals were set.	Consultant provided intervention for time prescribed rationale provided for interventions chosen, and goals were set	Consultant provided intervention for at least 80% of time prescribed Unclear rationale for chosen interventions Goals may also be unclear	Consultant provided intervention for at least 70% of time prescribed No rationale for chosen interventions provided Goals are unclear	Criteria not met Intervention provided for less than 70% of the time prescribed.	

Progress Monitoring	Progress data collected once a week with CBM instrument for at least 6 weeks. Results presented in tables and graphed – trend lines and effect size calculated	Progress data collected once a week with CBM instrument for at least 5 weeks. Results presented in tables and graphed – trend lines and effect size calculated	Progress data collected once a week with CBM instrument for at least 4 weeks. Results presented in tables and graphed – trend lines and effect size calculated	Progress data collected once a week with CBM instrument for at least 3 weeks. Results not adequately graphed.	Criteria not met Progress data collected once a week with CBM instrument for less than 3 weeks.	
Consultation Notes	Clear and thorough progress notes provided with clear discussion of outcomes of consulting relationship	progress notes with adequate discussion of outcomes of consulting relationship provided	progress notes and brief discussion of outcomes of consulting relationship provided	Very brief, incomplete progress notes provided.	Criteria not met No progress notes provided	
Project Summary	Clear and thorough summary of the project with main focus on student growth. Includes data, qualitative observations of student performance, and suggestions for future work	Adequate summary of the project with a focus mostly on student growth. Includes data, qualitative observations of student performance, and suggestions for future work	Fairly described summary of the project. Includes data, and qualitative observations of student performance.	Poorly described summary of the project. Includes some data, and qualitative observations of student performance.	Criteria not met No summary provided.	
Reflective Narrative	Thorough reflection on the overall project, answering all 4 questions*	Adequate reflection on the overall project, answering all 4 questions	Fair reflection on the overall project, answering most of the questions	Reflection on the overall project and answering 2 or fewer questions	Criteria not met Reflection of overall project not included.	

Weekly Log	Log provided for all 6+ weeks of the intervention. Every intervention session is documented and signed by student's teacher.	Log provided for at least 5 weeks of the intervention. Every intervention session is documented and signed by student's teacher.	Log provided for at least 4 weeks of the intervention. Every intervention session is documented and signed by student's teacher, or log is not signed.	Log provided for less than 4 weeks of the intervention. Every intervention session is documented and signed by student's teacher or log is not signed	Criteria not met. No log provided	
Consultee# Evaluation	Consultant received an overall rating of 4.5 or higher	Consultant received an overall rating between 3.5 and 4.4	Consultant received an overall rating between 2.5 and 3.4	Consultant received a rating lower than 3.4	Criteria not met. No consultee evaluation submitted.	
Final grade:						/40

- *a. Would you consider the project to be successful? Provide a detailed explanation for your response.
- b. What aspects of the consultation relationship or project in general could have been improved? Explain.
- c. Discuss the value of this experience for you as a future school psychologist.
- d. What did you identify as your strengths and weaknesses as a consultant during the course of this project? Explain.

#If candidate has made legitimate efforts to obtain the consultee evaluation, and is unsuccessful, evidence of those efforts (i.e., emails sent to consultee) may be submitted for consideration.

Table 3 Behavioral Consultation Rubric

Domains	Excellent 4	Good 3	Fair 2	Poor 1	0	Total Points*
Problem Identification	Consultant worked with teacher in selecting a student and problem was defined in a well-written present level of performance. Problem was clearly defined in observable & measurable terms.	Consultant worked with teacher in selecting a student and problem was defined in a present level of performance statement. Problem was defined in observable & measurable terms.	Consultant worked with teacher in selecting a student and problem was defined in vaguely-written present level of performance. Problem was defined in observable & measurable terms.	Consultant worked with teacher in selecting a student to work with. Problem is not clearly defined	Unclear rationale behind student selection	
Functional Behavior Assessment and Observation	FBA conducted in area of behavior need and ABC analysis and hypothesis statements are well-written (includes observation summary)	FBA conducted in area of behavior need and ABC analysis and hypothesis statements are provided. (includes observation summary)	FBA conducted in area of behavior need (includes brief observation summary)	Incomplete FBA conducted. (incomplete or no observations reported)	Criteria not met FBA not conducted. No observation reported	
BIP + Baseline Assessment	Clear and thorough BIP developed and baseline data obtained with behavior chart – presented with well-formatted tables and graphs	BIP developed and baseline data obtained with behavior chart – presented with tables and graphs	BIP developed and baseline data obtained. Tables and graphs contain minor inaccuracies or have missing components.	BIP partially developed and baseline data obtained with no tables and graphs or baseline data obtained through unclear procedure	Criteria not met No BIP developed and no baseline data provided.	
Intervention Administration	Consultant provided intervention for time prescribed Clear rationale for interventions chosen, and attainable and meaningful goals were set.	Consultant provided intervention for time prescribed. rationale provided for interventions chosen, and goals were set	Consultant provided intervention for at least 80% of time prescribed Unclear rationale for chosen interventions Goals may also be unclear	Consultant provided intervention for at least 70% of time prescribed No rationale for chosen interventions provided Goals are unclear	Criteria not met Intervention provided for less than 70% of the time prescribed.	

Progress Monitoring	Progress data collected once a week for at least 6 weeks. Results presented in tables and graphed – trend lines and effect size calculated	Progress data collected once a week for at least 5 weeks. Results presented in tables and graphed – trend lines and effect size calculated	Progress data collected once a week for at least 4 weeks. Results presented in tables and graphed – trend lines and effect size calculated	Progress data collected once a week for at least 3 weeks. Results not adequately graphed.	Criteria not met Progress data collected once a week for less than 3 weeks.	
Consultation Notes	Clear and thorough progress notes provided with clear discussion of outcomes of consulting relationship	progress notes with adequate discussion of outcomes of consulting relationship provided	progress notes and brief discussion of outcomes of consulting relationship provided	Very brief, incomplete progress notes provided.	Criteria not met No progress notes provided	
Project Summary	Clear and thorough summary of the project with main focus on student growth. Includes data, qualitative observations of student performance, and suggestions for future work	Adequate summary of the project with a focus mostly on student growth. Includes data, qualitative observations of student performance, and suggestions for future work	Fairly described summary of the project. Includes data, and qualitative observations of student performance.	Poorly described summary of the project. Includes some data, and qualitative observations of student performance.	Criteria not met No summary provided.	
Reflective Narrative	Thorough reflection on the overall project, answering all 4 questions*	Adequate reflection on the overall project, answering all 4 questions	Fair reflection on the overall project, answering most of the questions	Reflection on the overall project and answering 2 or fewer questions	Criteria not met Reflection of overall project not included.	
Weekly Log	Log provided for all 6+ weeks of the intervention. Every intervention session is documented and signed by student's teacher.	Log provided for at least 5 weeks of the intervention. Every intervention session is documented and signed by student's teacher.	Log provided for at least 4 weeks of the intervention. Every intervention session is documented and signed by student's teacher, or log is not signed.	Log provided for less than 4 weeks of the intervention. Every intervention session is documented and signed by student's teacher or log is not signed	Criteria not met. No log provided	

Consultee# Evaluation	Consultant received an overall rating of 4.5 or higher	Consultant received an overall rating between 3.5 and 4.4	Consultant received an overall rating between 2.5 and 3.4	Consultant received a rating lower than 3.4	Criteria not met. No consultee evaluation submitted.	
Final Grade: (Total Points x3) + 5 points for weekly log + 5 points for consultee evaluation = /100						/40

- *a. Would you consider the project to be successful? Provide a detailed explanation for your response.
- b. What aspects of the consultation relationship or project in general could have been improved? Explain.
- c. Discuss the value of this experience for you as a future school psychologist.
- d. What did you identify as your strengths and weaknesses as a consultant during the course of this project? Explain.

#If candidate has made legitimate efforts to obtain the consultee evaluation, and is unsuccessful, evidence of those efforts (i.e., emails sent to consultee) may be submitted for consideration.

Academic and Behavioral consultant evaluation

Name of Consultant: _____

What type of case did the consultant assist with? Academic Behavioral

	Excellent (5)	Good (4)	Average (3)	Poor (2)	Very poor (1)	Rating
Establishment of Rapport	Consultant helped me feel very comfortable, valued and supported.	Consultant helped me feel pretty comfortable, valued and supported.	Consultant made me feel fairly comfortable, valued and supported.	Consultant made me feel ill-at-ease or unsupported.	Consultant displayed an arrogant, condescending or know-it-all attitude.	
Problem Identification	Consultant did an excellent job in clearly identifying the problem and defining it in measurable terms.	Consultant did a good job in identifying the problem and defining it in measurable terms.	Consultant did an adequate job in identifying the problem and defining it in measurable terms.	Consultant did a poor job in identifying the problem and defining it in measurable terms.	Consultant left me feeling confused about our focus and was unable to narrow the issue into a quantifiable issue.	
Intervention Design and Implementation	Consultant was very knowledgeable about intervention options and designed and implemented the intervention(s) with fidelity.	Consultant was pretty knowledgeable about intervention options and designed and implemented the intervention(s) with fidelity.	Consultant was fairly knowledgeable about intervention options and was adequate in implementing it or supporting me in implementing it as it was intended.	Consultant offered an appropriate intervention but was unable to implement it or support me in implementing as it was intended.	Consultant was unable to design or implement effective interventions.	
Communication Skills	Consultant gave me his/her full attention, listened attentively to my concerns, was empathetic and effectively asked clarifying questions.	Consultant was good at these skills or displayed 3 out of 4 of these skills.	Consultant was adequate at these skills or displayed 2 out of 4 of these skills.	Consultant was poor at these skills or displayed only 1 of these 4 skills.	Consultant seemed distracted, was not empathetic and/or did not effectively communicate with me throughout the process.	
Interpersonal Skills	Consultant established a positive relationship with me, conveyed competence, confidence and optimism, inspired trust and was honest and dependable.	Consultant was good at these skills or displayed 3 out of 4 of these skills.	Consultant was average at these skills or displayed 2 out of 4 of these skills.	Consultant was poor at these skills or displayed only 1 of these 4 skills.	Consultant did not establish a good relationship with me, lacked confidence and resourcefulness, displayed pessimism and was unreliable.	
Comments: Please add on next page						Total: /25

Signature of Consultee: _____

Date: _____

Comments (Please include feedback about the Consultant’s strengths and any areas that could be improved):

Grading Rubric for SLD Case Study

Report Component	Exceptional (5)	Proficient (4)	Satisfactory (3)	Emerging (2)	Unsatisfactory (1)
<p>Reason for Referral:</p> <p><i>A brief summary of the referral source's questions regarding the child.</i></p> <p>Accounts for 5pts</p> <p>Weight 1 x 1</p>	<p>All SPECIFIC information needed included in description.</p> <p>Contains the questions that need to be answered by the evaluation</p> <p>Phrasing and writing very clear</p> <p>Reason for referral provides enough information to guide selection of assessment instruments.</p> <p>Referral source (and relationship to examinee) is clearly indicated</p>	<p>Most of the information needed is included in description.</p> <p>-Mostly Written in descriptive terms.</p> <p>Phrasing and writing relatively clear</p>	<p>Includes limited information to proceed with and assessment.</p> <p>Writing is adequate</p>	<p>-Major gaps in the information needed to plan an appropriate assessment.</p>	<p>Referral expressed as a function of the class, i.e., to fulfill the requirements of GDPC753</p>
<p>Measures Administered/Evaluation Procedures</p> <p><i>Contains list of instruments administered, interviews conducted and other sources of data</i></p> <p>Accounts for 5 Pts</p> <p>Weight 1 x 1</p>	<p>Report includes detailed alphabetized list of all measures used/data collected for report accompanied with date of data collection. List may also be organized thematically.</p> <p>Example:</p> <p>1/9/2025 Parent Interview</p>	<p>Report includes list of data collected for report with date of data collection.</p>	<p>Measures used during evaluation are included in the report. Date of collection not reported or not easily located in report.</p>	<p>Only some measures/data sources used during the evaluation are reported. Date of collection not reported.</p>	<p>A list of measures administered or sources of data is not included in the report.</p>
<p>Background Information:</p> <p><i>The information in the background section may come from interviews with examinee, parents, and teachers; the examinee's educational file; and past psychological and medical reports.</i></p> <p>Accounts for 5pts</p> <p>Weight 1 x 1</p>	<p>Narrative clearly acknowledges the sources of information.</p> <p>Includes examinee-specific information clearly relevant to the referral source. (i.e., grade, educational history, present academic functioning previous interventions, health</p>	<p>Acknowledges the sources of information..</p> <p>Includes examiner-specific information relevant to the referral source</p> <p>(i.e., grade, educational history, present academic</p>	<p>Acknowledges the sources of information .</p> <p>examinee-specific information, and previous assessment history are <i>not</i> extensive but relevant.</p>	<p>Does not acknowledge sources of information.</p> <p>Information is poorly organized, irrelevant or does not contribute meaningfully to the report.</p>	<p>No background information or only brief general statements referring to background included.</p>

	<p>history, developmental history, social interactions).</p> <p>Information from multiple sources is thoroughly combined</p>	<p>functioning, previous interventions, health history, developmental history, social interactions)</p> <p>Information from multiple sources combined</p>			
<p>Observations/Assessment Notes:</p> <p><i>This section carefully describes the examinee's behavior as observed during the evaluation, interviews, and any other settings. Also provides an estimate of the behavioral sample validity as a context for test score interpretation.</i></p> <p>Accounts for 10pts</p> <p>Weight 1 x 2</p>	<p>Thorough behavioral observations include behaviors <i>very clearly</i> relevant to the referral question and assessment validity (i.e., reactions to the test; general behavior; typical mode of reacting to the examiner; language style; general response style; responses to success, failure, and encouragement; activity level; attention; attitude toward self, examiner, and testing process; visual-motor ability; unusual habits, mannerisms, or verbalizations).</p> <p>Testing conditions addressed and behavior related to test results discussed</p> <p>Validity statement included</p>	<p>-Behavioral observations include behaviors relevant to the referral question and assessment</p> <p>Testing conditions addressed</p> <p>Validity statement included</p>	<p>-Behavioral observations include <i>most, but not all</i>, of the behaviors relevant to the referral question and assessment validity.</p> <p>-The testing conditions briefly addressed.</p> <p>Validity statement not clearly present</p>	<p>-Behavioral observations are excessively brief with behaviors relevant to the referral questions and other relevant pieces of information missing.</p> <p>No validity statement</p>	<p>-No behavioral observations</p>
<p>Hypotheses:</p> <p><i>Propose measurable hypotheses (HOs) regarding potential reasons for the challenges presented in the referral by considering: instructional, curriculum, and environmental conditions in addition to examinee's skill, performance, and motivational issues.</i></p> <p>Accounts for 10pts</p>	<p>2 or more hypotheses are developed to assist in assessment planning using information from the referral source.</p> <p>Hypotheses are measurable and attempt to identify functions of certain behaviors or the</p>	<p>2 hypotheses are developed to assist in assessment planning using information from the referral source.</p> <p>Hypotheses are measurable and may attempt to explain the cause</p>	<p>1 or more hypotheses generated.</p> <p>Referral data only partially drives hypothesis development.</p>	<p>1 hypothesis generated based on limited information or unrelated information.</p>	<p>-Hypotheses are not developed.</p>

<p>Weight 1 x 2</p>	<p>proposed cause of certain behaviors or academic challenges.</p> <p>Hypotheses may be based on: client factors/skill deficits, curriculum, peers, teacher factors, environment, or other factors.</p>	<p>of certain behaviors or academic challenges.</p> <p>Hypotheses may be based on: client factors/skill deficits, curriculum, peers, teacher factors, environment, or other factors.</p>			
<p>Interpretations (a):</p> <p><i>Assessment information is organized and consolidated from a variety of sources to provide a comprehensive picture of the assessment findings.</i></p> <p>Accounts for 10pts</p> <p>Weight 1 x 2</p>	<p>The findings are well organized according to common themes (beginning with cognitive profile) through and across procedures, integrating the main findings with a focus on answering the referral questions and testing the hypotheses.</p> <p>All required measures are included</p>	<p>The findings are organized according to common themes (beginning with cognitive profile) through and across procedures, integrating the main findings.</p> <p>All required measures are included</p>	<p>The findings are organized according to common themes through and across procedures. Referral questions and hypotheses are not fully considered.</p>	<p>The findings are organized according to test rather than theme, with no reference to the referral questions or hypotheses.</p> <p>Required measures are missing</p>	<p>Findings interpreted only through quantitative data with no explanations</p>
<p>Interpretations (b):</p> <p><i>Test descriptions provide a brief synopsis of the test purpose, process, and assessment target. Test type and category are clearly described.</i></p> <p>Accounts for 10pts</p> <p>Weight 1 x 2</p>	<p>All measures/tests described in a manner that would be very clear to a parent, teacher or client</p> <p>Test type (standardized, informal, curriculum-based) and reason for use, clearly indicated</p> <p>Concise descriptions well organized and formatted.</p> <p>Tables are included (in report body or as appendix) and contain qualitative descriptors, percentiles and confidence intervals</p> <p>Raw scores are not</p>	<p>Measure/tests descriptions are complete and organized meaningfully.</p> <p>Test descriptions and reason for use, are clear to the reader.</p> <p>Tables are included and contain qualitative descriptors, percentiles and confidence intervals</p> <p>Raw scores are not included in tables</p>	<p>Incomplete test descriptions.</p> <p>Test type (standardized, informal, curriculum-based) not clearly specified.</p> <p>Descriptions poorly organized and confusing.</p> <p>Descriptions may be unclear to a teacher, parent, or client.</p> <p>Tables missing required data or raw scores included in tables</p>	<p>Incomplete, inaccurate, or missing descriptions.</p> <p>Test type (standardized, informal, curriculum-based) not specified.</p> <p>Descriptions unclear, poorly organized and confusing.</p> <p>Tables missing required data or raw scores included in tables</p>	<p>Data tables and test descriptions missing.</p>

	included in tables				
<p>Interpretations (c):</p> <p><i>All measures are thoroughly interpreted addressing both strengths and needs of the examinee. Implications for current functioning are addressed.</i></p> <p>Accounts for 15pts</p> <p>Weight 1 x 3</p>	<p>Behavioral referents are used to enhance the report's readability.</p> <p>Use of Jargon is minimal or nonexistent</p> <p>Examinee's strengths and weaknesses are thoroughly addressed for each test interpretation. Conflicting results are addressed.</p> <p>The meaning and implication of scores specific to the examinee and referral questions are examined and reported.</p> <p>Paragraphs are used to separate subdomains.</p> <p>Writing is definitive when findings are clear, but cautious when findings are ambiguous.</p>	<p>Behavioral referents are used to enhance the report's readability</p> <p>Use of Jargon is minimal</p> <p>Strengths and weaknesses are addressed for each test interpretation. Conflicting results are addressed.</p> <p>The meaning and implication of scores specific to the examinee and referral questions are examined and reported.</p>	<p>Behavioral referents are inconsistently used or not used.</p> <p>Implication of scores broadly interpreted.</p> <p>Several instances of technical terminology or jargon usage</p>	<p>No behavioral referents used to enhance the report's readability</p> <p>Interpretation focuses on quantitative data and their broad implications with little explanation.</p> <p>Multiple instances of technical terminology or jargon usage</p>	<p>Interpretations are extremely brief or not present in report</p>
<p>Summary:</p> <p><i>This section summarizes the sequence of the report to its conclusion. No new information is ever included in this section of the report.</i></p> <p>Accounts for 10pts</p> <p>Weight 1 x 2</p>	<p>A concise and well-written review of the report with conclusions</p> <p>No new information presented</p> <p>Summary mirrors structure of report</p> <p>Hypotheses/Referral questions are addressed.</p> <p>Statements using the collected data describe the cause of the problems being investigated.</p>	<p>A summary that mirrors of the structure report with conclusions that include no new information.</p> <p>Hypotheses are addressed and cause of the problems being investigated presented.</p>	<p>A summary of the report findings.</p> <p>Some information may be missing.</p> <p>Referral questions addressed</p>	<p>Summary missing or incomplete.</p> <p>Information is poorly organized.</p> <p>New information presented or referral questions/Hypotheses not addressed</p>	<p>No Summary included</p>

<p>Diagnostic Impressions/Eligibility Recommendations</p> <p><i>Include diagnostic impressions or special education category that you would recommend to an IEP team or examinee.</i></p> <p>Accounts for 10pts</p> <p>Weight 1 x 2</p>	<p>Section provides reader with specific data-driven evidence leading to the diagnostic impression/SPED eligibility recommendation.</p> <p>Special education category identified (if SP)</p> <p>DSM Diagnosis provided (if CP)</p>	<p>Data-driven evidence provided for diagnostic impression/SPED eligibility Recommendation.</p> <p>Special education category identified (if SP)</p> <p>DSM Diagnosis provided (if CP)</p>	<p>Evidence provided for diagnostic impression/SPED eligibility Recommendation.</p> <p>Special education category identified (if SP)</p> <p>DSM Diagnosis provided (if CP)</p>	<p>Minimal/No evidence provided for diagnostic impression/SPED eligibility Recommendation.</p> <p>Diagnostic impressions/SPED recommendations unclear.</p>	<p>No Diagnostic Impressions/SPED eligibility recommendations included.</p>
<p>Interventions/Recommendations</p> <p><i>Recommendations are realistic and practical intervention goals and treatment strategies</i></p> <p>Accounts for 10 pts</p> <p>Weight 1 x 2</p>	<p>Recommendations strongly <i>linked</i> to assessment results & referral questions</p> <p>Recommendations provided for all areas of identified need (including those not identified in referral questions but indicated by assessment results)</p> <p>Recommendations address examinees strengths</p> <p>Recommendations specific enough to be practical.</p>	<p>Recommendations are linked to assessment and referral questions</p> <p>Recommendations are specific enough to be practical and address the examinee’s needs <i>and</i> strengths</p>	<p>Recommendations are <i>only loosely</i> linked to assessment findings or referral questions</p> <p>Recommendations may be broad</p>	<p>Very few recommendations provided.</p> <p>Recommendations do not appear to be linked to assessment findings or referral questions</p> <p>Recommendations lack practicality and do not address examinee’s strengths.</p>	<p>Recommendations not included</p>

Adapted from: Catherine Cook-Cottone, Ph.D. and Jerome Sattler, PhD, *Assessment of Children*

Table 4 Faculty Evaluation of the Inservice Project

Criteria	Excellent (4)	Good (3)	Fair (2)	Poor (1)
Depth	The presentation's depth is appropriate, and the presentation adds significant value to the target audience.	The presentation's depth is sufficient, and the presentation adds adequate value to the target audience.	Presentation adds minimal value to the target audience.	Presentation adds little or no value to the target audience.
Organization	The organization of the content is abundantly clear throughout the presentation.	Organization is clear, but some content may not follow this organization.	Some organization is found, but placement of content is often random.	Very little organization is evident
Content: Content includes strategies to foster safe and supportive schools (Domain 6) and/or equitable practices for Diverse student populations (Domain 8)	Includes several strategies for parents that fall under NASP domains 6 or 8.	Includes some strategies for parents that fall under NASP domains 6 or 8.	Includes few strategies for parents that fall under domain 6 or 8.	Includes one or no strategies for parents that fall under domain 6 or 8.
Rationale: Importance/purpose of topic is discussed	Presentation clearly informs audience of the reason for addressing issues related to domain 6 or 8 (rationale)	Presentation somewhat informs audience of the reason for addressing issues related to domain 6 or 8 (rationale)	Presentation does not clearly inform audience of the reason for addressing issues related to domain 6 or 8 (rationale)	Rationale for topic not addressed
Research Effort	Went above and beyond to research information; brought in personal ideas and information to enhance project; and utilized more than eight types of resources to make project effective	Research effort was good; utilized materials to their full potential; solicited more than six research sources to enhance project	Used the materials in an acceptable manner, but used less than 6 resources	Did not utilize resources effectively; did little or no fact gathering on the topic.
Creativity	Provides evidence of using the unexpected to full advantage; submits artifacts demonstrating very original, clever, and creative approaches that captures audience's attention (i.e. activities, props, videos, polls, etc.)	Evidence provided supports some originality and good variety and blending of materials/media.	Little or no variation; a few original touches but for the most part material presented with little originality or interpretation.	Bland, predictable, and repetitive with little or no variety; little creative energy used.
Use of Communication	Graphics are designed	While graphics relate and aid presentation	Occasional use of graphics that rarely	Candidate uses superfluous graphics,

<p>Aids</p>	<p>reinforce presentation content and maximize audience understanding; use of media is varied and appropriate with media not being added simply for the sake of use.</p> <p>Visual aids were colorful and large enough to be seen clearly</p> <p>Media are prepared in a professional manner. Details are minimized so that main points stand out.</p>	<p>thesis, these media are not as varied and not as well connected to presentation content.</p> <p>Font size is appropriate for reading.</p> <p>Appropriate information is prepared.</p>	<p>support presentation thesis; visual aids were not colorful or clear Choppy, time wasting use of multimedia; lacks smooth transition from one medium to another.</p> <p>Font is too small to be easily seen.</p> <p>Communication aids are poorly prepared or used inappropriately. Too much information is included. Unimportant material is highlighted.</p>	<p>no graphics, or graphics that are so poorly prepared that they detract from the presentation.</p> <p>Font is too small to be easily seen</p>
<p>Parent Resource Booklet</p>	<p>Parent resource booklet is engaging and appealing. Includes a variety of resources including: websites, community agencies, books, etc. Addresses and phone numbers are provided for local agencies. Content from the presentation clearly outlined and meaningful. Language is appropriate for audience, and formatting aids in the flow.</p>	<p>Parent resource booklet is engaging Includes resources including: websites, community agencies, books, etc. Addresses and phone numbers are provided for local agencies. Content from the presentation is outlined and meaningful. Language is appropriate for audience, and formatting is adequate.</p>	<p>Parent resource booklet was created. Includes some resources. Some addresses and numbers are provided for local agencies. Content from the presentation is only marginally meaningful. Language is jargon filled and may not be easily understood by some parents.</p>	<p>Parent resource Booklet is incomplete or not submitted.</p>
<p>Final Grade: _____ (Pass = 80%)</p>				<p>/32</p>

Table 5 Parent Evaluation of the Inservice Project

Name of Presenter: _____

Date of Presentation: _____

Topic: _____

	Criteria	Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)
1	The presentation was relevant to my needs.					
2	I was encouraged to participate, ask questions, or follow up with presenter for additional inquiries or information.					
3	The information presented was simple and easy to follow.					
4	The materials, resources, and or websites provided were helpful.					
5	The length of the presentation was just right.					
6	The presentation was well-organized.					
7	The trainer was well-prepared.					
8	The Parent Resource Booklet provided contains valuable information.					

Table 6 SLD Identification Decision making Process

AREAS TO BE ASSESSED	<p>5. Exceptional: Evidence provided demonstrates significantly above average proficiency in this skill/knowledge area</p> <p>4. Proficient: Evidence provided demonstrates above average proficiency in this skill/knowledge area</p> <p>3. Satisfactory: Evidence provided demonstrates average proficiency in this skill/knowledge area</p> <p>2. Emerging: Evidence provided demonstrates below average proficiency in this skill/knowledge area</p> <p>1. Unsatisfactory: No evidence provided or evidence provided demonstrates significantly below average proficiency in this skill/knowledge area</p> <p><i>Place a check to show level of achievement</i></p>				
Does the report content show:	5	4	3	2	1
1. Evidence of knowledge of the State of Michigan rules on identifying SLD?					
2. Evidence of knowledge of the state in which you are interning regarding their state rules on identifying SLD?					
3. Members of the SLD evaluation team?					
4. The process of determining eligibility in detail?					
5. Knowledge of the areas that may be assessed for SLD?					
6. The SLD identification approach to determine if the child meets the eligibility criteria for SLD.					
7. Knowledge of the criteria used by the agency?					
8. Knowledge of required documents that must be given to parents?					
9. Knowledge of what is included in a Comprehensive (full and individual) initial evaluation?					
10. Knowledge of how the district deals with English as a second language candidates with regard to SLD?					
11. Student's recommendations for improving the SLD identification Process					
12. Evidence that the intern is thoroughly familiar with the District's policy regarding SLD Assessment and identification.					
Final Grade: _____ (Pass = 80%)					/60

Internship Professional Portfolio “To do” List

Table 7 Internship Professional Portfolio “To do” List

Components	Check if complete and/or graded
<i>This sheet should be included as the first page of your portfolio. If any components are omitted, the Internship Portfolio is considered incomplete.</i>	
1. Vitae	
2. Internship Documents (internship application form, conviction clearance form, Internship Agreement form, copy of field supervisor school psychology certificate/license, internship development plan)	
3. *Self-Reflection for each NASP domain	
4. *Academic Case Study	
5. *Behavioral Case Study	
6. *Academic Intervention	
7. *Behavioral Intervention	
8. *Professional In Service Presentation	
9. *SLD Identification Decision making Process and Case Study	
10. Diversity Experiences Log	
11. List of Internship Activities and Hours (<i>Appendix 5, Table 1</i>)	
12. Documentation of Internship Hours Form (<i>Appendix 9</i>)	
13. Internship Performance Evaluation Form (<i>Appendix 11</i>)	
14. Internship Performance Evaluation Form (Other Professional Input) (<i>Appendix 11</i>)	
15. School Psychology Intern Supervisor Evaluation Form (<i>Appendix 12</i>)	
16. *Dispositions and Skills Evaluation	

**Faculty Graded – individualized internship progress reports will be sent to candidates at least once per semester.*

Internship Professional Portfolio Scoring Rubric

Table 8 Professional Portfolio Components and Evaluation (Graded Components)

Components	Your Score	Pass/Fail Pass = 80% (unless otherwise noted)
Academic Case Study		
Behavioral Case Study		
Academic Intervention Project		
Behavioral Intervention Project		
Professional In Service Presentation and parent resource booklet		
SLD Identification Decision making Process and Case Study		
Internship Performance Evaluation Form (<i>Appendix 10</i>) Overall mean of 3.5 required to pass		
Portfolio Defense (including reflection papers for each NASP domain; see rubric)		
Dispositions (year 3)		
<i>Average Percentage</i>		

Table 9 Portfolio Entry Alignment with NASP Domains

Activities	Data-Based Decision Making (1)	Consultation & Collaboration (2)	Academic Interventions and Instructional Supports (3)	Mental and Behavioral Health Services and Interventions (4)	School-wide Practices to Promote Learning (5)	Services to Promote Safe and Supportive Schools (6)	Family, School, and Community Collaboration(7)	Equitable Practices for Diverse Student Populations (8)	Research & Evidence-Based Practice (9)	Legal, Ethical & Professional Practice (10)
Case Study #1 (Academic)	X	X	X				X		X	X
Case Study #2 (Behavioral)	X	X		X			X		X	X
Academic Intervention Project	X	X	X				X	X	X	X
Behavioral Intervention Project	X	X		X		X		X	X	X
Professional In-service Presentation		X	X	X	X	X	X	X		
SLD Identification Decision making Process	X	X	X				X	X	X	X

Table 10 Portfolio Defense Rubric



Portfolio Defense Rubric

Candidate Name:

ID#:

Date:

Portfolio defenses are typically scheduled during the months of June or July. Candidates are required to have all portfolio artifacts uploaded two weeks before the scheduled portfolio defense. During the defense, candidates are expected to present the artifacts submitted and summarize experiences, growth and plans for continued growth in each domain.

The following sections are rated using the following rubric:				
Exceptional (5)	Proficient (4)	Satisfactory (3)	Emerging (2)	Unsatisfactory (1)
<ul style="list-style-type: none"> ▪ In-depth reflection at least two pages (double-spaced) ▪ Reflection shows in-depth critical analysis of growth, achievement, accomplishments ▪ Reflection includes goals for continued learning (long & short term) ▪ Exceptional incorporation of artifacts and additional information (i.e., three artifacts per category) ▪ Consistent quality of superior performance 	<ul style="list-style-type: none"> ▪ Reflection at least one full page (double-spaced) ▪ Reflection and critical thinking about each element ▪ Reflection includes goals for continued learning (long & short term) ▪ Each category listed is documented by at least two artifacts ▪ Consistent quality of above average performance 	<ul style="list-style-type: none"> ▪ Reflection at least one full page (double spaced) ▪ Reflection included but may not be in-depth ▪ Reflection did not include <i>both</i> long & short term goals for continued learning ▪ Each category documented by one artifact ▪ Consistent quality of average performance 	<ul style="list-style-type: none"> ▪ Reflection less than one page (double-spaced) ▪ Reflection about growth lacking ▪ Goals for continued learning incomplete or not included ▪ category documented by one or no artifact ▪ Inconsistent quality of performance 	<ul style="list-style-type: none"> ▪ submitted narrative is descriptive of domain but not reflective ▪ Does not comment on growth in area ▪ Missing artifact(s) required ▪ Sub-standard quality of performance

Domain	Exceptional (5)	Proficient (4)	Satisfactory (3)	Emerging (2)	Unsatisfactory (1)
Domain 1: Data-Based Decision Making Comments:					
Domain 2: Consultation and Collaboration Comments:					
Domain 3: Academic Interventions and Instructional Supports Comments:					
Domain 4: Mental and Behavioral Health Services and Interventions Comments:					
Domain 5: School-Wide Practices to Promote Learning Comments:					
Domain 6: Services to Promote Safe and Supportive Schools Comments:					
Domain 7: Family, School, and Community Collaboration Comments:					
Domain 8: Equitable Practices for Diverse Student Populations Comments:					
Domain 9: Research and Evidence-Based Practice Comments:					
Domain 10: Legal, Ethical, and Profession Practice Comments:					

Portfolio Defense Summary

Total Points: _____ (50 possible points)

_____ Meets the evaluative criteria and satisfied portfolio requirement for internship and graduation. All categories are marked either Satisfactory, Proficient or Exceptional with a minimum of 35 points.

_____ Does not meet the evaluative criteria and overall portfolio received less than 35 points.

Comments/remediation plan (if necessary):

Evaluator: -----School Psychology Internship Supervisor

Date:

Evaluator:

Date:

Appendix 8

Andrews  University
School of Graduate Psychology & Counseling
School Psychology

*Andrews University School Psychology Program
Internship Daily Log of Professional Experiences Form*

Table 1 Internship Daily Log of Professional Experiences

	MINUTES	ACTIVITY DESCRIPTION (ex, testing, case conference)	ACTIVITY TYPE Refer to Key below
8:00-8:45			
8:45-10:00			
10:00-10:50			
10:50-11:30			
11:30-12:45			
12:45-3:00			
3:00-			

Table 2: Key for activity type

I. Practices that permeate all aspects of service delivery	
Data-Based Decision Making	1
Consultation & Collaboration	2
II. Direct & Indirect services for children, families & schools	
Academic Interventions and Instructional Supports	3
Mental and Behavioral Health Services and Interventions	4
III. Systems Level Activities	
School-Wide Practices to Promote Learning	5
Services to Promote Safe and Supportive Schools	6
Family, School, and Community Collaboration	7
IV. Foundations of school psychological service delivery	
Equitable Practices for Diverse Student Populations	8
Research & Evidence-Based Practice	9
Legal, Ethical, & Professional Practice	10
V. Supervision and Observation	
Direct Supervision	11
Observation of School Personnel	12

*Key Guidelines

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

'2' Consultation and Collaboration: This code should be used when implementing the consultation model as well as consulting, conferring, and collaborating with others, meetings with teachers and parents (e.g., pre-referral meetings, parent request, developing pre-referral interventions, providing education and information to parents or staff (in-services, workshops, parent trainings) and meetings with professionals from outside agencies. This does not include due process.

'3' Academic Interventions and Instructional Supports: Time spent using assessment and data-collection methods and to implement and evaluate services that support cognitive and academic skills. Includes intervention and progress monitoring including RtI/MTSS.

'4' Mental and Behavioral Health Services and Interventions: These codes should be used for intervention activities that are for the most part directly under the school psychologist's control. FBAs, positive behavior support plans, counseling (individual or group), classroom activities, and various interventions that are more directly guided and implemented by the school psychologist are examples for this category.

'5' School-wide Practices to Promote Learning: This code is reserved for activities that provide knowledge about the school district's policies, procedures and practices. This would include new personnel orientation meetings and procedural knowledge about how to do various activities within the district (home visits, report child abuse, filling out mileage forms, reporting/recording sick, professional, and personal days, etc.) and reviewing district policies and curricula for various programs would be included in this category

'6' Services to Promote Safe and Supportive Schools: This code is used for time spent designing and implementing effective crisis preparation, response, and recovery. Programs designed to develop resiliency.

'7' Family, School, and Community Collaboration: Time spent designing, implementing, and evaluating services that respond to culture and context and facilitate family and school partnership/interactions with community agencies for enhancement of academic and social-behavioral outcomes for children.

'8' Equitable Practices for Diverse Student Populations: This code is used in activities when sensitivity to social, cultural, racial differences and needs are required. This will include assessing children from other backgrounds than the candidate's and when special needs children are involved. This section may also include general and special education involvement to address diversity-related issues.

'9' Research and Evidence-Based Practice: This code should represent activities that would include planning and conducting research of your own (specialist project) or for the school district (analyzing behavior infractions on buses, scholarly research/literature review on effective preschool screening practices, literature review of a new measurement tool or procedure, researching evidenced based practices/programs).

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

'11' Direct Supervision: This code should be used to document your supervision time with your primary supervisor. You may receive supervision by other school psychologists or from other professionals (special education staff). This category should be only for time with your primary supervisor. Supervision would include providing support and guidance on the development of professional skills, behavior and image as well as feedback and guidance on the performance of job activities. For interns: This should be 2 hours per week. *If less than 2 hours of supervision are logged, then you must indicate the reasons why at the bottom of the weekly log sheet. This time must be recouped as quickly as possible.*

'12' Observation: This code is used when observing various programs in the schools (job coaching, vocational program, peer mentoring, gifted program, Title 1 program, etc.) and, shadowing different professionals (principal, counselor, teacher, special education teacher, etc.).

Graduate Psychology & Counseling School Psychology

Internship Weekly Log of Professional Experiences Form

Table 3 Internship Weekly Log of Professional Experiences

DAYS	I. Professional Practices; Practices that Permeate All Aspects of Service and Delivery		II. Direct and Indirect Services for Children Families and Schools (Student Level Services)		III. Systems Level Services			IV. Foundations of School Psychological Service Delivery			V. Supervision	
	Data-Based Decision Making (1)	Consultation & Collaboration (2)	Academic Interventions and Instructional Supports (3)	Mental and Behavioral Health Services and Interventions (4)	School-wide Practices to Promote Learning (5)	Services to Promote Safe and Supportive Schools (6)	Family, School, and Community Collaboration(7)	Equitable Practices for Diverse Student Populations	Research & Evidence-Based Practice (9)	Legal, Ethical & Professional Practice (10)	Direct Supervision (11)	Observation of School Personnel (12)
MONDAY												
TUESDAY												
WEDNESDAY												
THURSDAY												
FRIDAY												
WEEKLY TOTAL												
% OF TIME SPENT IN EACH DOMAIN												

Please complete the log indicating the # of minutes you participated in each activity

Table 4: Diversity Experiences Log

Context	
	Inclusive classroom
<input type="checkbox"/>	Resource room
<input type="checkbox"/>	Collaboration
<input type="checkbox"/>	Pullout programs
<input type="checkbox"/>	Tutorial/enrichment
<input type="checkbox"/>	Clinic/lab
<input type="checkbox"/>	Self-contained classroom
<input type="checkbox"/>	Community-based
<input type="checkbox"/>	Home-based
<input type="checkbox"/>	Residential
<input type="checkbox"/>	Alternative program
Types of Experiences	
<input type="checkbox"/>	Observed
<input type="checkbox"/>	Provided teacher support (research, bulletin board, supervised field trip graded/filed, ran errands)
<input type="checkbox"/>	Tutored/direct intervention
<input type="checkbox"/>	Taught lessons
<input type="checkbox"/>	Interviewed
<input type="checkbox"/>	Consulted
<input type="checkbox"/>	Administered assessment
<input type="checkbox"/>	Provided family support
<input type="checkbox"/>	Instructional assistive technology support
Types of Students	
<input type="checkbox"/>	Learning Disability
<input type="checkbox"/>	Emotional/Behavior Disorder
<input type="checkbox"/>	Physically Impaired

<input type="checkbox"/>	Speech/Language Delayed
<input type="checkbox"/>	Physically Impaired
<input type="checkbox"/>	Moderate/Severe Disability
<input type="checkbox"/>	Gifted
<input type="checkbox"/>	Visually Impaired
<input type="checkbox"/>	Hearing Impaired
<input type="checkbox"/>	Developmentally Delayed
<input type="checkbox"/>	Autism Spectrum disorder
<input type="checkbox"/>	Other Health Impaired
<input type="checkbox"/>	English Language Learner
Ethnicity of Students	
<input type="checkbox"/>	Caucasian
<input type="checkbox"/>	African American
<input type="checkbox"/>	Native American/American Indian
<input type="checkbox"/>	Latino/Hispanic American
<input type="checkbox"/>	Asian American
<input type="checkbox"/>	Other
Grades	
<input type="checkbox"/>	Pre-School
<input type="checkbox"/>	Kindergarten
<input type="checkbox"/>	Grades 1-3
<input type="checkbox"/>	Grades 4-6
<input type="checkbox"/>	Grades 7-8
<input type="checkbox"/>	Grades 9-12

Instructions for Internship Weekly Log

1. Complete the daily log:
 - Enter the # of minutes spent on each activity
 - Enter the 'Key #' from 'Key for Activity Type'
 - Aggregate the data and enter the Key #
2. Transfer to the 'Internship Weekly Log of Professional Experience' Form:
 - Designate the amount of time spent under each category
 - Attach the *Diversity of Experience Log* to the Weekly Log, with your field supervisor's signature, They must be received by the University Internship Supervisor by the first Monday of each week by 9 am.

Appendix 9

Andrews  University
School of Graduate Psychology & Counseling
School Psychology

Documentation of Internship Hours Form

This form is to be completed at the end of the internship year to ensure that the candidate has obtained a minimum of 1200 Internship Hours as outlined in NASP Standards

Candidate's Name:				
Supervisor's Name:				
Internship Location:				
*Anticipated Date of Contract Completion:				
Have 1200 Hours of supervised practice been completed?	<input type="checkbox"/>	Yes	<input type="checkbox"/>	No
Number of Hours recorded as of this date:				

*Please note: It is understood that additional hours will be accrued beyond those recorded on this form, in fulfillment of internship contract requirements. This form verifies that requirements of Andrews University's School Psychology Program have been met prior to graduation.

Candidate's Signature Date

Field Training Supervisor's Signature Date

University Supervisor's Signature Date

Andrews  University
School of Graduate Psychology & Counseling
School Psychology

GDPC810

Internship Performance Evaluation Form

Formative (Evaluation #1& 2) Summative (Evaluation #3)

Self-Evaluation *Field-Based Supervisor Evaluation*

Candidate Name	Date	Date Completed
----------------	------	----------------

Field-based Supervisor	School System/Placement
------------------------	-------------------------

This evaluation provides information from self-ratings and supervisor ratings of current skill levels related to the practice of school psychology. The candidate completes a self-evaluation separately from the field-based supervisor's evaluation. The self-evaluation and the field-based supervisor's evaluations are reviewed with the candidate by the field-based supervisor. Both ratings are then provided to the university supervisor. While skill development takes place over time, the field-based supervisor's ratings should also include identification of any skill areas in which concerns are noted. The field supervisor evaluates the intern relative to knowledge and skills that are expected of an intern, not a practicing school psychologist.

In order to successfully complete the internship, the intern must receive a mean overall score of 3.5 or above with no item below 3.

Directions: Use the scale below to answer the following questions regarding the Candidate's performance.

- | |
|--|
| <ol style="list-style-type: none">5. Exceptional: independent in skill or knowledge area; proficiency well above that of most graduate candidates; very minimal supervision needed.4. Proficient: demonstrates competency; above average in this skill or knowledge area; minimal supervision needed.3. Satisfactory: demonstrates competency in the skill or knowledge area at a level where most graduate candidates are at this point in their internship; Occasional supervision may be required.2. Emerging: very weak and/or inconsistent demonstration of this skill or knowledge area, needs direct supervised assistance1. Unsatisfactory: new skill just being learned, needs direct supervised assistance |
|--|

I. Professional practices: Practices that permeate all aspects of service and delivery

2.1: Data-Based Decision Making

The Candidate has knowledge of varied methods of assessment and data collection methods for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes.

1. Candidate will demonstrate competency in using (administers and, where applicable, correctly scores) a variety of assessment methods including the following:

	Exceptional	Proficient	Satisfactory	Emerging	Unsatisfactory
Standardized cognitive/achievement tests	5	4	3	2	1
Behavioral observations	5	4	3	2	1
Curriculum based assessments	5	4	3	2	1
Interviews	5	4	3	2	1
Behavior rating scales	5	4	3	2	1
Permanent products (e.g., school records review)	5	4	3	2	1
Mean Score =					

2. Candidate will demonstrate competency in interpreting data, reaching data-based decisions, and clearly communicating findings as reflected by:

	Exceptional	Proficient	Satisfactory	Emerging	Unsatisfactory
Integrating and accurately interpreting assessment data from a variety of sources in written report	5	4	3	2	1
Considering background and environmental factors of students in assessment design and interpretation (e.g., includes background section in written reports in which known and relevant factors are discussed and alternate assessment strategies chosen/justified)	5	4	3	2	1
Completing written reports accurately and presents findings in ways that students, families, and school staff understand.	5	4	3	2	1
Accurately using information and technology resources to enhance data collection and decision-making	5	4	3	2	1
Behavior rating scales	5	4	3	2	1
Mean Score =					

3. Candidate will demonstrate using assessment information in a problem-solving and/or accountability context through:

Exceptional Proficient Satisfactory Emerging Unsatisfactory

Using data to accurately demonstrate student strengths and needs	5	4	3	2	1
Using data to accurately demonstrate student outcomes	5	4	3	2	1
Using data to identify AND demonstrate program outcomes (e.g., individual student interventions, class-wide interventions, school-wide initiatives)	5	4	3	2	1
Using assessment information to assist in making decisions as part of an interdisciplinary team regarding special education eligibility	5	4	3	2	1
Mean Score =					

Comments:

2.2: Consultation and Collaboration

The candidate has knowledge of varied models of consultation, collaboration, and communication applicable to individuals, families, groups, and systems and used them to promote effective implementation of services.

1. Displays appropriate interpersonal communication skills through:

Exceptional Proficient Satisfactory Emerging Unsatisfactory

Listening attentively to others	5	4	3	2	1
Displaying appropriate empathy	5	4	3	2	1
Participating in group discussions	5	4	3	2	1
Establishing rapport with adults and children	5	4	3	2	1
Mean Score =					

2. Demonstrates a commitment to professional development as reflected by:

	Exceptional	Proficient	Satisfactory	Emerging	Unsatisfactory
Writing clearly, coherently, and accurately	5	4	3	2	1
Speaking clearly, coherently, and accurately	5	4	3	2	1
Adapting language appropriately when communicating with families and presenting all information in a manner that results in understanding by all family members	5	4	3	2	1
Translating professional vocabulary/jargon into understandable language in verbal and written communication	5	4	3	2	1
Mean Score =					

3. *Works collaboratively with others through:*

	Exceptional	Proficient	Satisfactory	Emerging	Unsatisfactory
Soliciting and considering the viewpoints of others involved in problem-solving	5	4	3	2	1
Actively seeking input from parents/guardians in assessments and problem-solving	5	4	3	2	1
Adapting ideas as appropriate in working with other team members	5	4	3	2	1
Being reliable in honoring commitments with others such as appointment times and plans of action	5	4	3	2	1
Mean Score =					

4. *Displays consultative problem solving through:*

	Exceptional	Proficient	Satisfactory	Emerging	Unsatisfactory
Applying systematic problem-solving steps (i.e., Problem Identification, Problem Analysis, Intervention, and Evaluation) to the consultative process	5	4	3	2	1
Advocating and recommending evidence-based interventions during problem-solving process	5	4	3	2	1
Mean Score =					

Comments:

II. Direct and indirect services for children, families, and schools (student level services)

2.3: Academic Interventions and Instructional Supports

The candidate has knowledge of biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curriculum and instructional strategies.

1. Uses assessment data to:

Exceptional Proficient Satisfactory Emerging Unsatisfactory

Formulate instructional recommendations related to student strengths and needs as documented in written reports	5	4	3	2	1
Assist in designing and implementing data collection procedures that are appropriate for an intervention in terms of goals and pertinent student and environmental factors	5	4	3	2	1
Develop and implement individual/group academic interventions that are empirically validated	5	4	3	2	1
Facilitate intervention fidelity	5	4	3	2	1
Mean Score =					

2. Collaborates in academic intervention development by:

Exceptional Proficient Satisfactory Emerging Unsatisfactory

Integrating information from multiple sources including assessment data, interviews, and input from individuals in the student's learning environment	5	4	3	2	1
Developing intervention plans from consultation that are evidence-based, practical and can be reasonably implemented by teachers, staff, and/or parents	5	4	3	2	1
Mean Score =					

Comments:

2.4 Mental and Behavioral Health Services and Interventions

The candidate has 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.

1. Uses assessment data to:

Exceptional Proficient Satisfactory Emerging Unsatisfactory

Recommend research-based strategies for improving behavioral, affective, adaptive, and social skills as needed based on assessment results	5	4	3	2	1
Assist in designing and implementing data collection procedures that are appropriate for intervention in terms of goals and pertinent student and environmental factors	5	4	3	2	1
Develop and implement individual/group social and life skill interventions that are empirically validated	5	4	3	2	1
Facilitate intervention fidelity	5	4	3	2	1
Mean Score =					

2. Collaborates in behavioral, affective, adaptive, and social skills intervention development by:

Exceptional Proficient Satisfactory Emerging Unsatisfactory

Integrating information from multiple sources including assessment data, interviews, and input from individuals in the student’s learning environment	5	4	3	2	1
Developing intervention plans from consultation that are evidence-based, practical, and can be reasonably implemented by teachers, staff, and/or parents	5	4	3	2	1
Mean Score =					

Comments:

III. Systems level services

2.5 School-Wide Practices to Promote Learning

The candidate has knowledge of school and systems structure, organization, and theory; general and special education; technology resources; and evidence-based school practices that promote academic outcomes, learning, social development and mental health.

1. Works within system structures to:

Exceptional Proficient Satisfactory Emerging Unsatisfactory

Deliver psychological services within the framework of federal rules and regulations, school system, and state Department of Education policies and procedures	5	4	3	2	1
Collaborate with team members in addressing student or system needs via activities such as effective problem- solving, responding to “system” conflict, and maintaining professional objectivity	5	4	3	2	1
Mean Score =					

2. Facilitates practices that foster positive school climate by:

Exceptional Proficient Satisfactory Emerging Unsatisfactory

Demonstrating knowledge of effective disciplinary policies and practices such as working with school administrators to operationally define different categories of problem behavior, developing clear definitions of minor (classroom managed) and major (administration managed) rule violations, etc.	5	4	3	2	1
Promoting views that support student learning and needs as opposed to promoting punitive only responses to student behaviors	5	4	3	2	1
Demonstrating knowledge of strategies to promote student engagement	5	4	3	2	1
Demonstrating knowledge of strategies to promote school-family-community cooperation	5	4	3	2	1
Mean Score =					

Comments:

2.6 Services to Promote Safe and Supportive Schools

The Candidate has knowledge of principles and research related to resilience and risk factors in learning and mental health, services in schools and communities to support multi-tiered prevention, and evidence-based strategies for effective crisis response.

1. Applies knowledge about prevention and response services through:

Exceptional Proficient Satisfactory Emerging Unsatisfactory

Critical review of system policies and procedures in the context of best practice recommendations for crisis prevention and intervention	5	4	3	2	1
Knowing and recognizing behaviors and risk factors that represent threats to wellness	5	4	3	2	1
Collaborating with school and community staff to promote practices supportive of mental health and physical well-being of students	5	4	3	2	1
Mean Score =					

2. Collaborates with school personnel, students, and families to:

Exceptional Proficient Satisfactory Emerging Unsatisfactory

Implement system-wide (i.e., classwide and/or schoolwide) crisis prevention practices when feasible	5	4	3	2	1
Provide training and resource information for ongoing monitoring of school practices related to crisis prevention and intervention	5	4	3	2	1
Mean Score =					

Comments:

2.7 Family, School, and Community Collaboration

The candidate has knowledge of principles and research-related to family systems, strengths, needs, and culture; evidence based strategies to support family influences on children’s learning, socialization and mental health; and methods to develop collaboration between families and schools.

1. *Applies knowledge about family systems, strengths, and needs, and culture through:*

Exceptional Proficient Satisfactory Emerging Unsatisfactory

Application of family-centered principles (e.g., use of appropriate language, inclusion of information about family priorities and concerns) in verbal and written communication	5	4	3	2	1
Use of appropriate vocabulary allowing for understanding of presented information	5	4	3	2	1
Development of interventions in a manner that does not violate cultural norms of the family	5	4	3	2	1
Mean Score =					

2. *Applies knowledge of evidence-based strategies and methods for developing collaboration through:*

Exceptional Proficient Satisfactory Emerging Unsatisfactory

Routinely including family members as Team members for assessment and intervention purposes	5	4	3	2	1
Routinely identifying and addressing family concerns as related to a variety of situations	5	4	3	2	1
Adapting to meet family schedules in order to obtain input from family members	5	4	3	2	1
Appropriately recognizing and addressing concerns raised by family members	5	4	3	2	1
Adherence to confidentiality practices recognizing the legal rights of parents/guardians	5	4	3	2	1
Effective communication with parents/caregivers	5	4	3	2	1
Mean Score =					

3. *Advocates for families by:*

Exceptional Proficient Satisfactory Emerging Unsatisfactory

Encouraging family involvement and their expression of views/ideas/concerns	5	4	3	2	1
Assisting in the identification of diverse cultural issues and other factors that impact family-school partnerships	5	4	3	2	1
Understanding and explaining parent/guardian rights for educational purposes	5	4	3	2	1
Mean Score =					

Comments:

--

IV. Foundations of school psychology service delivery

2.8 Equitable Practices for Diverse Student Populations

The candidate has knowledge of individual differences, abilities, and disabilities, and other diverse characteristics, principles and research related to diversity factors for children, families, and schools, including factors related to culture, context, and individual and role differences; and evidence-based strategies to enhance services and address potential influences related to diversity.

1. *Appropriately addresses diversity issues through:*

Exceptional Proficient Satisfactory Emerging Unsatisfactory

	5	4	3	2	1
Demonstrating sensitivity to cultural and background factors of students, families, and school personnel	5	4	3	2	1
Considering background and environmental factors of students in assessment design and interpretation	5	4	3	2	1
Applying understanding of the influence of culture, background, and individual learning characteristics when designing and implementing interventions for learning and behavioral issues	5	4	3	2	1
Mean Score =					

2. *Work within a problem-solving framework for:*

Exceptional Proficient Satisfactory Emerging Unsatisfactory

	5	4	3	2	1
Addressing diverse learning and mental health needs of students	5	4	3	2	1
Assessing the needs of English language learners	5	4	3	2	1
Assessing the needs of others taking into consideration developmental, gender, cognitive capabilities, social-emotional skills, socioeconomic needs and other diverse characteristics of learners and their families	5	4	3	2	1
Mean Score =					

Comments:

--

2.9 Research and Evidence-Based Practice

The candidate has knowledge of research design, statistics, measurement, varied data collection and analysis techniques sufficient for understanding research and interpreting data in applied settings.

1. *Utilizes varied data collection and analysis techniques:*

Exceptional Proficient Satisfactory Emerging Unsatisfactory

Through accurately incorporating principles of measurement and psychometric standards at individual, group, and system levels	5	4	3	2	1
To evaluate outcomes from interventions in collaboration with others	5	4	3	2	1
To identify a school psychology related issue and developing an appropriate plan (e.g., Capstone project)	5	4	3	2	1
To implement improvement plans based on needs assessment, review of literature, and appropriate outcome measurement techniques (e.g. Capstone project)	5	4	3	2	1
Mean Score =					

2. *Applies knowledge of evidence-based interventions and programs:*

Exceptional Proficient Satisfactory Emerging Unsatisfactory

In communicating about assessment findings and recommendations with parents/caregivers, and school personnel	5	4	3	2	1
Through designing, implementing, and evaluating fidelity and effectiveness of intervention plans	5	4	3	2	1
Mean Score =					

Comments:

2.10 Legal, Ethical, and Professional Practice

The candidate has knowledge of the history and foundations of school psychology; multiple service models and methods; ethical, legal, and professional standards; and other factors related to professional identity and effective practice as school psychologists.

1. *Demonstrates behaviors consistent with professionalism as reflected by:*

Exceptional Proficient Satisfactory Emerging Unsatisfactory

Being punctual, meeting deadlines, dressing appropriately, using professional conduct	5	4	3	2	1
Demonstration of professional relationships and interpersonal skills with students, parents, and school staff.	5	4	3	2	1
Showing respect for the expertise and contributions of other professionals	5	4	3	2	1
Accepting responsibility for own behavior such as acknowledging errors and working toward improvement in identified areas	5	4	3	2	1
Cooperating with directives of intern supervisor	5	4	3	2	1
Completing tasks with minimal supervision (for example, locating and obtaining needed information and materials, following through on assigned tasks, etc.)	5	4	3	2	1
Employs effective organizational strategies such as using a calendar, tracking caseloads, managing time, and meeting deadlines	5	4	3	2	1
Mean Score =					

2. *Demonstrates a commitment to professional development as reflected by:*

Exceptional Proficient Satisfactory Emerging Unsatisfactory

Following school psychology practice guidelines related to general and special education regulations, professional interactions, and scope of services	5	4	3	2	1
Understanding of parent and child rights under IDEA and FERPA	5	4	3	2	1
Understanding and observing laws pertaining to the delivery of services (e.g., child abuse reporting, confidentiality, informed consent, etc.)	5	4	3	2	1
Advocating for needs and rights of students in school settings	5	4	3	2	1
Demonstrating knowledge of NASP Principles for Professional Ethics	5	4	3	2	1
Adhering to NASP Principles for Professional Ethics, including obligation to advocate for students/families' rights	5	4	3	2	1
Demonstrating ability to use systematic decision-making process in responding to legal and /or ethical dilemmas	5	4	3	2	1
Mean Score =					

Comments:

Overall Mean Score _____

Field-Based Supervisor

Date

Candidate

Date

Andrews University

School of Graduate Psychology & Counseling
School Psychology

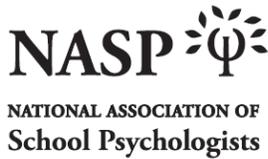
Internship Performance Evaluation Form Other Professional Input

This form is to be completed by one or more persons, other than the Field Internship Supervisor, with whom the Intern has consulted/collaborated

Name of Intern:		Date:			
Your Name:		Your Position:			
School Name:		Grade Served:			
A. Please describe your contact with the intern over the past semester.					
Please rate the following based on your interaction with the intern:					
B. Personal Characteristics	Excellent	Good	Adequate	Poor	Not observed /N/A
1. Presents a good personal appearance					
2. Demonstrates dependability					
3. Meets difficult situations with self-control					
4. Demonstrates good judgment					
5. Displays initiative and resourcefulness					
6. Conveys respect					
C. Professional Skills	Excellent	Good	Adequate	Poor	Not observed /N/A
1. Observation Skills – Objective and unobtrusive to environment					
2. Interviewing Skills – Focused and asked for relevant information					
3. Report Writing Skills – Written reports are useful for planning					
4. Developed, in collaboration with others, appropriate cognitive and academic goals given the candidate’s strengths and needs.					
5. Consultation Skills – Effectively consulted with me, asked for and/or provided relevant information.					

6. Demonstrated ability to interpret assessment and intervention results at CST or IEP meetings, parent and teacher conferences, etc.					
7. Demonstrated effective interpersonal skills with me, appropriate to functioning as a professional school psychologist.					
8. Demonstrated effective skills that support home, school, and community collaboration.					
9. Demonstrated ability to access, evaluate, and/or utilize information sources and technology in ways that safeguard or enhance the quality of services.					
10. Is sensitive to cultural differences, diversity of values, and community standards.					
11. Identifies and applies relevant legal standards.					
12. Demonstrates knowledge of school policies and procedures.					
D. Overall Strengths and Challenges					
What overall strengths did the intern demonstrate?					
What were the intern's challenges or suggested areas for growth?					
Do you have any additional comments or information you would like to share about your experiences with this intern?					
Your signature:		Today's Date:			
Intern's signature		Today's Date:			

Thank you for your time!



School Psychology Intern Supervisor Evaluation Form

This evaluation form is based on Best Practices Guidelines for School Psychology Intern Supervision and Mentoring, developed by the NASP Graduate Education Committee.

Name of Supervisor: _____ Date: _____
 Name of Intern: _____ Program: _____
 Dates of Supervision: _____ Intern Signature: _____

Please evaluate the school psychology intern field supervisor by selecting one rating for each item.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	No Basis for Evaluation
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 one's own 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 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 determine 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 Practice Model domains, 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.	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	No Basis for Evaluation
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 intern's 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 intern.						
3.6 Builds trust and respect in his/her relationship with intern, while establishing appropriate boundaries.						
3.7 Collaborates/communicates with faculty from the intern's graduate program on a regular basis.						
3.8 If areas of needed remediation are identified, addresses them promptly and works closely with program faculty to devise a plan.						
3.9 Fosters opportunities for intern to collaborate with other staff and, as feasible, other interns.						
3.10 Provides an average of at least two hours of direct, scheduled individual supervision per full-time week.						
IV. Models and promotes best practices and ethical principles.	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	No Basis for Evaluation
4.1 Demonstrates knowledge of and compliance with the NASP Principles for Professional Ethics 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 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.						
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 intern's development of effective relationships with others.						
4.10 Emphasizes evidence-based practice and the importance of "direct, measureable, positive impact," and guides the intern in designing and implementing methods by which to assess such impact.						

V. Uses and encourages a goal-directed, problem-solving model.	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	No Basis for Evaluation
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 processes 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 intern's developmental levels and gears assignments and supervision to those levels.	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	No Basis for Evaluation
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 level.						
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.	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	No Basis for Evaluation
7.1 Effectively uses formative evaluation, including communication with program faculty, to assess intern 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 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.	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	No Basis for Evaluation
8.1 Models cultural responsiveness, and promotes intern's development of multicultural competence throughout all school psychology services.						
8.2 Encourages and assists 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.	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	No Basis for Evaluation
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 research or contributing to scholarship.						
9.2 Provides guidance, as requested, regarding career options/job search.						
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.						

Areas of Strength (Optional):

Suggestions for Improvement (Optional):

Overall Comments (Optional):

Andrews University

School of Graduate Psychology & Counseling

School Psychology

Notice of Concern/Remediation Report

Candidate Name: _____

Date: _____

Field Supervisor: _____

School District/Agency: _____

District Supervisor: _____

1. Please identify the specific area (s) of concern and describe the candidate's behavior(s) leading to this notification of concern.

2. What are the expected objectives for performance improvement? What does the candidate need to demonstrate in order for this notification of concern to be closed and remediation plan considered successful?

3. What supports/resources will be provided to assist the candidate in meeting the specified objectives?

4. What steps are the candidate personally required to take to meet the specified objectives?

5. How frequently will progress be evaluated? _____

6. When do all objectives need to be met (specify date)? _____

Have the concerns been discussed with the candidate? Yes ___ No ___

Have the concerns been reported to the University Supervisor in writing? Yes ___ No ___

Date University supervisor was notified in writing: _____

Additional notes/Comments: _____

Field Supervisor Name: _____

Field Supervisor Signature: _____ **Date:** _____

University Supervisor Name: _____

University Supervisor Signature: _____ **Date:** _____

Candidate's Name: _____

Candidate's Signature: _____ **Date:** _____

Within 7 days of a receipt of this Notice of Concern, the candidate must contact his/her faculty advisor and arrange an appointment to discuss the recommended actions.



Candidate Handbook Acknowledgement

I have read the School Psychology Internship Handbook and agree to abide by its contents.

Print Name: _____

Signature: _____

Date: _____

This form must be returned to the School Psychology Program Coordinator.