



Minot State
UNIVERSITY

**College of Education
& Health Sciences**
School Psychology

Internship Guidelines

Internship/Field Experience

Psychology 598

Psychology 599

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**Minot State
UNIVERSITY**

Internship/Field Experience

Psychology 598 & Psychology 599

**College of Education
& Health Sciences**

School Psychology

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Course Description

This course will involve your participation in a supervised work experience in a school or professional setting. The internship will be supervised by both a university faculty member and internship site supervisor.

Rationale

The intent of the School Psychology internship is to provide extensive field experience under direct on-site supervision. This internship is taken near the end of the student's training and is the final experience of the student's matriculation. The internship addresses the training needs for the delivery of a scientific-practitioner model. The course aligns itself with the three major aspects of the Action Reflection Knowledge (ARK) model of being a "Reflective Decision-Maker". Students involved in the program will acquire the "Knowledge" necessary to help children. This knowledge will be accompanied by the ability to critically analyze data and "Reflect" on its interpretation. Finally, our students will be able to "Act" on this information in a consultative manner to successfully help children. Students graduating from the program will be able to make appropriate decisions based on the data presented to them; to communicate and collaborate with parents and educators and other stake-

holders in the child's success. They will further be able to provide consultation to facilitate change with the best intervention models. In order to do this, graduating students will have the skills, research based practice, and an understanding of diversity of the population in which they work. With these skills, graduating students will be able to follow "best practices" in their work with children.

Suggested Readings

Harrison, P. L., & Thomas, A. (2014). *Best practices in school psychology*. Bethesda, MD: National Association of School Psychologists

NASP's Best Practices in School Psychology volumes have served as the core resource on contemporary, evidence-based, and relevant information necessary for competent delivery of school psychological services. This latest four-volume edition, *Best Practices in School Psychology*, expands from earlier editions to include a broader range of topics, with considerable attention to a multi-tier system as a construct for the delivery of differentiated services.

Intended to help school psychologists put the future of school psychology into practice today, BP is organized into four volumes: Student-Level Services, Foundations, Data-Based and Collaborative Decision Making and Systems-Level Services.

Course Objectives/Outcomes - Standard - Assessment

The internship/field experience for the degree of Education Specialist is designed to follow the *NASP Standards for School Psychology Graduate Preparation and Credentialing for School Psychologists (2010)*. The major goals for the internship/field experience are two-fold: first, to allow the student to demonstrate the skills they have acquired in a supervised setting; and secondly, to allow the student to increase their skill level by acquiring new knowledge. Specific objectives of the internship are as follows:

| Objective/Outcome | Standards Code | Assessment |
|--|-----------------|---|
| Students will demonstrate their ability to apply comprehensive school psychology services in a supervised setting. | NASP 2.1 - 2.10 | Internship Evaluation Form - Site Supervisor Portfolio Daily Log Summary Sheet of Activities |
| Students will demonstrate their ability to integrate and apply knowledge and skill competencies for the delivery of a full range of school psychological services in accord with NASP domain standards (cited below) as well as the goals and objectives of the program. | NASP 2.1 - 2.10 | Internship Evaluation Form - Site Supervisor Portfolio |
| Students will demonstrate their ability to be "reflective decision makers" by implementing the "action", "reflection", "knowledge" concept. | NASP 2.1 | Internship Evaluation Form - Site Supervisor Portfolio |
| Students will demonstrate the sensitivity and skills necessary to work with individuals from diverse backgrounds. | NASP 2.8 | Internship Evaluation Form - Site Supervisor Portfolio |

NASP Domains of School Psychology Training and Practice

Domain 2.1 Data-Based Decision-Making and Accountability

Domain 2.2 Consultation and Collaboration

Domain 2.3 Interventions and Instructional Support to Develop Academic Skills

Domain 2.4 Interventions and Mental Health Services to Develop Social and Life Skills

Domain 2.5 School-Wide Practices to Promote Learning

Domain 2.6 Preventive and Responsive Services

Domain 2.7 Family-School Collaboration Services

Domain 2.8 Diversity in Development and Learning

Domain 2.9 Research and Program Evaluation

Domain 2.10 Legal, Ethical, and Professional Practice

Responsibilities of Internship Site and University

The internship site must be approved by the School Psychology Coordinating Committee at Minot State University. Approval is dependent on the internship site meeting the following criteria:

1. The internship site must provide a written contract specifying the period of appointment and any terms of compensation.
2. The internship site must provide appropriate support and resources for the internship experience. This should include but is not limited to, provision and release time for participation in professional development activities, a safe and secure work environment, adequate office space, expense reimbursement, and support services consistent with that afforded agency school psychologists.
3. The internship should be a learning and training experience that stresses the quality and type of experiences available and not be limited to service provision to the hiring agency.
4. The internship site must be committed to the provision of a training experience that assures the integration and application of the full range of school psychological competencies and domains.
5. The internship site must be willing to engage in a collaborative relationship with the university to provide internship experiences consistent with the goals/objectives of the course.
6. The internship site is responsible for providing appropriate supervision (See supervision section below).
7. The internship site will allow adequate release time for the intern to meet with their field-based supervisor to provide weekly face-to-face supervision with the intern.
8. Field-based supervisors will have on-going contact with university supervisors and provide intern evaluations to the university supervisors at the end of each semester.

Written Contract & Internship Agreement Form - A copy of the written contract from the internship agency and the Internship Agreement Form (Appendix F) must be submitted to the university supervisor prior to beginning the internship or no later than the first week of the internship.

University

1. The University will provide the internship agency and the intern with the Internship Guidelines.
2. The University will maintain an on-going collaborative relationship with the internship agency and field supervisor.
3. The university supervisor is responsible for the integrity of the internship and ensures that the interns are being provided with appropriate learning experiences.
4. The university supervisor is responsible for making scheduled visits and/or conference calls during the academic year.
5. The university supervisor will assist the intern and the internship agency in problem solving when the intern or the field supervisor reports an unresolved issue.

Field Supervision

The field supervisor will have the primary responsibility for the intern. She/he is required to meet with the intern for **at least an average of two hours per full-time week**. The amount of time the field supervisor spends with the intern will vary depending on the needs of the intern. Typically the field supervisor will spend more time with the intern at the beginning of the year and less time as the year progresses. Within the school setting the field supervisor must be a full-time employee who is a certified school psychologist with at least three years of experience as a school psychologist with the school district. In other settings, field supervision can be provided by individuals who have an appropriate credential for that setting. The field supervisor should be responsible for no more than two interns at any given time.

University Supervisor

The university supervisor has several jobs, the first of which is to help to assist the student in locating and applying for an internship position. Once this position has been located, the university supervisor will provide suggestions on how to prepare for interviews. The internship interview is similar to later job interviews and thus is very important.

Once the student has accepted an internship position, the university supervisor will make initial contact with the field supervisor by e-mail. There will be two conference calls during the internship. The first will take place approximately midway through the internship unless the field supervisor requests a conference. The second conference will occur at the end of the internship.

Instructional Methods and Activities

This is an entirely field-based experience. The student's performance will be based on their clinical experience.

Evaluation and Grade Assignment

Course Requirements

The intern will be expected to complete a minimum of **1200** clock hours of training. Although it is unusual the intern may elect to have a half-time internship over a period of two consecutive years.

The intern's caseload is expected to include a broad spectrum of psychological services (e.g. pre-referral process, assessment, consultation, collaboration, intervention, progress monitoring, outcome evaluation, counseling, prevention programs, etc.) for which he/she receives two hours of person-to-person supervision per week. **At least half (600 hours) of the internship experience must be in a school setting.** This experience

should include involvement with regular education, special education and other educational and related services.

Written Plan of Internship Experience

The internship plan found in Appendix A specifies the responsibilities of the program and field site in providing supervision, support, and performance-based evaluation of intern performance. In order to ensure that the intern will engage in a full range of school psychological services the plan will include, at least, three specific types of experiences or activities that will be planned and acquired for knowledge and skill enhancement in each of the competency areas listed below. This does not preclude the student from experiencing a wide array of other competencies but rather is meant to ensure that all competency domains are addressed during the intern's field experience. It also ensures that the hiring agency is committed to providing a full range of experience for the intern. The internship plan then must address the following competencies.

Understanding and experience in human diversity

School and Systems Organization and Policy Development

Collaborative models for the home/school/community

Effective utilization of community resources

Various models of assessment and intervention

A model for data-based decision-making and accountability

Instructional and behavioral assessment

Intervention strategies and progress monitoring

Consultation, Collaboration and Counseling skills

Prevention models, Crisis Intervention and Mental Health

Research and program evaluation

Professional growth

Experiences that are included in the plan will be placed into the student's portfolio. It is important then to choose experiences that will best demonstrate the student's capabilities in the above cited list. A copy of the plan with the field supervisor's signature must be submitted to the university supervisor during the first week of the internship but no later than after week two. The Director of the School Psychology Program will then provide approval and/or suggestions for modification. A copy of the internship plan with the signature of the student, field supervisor and university supervisor will then be emailed to the intern and field supervisor as well as being kept on file at the university.

Internship Log/Summary Sheet of Internship Activities

It is the responsibility of the intern to keep a daily log of his/her activities. The log will indicate the following:

1. Type of activities
2. Brief description of activities
3. Time spent on activities

A sample of the Daily Log can be found in Appendix B of the internship manual. The intern can develop their own computer template for keeping track of this information. The Summary Sheet of Internship Activities which can be found in Appendix C must be turned in at the end of each academic semester. This Summary Sheet must be signed by the field supervisor prior to submission. **To ensure that interns are getting a wide variety of experiences, we expect that no more than 40% of the intern's time is spent on assessment.**

Portfolio

Of critical importance in the internship process is the development of an electronic portfolio. The portfolio documents the broader perspective of the intern's professional competencies. The portfolio can also be used during the student's job search. An example of the portfolio's contents can be found in Appendix D as well as the rubric that will be used to grade the portfolio. **You must include, at a minimum, two required documents in each competency domain.**

Guidelines for Portfolio

- The process of portfolio development can be labor intensive and time consuming. Thus, start collecting potential documents early in your internship and keep a reflective journal to remember how these documents contributed to your professional growth and accomplishments.
- The portfolio should represent a carefully selected collection of exemplary documents which highlight your best work and accomplishments during your graduate career. There is a wide array of documents that could be included in your portfolio, but you should always think of quality not quantity in this process. Ask yourself why this document/experience is worthy of having a place in your portfolio.
- Organize most of the portfolio around the ten domains of competencies in your internship plan. An easy way for you to do this is to divide the portfolio into labeled sections, one for each of the competency domains (see Appendix D). A table of contents is essential to the portfolio regardless of how you choose to organize your experiences.
- Every portfolio should start with an introduction that provides an overview of the forthcoming material. This introduction may include but is not limited to:
 - professional goals and commitments
 - a personal philosophy of education and your profession
 - an overview of the objectives of your internship

- how these objectives relate to your professional goals
 - rationales for the inclusion of forthcoming documents
 - an assessment of how the documents support the objectives of your internship.
- Documents that stand alone in a portfolio without explanation of context and reflection of value can be confusing. You should preface each document selected for inclusion with identifying information, a rationale that justifies the value of the document and the experience it represents by asking the following questions:
 - What is the document/artifact? (“What?”)
 - How does it relate to this particular competency domain? (“So what?”)
 - What does it say about my competence? (“Now what?”)

More specifically, summarize the document to answer the question “What?” Then reflect on what you have learned and how this leads to meeting the competency domain, which answers the question “So what?” Finally, address implications for future performance and set forth refinements and/or adaptations, in order to answer the question “Now what?” This final question requires reflective and analytical thinking about what you are doing and the effects of your professional performance on children, youth, families, and other consumers.

This reflective entry can often be a difficult process, so listed below are a few sentence starters that may help in the process:

- What I have learned from this experience is...
- What I think I will do differently is...
- As a result of this experience, I now...
- Some of the areas that I need to continue to gain experience are...
because...

- I have gained considerable insight about...
- I now understand the importance of...
- This experience has helped me understand...

The portfolio should end with the “Reflective Practice: Evaluation” section which provides documents on the effectiveness of your professional activities (See Appendix D). In this section, *two* comprehensive case studies are required documents. When selecting students for the comprehensive case study, the program recommends choosing students who are not being evaluated for special education as part of the comprehensive evaluation process. Rather, it may be more appropriate to select a student who has been referred to the school support team in an attempt to remediate the problem prior to it going to a comprehensive evaluation. The comprehensive case studies should document an entire problem-solving process of service delivery, including collaboration with teachers and parents, identifying and analyzing problem(s), formulating a dieting hypotheses, developing and implementing intervention(s) and evaluating outcomes (See Comprehensive Case Study Rubric in Appendix D which was adopted from NASP). One case study must address an academic issue and the other a behavioral issue. Your case studies will be evaluated by Graduate Faculty within the School Psychology Program. When determining if a section is rated as “Effective” or “Needs Development,” faculty will look at the totality of ratings within the section. That is, if all areas within a section are rated as “Effective” except of one, that section will likely be rated as “Effective.” If any of the problem-solving process sections are identified as “Needs Development” you will be required to set up an Oral Defense meeting via Skype with Graduate Faculty from the School Psychology program. During that Oral Defense meeting, Graduate Faculty will ask you questions regarding areas identified as Needs Development and you must demonstrate competency when answering their questions. **You must demonstrate competency on all sections of the case study or successfully pass the Oral Defense to pass the course.** Your academic advisor will work with you prior to the Oral Defense to recommend

resources for improving your knowledge or skills within areas rated as “Needs Development.” One case study will be due during the fall semester and the second will be due during the spring semester. Your instructor will let you know when each is due.

In addition to completing two comprehensive case studies, the School Psychology Program collects data on the positive measurable impact you make on students, classrooms, etc. Therefore, you will also be asked to demonstrate that you made a positive measurable impact on each of your case study student’s development and/or learning. To measure this, School Psychology Faculty will look specifically at Rating 5.3 from the Comprehensive Case Study Rubric. School Psychology Faculty expect that you will use one of the following (Percent of Nonoverlapping Data Points (PND), No-assumptions Effect Size (ES), or Goal Attainment Scaling (GAS)) as a measure of positive impact. Please note that if you choose to use a separate measure for positive impact, it must be preapproved by your course instructor prior to submission. For an intervention to be determined as making a positive measurable impact on student development or learning, the program utilizes the following standards:

ES \geq 2.87 are determined effective (see Burns & Wagner, 2008)

PND 90% and above = highly effective

70% to 89% = moderately effective

50% to 69% = questionable effective

< 50 % = ineffective (see Scruggs & Mastropieri, 1998)

GAS -2 = most unfavorable outcome

-1 = less than expected outcome

0 = expected outcome

+1 = greater than expected outcome

+2 = most favorable outcome

The School Psychology program would like to see ES \geq 2.87, PND 70% and above, and/or GAS 0 or higher for each case study.

Campus Day

All interns will be required to return to campus on the first Friday of February to attend the School Psychology Symposium and to share their experiences with each other, with students in the program and with the university supervisors. A notice of the meeting schedule will be e-mailed to the interns in advance. Field supervisors will also be invited to attend the campus day activities. Mark your calendar now to make sure that the campus day will be built into your internship plan as part of your professional development.

Self-Rating

The intern should utilize the Intern's Rating of Internship Form found in Appendix E to evaluate their internship near the end of the year. This should include:

- The experiences provided by the field placement site
- The quality of site supervision
- The quality of university supervision
- The suitability of the setting for future internships
- The intern's judgment of the suitability of his/her preparation at MSU of the internship.

Assessment Methods

Performance - Based Assessment

There will be three methods used to assess the internship experience. They are:

1. Internship Evaluation Form-Site Supervisor's (Appendix G)

The Internship Evaluation Form-Site Supervisor's is completed by the field supervisor on two separate occasions. The first evaluation will take place approximately halfway through the internship. The preferred timing would be during the last week of the fall semester. The second and final evaluation occurs at or near the end of the internship.

Toward the end of each semester, before the finals week, interns will provide a copy of the Internship Evaluation Form-Site Supervisor to their supervisor. It is the student's responsibility to make sure the form is returned to the university supervisor by the middle of finals week of each semester.

The Internship Evaluation Form-Site Supervisor contains performance items that address the course objectives as well as all of the 10 NASP domain competencies. Rating obtained at the end of each semester of the internship will be summative: they are on a 0-3 point scale (0 = Not Competent, 3 = Competent Intern/Beginning Professional). It is our expectation that Interns receive a minimum average score of 1 across each domain during the fall semester and a minimum average score of 2 across each domain in the spring semester. Failure to meet those expectations will result in a conference call with your site supervisor to set up a remediation plan designed to help facilitate any knowledge or skills needed to meet the minimum average scores. Your total scores will be averaged each semester and you will be assigned points on the following scale:

Fall Grading Scale

- Average score below 1 = 0 points
- Average score of 1.1 to 1.5 = 24 points
- Average score of 1.6 to 2.0 = 26 points
- Average score of 2.1 to 2.5 = 28 points
- Average score of 2.6 + = 30 points

Spring Grading Scale

- Average score below 2 = 0 points
- Average score 2.0 to 2.3 = 26 points
- Average score 2.4 to 2.7 = 28 points
- Average score 2.8 + = 30 points

2. Portfolio (Appendix D)

The portfolio will be evaluated by the university supervisor, using the Rubrics for Portfolio Evaluation in Appendix D. The “exceptional” rating will receive 50 points, “acceptable” 40 points, and “not acceptable” 30 points. No submission will result in 0 points.

3. Internship Logs/Summary Sheet of Internship Activities

Internship logs and Summary Sheet of Internship will be evaluated with respect to the total number of internship hours and type of internship experience. The intern who fails to accumulate a minimum total of 1200 clock hours at the specialist level and/or a full range of school psychological service delivery will receive a grade of “Inc” at the end of the academic year. The incomplete grade will be removed upon completion of the internship.

In addition to the ratings from the field supervisor and the intern’s EPPP, self-rating (Intern’s Rating of Internship, Appendix E), feedback from the intern and field supervisor during internship site visits, and other relevant materials submitted to the university supervisor will be taken into consideration for grading purposes.

Grading

| | |
|--|---------------------------------------|
| Internship Evaluation Form – Site Supervisor | 60 points (30 each for fall & spring) |
| Portfolio | 50 points |
| Other materials | 5 points |
| Intern’s Rating of Internship | |
| Feedback during site visit | |
| Campus Day attendance | |

The grade you receive for this course will be based on the percent of points obtained on the field supervisor rating, electronic portfolio, and other relevant materials.

Grading Scale

| | |
|-----------|---|
| 90%-100% | A |
| 80%-89% | B |
| 70%-79% | C |
| Below 70% | F |

Primary responsibility for grading rests with the university supervisor. **A final grade of “C” or below in PSY 599 Practicum II will require repeating the internship sequence for an entire academic year.** The final grade will be based upon the mean ratings of the Internship Evaluation Forms completed by the field supervisor, Portfolio evaluated by the university supervisor, and other relevant materials.

The table below shows internship materials that must be submitted to the university supervisor to fulfill internship requirements as well as for grading.

| | |
|------------------------------|---|
| First Week | <ol style="list-style-type: none"> 1. Written Plan of Internship Experience 2. Internship Agreement Form 3. Written Contract specifying the period of appointment and any terms of compensation |
| Last Week of Fall Semester | <ol style="list-style-type: none"> 1. Internship – Daily Log 2. Summary Sheet of Internship Activities 3. Internship Evaluation Form – Site Supervisor |
| Last Week of Spring Semester | <ol style="list-style-type: none"> 1. Internship – Daily Log 2. Summary Sheet of Internship Activities 3. Internship Evaluation Form – Site Supervisor 4. Intern’s Rating of Internship 5. Portfolio |

Course Schedule and Class Policies

A. Course Schedule – This class will meet the first Wednesday of every month at 7:00 p.m. CST via Skype. Attendance at these meetings are mandatory and if, for extenuating circumstances, you cannot make the meeting, it must be approved by the instructor. Interns must also attend the School Psychology Symposium (Campus Day) held in February during their internship year.

B. Class Policies

1. Interns are required to continue carrying liability insurance. To find liability insurance go the National Association of School Psychologist (NASP) web site at: <http://www.nasponline.org/membership/index>
2. Interns are expected to conduct themselves as professionals and are bound by the NASP and APA ethical guidelines.
3. Any student who feels he/she may need academic accommodations or access accommodation based on the impact of a documented disability should contact and register with Disability Services during the first week of class. Disability Services is the official office to assist students through the process of disability verification and coordination of appropriate and reasonable accommodations. Students currently registered with Disability Services must obtain a new accommodation memo each semester. The accommodation memo must be submitted to the university supervisor. Disability Services can be reached at 858-3371 and is located in Luria Manor.
4. MSU Title IX Statement
Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to accountability and support. If you or someone you know has been harassed or assaulted, you can find the appropriate resources off/on Minot State University's campus. These resources include:

Lisa Dooley
Title IX Coordinator
Memorial Hall, 4th floor, Room 412
701-858-3447
lisa.dooley@minotstateu.edu

MSU Counseling (Confidential)
701-858-3371

Domestic Violence Crisis Center (Confidential)

24/7 Crisis Line: 701-857-2200
24/7 Rape Crisis Line: 701-857-2500

MSU Campus Safety & Security
701-858-HELP (4357)

Minot Police Department
911/701-852-0111

5. Non-Discrimination Statement:

Minot State University subscribes to the principles and laws of the state of North Dakota and the federal government pertaining to civil rights and equal opportunity, including Title IX of the 1972 Education Amendments. Minot State University policy prohibits discrimination on the basis of race, gender, religion, age, color, creed, national or ethnic origin, marital status, sexual orientation, gender identity, or disability in the recruitment and admission of students and the employment of faculty, staff, and students, and in the operation of all college programs, activities, and services. Evidence of practices which are inconsistent with this policy should be reported to the Human Resource Director in the Administration Building.



School Psychology

Please type and fill out as completely and descriptively as possible. Use additional sheets, if necessary.

Intern _____

Last name

First name

Middle initial

Intern's MSU Identification Number _____

Intern's Home Address _____

Internship Site _____

Site Address _____

Site Phone Number _____

Site Supervisor - Complete Name, Title, Phone Number and E-mail Address: _____

University Internship Supervisor: _____

Dates of Internship: Beginning: Month _____ Day _____ Year _____

Ending: Month _____ Day _____ Year _____

Responsibilities of Internship Site:

1. The internship site will provide a written contract specifying the period of appointment and any terms of compensation.
2. The internship site will provide appropriate support and resources for the internship experience development activities, a safe and secure work environment, adequate office space, expense reimbursement, and support services consistent with that afforded agency school psychologists.
3. Internship should be a learning and training experience that stresses the quality and type of experiences available and not be limited to service provision to the hiring agency.
4. The internship site must be committed to the provision of a training experience that assures the integration and application of the full range of school psychological competencies and domains.
5. The internship site must be willing to engage in a collaborative relationship with the university to provide internship experiences consistent with the goals/objectives of the course.
6. The internship site must provide appropriate supervision. The intern will receive an average of at least two hours of field-based supervision per full-time week from an appropriately credentialed school psychologist.
7. The internship site will provide appropriate release time for field-based supervisors to provide weekly face-to-face supervision with the intern.
8. Field-based supervisors will have on-going contact with university supervisors and provide intern evaluations (Internship Evaluation Form) to the university supervisors at the end of each semester.

Responsibilities of University:

1. The University will provide the internship agency and the intern with the Internship Guidelines.
2. The University will maintain an on-going collaborative relationship with the internship agency and field supervisors.
3. The University supervisor(s) is responsible for the integrity of the internship and ensures that the interns are being provided with appropriate learning experiences.
4. The University supervisor(s) is responsible for making scheduled visits and/or conference calls during the academic year.
5. The intern’s electronic portfolio will be evaluated by the University supervisor(s).
6. The University supervisor(s) will assist the intern and the internship agency in problem solving when the intern or the field supervisor reports and unresolved issue.

For each competency domain, list at least three types of experiences/activities that will be acquired for knowledge and skill enhancement during your internship.

| Competency Domains | Experiences/Activities |
|--|------------------------|
| <p><u>Expansion of Experience in Human Diversity:</u> Demonstrates knowledge of individual differences, abilities, and disabilities and of the potential influence of social, cultural, ethnic, socioeconomic, gender-related, and linguistic factors in development and learning. Demonstrates the sensitivity and skills needed to work with individuals of diverse characteristics and implement strategies selected and/or adapted based on individual characteristics.</p> | |
| <p><u>School and Systems Organization and Policy Development:</u> Demonstrates knowledge of school and systems structure and organization and of general education and regular education. Facilitates and/or contributes to the development of policies and practices that create and maintain safe, supportive, and effective learning environments for children and others.</p> | |
| <p><u>Home/School/Community Collaboration and Effective Utilization of Community Resources:</u> Demonstrates a knowledge base of family systems and their influences and of methods to involve families in education. Applies this knowledge to design, implement, and evaluate programs that promote school, family, and/or community partnerships and to work effectively with families, educators, and others in the community.</p> | |
| <p><u>Various Models and Methods of Assessment and Data-Based Decision-Making:</u> Demonstrates knowledge of varied models and methods of assessment. Uses such models and methods as part of a systematic process to collect data, translates assessment results into empirically-based decisions about service delivery, and evaluates the outcomes of services.</p> | |

| | |
|---|--|
| <p><u>Instructional and Behavioral Assessment, Interventions, Progress Monitoring, and Evaluation:</u> Demonstrates knowledge of learning and developmental processes, assess these processes, develops appropriate cognitive, academic, behavioral, and/or social goals in collaboration with others, implements interventions and evaluates the effectiveness of interventions.</p> | |
| <p><u>Collaboration, Consultation, and Counseling Skills:</u> Demonstrates knowledge of consultation and counseling models and methods and the ability to apply these skills to particular situations. Collaborates effectively with others at the individual, group, and system levels.</p> | |
| <p><u>Provision of Prevention, Crisis Intervention, and Mental Health:</u> Demonstrates knowledge of human development and psychopathology. Provides or contributes to prevention and intervention programs that promote the mental health and physical well-being of students (e.g., crisis intervention, stress management, teenage pregnancy, AIDS prevention, etc.).</p> | |
| <p><u>Research and Program Evaluation:</u> Demonstrates knowledge of research, statistics, and evaluation methods. Evaluates research, translates research into practice (e.g., research based interventions and progress monitoring), and conducts program evaluations for improvement of services.</p> | |
| <p><u>Professional Growth and Development:</u> Demonstrates knowledge of ethical, professional, and legal standards and practices in ways that are consistent with the standards. Have the knowledge and skills needed to acquire career-long professional development.</p> | |

Intern's signature: _____ Date: _____

Field Supervisor's signature: _____ Date: _____

University Supervisor's signature: _____ Date: _____



Minot State
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School Psychology

Internship
Daily Log

(Appendix B)

INTERNSHIP

SITE: _____

SITE

SUPERVISOR: _____

CAMPUS

SUPERVISOR: _____

| DATE: Month/Day/Year | PRIMARY TYPE OF ACTIVITY (List Code) | LENGTH OF CONTACT IN MINUTES | COMMENTS: Briefly describe each activity. (Also, for codes of SM & PM, either specify the topics/contents of meeting or attach meeting agenda) |
|-------------------------|--|------------------------------------|--|
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| CODES: | BI - Behavioral Intervention | SM - Staff Meeting | GC - Group Counseling | SC - Staff Collaboration |
| | IA - Individual Assessment | PC - Parent Consultation | TC - Teacher Consultation | CI - Crisis Intervention |
| | IC - Individual Counseling | PM - Policy Meeting | MDT - MDT meeting | SP - Supervision |
| | AI - Academic Intervention | PA - Prevention Activities | IEP - IEP Meeting | O - Other (Specify) |



School Psychology

Since this remains in your internship file, fill out as completely and descriptively as possible. Use additional sheets, if necessary.

Intern (PLEASE TYPE OR PRINT) _____
Last name First name Middle initial

Intern's MSU Identification Number _____

Internship Site _____

Site Address _____

Site Phone Number _____

Site Supervisor - Complete Name and Title:

University Internship Supervisor: _____

Dates of Internship: Beginning: Month _____ Day _____ Year _____
 Ending: Month _____ Day _____ Year _____

SUMMARY OF TYPES OF ACTIVITIES

| Activity | Total Hrs. Spent in Activity |
|--|------------------------------|
| Assessment (initial and re-evaluations) | |
| Consultation (teacher, parent, and other personnel) | |
| Collaboration (TAT, SAT, pre-referral collaboration, problem-solving team meeting, etc.) | |
| MDT/IEP Meetings | |
| Academic Intervention Development, Progress Monitoring, and Evaluation | |
| Behavioral Intervention Development, Progress Monitoring, and Evaluation | |
| Individual/Group Counseling | |
| Prevention (e.g., stress management, teenage pregnancy, AIDS prevention, etc.) | |
| Crisis Intervention (e.g., suicide, death, natural disasters, school violence, etc.) | |
| Staff and Policy Development Meetings | |
| Professional Development | |
| Supervision | |
| Other activities (Use extra pages as needed) | |
| Semester Total | |

Check the semester this summary covers: _____ Fall 20 _____ Spring 20 _____

Site Supervisor's Signature: _____ Date: _____

School Psychology

Title Page

Table of Contents

Introduction

Personal Documents

- Resume
- Professional Recommendations
- Praxis Documentation

Expansion of Experience in Human Diversity

- Professional Objective: Sample objective – To actively seek and acquire opportunities to work with children and families of diverse backgrounds necessary of the understanding of individual differences, strengths and needs as well as the development of skill competency in working with such individuals.
- Provide documents/experiences that support the attainment of your professional objective. Possible documents for inclusion may be but are not limited to:
 - Graphic presentations of percentage of diverse populations served, demographic data **(Required)**
 - Evidence of attendance at and involvement in cultural activities
 - Example of intervention strategies developed and implemented with social, cultural, ethnic, socioeconomic, and/or gender-related factors in mind **(Required)**

School and Systems Organization and Policy Development

- Professional Objective: Sample objective – To acquire an understanding of schools and other settings as systems and work with individuals and groups that facilitate school policies and practice.
- Provide documents/experiences that support the attainment of your professional objective. Possible documents for inclusion may be but are not limited to:
 - Evidence of attendance at and involvement in school board meetings, PTA meetings, staff meetings, etc.
 - Evidence of participation in committee activities and/or advocacy groups **(Required)**
 - Example of system or policy changes through active personal involvement **(Required)**
 - Example of organizational consultation and/or collaboration

Home/School/Community Collaboration and Effective Utilization of Community Resources

- Professional Objective: Sample objective – To actively promote home-school-community collaboration to improve outcomes for students.
- Provide documents/experiences that support the attainment of your professional objective. Possible documents for inclusion may be but are not limited to:
 - Evidence of active participation in developing and/or implementing a program designed to promote home-school collaboration **(Required)**
 - Example of school or community programs, functions, or activities developed and implemented in collaboration with others to promote parent involvement in education

- Example of parent consultation and/or collaboration (**Required**)

Follow similar format for the remaining competency domains. Required documents for the domains are as follows:

| Competency Domains | Required Documents |
|---|--|
| Various Models and Methods of Assessment and Data-based Decision-Making | <ul style="list-style-type: none"> • Two comprehensive psychological reports and accompanying IEP summaries |
| Instructional and Behavioral Assessment, Interventions, Progress Monitoring, and Evaluation | <ul style="list-style-type: none"> • Example of academic intervention plan, progress graphs, and evaluation of effectiveness of intervention • Example of behavioral intervention plan, progress graphs, and evaluation of effectiveness of intervention |
| Collaboration, Consultation, and Counseling Skills | <ul style="list-style-type: none"> • Teacher consultation summaries on one case • Counseling/Therapy summary report on one case |
| Provision of Prevention, Crisis Intervention, and Mental Health | <ul style="list-style-type: none"> • Evidence of active participation in developing and/or implementing a prevention program designed to promote mental health in schools • Evidence of involvement in the crisis intervention team |
| Research and Program Evaluation | <ul style="list-style-type: none"> • Poster presentation of the Specialist research project • Evidence of research-based intervention practice. |
| Professional Growth and Development | <ul style="list-style-type: none"> • Evidence of attendance at and involvement in state and/or national conferences • Evidence of continuing professional development |

Reflective Practice: Evaluation

- Document **measurable evidence** that psychological services you provided during your internship had positive impact on children, youth, families, and other consumers.
- Possible documents for inclusion may be but are not limited to: a comprehensive case student (**Required**), weekly student progress reports, personal notes on communication with teachers, parents and other professional, evaluation results of intervention techniques, awards and recognition, etc.

Rubric for Portfolio Evaluation

| | Exceptional | Acceptable | Not Acceptable |
|------------------------------------|--|---|--|
| Organization of Portfolio Material | <ol style="list-style-type: none"> 1. The portfolio contains the following elements listed below: <ul style="list-style-type: none"> • Title Page • Table of Contents • Introduction • Personal Documents • 10 Competency Domains • Reflective Practice: Evaluation 2. Documents are appropriate for professional objectives. 3. Three or more documents are provided for each competency domain. 4. Rationales clearly explain why the documents meet the professional objectives. 5. The contents of the portfolio are well edited, and there are no grammatical errors and fragmented sentences throughout the portfolio. 6. The portfolio is well organized and makes a visual impact, with use of photos, graphics, and illustrations. | <ol style="list-style-type: none"> 1. The portfolio contains the following elements listed below: <ul style="list-style-type: none"> • Title Page • Table of Contents • Introduction • Personal Documents • 10 Competency Domains • Reflective Practice: Evaluation 2. Documents are appropriate for professional objectives. 3. At least two required documents are provided for each competency domain. 4. Rationales adequately explain the value of the documents to the intern's personal growth. 5. The contents of the portfolio are well edited, and there are no grammatical errors and fragmented sentences throughout the portfolio. 6. The portfolio has an overall professional appearance. | <ol style="list-style-type: none"> 1. Any of the elements listed below are missing from the portfolio. <ul style="list-style-type: none"> • Title Page • Table of Contents • Introduction • Personal Documents • 10 Competency Domains • Reflective Practice: Evaluation 2. Some of the documents are misfiled. 3. Less than two documents are provided for any of the competency domains 4. Rationales provide limited insight into the student's professional performance. 5. The mechanics of writing interferes with the presentation of the intern's work. 6. The portfolio shows inadequate organization and lacks professional appearance. |
| 10 Domain Competencies | Portfolio contains exceptional documents of skill attainment in 10 competency domains (at least 6 of 10 competencies exceed expectations). See Competency Rubric | Portfolio contains basic documents of skill attainment in 10 competency domains (all 10 competencies meet expectations). See Competency Rubric | Portfolio contains documents of skill attainment that are insufficient (Not Meet Expectations) or less than 10 competencies have documentation of attainment. See Competency Rubric |

| | | | |
|---------------------------------|---|--|--|
| Reflective Practice: Evaluation | Documents provide exceptional evidence of measurable positive impact the intern has made on children, families, and/or other consumers via his/her service delivery. Overall rating of case study is Effective. See Comprehensive Case Study Rubric | Documents provide sufficient evidence of positive impact the intern has made on children, families, and/or other consumers. One or more sections of Case Study were rated as Needs Development, but passed Oral Defense. See Comprehensive Case Study Rubric | Documents provide a lack of evidence of positive impact the intern has made on children, families, and/or other consumers. Overall rating of case study was Needs Development and did not pass Oral Defense. See Comprehensive Case Study Rubric |
|---------------------------------|---|--|--|

Overall Rating of Electronic Portfolio:

- Exceptional = 50 points Acceptable = 40 points
 Not Acceptable = 30 points No Portfolio Submission = 0 points

Competency Rubric for 10 Domains

| Exceeds Expectations | Meets Expectations | Does Not Meet Expectations |
|--|---|---|
| Documents are appropriate and demonstrate exceptional evidence of domain mastery | Documents are appropriate and demonstrate sufficient evidence of domain mastery | Documents are inappropriate and/or demonstrate a lack of evidence of domain mastery |

COMPREHENSIVE CASE STUDY RUBRIC

Directions: You are required to submit two case studies throughout your internship year (one during the fall semester and one during the spring semester). The case studies are an opportunity for you to demonstrate that you are capable of providing comprehensive services to the students you serve. One case study must be behaviorally focused and the other academically focused. Your case studies will be evaluated by core school psychology faculty. For each section, you are required to obtain a total score of '1' or effective to receive a grade for the course. If, on any section, you obtain a total score of '0' or needs development, you will be required to arrange an oral defense with School Psychology Graduate Faculty to demonstrate that you are competent in that area prior to receiving a grade for the course.

The determination of an effective/needs development case study is guided by whether it is both data driven and makes logical sense, rather than how many isolated elements are found to be effective.

Section 1: Elements of an Effective Case Study

| | | |
|--|-----------|-------------------|
| | Effective | Needs Development |
|--|-----------|-------------------|

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

Comments:

Section 2: Problem Identification

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

Comments:

Section 3: Problem Analysis

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

Comments:

Section 4: Intervention

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

Section 4: Intervention (Continued)

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

Comments:

Section 5: Evaluation (Summative)

| | Effective | Needs Development |
|---------------|--|--|
| 5.1 | <input type="checkbox"/> A single graph is depicted for the target behavior and includes the following elements: <input type="checkbox"/> Baseline data <p align="center">AND</p> <input type="checkbox"/> Goal/Target indicator or aim line <p align="center">AND</p> <input type="checkbox"/> Treatment/progress monitoring data with a trend line. | <input type="checkbox"/> A single target behavior is presented on multiple graphs, or relevant graphs are not included. The following components are not included in the graph: <input type="checkbox"/> Baseline data <p align="center">OR</p> <input type="checkbox"/> Goal/Target indicator or aim line <p align="center">OR</p> <input type="checkbox"/> Treatment/progress monitoring data with a trend line. |
| 5.2 | <input type="checkbox"/> Adequate intervention data (i.e., typically 7 data points) are collected to demonstrate level and/or trend under intervention conditions. | <input type="checkbox"/> Insufficient data are collected to meaningfully interpret the results of the intervention. |
| 5.3 | <input type="checkbox"/> Visual analysis of the level, trend and variability and/or statistical analyses (e.g., effect size) demonstrate that the intervention was effective. | <input type="checkbox"/> Visual or statistical analyses were not used <p align="center">OR</p> <input type="checkbox"/> The Intervention was ineffective. |
| 5.4 | <input type="checkbox"/> Strategies for generalizing outcomes to other settings are described. | <input type="checkbox"/> Strategies for generalizing outcomes to other settings are not described. |
| 5.5 | <input type="checkbox"/> Strategies for follow-up are developed. | <input type="checkbox"/> Strategies for follow-up are not developed. |
| RATING | <input type="checkbox"/> EFFECTIVE | <input type="checkbox"/> NEEDS DEVELOPMENT |

Comments:



School Psychology

Intern's Name: _____

Name of Site _____

Site Supervisor _____

Phone Number _____ Dates of Internship _____ to _____
Month/Day/Year Month/Day/Year

1) On the basis of the experiences provided to you at this internship site and the supervisor you had, would you recommend it as a future internship site (circle one)?

Yes No Possibly

Comments: _____

2) On the basis of work you did at your site and the skills you exhibited on the job, is it likely that the site will want interns from our program in the future (circle one)?

Yes No Possibly

Comments: _____

3) On the basis of the competencies needed for you to perform your internship duties in a professional manner, did you feel that the program in School Psychology at MSU prepared you to meet the expectations of the internship site and the supervisor (circle one)?

Yes No Possibly

Comments: _____

4) On the basis of the quality of the supervision you had from MSU would you recommend the experience to other students wishing to complete degrees in school psychology (circle one)?

Yes No Possibly

Comments: _____

5) On the basis of the quality of the supervision you received from your site supervisor, would you recommend this site for future use (circle one)?

Yes No Possibly

Comments: _____



School Psychology

The Minot State University (MSU) School Psychology Program hereby enters into an agreement with _____, (the intern); and _____, (the local education unit), pursuant to a school psychology internship. The purpose of this agreement is to set forth the conditions of the internship and to clarify the responsibilities of the parties to this agreement.

Time of the Internship

The local education unit will provide the intern a full-time, school-based internship during the 20__ to 20__ academic year. The internship will commence on August __, 20__ and will end (May) (June) 20___. During the internship, the intern will adhere to the local education unit's academic schedule with regard to work days per week, length of the work day, and vacation days. The intern's daily schedule will mirror, as closely as feasible, the daily schedule of local education unit's certified staff. The intern will have the opportunity to attend in-service training available to other school psychologists working for the local education unit.

Compensation

The intern will receive a salary of _____ for this one academic-year internship.

No Commitment for Employment

By providing this internship the local education unit makes no expressed or implied commitment regarding future employment for this intern as a school psychologist. Similarly, the intern makes no expressed or implied commitment to work for the local education unit for the following academic year.

Content of the Training Experience

The local education unit will afford the intern an opportunity to work with a diverse student population across a range of presenting problems including, but not necessarily limited to assessments pursuant to educational programming, counseling, behavior management, and consultation with teachers and parents. The training will provide the intern learning opportunities in the ten domains of school psychology as identified and explained in the National Association of School Psychologists Standard for Graduate Preparation of School Psychologists (2010). The training will begin with the opportunity to observe school psychologists performing their work and will gradually evolve to assuming primary responsibility for completing these tasks.

Supervision from the Local Education Unit

_____, a school psychologist certified by the State’s Department of Public Instruction and a full-time staff member with the local education unit, will supervise the intern. The supervisor will provide an average of at least two hours per week of direct supervision to the intern over the course of the internship. During the internship, the field-based school psychologist will supervise no more than one other intern.

If the field supervisor becomes concerned about the intern’s professional skills or behavior, the field supervisor will immediately report their concerns to the administrator of special education services for the local education unit and to the Director of the MSU School Psychology Program. The administrator of the special education services for the local education unit or the Director of the MSU School Psychology Program may terminate the internship at any time and for any reason such action is deemed necessary.

Support from the Local Education Unit

The local education unit will reimburse the intern for incurred expenses at a rate and in a manner consistent with that provided to the local education unit’s school psychologists. The local education unit will provide the intern with an appropriate work environment including adequate supplies, assessment tools, office space, and release time for the internship supervisor.

Grade

The intern will receive six (6) hours of academic credit for each semester of full time internship. The awarded grade will reflect the MSU supervisor’s observations and it will reflect feedback from the field supervisor.

Director, School
Psychology Program

Director of Special Education
for the local education unit

Intern, MSU
School Psychology Program



Directions to Internship Site Supervisor:

Thank you for your continued investment in Minot State University's school psychology program, our graduate students, and the profession. The Internship Evaluation Form is a way to seek supervisor's input regarding ability to apply knowledge to specific skills needed to perform the roles and functions of a school psychologist. This information is valuable as a feedback tool for individual student development, our program evaluation, and assuring competent professionals are entering the profession. Please read each item carefully and rate the student's skill on the following scale:

3-Competent Intern/Beginning Professional: Demonstrates skills effective at a high level without supervision. The role of the supervisor is more consultative in nature.

2-Advanced Beginning Intern: Demonstrates skills effective at a moderate level without supervision. The role of the supervisor is becoming more consultative in nature. Some evaluative/additive supervision is still necessary.

1- Beginning Intern: Demonstrates skills effective at a minimum level without supervision. The role of the supervisor is more evaluative/additive than directive.

0-Not Competent Internship Student: Does not demonstrate the foundational knowledge to effectively perform skill even with full, direct supervision

It is our expectations that by the end of the fall semester, internship students should receive a minimum average score of 1 across each domain. By the end of the spring semester, internship students should receive a minimum average score of 2 across each domain. Failure to obtain minimum scores will result in a remediation plan specific to the area(s) of deficit and/or may result in an unsuccessful completion of the course. If you assign a rating of 0 on any of the items, please make notes in the comments section as to why this rating was assigned. That information will be valuable in the remediation planning.

| Data-Based Decision Making and Accountability: | 0 | 1 | 2 | 3 |
|--|----------|----------|----------|----------|
| 1. Demonstrates the ability to identify various sources of data (e.g. cumulative file review, interviews, observations, testing instruments, etc.) | | | | |
| 2. Appropriately selects the most relevant source(s) of data/testing instruments when given a referral question | | | | |
| 3. Systematically collects data with fidelity and integrity | | | | |
| 4. Demonstrates the ability to interpret available data to guide the educational decision-making process | | | | |
| 5. Systematically integrates data from multiple sources to answer referral questions | | | | |

| | | | | |
|---|--|--|--|--|
| 6. Utilizes the data-based decision making process throughout various roles (e.g. assessment, counseling, consultation, etc.) | | | | |
| TOTAL | | | | |

Comments:

| Consultation and Collaboration: | 0 | 1 | 2 | 3 |
|--|----------|----------|----------|----------|
| 1. Ability to identify various consultation/collaboration models depending on situation | | | | |
| 2. Demonstrates the skills necessary to appropriately define roles and responsibilities within consultation/collaboration models | | | | |
| 3. Consults and collaborate at the individual, family, group, and systems level | | | | |
| 4. Facilitate collaboration and communication among diverse school personnel, families, community professionals, and others | | | | |
| 5. Effectively communicate results of consultation and collaboration to parents, teachers, school personnel, community leaders, and/others | | | | |
| TOTAL | | | | |

Comments:

| Intervention and Instructional Support to Develop Academic Skills: | 0 | 1 | 2 | 3 |
|---|----------|----------|----------|----------|
| 1. Understands biological, cultural, social, and developmental influences on academic skills | | | | |
| 2. Identifies various sources for identification of academic skill/performance deficits (e.g. curriculum based measurement, work samples, grades, standardized tests, screening measures, failure to respond to intervention, etc.) | | | | |
| 3. Appropriately selects evidence-based practices that address suspected areas of academic skill/performance deficits | | | | |
| 4. Implements methods to assure interventions are implemented with fidelity and integrity | | | | |
| 5. Evaluates outcomes of evidence-based practices through progress monitoring and collaboration with parents, teachers, and administration | | | | |
| 6. Demonstrates understanding and appropriateness of academic interventions at an individual, group, and school-wide model | | | | |
| TOTAL | | | | |

Comments:

| Interventions and Mental Health Services to Develop Social and Life Skills: | 0 | 1 | 2 | 3 |
|--|----------|----------|----------|----------|
| 1. Demonstrates the skills needed to determine whether something is a social, behavioral, or emotional concern | | | | |
| 2. Identifies various types of evidence-based practices that are commonly used to promote healthy social, emotional, and behavioral functioning (e.g. counseling, medication, behavioral contracting, etc) | | | | |
| 3. Appropriately selects evidence-based practices to address social, emotional, and behavioral concerns in the school to enhance functioning within the classroom, school, and home | | | | |
| 4. Uses appropriate assessments to collect data to accurately identify and measure social, emotional, and behavioral development | | | | |
| 5. Demonstrates the ability to evaluate the effectiveness of services related to the social, emotional, and behavioral development of children | | | | |
| TOTAL | | | | |

Comments:

| School-Wide Practices to Promote Learning: | 0 | 1 | 2 | 3 |
|---|----------|----------|----------|----------|
| 1. Collaborates with administration, school boards, and teachers to promote evidence-based practices and policies regarding discipline, instructional support, staff training, school improvement activities, and/or program evaluation | | | | |
| 2. Demonstrates the skills necessary to evaluate the effectiveness of school-wide policies | | | | |
| 3. Creates and maintains effective and supportive learning environments for children and others within a multi-tiered continuum of school-based services | | | | |
| 4. Identifies and works to implement school policies, regulations, services, and accountability systems to ensure effective services for all children | | | | |
| TOTAL | | | | |

Comments:

| Preventive and Responsive Services: | 0 | 1 | 2 | 3 |
|--|----------|----------|----------|----------|
| 1. Identifies common risk factors associated with resilience to promote healthy school functioning | | | | |
| 2. Promotes evidence-based Social-Emotional Learning curriculum at a school-wide level | | | | |

| | | | | |
|--|--|--|--|--|
| 3. Collaborates in the design, implementation and evaluation of preventative programs to promote healthy school climate and psychological well-being | | | | |
| 4. Contributes to the development/review of the school safety and crisis plan | | | | |
| 5. Promotes collaboration between school and community resources in the event of a crisis | | | | |
| 6. Provides crisis response services to school community members in the event of a crisis | | | | |
| TOTAL | | | | |

Comments:

| Family-School Collaboration Services: | 0 | 1 | 2 | 3 |
|---|----------|----------|----------|----------|
| 1. Identifies diversity within the community which may impact successful family-school collaboration | | | | |
| 2. Understands how family systems contribute to the development and learning of children | | | | |
| 3. Promotes and implements activities that connect family and school (e.g. parent trainings, parent support groups, flexible scheduling to meet family needs) | | | | |
| 4. Effectively communicates school procedures/processes while being sensitive to family needs | | | | |
| 5. Demonstrates familiarity with community, state, and federal services and provides those resources to families | | | | |
| TOTAL | | | | |

Comments:

| Diversity in Development and Learning: | 0 | 1 | 2 | 3 |
|---|----------|----------|----------|----------|
| 1. Identifies the impact of diversity on development and learning | | | | |
| 2. Demonstrates and promotes cultural competence in assessment and across a multi-tiered continuum of supports | | | | |
| 3. Provides culturally competent and effective practices in all areas of school psychology service delivery | | | | |
| 4. Advocates for social justice policies and procedures at the individual, family, school and community level | | | | |
| 5. Understands and incorporates self-reflection on the influence of our own personal culture and biases on professional practices | | | | |
| TOTAL | | | | |

Comments:

| Research and Program Evaluation: | 0 | 1 | 2 | 3 |
|--|----------|----------|----------|----------|
| 1. Demonstrates the ability to use research as a foundation for effective service delivery | | | | |

| | | | | |
|---|--|--|--|--|
| 2. Synthesizes and evaluates research regarding its application within a school system | | | | |
| 3. Appropriately selects and implements research design (e.g. single-subject, group design, program evaluation) consistent with individual and/or school need | | | | |
| 4. Appropriately selects and implements statistical and other data analysis techniques consistent with individual and/or school need | | | | |
| 5. Evaluates and synthesizes the results of statistical and other data analyses to inform decision-making practices at the individual, group, and school level | | | | |
| 6. Effectively communicates the results of research/program evaluation consistent with the targeted audience (e.g. parent, school board, teacher, administrator, community stakeholder) | | | | |
| TOTAL | | | | |

Comments:

| Legal, Ethical, and Professional Practice: | 0 | 1 | 2 | 3 |
|---|----------|----------|----------|----------|
| 1. Provides services consistent with current ethical, legal, and professional standards in school psychology | | | | |
| 2. Applies an ethical decision-making process in situations when ethical violations arise | | | | |
| 3. Actively participates in continuing profession development through involvement in local, state, and national organizations | | | | |
| 4. Advocates for the school psychologist role across the NASP Practice Model at the local, state, and national level | | | | |
| 5. Engages in self-reflective and self-evaluative practices in order to maintain and advance professional growth | | | | |
| 6. Facilitates active communication and seeks constructive feedback from supervisor | | | | |
| TOTAL | | | | |

Comments:

Do you recommend that the student enter into the second semester of internship?

YES _____ NO _____

If you answered no, please explain why:



