



University of Northern Iowa School Psychology Program

Internship Manual

Revised July 2016

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University of Northern Iowa School Psychology Program Internship Manual

The National Association of School Psychologists defines internship as the “culminating experience in the program’s course of study that is completed for academic credit or otherwise documented by the institution.” Moreover, NASP indicates the internship has “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 domains of school psychology” (NASP Standards for Graduate Preparation of School Psychologists, 2010).

The internship is a well-supervised and intentionally scaffolded experience for integrating knowledge and skills from across all areas of the NASP Training Domains. The intern experience is supported through collaboration between the School Psychology Program and the internship site. Students who complete the program are expected to demonstrate an initial level of competence in each of the NASP Training Domains.

- Data-Based Decision-Making and Accountability
- Consultation and Collaboration
- Interventions and Instructional Support to Develop Academic Skills Socialization and Development of Life Skills
- Interventions and Mental Health Support to Develop Social and Life Skills
- School-Wide Practices to Promote Learning
- Preventive and Responsive Services
- Family-School Collaboration Services
- Diversity in Development and Learning
- Research and Program Evaluation
- Legal, Ethical, and Professional Practice

NASP Internship Standards

A full explanation of the NASP Internship requirements can be found on p. 7-9 of the *Standards for Graduate Preparation for School Psychologists* (2010). The following are a subset of the requirements (paraphrased):

- The internship experience shall be provided at or near the end of the formal training period.
- The internship will focus on attaining comprehensive school psychology competencies and the integration and application of the full range of domains of school psychology.
- The internship shall be consistent with a written plan that will include activities focused on the attainment of the goals and objectives of the program, including competencies related to diversity and providing services that results in a positive impact on children, families, and schools.
- The internship experience shall occur on a full-time basis over a period of one academic year, or on a half-time basis over a period of two consecutive academic years.
- The internship experience shall occur in a setting appropriate to the specific training objectives of the program. The program will collaborate with the internship agency to ensure that training objectives are met.

- At least 600 clock hours of the internship experience shall occur in a school setting and shall provide a balanced exposure to regular and special educational programs.
- The internship experience shall be provided appropriate recognition through the awarding of academic credit.
- The internship experience shall occur under conditions of appropriate supervision. Field-based internship supervisors shall hold a valid credential as a school psychologist for that portion of the internship that is in a school setting. The portion of the internship that appropriately may be in a non-school setting shall require supervision by an appropriately credentialed psychologist.
- Field-based internship supervisors shall provide at least two hours per week of direct supervision for each intern. University internship supervisors shall maintain an on-going relationship with field-based internship supervisors and shall provide at least one field-based contact per semester with each intern.
- The internship placement agency shall provide appropriate support for the internship experience which shall include: a) a written contractual agreement specifying the period of appointment and the terms of compensation, b) a schedule of appointment consistent with that of agency school psychologists (e.g., calendar, participation in in-service meetings, etc.), c) provision for participation in continuing professional development activities, d) expense reimbursement consistent with policies pertaining to agency school psychologists, e) an appropriate work environment including adequate supplies, materials, secretarial services, and office space, f) release time for internship supervisors, and g) a commitment to the internship as a training experience.
- The internship experience shall be systematically evaluated, using formative and summative measures, in a manner consistent with the specific training objectives of the program.
- The internship experiences shall be conducted in a manner consistent with the current legal-ethical standards of the profession.

Preparing for the Internship Year

Applying for Internships

Students planning to complete their internship in Iowa should begin preparing for internship applications and interviews at the beginning of the spring semester of their second year. Students interested in completing their internship outside of Iowa should start to explore possible internship sites and their application deadlines during the fall semester of their second year. Many internship sites outside of Iowa begin reviewing applications and scheduling interviews during the fall semester.

Students may take advantage of the services provided by the University of Northern Iowa, Office of Career Services which provides assistance with tasks such as searching for job openings, writing cover letters and application materials, and preparing for interviews. The Office of Career Services has numerous resources for writing resumes and cover letters on their website (<http://uni.edu/careerservices>). See the appendices of this manual for suggestions for requesting letters of recommendation (Appendix A) and sample interview questions (Appendix B).

Registering for Internship

Each student must register for three (3) credits of EDPSYCH 6291 Internship in School Psychology for each semester. Approval of the UNI internship supervisor is required prior to registration for each semester of internship. The UNI internship supervisor will approve registration only if all of the following conditions are met:

1. The student has an earned master's degree and all course and practicum requirements for the

Ed.S. degree except EDPSYCH 6291 are completed.

2. The student is in good academic standing as defined by the Graduate College for Ed.S. candidates.
3. The student has resolved any Notice of Concern.

If a student has chosen the thesis option for the Ed.S., degree, completion of the thesis prior to starting the internship year is *strongly encouraged*.

Iowa Licensure

Conditional License

The Iowa School Psychologist One-Year Class A license is REQUIRED of all interns in the state, regardless of training program location or degree requirements. The Class A license is obtained through the Board of Educational Examiners (BOEE). The application includes submission of fingerprints for the background check and submission of a BOEE application for licensure to Office of Teacher Education at the University of Northern Iowa. The COE Associate Dean's office will contact you to schedule a time for fingerprinting. The Office of Teacher Education will send your fingerprints and the fees for the background check (\$65) and the license (\$145) directly to the BOEE. The BOEE application can be found online at www.boee.iowa.gov. The application and a letter of recommendation from the School Psychology Program will be sent to the UNI Registrar's Office where materials are reviewed before being sent to BOEE. The Board of Educational Examiners reviews all materials and makes the decision to grant or to deny the application. The Board will notify the student directly regarding licensure or denial.

It is *strongly* recommended that all students apply for an Iowa School Psychologist One-Year Class A license whether or not they are planning to intern in Iowa. In some states, the process of gaining licensure is more efficient if licensure is already held in one state. In addition, if a student would decide to return to Iowa later, the licensure process is facilitated if the Class A has already been obtained.

Initial License

After completion of the internship, comprehensive exams, and Ed.S. thesis (if student has chosen the thesis option) students are eligible to apply for the Iowa Initial Professional Service License. This license application must be submitted through the University of Northern Iowa Office of the Registrar. To do this, go to www.boee.iowa.gov and click on "Licensure Forms/Applications"; then click on "Apply for a New License", and select "Professional Service License (Iowa Institution)". Open the PDF file "Professional Service License (Iowa Institution)" and complete Section 1 of the application. Mail the application, with a check for \$85.00, payable to the Board of Educational Examiners, to:

Cathy Humke
Registrar's office
115 Gilchrist
University of Northern Iowa
Cedar Falls, IA 50614-0006

IMPORTANT: Do NOT mail the documents to the BOEE as indicated on the "Checklist". The documents MUST be submitted to the UNI Office of the Registrar to obtain the institutional recommendation and will then be forwarded to the BOEE for processing.

Student Loans During Internship

An intern is considered a full-time student for purposes of student loan deferral. This does not affect applying for current loans.

The Internship Site

The intern must complete a total of 1500 hours of supervised experience. The intern experience is supported through collaboration between the School Psychology Program and the internship site. A minimum of 600 hours must be completed in a school setting. The intern may complete requirements on a full-time basis over one year or on a half-time basis over two consecutive years. To ensure a range of training experiences, the school-based internship site should have the availability of the following: 1) children of all school ages, 2) specialized instructional support personnel functioning within a team framework, (when possible), 3) full-range of services for children with special needs of both high and low incidence (when possible), 4) regular and special educational services at the preschool, elementary and secondary levels, 5) at least one certificated school psychologist having at least three years of full-time school psychologist experience or the equivalent who serves as the site supervisor. Although it is not essential that the above all be provided within the context of the local educational agency to which the intern is assigned, it is essential that all elements be available and integrated into the internship experience. Internship sites outside a school setting must provide experience directly related to the practice of school psychology. See Appendix C for the Internship Agreement between the program and the field agency.

Additionally, the internship site must provide the following:

Contract and Salary:

A written contractual agreement agreed upon by both the local or regional educational agency and the intern school psychologist. The contractual agreement specifies the length of the contract and the salary provided. When financially possible, the intern should receive a salary commensurate with his or her level of training, experience, and period of appointment. Contractual agreements may not require the intern to remain in the employment of the local educational agency beyond employment during the internship. Moreover, such arrangements do not specify in advance that employment for the intern be guaranteed beyond the internship. The intern must have adequate financial support, whether from salary, loans, or other sources, to support himself or herself without other employment.

Schedule of Appointment:

The intern is assigned to the same schedule and calendar as other school psychology staff employed by the local or regional educational agency. The intern must have the opportunity to complete 1500 clock hours of experience while employed. Experiences such as in-services, conferences, etc., participated in by local educational agency school psychologists should be provided for interns.

Adequate Support:

The intern should receive support services consistent with those of other agency school psychologists including adequate office space, support services (e.g. secretarial support), and a safe work environment.

Continued Professional Development:

It is important that continued professional development is recognized as a significant aspect of the internship. The intern is expected to participate in relevant university, regional and statewide meetings for school psychologists. The opportunity to participate in national level meetings is also encouraged. The educational agency should provide release time for professional development activities and should provide financial support when possible.

Travel Expenses:

The provision of appropriate internship experiences often requires job-related travel. When such exists, the intern should be provided reimbursement consistent with policies of the local educational agency.

Policies for Internship Sites Outside Iowa

Students may complete an internship outside Iowa. The prospective intern should contact the university internship supervisor when he or she is considering an out of state internship. It is the responsibility of the prospective intern to contact the department of education in that state to determine licensure requirements. It is the responsibility of the university supervisor to ensure adequate site supervision and university supervision. In some situations, the UNI internship supervisor can provide adequate supervision through visits, telephone conferences, and video conferencing. In other situations, an agreement may be reached with a school psychology program at a university near the internship site. The UNI internship supervisor will contact the out of state university when this possibility is considered.

Internship Supervision

The internship is a full-time commitment and carries with it the responsibility of professional level performance. Whereas in a practicum experience supervisors closely observe and support the activities of the student, an intern is typically performing an independent role while under professional supervision. The guidelines established by the National Association of School Psychologists require that the internship supervision average 2 hours of face-to-face, individual supervision per week.

The university supervisor will meet with interns and site supervisors in Iowa at least once each semester. The faculty member is also available by phone and email to both the intern and the site supervisor. At the request of the intern or site supervisor, the university supervisor will arrange contacts that are more frequent. The site supervisor will complete the Internship Evaluation Form (see Appendix D) once each semester for each intern. The university supervisor is solely responsible for the assignment of academic credit grades for the internship experience. In addition to evaluation meetings with the intern and site supervisor, interns will attend an on-campus meeting each semester.

Although the authority for providing internship credit and grades rests with the university faculty, primary responsibility for internship supervision rests with appropriately credentialed local educational agency personnel. Local supervision is provided by a person(s) holding a valid credential as a school psychologist, who is employed full-time as a school psychologist in the local or regional educational agency and who has held such employment in that agency for a minimum of 1 year prior to undertaking supervisory responsibilities. In non-school settings, supervisory personnel hold an appropriate credential for that setting. Site supervisors in Iowa may earn credit toward continued BOEE licensure.

University faculty are responsible for providing appropriate orientation to site supervisors, facilitating the clarification of the role and function of all parties and assisting site supervisors in carrying out responsibilities in a manner consistent with the training objectives. Both university and site supervisors should demonstrate active involvement in the profession as evidenced through professional association memberships, scholarly pursuits, and continued professional development.

The intern should initiate contact with the field and university supervisors as needed. The intern must be aware of his or her professional limitations and cannot assume responsibilities beyond his or her level of training and experience. Supervision is a critical component of the internship. It provides an opportunity for both formative and summative assessment of intern strengths and weaknesses, enhances the intern's professional growth, and provides an avenue for monitoring the welfare of students, teachers, and families served by the intern. Interns should be prepared to meet with their supervisors with specific questions and issues. Making the most of supervision time requires advance preparation on the part of the intern. It is assumed that interns will have explored multiple avenues to answer their questions prior to supervision so that this time may be effectively used to discuss possible next steps.

Intern Responsibilities

Interns must successfully complete requirements of the EDPSYCH 6291 Internship in School Psychology course. Although there are course goals common to all participants, participants will also determine individual course goals based on NASP domains of school psychology training and practice and the current issues and needs affecting their practice. Standards for training and field placement programs in school psychology are available on the NASP website and in Appendix III in Best Practice V, pp. xli. *In addition, it is imperative that students demonstrate that their practice positively impacts children and their families.* This requirement is usually met through evaluation and problem solving reports submitted to meet course requirements and through the comprehensive examination completed in the spring of the internship year.

Required course activities include:

1. Students will meet with the field supervisor and the university supervisor a minimum of three times during the two semesters of internship. Meetings will be held during the first 2 weeks of the first semester, at the end of the first semester, and at the end of the second semester of the internship.
2. Students will report on their progress toward goals and objectives twice during the internship, with a written formative report at the end of the first semester and a written summative report at the end of the second semester. The intern should submit his or her progress report at the scheduled evaluation meetings with the university and field supervisors at the end of each semester. See Appendix E for the Goals and Objectives form.
3. Formal evaluations for student progress will be conducted twice each year during the meetings

with the university and practicum supervisors. Knowledge and skills are evaluated for each of the NASP domain areas. A copy of the evaluation form is located in Appendix D of the Internship Manual. Both evaluations are considered formative and are conducted as a collaborative process involving the university supervisor, the field supervisor, and the student.

4. Students will submit a minimum of four student evaluation/intervention reports for feedback. Two reports should be submitted each semester. The evaluations on which the student reports may be any evaluations conducted in their regular practice, including FBA, other behavioral assessment, academic assessment, or other types of assessment as appropriate. Evaluation reports may include assessment by other members of the multidisciplinary team, but the student should have primary responsibility for the case. Students need to submit two academic and two behavioral reports over the course of the internship.
5. Students will maintain an activity log (in a spreadsheet) which will be submitted electronically to the university supervisor monthly by Friday of the first full week of the following month. The log should be cumulative for each semester. See Appendix F for additional details.
6. Students are expected to attend two group meetings each year, one in the fall semester and a second in the spring semester.
7. Students will adhere to other communication requirements as indicated by the university supervisor. See Appendix G for an example Intern Contact and Location form.

Additional Course Assignment Details

Goals and Objectives:

At the beginning of the internship year, each intern in collaboration with the university supervisor will identify professional goal areas from the NASP Domains of School Psychology Training and Practice, along with a plan for attainment and assessment. The goals may be areas in which the intern or supervisor has noted a need for additional knowledge or experience or they may be an area in which the intern has a particular interest. The writing of goals and objectives gives the intern an opportunity to reflect on learning during the internship year, facilitating skill development and refinement. See Appendix E for the Goals and Objectives form.

Logs:

The intern is required to prepare carefully and regularly a log of his or her professional experience, electronically submitting monthly summaries to the university supervisor. When reporting cases on logs, respect confidentiality and only use first or last initials of clients. The log provides necessary documentation of the internship experience. Please complete logs using an electronic spreadsheet. See Appendix F for log format and specific directions on its completion.

Ethical Practice:

The intern is expected to conduct him or herself professionally in accord with the ethical code of the National Association of School Psychologists and the American Psychological Association. As a representative of the University of Northern Iowa, he or she also has an obligation to perform at the highest level of functioning at all times.

Other Internship Year Requirements

Praxis Exam

All students are required to take the Praxis Examination for School Psychologists (also referred to as the National School Psychology Examination); however, attainment of a specific score is not required. Because a copy of a student's score must be received by the program in order for the student to graduate from the program, the student should take the exam **no later than January** during the internship year. Information about dates, locations, and costs for the administration of the Praxis Exam can be found at <https://www.ets.org/praxis/nasp>. It is the student's responsibility to provide the Program Coordinator a copy of the score report form upon its receipt from ETS.

Upon successful completion of the internship, students who earn a passing score on the Praxis Examination also meet requirements for recognition as a Nationally Certified School Psychologist (NCSP). Although application for the NCSP is not a program requirement, school psychologists with this credential are widely recognized as meeting high standards for training and continued professional development. More information on applying for the NCSP can be found on the NASP website at <http://www.nasponline.org/standards-and-certification/national-certification>.

Comprehensive Case Study

A performance-based assessment in the form of a comprehensive case study must be completed during the internship year. The case study is described in a paper and oral presentation that address background information, collaboration with the problem solving team, reflective practice driven by theory and research, evaluation procedures tied to problem definition, and intervention tied to evaluation data and effectiveness research.

Two or more department faculty will evaluate each student's paper and oral presentation on a satisfactory/ unsatisfactory basis. The ultimate decision for the acceptability of responses remains with the School Psychology Committee. In the event that a student's responses fail to achieve a satisfactory rating, the student may be asked to complete additional course work, be given a second attempt at the paper and/or presentation, or be advised not to continue in the program. Results of the assessment must be provided to the Graduate College, in writing, at least 3 weeks prior to the date of expected graduation.

Additional information on the case study, including a general description of the paper format (Appendix H) and the evaluation form (Appendix I), can be found in the appendices of this manual.

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Appendix A

Requesting Letters of Recommendation

Requesting Letters of Recommendation

Letters of recommendation provide an important opportunity for people with whom you have worked closely and who know you well to describe your skills and abilities to potential employers. The following suggestions are meant to facilitate the process of requesting letters and ensure that you receive letters that highlight your background and strengths.

1. Provide your writers plenty of time to complete their letters. A minimum of 2-3 weeks is customary. Several days before a letter's deadline, follow-up with each writer to be sure the letters will be sent on time.
2. Give some time and thought to whom you ask to write a letter for you. Ideally, each letter should reflect a different dimension of your strengths, for example your report writing skills or ability to develop behavioral interventions with preschool age children. The best letters of recommendation often come from people with whom you have developed a personal relationship. As you consider possible writers, ask yourself the following questions: "Does this person know me well enough to write a strong letter?" "Does this person think highly of me?" "What area of my skills can this person best address?"
3. At the time that you request letters, provide writers with information that will make the task as easy as possible for them. You should give each writer a well-organized, thorough packet of materials that includes the following:
 - Name, title, and complete address of the person to whom each letter should be addressed
 - Deadline for each letter's receipt
 - A brief description of the information you would especially like this writer to address in his or her letter
 - Your résumé or curriculum vita
 - A list of your practicum sites and a brief summary of your learning experiences at each site, for example "consultation case with 3rd grade teacher concerned about a student's poor math skills"
 - If you are writing a thesis, include the title of your Ed.S. thesis and name of your committee chair, include a brief description of where you are at in the process and when you anticipate defending
 - Any other information you believe would be helpful for the writer to be aware of
4. After your letters have been sent, write a personal thank-you note to each recommender. Also, after you have accepted an internship offer, be sure to let your letter writers know. They are concerned about your future and will be excited to learn where you are going!

Appendix B

Sample Interview Questions

Sample Interview Questions

The following questions were gathered from students following their internship interviews. They are provided as an example of the types of questions interviewers may pose and as a place to begin preparing your thoughts for an upcoming interview. In addition to thinking about your answers to these questions, be sure to learn as much as possible about the agency or district to which you are applying. The internet makes this a relatively easy task. Interviewers expect you know something about the district you are interested in working with and likely will ask questions specific to their needs and department focus.

1. What do you consider your greatest strengths in relationship to a school psychologist position? What do you perceive might be areas that you would find challenging?
2. Describe your most notable job or school related accomplishments.
3. Please describe how you might use various assessment tools and techniques in the practice of school psychology.
4. What do you think are some of the most important current issues in general and special education? What are the implications of these for the role of the school psychologist?
5. What is the best professional decision that you have ever made?
6. What is the worst professional decision that you have every made?
7. What types of job situations create stress for you and how do you handle this stress?
8. What do you think about the following statement: “Handicaps do not reside or exist within students but rather within the educational system”?
9. What makes an excellent school psychologist?
10. What would you do after receiving a request from a general education teacher for assistance with a student who was having academic difficulties?
11. What would you do after receiving a request from a general education teacher for assistance with a student how was having behavioral difficulties?
12. What is the ideal role for a school psychologist?
13. What strengths do you have that would enable you to be successful in the ideal role of a school psychologist?
14. What would you do if you were having a conflict with a member of the staff with whom you work?
15. What criteria would you use to determine if your first year here was a successful one?

Other things to think about before your interview:

- How do you use data to guide the decision-making process?
- What is your experience in collaboration with parents? How do you communicate effectively with parents, teachers, and administrators?
- Be able to describe some interventions in which you participated, especially those for which you or the team collected data and monitored progress. Can you justify what you did in those cases? Are there things you would have done differently?

Appendix C

Sample Internship Agreement

Agreement Between

Field Agency

School Psychology Intern

And

University of Northern Iowa
School Psychology Program

It is mutually agreed by the University of Northern Iowa School Psychology Program, hereinafter called “the university” and _____ hereinafter called “the field agency,” that a School Psychology Internship will be provided through the field agency. The agency will provide the intern with training and supervision opportunities that will assist in increasing awareness, sensitivity, knowledge, and practice about issues affecting the psychological development, health status and social development of children and the educators and parents who work with them.

I. The Field Agency

The **field agency** agrees and promises to work with participating local education agencies to provide the School Psychology Intern with the following:

- A. An opportunity to carry out major professional functions under appropriate supervision in a sequence of experiences designed to enhance professional attitudes, responsibility, communication skills, critical judgment and technical skills.
- B. A training experience that includes a minimum of 1500 supervised hours, obtained in not less than a 10-month period and not more than a 24-month period. At least 600 hours must be completed in a school setting.
- C. Appropriate support for the internship experience, including:
 1. A written contractual agreement specifying the School Psychology Intern as a permanent employee for a term of 10-months (a school calendar year) and terms of compensation including the amount of compensation and proration of salary in 12-month or 22 bi-weekly equal paychecks. The contract further specifies that the intern is limited to employment for the period of appointment, is not guaranteed employment beyond that period, nor is required to stay in employment of the member of the field agency.
 2. A salary that is at a level commensurate with the intern's experience and at a level that allows the intern to be fully devoted to training.
 3. Employee benefits consistent with those of other full-time school psychologists.
 4. Employ a clearly designated, actively licensed/certified professional school psychologist who is responsible for the integrity and quality of the internship program.

5. Provide an average of at least two hours per week of regularly scheduled, formal, face-to-face, and individual supervision with the specific intent of dealing with school psychological services rendered directly by the intern. The mentor, a licensed and certified professional school psychologist, must provide at least an hour of individual supervision per week but may delegate one hour of supervision to appropriate members of the field agency staff.
6. Assure that the intern has unscheduled opportunities such as in-service meetings, conferences, etc., to interact professionally with other school psychology interns, school psychologists, and persons from other disciplines and agencies.
7. Provide a description of the goals and content of the internship including clearly stated expectations for the nature of the experiences offered in the field agency and for the quantity and the quality of the work.
8. Designate the “trainee” status of the intern by the title of “School Psychology Intern.”
9. Assure that reports by the intern to schools and parents are reviewed by the licensed professional school psychologist responsible for the intern.
10. Provide an evaluation of the intern's experience consistent with specific training objectives at mid-semester and the end of the semester, using forms provided by the university.
11. Certify the internship requirements have been met and provide appropriate recognition to the intern's successful completion of the internship with a final written evaluation.
12. Inform the University of any changes in policy, procedures and field agency staffing that might affect the internship experience.

II. The University

The University agrees and promises to:

- A. Certify at the start of the internship that the intern:
 1. Has completed course work in scientific, applied and specialty areas, including formal and informal assessment and intervention.
 2. Has completed a formal introduction to ethical and professional standards.
 3. Is eligible for licensure/endorsement by the state Department of Education.
 4. Notify the Site Supervisor of any change in the student’s status prior to internship.
- B. Provide an internship supervisor from the university who shall maintain an ongoing relationship with the field supervisor and who shall provide at least one field-based contact during the semester with the intern.

- C. On request of the field agency, withdraw from employment any intern whose performance is unsatisfactory or whose personal characteristic prevent desirable relationships within the field agency. The University may reassign or withdraw an intern in placement after consultation with appropriate field agency representatives if it is in the best interest of the student, the field agency, or the University.

III. The Field Agency and University

It is mutually agreed that:

- A. The school psychology intern shall function within the policies of the field agency.
- B. The school psychology intern shall receive due process at the same level as other psychological staff consistent with the School Board policy and applicable law.
- C. The University and the field agency will not discriminate on the basis of race, color, creed, age, national origin, or sex (except as provided by law), nor will either party discriminate on the basis of handicap under Section 504 of the Rehabilitation Act of 1973.

This agreement shall remain in effect for twenty-four months from date of execution, but is subject of review and revision at the request of either party by June 1 of each year. Either party may terminate this agreement by notification of intent of termination given at least three months in advance of the desired date of termination.

University Intern Supervisor

Date

Field Agency Representative

Date

University Department Chair

Date

Intern

Date

Appendix D

Internship Evaluation Form

UNIVERSITY OF NORTHERN IOWA
SCHOOL PSYCHOLOGY PROGRAM

Intern Evaluation

Student _____ Site _____ Semester/Year _____

Site Supervisor _____ University Supervisor _____

The ratings provided on this form are intended to guide the student and the School Psychology program in evaluating the student's readiness for supervised practice following the internship. Please use the following rating scale in evaluating the student on each of the dimensions below.

Send the completed form and direct any questions regarding practicum students to the University Supervisor. Thank you for providing supervision to the student and assisting in the professional development of school psychologists.

University Supervisors:

617 Schindler Education Center
Educational Psychology & Foundations
University of Northern Iowa
Cedar Falls, Iowa 50614

Rating Scale:

- N/A Not applicable.** Student was not observed practicing this skill, and it may not be appropriate for practice in this setting.
- 1 Unsatisfactory.** Student's performance reflects lack of critical knowledge and skill. Consultation with university supervisor is recommended.
- 3-4 Developing.** Student's skills are developing in this area. Plans should be made to assure student has continued supervised practiced in this area.
- 5-6 Competent.** Student's skills in this area reflect sufficient mastery for independent practice in this setting with appropriate supervision. Satisfactory quality of work. Skills of a typical first year practitioner.
- 8-9 High Competent.** Student's skills in this area are very well developed and performed at an above average level. Student practices independently with minimal supervision. Performance similar to a practitioner in first five years of practice.
- 10 Exceptional.** Student demonstrates an unusually complete mastery of skill for a student at the internship level. Performance is similar to a school psychologist with several years of experience.

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|---|---|---|--|---|---|---|--|---|----|
| Unsatisfactory Student's performance reflects lack of critical knowledge and skill. Student needs additional coursework before additional applied experience. | | | | | | | | | |
| | | Developing Student's skills are developing in this area. Continued supervised practice of skills recommended. | | | | | | | |
| | | | Competent Student's skills in this area reflect sufficient mastery for independent practice in this setting with appropriate supervision. Skills of a typical first year practitioner. | | | | | | |
| | | | | | | | High Competent Student's skills in this area are very well developed and performed at an above average level. Student practices independently with minimal supervision. Performance similar to a practitioner in first five years of practice. | | |
| | | | | | | | | Exceptional Similar performance to experienced school psychologist. | |

PROFESSIONAL BEHAVIORS

| | | | | | | | | | | | |
|---|----|---|---|---|---|---|---|---|---|---|----|
| Presents a professional appearance. | NA | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Is punctual for appointments and meetings. | NA | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Aptly prepared and organized for meetings, reports, and appointments. | NA | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Follows through with tasks and responsibilities in a prompt, well-organized manner. | NA | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Manages time realistically and efficiently. | NA | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Completes written reports and forms in a neat, thorough, accurate manner. | NA | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Works with school staff in a professional manner. | NA | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Displays initiative and resourcefulness. | NA | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|---|---|--|--|---|---|---|---|---|----|
| Unsatisfactory Student's performance reflects lack of critical knowledge and skill. Student needs additional coursework before additional applied experience. | | | | | | | | | |
| | Developing Student's skills are developing in this area. Continued supervised practice of skills recommended. | | | | | | | | |
| | | Competent Student's skills in this area reflect sufficient mastery for independent practice in this setting with appropriate supervision. Skills of a typical first year practitioner. | | | | | | | |
| | | | High Competent Student's skills in this area are very well developed and performed at an above average level. Student practices independently with minimal supervision. Performance similar to a practitioner in first five years of practice. | | | | | | |
| | | | | | | | | Exceptional Similar performance to experienced school psychologist. | |

DATA-BASED DECISION-MAKING AND ACCOUNTABILITY

| | | | | | | | | | | | |
|---|----|---|---|---|---|---|---|---|---|---|----|
| Clearly identifies the nature of the referral problem and the purpose of the assessment. | NA | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Uses appropriate assessment procedures and is sensitive to sources of bias when selecting, administering, and interpreting tests. | NA | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Appropriately administers and scores tests. | NA | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Analyzes and interprets test results in a meaningful and thorough fashion | NA | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Considers all alternatives and implications before making recommendations for a child's entitlement to special education. | NA | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Completes written reports and forms in a neat, thorough, accurate manner. | NA | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|---|---|--|--|---|---|---|---|---|----|
| Unsatisfactory Student's performance reflects lack of critical knowledge and skill. Student needs additional coursework before additional applied experience. | | | | | | | | | |
| | Developing Student's skills are developing in this area. Continued supervised practice of skills recommended. | | | | | | | | |
| | | Competent Student's skills in this area reflect sufficient mastery for independent practice in this setting with appropriate supervision. Skills of a typical first year practitioner. | | | | | | | |
| | | | High Competent Student's skills in this area are very well developed and performed at an above average level. Student practices independently with minimal supervision. Performance similar to a practitioner in first five years of practice. | | | | | | |
| | | | | | | | | Exceptional Similar performance to experienced school psychologist. | |

DATA-BASED DECISION-MAKING AND ACCOUNTABILITY (CONTINUED)

| | | | | | | | | | | | |
|---|----|---|---|---|---|---|---|---|---|---|----|
| Uses assessment to evaluate effectiveness of services. | NA | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Moves logically from the conclusions reached as a result of an evaluation to the choice of intervention(s). | NA | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Integrates assessment information into a useful and readable report. | NA | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Translates assessment results into empirically-based decisions about service delivery. | NA | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Uses appropriate technology to facilitate data collection and decision making when needed. | NA | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Presents assessment information to parents and teachers in an understandable and concise manner. | NA | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|---|---|--|--|---|---|---|---|---|----|
| Unsatisfactory Student's performance reflects lack of critical knowledge and skill. Student needs additional coursework before additional applied experience. | | | | | | | | | |
| | Developing Student's skills are developing in this area. Continued supervised practice of skills recommended. | | | | | | | | |
| | | Competent Student's skills in this area reflect sufficient mastery for independent practice in this setting with appropriate supervision. Skills of a typical first year practitioner. | | | | | | | |
| | | | High Competent Student's skills in this area are very well developed and performed at an above average level. Student practices independently with minimal supervision. Performance similar to a practitioner in first five years of practice. | | | | | | |
| | | | | | | | | Exceptional Similar performance to experienced school psychologist. | |

CONSULTATION AND COLLABORATION

| | | | | | | | | | | | |
|---|----|---|---|---|---|---|---|---|---|---|----|
| Selects appropriate communication and consultation methods for specific situations | NA | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Is tolerant of others' values and viewpoints. | NA | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Is assertive in problem-solving when needed. | NA | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Shows concern, respect, and sensitivity for others. | NA | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Effectively involves teachers and other school staff in collaborative consultative relationships. | NA | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Evaluates effectiveness of consultation strategies used. | NA | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Facilitates collaboration among various stakeholders on an as needed basis. | NA | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|---|---|--|--|---|---|---|---|---|----|
| Unsatisfactory Student's performance reflects lack of critical knowledge and skill. Student needs additional coursework before additional applied experience. | | | | | | | | | |
| | Developing Student's skills are developing in this area. Continued supervised practice of skills recommended. | | | | | | | | |
| | | Competent Student's skills in this area reflect sufficient mastery for independent practice in this setting with appropriate supervision. Skills of a typical first year practitioner. | | | | | | | |
| | | | High Competent Student's skills in this area are very well developed and performed at an above average level. Student practices independently with minimal supervision. Performance similar to a practitioner in first five years of practice. | | | | | | |
| | | | | | | | | Exceptional Similar performance to experienced school psychologist. | |

INTERVENTION AND INSTRUCTIONAL SUPPORT TO DEVELOP ACADEMIC SKILLS

| | | | | | | | | | | | |
|---|----|---|---|---|---|---|---|---|---|---|----|
| Demonstrates knowledge of learning processes and techniques to assess these processes. | NA | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Develops appropriate cognitive and academic goals for students. | NA | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Implements interventions to achieve identified cognitive and academic goals. | NA | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Evaluates effectiveness of interventions addressing cognitive and academic goals. | NA | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Demonstrates knowledge of effective teaching methods. | NA | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Develops interventions that utilize the strengths of the child. | NA | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Uses evidence based strategies to implement and evaluate individual, group, class, and school-wide interventions. | NA | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Implements methods to monitor intervention integrity. | NA | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Engages in data-based decision making to evaluate and improve the effectiveness of an intervention or program. | NA | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

1 2 3 4 5 6 7 8 9 10

Unsatisfactory
Student's performance reflects lack of critical knowledge and skill. Student needs additional coursework before additional applied experience.

Developing
Student's skills are developing in this area. Continued supervised practice of skills recommended.

Competent
Student's skills in this area reflect sufficient mastery for independent practice in this setting with appropriate supervision. Skills of a typical first year practitioner.

High Competent
Student's skills in this area are very well developed and performed at an above average level. Student practices independently with minimal supervision. Performance similar to a practitioner in first five years of practice.

Exceptional
Similar performance to experienced school psychologist.

INTERVENTIONS AND MENTAL HEALTH SERVICES TO DEVELOP SOCIAL AND LIFE SKILLS

| | | | | | | | | | | | |
|--|----|---|---|---|---|---|---|---|---|---|----|
| Demonstrates knowledge of human developmental processes and techniques to assess these processes. | NA | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Develops appropriate behavioral, affective, adaptive and social goals for students. | NA | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Implements interventions to achieve identified behavioral, affective, adaptive and social goals. | NA | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Demonstrates knowledge of classroom management procedures. | NA | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Develops interventions that utilize the strengths of the child. | NA | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Implements methods to monitor intervention integrity. | NA | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Engages in data-based decision making to evaluate and improve the effectiveness of an intervention or program. | NA | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|---|---|---|--|---|---|--|---|---|----|
| Unsatisfactory Student's performance reflects lack of critical knowledge and skill. Student needs additional coursework before additional applied experience. | | | | | | | | | |
| | | Developing Student's skills are developing in this area. Continued supervised practice of skills recommended. | | | | | | | |
| | | | Competent Student's skills in this area reflect sufficient mastery for independent practice in this setting with appropriate supervision. Skills of a typical first year practitioner. | | | | | | |
| | | | | | | High Competent Student's skills in this area are very well developed and performed at an above average level. Student practices independently with minimal supervision. Performance similar to a practitioner in first five years of practice. | | | |
| | | | | | | | | Exceptional Similar performance to experienced school psychologist. | |

DIVERSITY IN DEVELOPMENT AND LEARNING

| | | | | | | | | | | | |
|--|----|---|---|---|---|---|---|---|---|---|----|
| Demonstrates knowledge of individual differences, abilities, and disabilities. | NA | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Demonstrates knowledge of the potential influence of biological, social, cultural, ethnic, socioeconomic, gender-related and linguistic factors. | NA | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Demonstrates sensitivity and skills needed to work with diverse individuals. | NA | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Implements strategies selected and/or adapted based on individual characteristics, strengths, and needs. | NA | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Achieves comfortable interactions with students of other ethnic and cultural backgrounds. | NA | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | |
|---|---|---|---|--|---|---|--|---|---|--|
| Unsatisfactory Student's performance reflects lack of critical knowledge and skill. Student needs additional coursework before additional applied experience. | | Developing Student's skills are developing in this area. Continued supervised practice of skills recommended. | | Competent Student's skills in this area reflect sufficient mastery for independent practice in this setting with appropriate supervision. Skills of a typical first year practitioner. | | | High Competent Student's skills in this area are very well developed and performed at an above average level. Student practices independently with minimal supervision. Performance similar to a practitioner in first five years of practice. | | Exceptional Similar performance to experienced school psychologist. | |

SCHOOL-WIDE PRACTICES TO PROMOTE LEARNING

| | | | | | | | | | | | |
|--|----|---|---|---|---|---|---|---|---|---|----|
| Demonstrates knowledge of general education, special education, and other educational and related services. | NA | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Understands schools and other settings as systems. | NA | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Works with others to create and maintain a safe, supportive, and effective learning environment. | NA | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Engages in data-based decision making to develop, evaluate and improve systems levels programs and interventions | NA | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | |
|---|---|---|---|--|---|---|--|---|----|---|
| Unsatisfactory Student's performance reflects lack of critical knowledge and skill. Student needs additional coursework before additional applied experience. | | Developing Student's skills are developing in this area. Continued supervised practice of skills recommended. | | Competent Student's skills in this area reflect sufficient mastery for independent practice in this setting with appropriate supervision. Skills of a typical first year practitioner. | | | High Competent Student's skills in this area are very well developed and performed at an above average level. Student practices independently with minimal supervision. Performance similar to a practitioner in first five years of practice. | | | Exceptional Similar performance to experienced school psychologist. |

PREVENTIVE AND RESPONSIVE SERVICES

| | | | | | | | | | | | |
|---|----|---|---|---|---|---|---|---|---|---|----|
| Demonstrates knowledge of how human development and psychopathology influence human behavior. | NA | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Contributes to prevention and intervention programs that promote mental health and physical well-being. | NA | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Collaborates with educators, parents, and community leaders in the development of prevention programs. | NA | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Engages in data-based decision making to develop, implement, and evaluate prevention programs. | NA | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|---|---|---|---|---|--|---|--|---|---|
| Unsatisfactory Student's performance reflects lack of critical knowledge and skill. Student needs additional coursework before additional applied experience. | | | Developing Student's skills are developing in this area. Continued supervised practice of skills recommended. | | Competent Student's skills in this area reflect sufficient mastery for independent practice in this setting with appropriate supervision. Skills of a typical first year practitioner. | | High Competent Student's skills in this area are very well developed and performed at an above average level. Student practices independently with minimal supervision. Performance similar to a practitioner in first five years of practice. | | Exceptional Similar performance to experienced school psychologist. |

FAMILY SCHOOL COLLABORATION SERVICES

| | | | | | | | | | | | |
|--|----|---|---|---|---|---|---|---|---|---|----|
| Demonstrates knowledge of family systems and how families influence student development, learning, and behavior. | NA | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Involves families in education and service delivery. | NA | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Works effectively with families, educators, and community members. | NA | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Plans and implements effective parent/community education programs. | NA | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Demonstrates an awareness of community agencies and programs. | NA | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|---|---|--|--|---|---|---|---|---|----|
| Unsatisfactory Student's performance reflects lack of critical knowledge and skill. Student needs additional coursework before additional applied experience. | | | | | | | | | |
| | Developing Student's skills are developing in this area. Continued supervised practice of skills recommended. | | | | | | | | |
| | | Competent Student's skills in this area reflect sufficient mastery for independent practice in this setting with appropriate supervision. Skills of a typical first year practitioner. | | | | | | | |
| | | | High Competent Student's skills in this area are very well developed and performed at an above average level. Student practices independently with minimal supervision. Performance similar to a practitioner in first five years of practice. | | | | | | |
| | | | | | | | | Exceptional Similar performance to experienced school psychologist. | |

RESEARCH AND PROGRAM EVALUATION

| | | | | | | | | | | | |
|---|----|---|---|---|---|---|---|---|---|---|----|
| Monitors the integrity of intervention implementation. | NA | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Consults appropriate literature when gathering information, planning assessments and interventions, and making recommendations. | NA | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Uses appropriate methods and technology to evaluate individual, group, and school level programs. | NA | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|--|---|---|---|---|---|---|---|---|----|
| Unsatisfactory Student's performance reflects lack of critical knowledge and skill. Student needs additional coursework before additional applied experience. | | | | | | | | | |
| Developing Student's skills are developing in this area. Continued supervised practice of skills recommended. | | | | | | | | | |
| Competent Student's skills in this area reflect sufficient mastery for independent practice in this setting with appropriate supervision. Skills of a typical first year practitioner. | | | | | | | | | |
| High Competent Student's skills in this area are very well developed and performed at an above average level. Student practices independently with minimal supervision. Performance similar to a practitioner in first five years of practice. | | | | | | | | | |
| Exceptional Similar performance to experienced school psychologist. | | | | | | | | | |

LEGAL, ETHICAL, AND PROFESSIONAL PRACTICE

| | | | | | | | | | | | |
|--|----|---|---|---|---|---|---|---|---|---|----|
| Practices according to ethical, professional and legal standards. | NA | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Demonstrates an awareness of competency level and doesn't accept responsibilities beyond this level. | NA | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Utilizes constructive criticism. | NA | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Shows evidence of continued self-evaluation. | NA | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Keeps supervisor informed of unusual events and activities, as well as routine matters. | NA | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| When necessary, able to work independently without supervision. | NA | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

Appendix E

Goals and Objectives Form

University of Northern Iowa School Psychology Program

Internship Goals and Objectives

Goals

The intern, in collaboration with the UNI internship supervisor, shall identify one or more goal areas from the NASP Domains of School Psychology Training and Practice. The goals may be areas in which the intern or the UNI supervisor have noted a need for additional knowledge or experience or may be an area in which the intern has a particular interest. There is no limit to the number of goal areas identified, but a minimum of one area is required. When considering the number of goal areas to identify, the intern should be aware that measurable objectives must be identified for each goal and that the student will collect and report data for each objective. A goal may be stated broadly.

Objectives

Within each goal area identified, the student will identify one or more specific knowledge or performance objectives.

Actions

Objectives may be met by engaging in one or more actions. The student should describe 1) the activity in which her or she will engage 2) the frequency or number of times that the activity will occur 3) how the information about performance will be collected and 4) how and how often the data will be reported.

Example goal and objectives

Goal 1: I will increase my understanding of school and systems organizations and policy development.
(NASP domain 2.6)

Objective 1: I will increase my understanding of the role of the school board.

- Action: During the 2003-2004 academic year, I will attend at least 2 monthly school board meetings.
- Data collection: I will keep a log of my school board meeting attendance, which will include the date, notes regarding the topics of discussions, decisions made, and my reflections about how these decisions affect students in my schools.
- Reporting: I will share my log, notes, and reflections with the UNI supervisor each semester at the time of my evaluation.

Objective 2: I will learn about the needs and goals of my district and building.

- Action 1: During the first quarter of the school year, I will obtain and read a copy of my school's CSIP plan and the annual progress report supplied to the public. I will discuss my findings with my AEA supervisor.
- Data collection: I will place a copy of the CSIP and progress report in my portfolio. I will record the time spent discussing the CSIP and report with the AEA supervisor in my internship log.

- Reporting: I will provide the documents and log information to my UNI supervisor at the end of the first semester.
- Action 2: I will read my district's and building's most recent AYP reports. I will evaluate the extent to which AYP goals are being met.
- Data collection: I will place a copy of the TYP in my portfolio. I will discuss the report with my AEA supervisor.
- I will discuss the AYP information and my reaction with my UNI supervisor at the end of the first semester.

University of Northern Iowa
School Psychology Program

Internship Goals and Objectives

Intern _____ Date _____

Goal 1:Description of goal (NASP competency area:_____)

Objective 1:

- Data collection
- Frequency and method of reporting

Objective 2:

- Data collection
 - Frequency and method of reporting

_____→
Goal 2:Description of goal (NASP competency area:_____)

Objective 1:

- Data collection
- Frequency and method of reporting

Objective 2:

- Data collection
- Frequency and method of reporting

Objective 3:

- Data collection
- Frequency and method of reporting

Appendix F
Practicum Log

Internship Log Example (Completed and submitted as Excel file)

| Date | Location | Description of Activity | Student Code | Activity Code | Time (minutes) |
|------|----------|-------------------------|--------------|---------------|----------------|
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |

Activity Codes:

M= Meeting (Problem Solving)

P= Planning

R= Reports (other writing)

S= Staffing

C= Consultation

SP= Supervision

I= Direct Intervention

A= Assessment

T= Training/PD

O= Other

Revised August 2012

Appendix G

Sample Intern Contact and Location Form

University of Northern Iowa School Psychology Program

Internship Contact and Schedule

Contact Information

| Contact | Office Address | Office phone | Home phone |
|-------------------------|----------------|--------------|-----------------------------|
| Intern | | | |
| AEA/District supervisor | | | (not required, but helpful) |
| UNI supervisor | | | |
| Building 1 | | | |
| Building 2 | | | |
| Building 3 | | | |
| Building 4 | | | |

Intern Weekly Schedule

| | Monday | Tuesday | Wednesday | Thursday | Friday |
|----|--------|---------|-----------|----------|--------|
| AM | | | | | |
| PM | | | | | |

Appendix H

Comprehensive Case Study – Description

Comprehensive Case Study – Description

Background Information

An acceptable presentation includes evidence that the intern carefully considered the multifaceted environment that influences the child, the evaluation, and the solutions to the problem. This evidence should be included in the written material presented in the case report and in the intern's oral discussion of the nature of the problem. It should be clear that the intern reflected on the referral statements and conferred with the affected school staff, child, peers, and family members. The intern will have made a sincere attempt to determine how the referred child might be affected by family background, by the teacher's choices in constructing her classroom climate, by the teacher's expectations, by the atmosphere of the school in relationship to accepting differences in children, and how the child fits into the rest of the class. The intern should present evidence that their identification of the nature of the problem went beyond a simple acceptance of the statement on the referral form.

Collaboration with the Problem Solving Team

The intern will provide evidence of how the problem solving team functioned in all phases of the case, and how the intern participated within that team. The composition and name of the problem solving team will differ among the AEAs and districts in which UNI interns are employed, and may be referred to as Building Assistance Teams, Problem Solving Teams, or Solution-Focused Teams. For purposes of this case study description and the associated evaluation, any collaborative problem solving team in which the intern participates, at any level of the problem solving process, will be referred to as a "problem solving team." An acceptable presentation will include evidence that team members collaborated on the definition of the problem, the selection of evaluation procedures, the interpretation of the various data sets, the design of the intervention, the assignment of monitoring responsibilities, and the communication with the teacher, child, parents, and school administrators. The intern may not be responsible for conducting all activities, but evidence of the intern's input and participation should be presented.

Evaluation Procedures Tied to Problem Definition

Problem identification should be based on a convergence of data from RIOT across all ICEL contexts. Assessment should also include the identification of student, family and school strengths. An acceptable presentation includes an overview of how each procedure was chosen to address the possibilities identified in the problem definition. No procedure would have been conducted as simply part of a routine battery, and each set of data can be discussed for relationship to a problem definition element and can be related to the intervention design. It is admissible that a procedure can be defended as necessary to eliminate a possibility from further consideration. The intern should be able to discuss how informal, curriculum-based, and/or standardized techniques are used to confirm or disconfirm the hypothesized relationships in the problem identification. It is important that the procedures chosen were accurately administered and scored, and can be shown to be valid for the characteristics of the client. The intern will also be able to accurately discuss the technical reliability and validity of the procedures chosen.

Intervention Tied to Evaluation Data and Effectiveness Research

A clear link between the identified problem and intervention must be demonstrated. The school psychologist is committed to designing and conducting interventions that are shown to be effective. For

this professional and ethical reason, the school psychologist checks the research literature for support of the intervention design. When the preponderance of evidence does not support the planned intervention for the client being served, the school psychologist redesigns the intervention. If there is no reported research on the effectiveness of the design, the intern must provide a strong rationale for using the intervention (e.g. theoretical support, etc.). An acceptable presentation will show a relationship between available research and the choice of the intervention.

Evaluation of the Effectiveness of the Intervention

The plan for progress monitoring must be consistent with the identified problem and the intervention plan. Evidence of ongoing progress monitoring and the monitoring of intervention integrity must be presented. The process of determining decision rules and the appropriate methods of data analysis should be consistent with the identified problem, goal, and intervention. The conclusion about the student's skills should be reasonable given the available assessment data. Intervention data should be presented in a graph with clear labels.

Reflective Practice Driven by Theory and Research

The intern needs to discuss what they learned from the specific case and how their ideas, behavior, and practice impacted the assessment and outcome. The intern will demonstrate they have reflected on the case process and outcome, and the choices they made at each stage. The reflection may include different choices they would make given new knowledge and skill they have gained since the completion of the case. Evidence of consideration of the unique characteristics of the student, family, school, and community should be included. The influence of the relationships with individual team members (including the family and student) and the different involved systems should be evident in the intern's reflection.

Comprehensive Case Presentation – Writing Checklist

| Background Information | |
|--|---|
| | The stated reason for referral is specific and clearly tied to behaviors of concern. Problem identification went beyond a simple acceptance of the statement on the referral form. |
| | The environment was considered in understanding the student concerns. For example, class climate, teacher expectations, and/or peers' acceptance of differences are a part of the assessment and interventions. |
| | Information from interviews with the affected school staff, child, peers, and family members was considered during problem identification. |
| | There is discussion of how the student might have been affected by family and cultural background, teacher's choices in constructing classroom climate, the teacher's expectations, the school's acceptance of differences in children, and the peer group's acceptance of the student. |
| | There is a discussion of the prevalent model of service delivery for the site in which the case occurred and discussion of how it affected the intern's participation in addressing the referral concerns. |
| Collaboration with the Problem Solving Team | |
| | There is discussion of how the Team functioned in all phases – problem definition, diagnostic procedure selection, data interpretation, intervention design, assignment of monitoring responsibilities, and communication with parents, teacher, administration, and student. |
| | As appropriate, there is evidence of the intern's role as a member of the Problem Solving Team in all phases of the case as discussed above. |
| | There is evidence of the intern's participation in the Team's collaboration on problem definition, diagnostic procedure selection, data interpretation, intervention design, assignment of monitoring responsibilities, and communication with others. |
| | There is evidence that the intern and team ensured that parents and other adults, as appropriate, were encouraged to be active, equal members of the problem solving team. |
| Practice Driven by Theory and Research | |
| | The intern indicates the one or more theoretical perspectives used in addressing the referral concerns and how the client is defined in the model(s). |
| | There is discussion of why the indicated theoretical perspective(s) was chosen. The intern is able to defend his or her choice against alternative models. |
| Evaluation Procedures Tied to Problem Definition | |
| | There is justification of how each evaluation procedure addressed the identified problem. If the procedure was not particularly helpful, the intern discusses why it was not helpful and what might have been a better choice. |
| | There is a discussion of the psychometric properties of the evaluation tools that were used and the implications of this for data interpretation. |
| | There is explanation of how the evaluation procedures used were valid for the characteristics of the client, e.g. racial, gender, and cultural characteristics. |
| | A clear link is established between the evaluation procedures chosen and both problem definition and intervention design. |
| | There is description of how informal, curriculum-based, and/or standardized techniques were used to confirm or disconfirm hypothesized relationships in the problem identification. |

| Intervention Tied to Evaluation Data and Effectiveness Research | |
|---|--|
| | Research literature is cited that supports the use of the selected intervention in this particular case. If limited literature is available, there is discussion of how this influenced the development of the intervention. |
| | There is evidence that the intervention was implemented according to the literature and the integrity of intervention implementation was continually monitored. |
| | There is documentation of a plan for ongoing data collection throughout implementation of the intervention. |
| | If the evaluation did not include RtI data, methods to insure the student has received appropriate instruction in the area of concern are discussed. |
| Evaluation of Effectiveness of Intervention | |
| | There is evidence of ongoing data monitoring and of any necessary alterations to the intervention in response to this data. |
| | Adequate progress monitoring data was collected (frequency, duration, etc.). |
| | Progress monitoring data is graphed and the graph has clear labels, trendlines, proper phase lines (if necessary), and a goal line. |
| | Progress monitoring data was used to make appropriate decisions about intervention effectiveness. |
| | Based on the progress monitoring data, a conclusion about the student's skills was made and was reasonable given the data collected and intervention implemented. |
| Reflective Practice | |
| | There is evidence that the intern has considered the unique characteristics of the individual student and family, including cultural background, in the planning and implementation of evaluation and interventions. |
| | Ethical considerations have been considered and addressed, as appropriate. |
| | The report includes discussion of what the student learned from the case study, regarding collaboration, assessment, intervention planning, and implementation, and about his or her own professional characteristics. The intern discusses how this learning will affect future practice. |

Comprehensive Case Study – Evaluation Areas and NASP Training & Practice Domains

| | Data-Based Decision Making and Accountability | Consultation and Collaboration | Interventions and Instructional Support to Develop Academic Skills | Interventions & Mental Health Services to Develop Soc & Life Skills | School-Wide Practices to Promote Learning | Preventive and Responsive Services | Family-School Collaboration Services | Diversity in Development and Learning | Research and Program Evaluation | Legal, Ethical, and Professional Practice |
|--|---|--------------------------------|--|---|---|------------------------------------|--------------------------------------|---------------------------------------|---------------------------------|---|
| Background Information and Review of Relevant Information | X | | | | X | | | | | |
| Discussion of the prevalent model of service delivery on site | | | | | | | | | | |
| Overview of relevant school and community characteristics | X | | | | X | | | | | |
| Review of prior information concerning instruction, curriculum, environment and learner. | X | | | | | | | | | |
| Discussion of background information and referral includes potential influence of biological, social, cultural, ethnic, socioeconomic, gender-related and linguistic factors. | | | | | | | | X | | |
| Reason for referral is specific and clearly tied to behaviors of concern. Problem identification went beyond a simple acceptance of the statement on the referral form. | X | | | | | | | | | |
| Assessment Process | | | | | | | | | | |
| Interviewed relevant individuals | X | X | | | | | | | | |
| Observation method consistent with referral question and background information | X | | | | | | | | | |
| Problem clearly identified in objective and measurable terms. | X | | | | | | | | | |
| Problem identification based on convergence of data from RIOT across all ICEL contexts | X | | | | | | | | | |
| Discussion of how the student might have been affected by family and cultural background, teacher’s choices in constructing classroom climate, the teacher’s expectations, the school’s acceptance of differences in children, and the peer group’s acceptance of the student. | | X | | | | | X | X | | |

| | Data-Based Decision Making and Accountability | Consultation and Collaboration | Interventions and Instructional Support to Develop Academic Skills | Interventions and Mental Health Services to Develop Social and Life Skills | School-Wide Practices to Promote Learning | Preventive and Responsive Services | Family-School Collaboration Services | Diversity in Development and Learning | Research and Program Evaluation | Legal, Ethical, and Professional Practice |
|--|---|--------------------------------|--|--|---|------------------------------------|--------------------------------------|---------------------------------------|---------------------------------|---|
| Assessment Process (continued) | | | | | | | | | | |
| Clear link is established between the evaluation procedures chosen and both problem definition and intervention design. | X | | | | | | | | | |
| Justification of how each evaluation procedure addressed the identified problem. If procedure was not particularly helpful, discussed why it was not helpful and what might have been a better choice. | X | | | | | | | | | |
| Discussion of the psychometric properties of the evaluation tools used and the implications of this for data interpretation. | X | | | | | | | | | |
| Explanation of how the evaluation procedures used were valid for the characteristics of the client, e.g. racial, gender, and cultural characteristics. | X | | | | | | | X | | |
| Discussion of how informal, curriculum-based, and/or standardized techniques were used to confirm or disconfirm hypothesized relationships in the problem analysis. | X | X | | | | | | | | |
| Assessment process included identification of student strengths | | | | | | X | | | | |
| Assessment process included identification of family strengths. | | | | | | X | X | | | |
| Assessment process included identification and/or consideration of school (system) strengths. | | | | | X | X | | | | |

| | Data-Based Decision Making and Accountability | Consultation and Collaboration | Interventions and Instructional Support to Develop Academic Skills | Interventions & Mental Health Services to Develop Soc & Life Skills | School-Wide Practices to Promote Learning | Preventive and Responsive Services | Family-School Collaboration Services | Diversity in Development and Learning | Research and Program Evaluation | Legal, Ethical, and Professional Practice |
|--|---|--------------------------------|--|---|---|------------------------------------|--------------------------------------|---------------------------------------|---------------------------------|---|
| Intervention | | | | | | | | | | |
| Clear link between the identified problem and the intervention selected. | X | | X | X | | | | | | |
| Research literature is cited that supports the use of the intervention used in this particular case. If a limited literature is available, there is discussion of how this influenced the development of the intervention. | | | X | X | | | | | X | |
| Student, family, and school strengths considered in development and implementation of intervention. | | | X | X | | X | X | | | |
| Evidence that the intervention was implemented according to the literature and the integrity of intervention implementation was continually monitored. | X | | X | X | | | | | X | |
| Evidence of a plan for monitoring intervention integrity | X | | X | X | | | | | X | |
| Evidence that the intern has considered the unique characteristics of the individual student and family, including cultural background, in planning and implementation of evaluation and interventions. | | | | | | | X | X | | |
| Plan Evaluation | X | | | | | | | | | |
| Appropriate progress monitoring plan developed (matches identified problem and intervention). | | | | | | | | | | |
| Evidence of ongoing data monitoring and of any necessary alterations to the intervention in response to this data. | X | | | | | | | | | |
| Adequate progress monitoring data collected (frequency, duration, etc.) | X | | | | | | | | | |

| | Data-Based Decision Making and Accountability | Consultation and Collaboration | Interventions and Instructional Support to Develop Academic Skills | Interventions & Mental Health Services to Develop Soc & Life Skills | School-Wide Practices to Promote Learning | Preventive and Responsive Services | Family-School Collaboration Services | Diversity in Development and Learning | Research and Program Evaluation | Legal, Ethical, and Professional Practice |
|--|---|--------------------------------|--|---|---|------------------------------------|--------------------------------------|---------------------------------------|---------------------------------|---|
| Plan Evaluation (continued) | X | | | | | | | | | |
| Progress monitoring data is graphed and the graph has clear labels, trendlines, proper phase lines (if necessary), and a goal line. | | | | | | | | | | |
| Progress monitoring data used to make appropriate decisions about intervention effectiveness. | X | | | | | | | | | |
| Based on the progress monitoring data, a conclusion about the student's skills was made and was reasonable given the data collected and intervention implemented | X | | X | X | | | | | | |
| Collaboration Discussion of how the Team functioned in all phases – problem definition, diagnostic procedure selection, data interpretation, intervention design, assignment of monitoring responsibilities, and communication with parents, teacher, administration, and student. | | X | | | | X | X | | | X |
| Evidence of the intern's participation in the Team's collaboration on problem definition, diagnostic procedure selection, data interpretation, intervention design, assignment of monitoring responsibilities, and communication with others. | X | X | X | X | | X | X | | | X |
| Evidence that the intern and team ensured that parents and other adults, as appropriate, are encouraged to be active, equal members of the problem solving team. | X | X | | | | | X | X | | |

| | Data-Based Decision Making and Accountability | Consultation and Collaboration | Interventions and Instructional Support to Develop Academic Skills | Interventions & Mental Health Services to Develop Soc & Life Skills | School-Wide Practices to Promote Learning | Preventive and Responsive Services | Family-School Collaboration Services | Diversity in Development and Learning | Research and Program Evaluation | Legal, Ethical, and Professional Practice |
|---|---|--------------------------------|--|---|---|------------------------------------|--------------------------------------|---------------------------------------|---------------------------------|---|
| Collaboration (continued) Progress monitoring data used to make appropriate decisions about intervention effectiveness. | X | | X | X | | | | | | |
| Based on the progress monitoring data, a conclusion about the student's skills was made and was reasonable given the data collected and intervention implemented. | X | | | | | | | | | |
| Reflection Ethical considerations have been considered and addressed, as appropriate. | | | | | | | | | | X |
| The diverse needs of the student, family, and school were considered in decision making throughout case. | | | | | | | X | X | | X |
| Reflected on the impact of the specific general education and special education systems on assessment process and decision making. | | | | | | | | | | X |
| The report includes discussion of what the student learned from the case study, regarding collaboration, assessment, intervention planning, and implementation, and about his or her own professional characteristics. Discuss how this learning will affect future practice. | | | | | | | | | | X |

Appendix I

Comprehensive Case Study – Evaluation Form

Comprehensive Case Study – Evaluation Form

University of Northern Iowa
School Psychology Program

Intern: _____ Semester/Year _____

Evaluator: _____

Internship Site: _____

Internship Supervisor: _____

Rating Scale:

- N/A Not applicable.** Student was not observed practicing this skill, and it may not be appropriate for practice in this setting.
- 1 Unsatisfactory.** Student's performance reflects lack of critical knowledge and skill. Consultation with university supervisor is recommended.
- 3-4 Developing.** Student's skills are developing in this area. Plans should be made to assure student has continued supervised practice in this area.
- 5-6 Competent.** Student's skills in this area reflect sufficient mastery for independent practice in this setting with appropriate supervision. Satisfactory quality of work. Skills of a typical first year practitioner.
- 8-9 High Competent.** Student's skills in this area are very well developed and performed at an above average level. Student practices independently with minimal supervision. Performance similar to a practitioner in first five years of practice.
- 10 Exceptional.** Student demonstrates an unusually complete mastery of skill for a student at the internship level. Performance is similar to a school psychologist with several years of experience.

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|---|---|---|---|--|---|--|---|---|----|
| Unsatisfactory Student's performance reflects lack of critical knowledge and skill. Student needs additional coursework before additional applied experience. | | Developing Student's skills are developing in this area. Continued supervised practice of skills recommended. | | Competent Student's skills in this area reflect sufficient mastery for independent practice in this setting with appropriate supervision. Skills of a typical first year practitioner. | | High Competent Student's skills in this area are very well developed and performed at an above average level. Student practices independently with minimal supervision. Performance similar to a practitioner in first five years of practice. | | Exceptional Similar performance to experienced school psychologist. | |

BACKGROUND INFORMATION AND REVIEW OF RELEVANT INFORMATION

| | | | | | | | | | | | |
|---|----|---|---|---|---|---|---|---|---|---|----|
| Discussion of the prevalent model of service delivery on site | NA | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Overview of relevant school and community characteristics | NA | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Review of prior information concerning instruction, curriculum, environment and learner. | NA | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Discussion of background information and referral includes potential influence of biological, social, cultural, ethnic, socioeconomic, gender-related and linguistic factors. | NA | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Reason for referral is specific and clearly tied to behaviors of concern. Problem identification went beyond a simple acceptance of the statement on the referral form. | NA | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

1 2 3 4 5 6 7 8 9 10

Unsatisfactory
Student's performance reflects lack of critical knowledge and skill. Student needs additional coursework before additional applied experience.

Developing
Student's skills are developing in this area. Continued supervised practice of skills recommended.

Competent
Student's skills in this area reflect sufficient mastery for independent practice in this setting with appropriate supervision. Skills of a typical first year practitioner.

High Competent
Student's skills in this area are very well developed and performed at an above average level. Student practices independently with minimal supervision. Performance similar to a practitioner in first five years of practice.

Exceptional
Similar performance to experienced school psychologist.

ASSESSMENT PROCESS

| | | | | | | | | | | | |
|--|----|---|---|---|---|---|---|---|---|---|----|
| Interviewed relevant individuals | NA | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Observation method consistent with referral question and background information | NA | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Problem clearly identified in objective and measurable terms. | NA | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Problem identification based on convergence of data from RIOT across all ICEL contexts | NA | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Discussion of how the student might have been affected by family and cultural background, teacher's choices in constructing classroom climate, the teacher's expectations, the school's acceptance of differences in children, and the peer group's acceptance of the student. | NA | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Clear link is established between the evaluation procedures chosen and both problem definition and intervention design. | NA | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Justification of how each evaluation procedure addressed the identified problem. If procedure was not particularly helpful, discussed why it was not helpful and what might have been a better choice. | NA | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

1 2 3 4 5 6 7 8 9 10

Unsatisfactory
 Student's performance reflects lack of critical knowledge and skill. Student needs additional coursework before additional applied experience.

Developing
 Student's skills are developing in this area. Continued supervised practice of skills recommended.

Competent
 Student's skills in this area reflect sufficient mastery for independent practice in this setting with appropriate supervision. Skills of a typical first year practitioner.

High Competent
 Student's skills in this area are very well developed and performed at an above average level. Student practices independently with minimal supervision. Performance similar to a practitioner in first five years of practice.

Exceptional
 Similar performance to experienced school psychologist.

ASSESSMENT PROCESS (Continued)

| | | | | | | | | | | | |
|---|----|---|---|---|---|---|---|---|---|---|----|
| Discussion of the psychometric properties of the evaluation tools used and the implications of this for data interpretation. | NA | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Explanation of how the evaluation procedures used were valid for the characteristics of the client, e.g. racial, gender, and cultural characteristics. | NA | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Discussion of how informal, curriculum-based, and/or standardized techniques were used to confirm or disconfirm hypothesized relationships in the problem analysis. | NA | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Assessment process included identification of student strengths. | NA | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Assessment process included identification of family strengths. | NA | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | |
|---|---|---|---|--|---|--|---|---|---|--|
| Unsatisfactory Student's performance reflects lack of critical knowledge and skill. Student needs additional coursework before additional applied experience. | | Developing Student's skills are developing in this area. Continued supervised practice of skills recommended. | | Competent Student's skills in this area reflect sufficient mastery for independent practice in this setting with appropriate supervision. Skills of a typical first year practitioner. | | High Competent Student's skills in this area are very well developed and performed at an above average level. Student practices independently with minimal supervision. Performance similar to a practitioner in first five years of practice. | | | Exceptional Similar performance to experienced school psychologist. | |

INTERVENTION

| | | | | | | | | | | | |
|--|----|---|---|---|---|---|---|---|---|---|----|
| Clear link between the identified problem and the intervention selected. | NA | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Research literature is cited that supports the use of the intervention used in this particular case. If a limited literature is available, there is discussion of how this influenced the development of the intervention. | NA | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Student, family and school strengths considered in development and implementation of intervention. | NA | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Evidence that the intervention was implemented according to the literature and the integrity of intervention implementation was continually monitored. | NA | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Evidence of a plan for monitoring intervention integrity | NA | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Evidence that the intern has considered the unique characteristics of the individual student and family, including cultural background, in planning and implementation of evaluation and interventions. | NA | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

1 2 3 4 5 6 7 8 9 10

Unsatisfactory
 Student's performance reflects lack of critical knowledge and skill. Student needs additional coursework before additional applied experience.

Developing
 Student's skills are developing in this area. Continued supervised practice of skills recommended.

Competent
 Student's skills in this area reflect sufficient mastery for independent practice in this setting with appropriate supervision. Skills of a typical first year practitioner.

High Competent
 Student's skills in this area are very well developed and performed at an above average level. Student practices independently with minimal supervision. Performance similar to a practitioner in first five years of practice.

Exceptional
 Similar performance to experienced school psychologist.

INTERVENTION EVALUATION

| | | | | | | | | | | | |
|--|----|---|---|---|---|---|---|---|---|---|----|
| Appropriate progress monitoring plan developed (matches identified problem and intervention). | NA | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Evidence of ongoing data monitoring and of any necessary alterations to the intervention in response to this data. | NA | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Adequate progress monitoring data collected (frequency, duration, etc). | NA | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Progress monitoring data is graphed and the graph has clear labels, trendlines, proper phase lines (if necessary), and a goal line. | NA | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Progress monitoring data used to make appropriate decisions about intervention effectiveness. | NA | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Based on the progress monitoring data, a conclusion about the student's skills was made and was reasonable given the data collected and intervention implemented | NA | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | |
|---|---|---|---|---|--|---|---|--|----|---|
| Unsatisfactory Student's performance reflects lack of critical knowledge and skill. Student needs additional coursework before additional applied experience. | | | Developing Student's skills are developing in this area. Continued supervised practice of skills recommended. | | Competent Student's skills in this area reflect sufficient mastery for independent practice in this setting with appropriate supervision. Skills of a typical first year practitioner. | | | High Competent Student's skills in this area are very well developed and performed at an above average level. Student practices independently with minimal supervision. Performance similar to a practitioner in first five years of practice. | | Exceptional Similar performance to experienced school psychologist. |

COLLABORATION

| | | | | | | | | | | | |
|--|----|---|---|---|---|---|---|---|---|---|----|
| Discussion of how the Team functioned in all phases – problem definition, diagnostic procedure selection, data interpretation, intervention design, assignment of monitoring responsibilities, and communication with parents, teacher, administration, and student. | NA | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Evidence of the intern's participation in the Team's collaboration on problem definition, diagnostic procedure selection, data interpretation, intervention design, assignment of monitoring responsibilities, and communication with others. | NA | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Evidence that the intern and team ensured that parents and other adults, as appropriate, are encouraged to be active, equal members of the problem solving team. | NA | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Progress monitoring data used to make appropriate decisions about intervention effectiveness. | NA | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Based on the progress monitoring data, a conclusion about the student's skills was made and was reasonable given the data collected and intervention implemented | NA | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

| | | | | | | | | | |
|---|---|---|---|--|---|--|---|---|----|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Unsatisfactory Student's performance reflects lack of critical knowledge and skill. Student needs additional coursework before additional applied experience. | | Developing Student's skills are developing in this area. Continued supervised practice of skills recommended. | | Competent Student's skills in this area reflect sufficient mastery for independent practice in this setting with appropriate supervision. Skills of a typical first year practitioner. | | High Competent Student's skills in this area are very well developed and performed at an above average level. Student practices independently with minimal supervision. Performance similar to a practitioner in first five years of practice. | | Exceptional Similar performance to experienced school psychologist. | |

REFLECTION

| | | | | | | | | | | | |
|---|----|---|---|---|---|---|---|---|---|---|----|
| Ethical considerations have been considered and addressed, as appropriate. | NA | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| The diverse needs of the student, family, and school were considered in decision making throughout case. | NA | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Reflected on the impact of the specific general education and special education systems on assessment process and decision making. | NA | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| The report includes discussion of what the student learned from the case study, regarding collaboration, assessment, intervention planning, and implementation, and about his or her own professional characteristics. Discuss how this learning will affect future practice. | NA | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

