



**INDIANA UNIVERSITY  
BLOOMINGTON**

**SCHOOL PSYCHOLOGY  
INTERNSHIP HANDBOOK:  
Specialist in Education Degree**

**School Psychology Program  
Department of Counseling and Educational Psychology  
Indiana University Bloomington**

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## THE SCHOOL PSYCHOLOGY INTERNSHIP

### I. INTRODUCTION

The purpose of this handbook is to provide guidelines for persons participating in the School Psychology internship experience to meet the requirements of the Specialist in Education (EdS) Degree at Indiana University (IU).

#### A. Program Description

The joint mission of the National Association of School Psychologists (NASP) and the School Psychology Program at Indiana University is to promote educationally and psychologically healthy environments for all children and youth by implementing research-based, effective programs that prevent problems, enhance independence, and promote optimal learning. The school psychology internship represents the culminating experience in school psychology graduate preparation. The experience requires the intern to integrate knowledge and skills learned during the previous two years of course work and practica.

The School Psychology Program at Indiana University is grounded in the scientist-practitioner model in which the graduate is prepared to solve problems associated with the personal, social, and educational development of children and youth from diverse cultural, economic, ethnic, and racial backgrounds. Emphasis is placed on the integration of research and practice, with the goal to instill in the student the belief that the professional psychologist should use current knowledge to address the myriad of factors that may affect children's development. Scientist-practitioners also contribute to the knowledge base of psychology. School psychologists address the needs of individual students and advocate for change using population-based approaches to serve children and families.

The sequence of course work culminating in the EdS provides students with a solid core of psychological foundations including the areas of child development, learning theory, educational psychology, and statistics. Students also participate in applied coursework including academic assessment and intervention, consultation, program evaluation, functional behavioral assessment, and psychological assessment. This preparation provides the student with a broad array of skills to deliver psychological services in diverse educational settings. These services include: individual child evaluations, program evaluation, consultation, counseling, and academic and behavioral interventions. Ultimately, the school psychology program's broad goal is to train culturally competent school psychologists who are able to integrate theoretical information from the fields of psychology and education, so they can develop appropriate interventions for children, parents, and teachers in a wide variety of educational settings.

#### B. Student Practica and Training Experiences

The School Psychology Program at IU emphasizes the importance of being familiar with educational settings. All practicum experiences, including supervision, incorporate the program's social justice orientation. Further, each practica experience has a unique focus, building off content from various classes students have had and/or in which students are currently enrolled. During the first year of course work, students become familiar with the education process through coursework and class discussion. Students are exposed to the various roles and educational settings in which school psychologists work. Students learn how school psychologists work with other professionals within the schools or outside agencies, with families, and the community at large.

Also during the first year, students participate in a first semester practicum in which they serve as classroom assistants through the Helping Hands program. Students participated in this placement approximately 4-6 hours per week for the duration of the semester. The Helping Hands placement also provided students with an opportunity to practice classroom observation and data collection skills taught in P670: Behavioral Analysis and Consultation with School Psychologists. Second semester, students obtain assessment experience via a field placement within a public school system, one day per week over the course of the semester. Each student is paired with a practicing school psychologist for a planned sequence of experiences within the school setting. This sequence starts with activities such as observation of classrooms, conferences, and special education meetings, while gradually increasing the student's responsibilities and activities throughout the semester, culminating in a wide variety of assessments under supervision. The practicing school psychologist assists in student evaluation and monitoring, with university faculty maintaining primary responsibility for supervision.

During the second year, practicum experiences are designed to more wholistic, incorporating all content from year 1 coursework and practicum experience and addressing each of the NASP 10 Domains of Practice. Students gain experience in formative assessment, data-based decision making, implementation of evidence-based interventions, behavioral consultation, Response to Intervention, conducting Functional Behavior Assessments, and psychological assessment. Students participate in group supervision with a university-based supervisor one time per week. Students participate in this placement for approximately 8-10 hours per week for the duration of the school year.

The third year of the program consists of a full academic year of supervised internship experience that is described in this handbook. The internship occurs on a full-time basis (one academic year ~ 10 months) and consists of **a minimum of 1,200 clock hours, with at least 600 hours within a school setting**. Typically, this is completed on a full-time basis over the course of an academic year. In rare circumstances, and if a situation requires a student go part-time, 1,200 hours must be completed within 24 months.

Prior to receiving approval to go on internship, students must complete a comprehensive examination or capstone project experience for the EdS program. At IU, this requirement is met via the student's submission of a professional development portfolio, which includes an annual goals statement, reflection and on-going plan for improving cultural competence, selected course papers, psycho-educational evaluations, case conceptualization, and sample intervention plans. The evaluation of the portfolio includes a comprehensive oral examination of the student's theoretical orientation, a case conceptualization and integration with practice, a discussion of cultural competence, and ethical and legal issues, including responses to professional scenarios. The student is also required to pass the National School Psychology Examination (Praxis II).

As a requirement of graduation, students are required to apply for and take the PRAXIS Specialty Exam - School Psychologist. Most often, this examination is taken in June of the second year prior to beginning the internship. The current passing score is **147**, which is set by NASP.

### C. Coursework

The IU School Psychology Program curriculum includes training goals, objectives, and competencies that, when mastered, will prepare students for internship and professional practice after graduation. Students will acquire these competencies through a combination of coursework, practicum experiences, group and individual supervision, supervision of others, and completion of the internship. Our five training goals are as follows:

- Goal 1: Knowledge and Competence in Cultural Diversity
- Goal 2: Knowledge about Organizations and Professional Roles
- Goal 3: Observation and Assessment Skills
- Goal 4: Intervention and Consultation Skills
- Goal 5: Research, Evaluation, and Dissemination Skills

The following is a list of courses taken by students in the Specialist in Education - School Psychology program at IU to accomplish the five goals addressed previously:

- P655: Cognitive Assessment and Intervention
- P656: Practicum in School Psychology
- P657: Academic Assessment and Intervention
- P670: Behavioral Analysis and Consultation for School Psychologists
- P680: Ethical, Legal, and Professional Issues in School Psychology
- P681: Psychology of Cultural Diversity
- P691: Personality Assessment and Intervention
- P692: Seminar in Therapeutic Interventions with Children
- P695: Practicum in Personality and Behavioral Assessment
- P696: Practicum in Therapeutic Interventions with Children
- G656: Social Basis of Behavior or P622 Social Development
- Y502: Intermediate Statistics Applied to Education
- Y520: Strategies for Educational Inquiry
- P514: Lifespan Development: Birth to Death
- P540: Learning and Cognition in Education

Students are also required to carry a minor in a particular focus area of coursework. Most students chose to use the Counseling minor as this provides a good foundation for work in school psychology. Students also take various electives courses in their area of interest.

Finally, some students may obtain a Master's Degree in Educational Psychology en route to earning the EdS degree. The official degree is *M.S.Ed. in Learning Sciences-Educational Psychology Track*. For EdS interns that have a Master's Degree, they may include these credentials as part of their signature (see page 12).

#### **D. Graduates: Expected Competencies Overview**

IU school psychology program graduates are required to be competent in many areas. An overview of competencies can be summarized within the following areas:

1. Integrating knowledge and skills in psychology while providing direct services to children, youth, parents, and teachers. This includes assessment linked with appropriate academic and behavioral intervention strategies.
2. Supplying indirect services and interventions to children, parents, teachers and other educational personnel through consultation, program development, continuing education training, and applied research and program evaluation.
3. Displaying an orientation as a problem solver, change agent, and advocate. This orientation is evidenced by activities in practicum and internship, as well as in the philosophy of the school psychologist.
4. Demonstrating an orientation as a consultant and mental health resource person through identifying and meeting the mental health, learning, and overall educational needs of

individuals and educational systems.

5. Acting as a positive role model by modeling sensitivity to academic and emotional needs, individual differences, and cultural diversity. Advocating a strong set of beliefs in an individual's worth by championing all individuals' rights to an appropriate education.

The competencies, outcomes, and curriculum of the program are selected to achieve, implement, and assess the program's guiding philosophy and goals. The sequence of courses is planned so that the development of new knowledge and skills builds upon previous coursework and experiences. Faculty periodically review and evaluate this link from philosophy to expected outcomes to ensure the curriculum is relevant and current.

## II. OVERVIEW OF INTERNSHIP GUIDELINES

The School Psychology Program Internship is a required experience that comes at the end of coursework and practicum experiences. The purpose of the internship is to assist the student in integrating prior training experiences by means of practical application in educational settings. Students are also afforded the opportunity to develop a professional identity and move toward assumption of the role of a school psychologist through the internship. Additionally, the internship provides students and supervisors with the opportunity to evaluate student skills and knowledge within a controlled, supervised setting.

The school psychology internship is a cooperative venture carried out by the School Psychology Program at Indiana University and a local education agency (LEA). We see the responsibility for the field experience as being shared between the cooperating school district and IU. Thus, we ask the LEA to be willing to allow the program faculty to request a variety of experiences offered to the student, including completion of various assignments as outlined in this document (See Appendix A). We see the local LEA taking on the responsibility of determining the length of the experience (as long as the NASP and graduation requirements are met) and selection of the on-site supervisor. We ask that special attention be given to matching the needs of the individual intern with the characteristics of the primary supervisor and/or the internship site. The internship experience is seen as being comprehensive and well balanced in roles and functions for developing school psychologists. **The internship should NOT be seen as a primary means for a school district to gain assistance with testing children.**

The internship is a planned terminal, summative and integrative experience as per NASP guidelines. The internship occurs on a full-time basis (one academic year ~ 10 months) and consists of a minimum of 1,200 clock hours, with at least 600 hours within a school setting. While at least 600 hours must be completed in a school based setting, other settings for the additional 600 hours may be arranged, with faculty advisement and approval, depending on the availability of appropriate training sites (e.g., a licensed psychologist available to supervise) and the student's professional development and future goals.

Nearly all IU EdS graduates have completed their entire internship year in the public schools. Student interns are typically employed under 10-month contracts that result in approximately 1,400 hours of service. Because students are under contract with the school, they are expected to start the internship at the beginning of the school year and finish out the school year at their internship site, even if their 1,200 hours are completed before the school year is over.

### A. Purposes and Goals of the IU School Psychology Internship

1. To gain experience in the problem-solving model and with data-based decision-making with all aspects of a school psychologist's role with both regular and

- special education students.
2. To provide an opportunity to refine consultation skills with parents, teacher, special service personnel in schools, school administrators, and personnel from other community agencies.
  3. To refine psychoeducational diagnostic and intervention skills.
  4. To gain an overview of the public school as an organization, including its relationship to other societal agencies, its policies, personnel, etc.
  5. To develop sensitivity to classroom and school culture and factors influencing the classroom environment.
  6. To develop an understanding of the role of preventive mental health in school programs.
  7. To gain experience with an interdisciplinary team approach to child study and the Multi-Tier System of Supports (MTSS)/Response to Intervention (RtI) process.
  8. To be exposed to the implications of legal constraints and legislative initiatives on school psychology practice.
  9. To provide the opportunity to apply theoretical knowledge to the educational system and problem-solving process.
  10. To practice ethically within the guidelines of NASP and to follow state and federal educational law and local district policies and procedures.

## **B. Preparation for Internship**

Students should complete the following prior to beginning their internship:

1. Students must work with their supervising psychologist and district/cooperative to sign the School Psychology Internship Agreement (see Appendix B). This includes meeting all requirements of the district hiring process including submitting district-approved background checks. A copy of the background check should be uploaded to the student's ePortfolio.
2. During the internship year, students must continue to carry their professional practice liability insurance coverage. Students must provide the university internship supervisor a copy of the Letter of Coverage issued with the policy and upload a copy of the document to ePortfolio. The University does not provide coverage for legal expenses or damage awards for students.

Students applying for internship in states other than Indiana will need to determine certification requirements for that state. Some states may require certification for internships in school psychology. The student is responsible for obtaining the necessary credentialing information and paperwork from other states. **All sites need to be approved by the University Supervising School Psychologist before final acceptance of the site and internship.**

In addition to obtaining the necessary credentials, students must have evidenced satisfactory progress in the School Psychology program coursework and development of the necessary professional and interpersonal skills. Any documented weaknesses or deficiencies will need to be satisfactorily met before program approval for the internship will be granted. Procedures for evaluating student progress and remediating weaknesses are documented within the *IU School Psychology Ed.S. Handbook*.

## **C. Site Selection**

The approval of an internship site is primarily based upon the site's ability to meet the training needs of the internship. However, the needs of the school district must also be taken into

consideration. **The internship program should not simply be a “test and place” experience.** *No more than 50 traditional comprehensive diagnostic (eligibility) assessments per year are recommended.* It is expected that the internship experiences be comprehensive and well balanced in the roles and functions of school psychologists.

The following considerations provide the general criteria for intern placement:

1. **Supervisor** - Site-based supervision is to be provided by an individual certified, full-time school psychologist. The site-supervisor must have three years experience as a school psychologist, with at least one year of experience at the site prior to the start of the intern’s placement. In the event supervision will be conducted by more than one supervisor, one individual must be designated as the primary site supervisor. The primary supervisor will be responsible for coordinating feedback on the intern’s knowledge, skills and dispositions. The on-site supervisor shall be responsible for no more than two (2) interns total. The on-site supervisor will hold standard certification as a school psychologist by the Indiana Department of Education (or other appropriate state certification office if out of state) and/or licensure in school or clinical psychology by the State Board of Psychology.
2. **Supervision** - To meet NASP standards, each intern must receive an average of two hours of individual supervision per week. Supervision hours are documented in the intern’s log of professional activities. The preponderance of supervision is to be provided on at least a weekly, individual, face-to-face basis, with structured mentoring and evaluation that focus on the intern’s attainment of competencies.
3. **Facilities** - Internship sites must provide interns with the appropriate materials, clerical assistance, and office space consistent with that afforded other school psychologists within the district. The school district should also reimburse the intern for mileage, and other professional expenses as applicable.
4. **Hours** - The intern is expected to follow the same daily schedule and yearly calendar as full-time school psychologists on the staff during the regular school year. During the academic year, the intern should be given release to attend appropriate local, state and/or national school psychology conferences.

The internship site must sign a letter of agreement (see Appendix B) that briefly summarizes the policies explained in this manual. This letter highlights the requirements of the internship. The internship site must agree to allow the student to virtually participate (e.g., Zoom) in monthly supervision meetings held with the IU supervisor and other interns. This must be allowed during the student’s typical workday. Additionally, an Internship Training Plan is included in Appendix A which outlines the assignments and tasks typically expected of interns.

#### **D. Supervisory Personnel**

Supervision is a joint responsibility between the University Internship Supervisor and the on-site Supervising School Psychologist.

1. **Supervising School Psychologist** - This is the primary Supervising School Psychologist. The supervisor is the intern's mentor and professional role model, as well as the one who is responsible for the administrative welfare of the intern. If a qualified supervisor is not available within the school district, the University Internship Supervisor will assist the district in locating a qualified supervisor who could be employed for the purpose of supervision. It is the school district's

responsibility to obtain a supervisor acceptable to the university program. Any fees for off-site supervision must be paid by the school district. All Supervising School Psychologists should hold interns to a high level of professional excellence, as well as a high level of integration and efficiency in completing paper work and service delivery. It is believed that the student provides a sufficient amount of service to warrant the release of a supervisor from regular duties or case load for the time required for supervision activities. The school district is strongly encouraged to consider modifications in the Supervising School Psychologist's responsibilities to cover the internship supervisory requirements.

Supervising School Psychologist Responsibilities:

- ◆ Coordinate the internship program with the school district's administrators and Indiana University Internship Supervisor.
- ◆ Plan a sequence of activities and experiences that will orient the intern to the school district. Examples of orientation activities are included on pages 12-13 and in Appendix C. This orientation should encompass a period of time at the beginning of the internship. Orientation activities also include the development of the long-range goals and objectives for the internship year for the *Internship Professional Growth Plan* (Appendix D). The intern is responsible for developing the Professional Growth Plan in conjunction with the Supervising School Psychologist and is approved by the University Internship Supervisor.
- ◆ Provide weekly face-to-face supervision for a minimum of two (2) hours. Supervision activities should include discussions of progress, review of reports and paperwork, protocol reviews, and direct observation of the intern's activities. In addition, supervision should be provided in development of professional identity and adjustment to the demands of the job roles. The Supervising School Psychologist is responsible for evaluating and approving through a co-signature all written reports.
- ◆ Assist the intern in developing monitoring/organizational skills needed in the delivery of psychological services. This assistance might include flow charts or check sheets for the status of a referral, due process check lists, etc. This might also include techniques to increase efficiency in report writing, test scoring, and managing workloads.
- ◆ Participate in periodic communication with the University Internship Supervisor. Open lines of communication among all those involved in the internship is essential to provide maximum benefit to the intern, prevent problems from arising or escalating, and assure that expectations for supervision are being met. The University Internship Supervisor will assume the responsibility for initiating routine phone and/or email contacts. *It is the Supervising School Psychologist's responsibility to contact and inform the University Internship Supervisor of any issues/concerns of an urgent nature that might arise between these contacts* (ethical problems, difficulties in role/job performance, etc.). The University Internship Supervisor is also available to assist in developing

plans or strategies for supervision of the intern and deal with any identified problems/issues.

- ◆ Participate in periodic evaluation of the intern. The Supervising School Psychologist will be asked to evaluate the intern's performance in **December** and again in **May** of the internship year (Appendix E). The evaluation reflects competency in the activities listed, effectiveness in working with school staff, and assumption of the role of school psychologist. The Supervising School Psychologist will also be asked to review their evaluation with the intern prior to submission to the University Internship Supervisor.

2. University Internship Supervisor - This is the school psychology trainer at IU responsible for the supervision of the internship. She is the liaison person between the school district and the School Psychology Program faculty.

#### University Internship Supervisor Responsibilities:

- ◆ Evaluate and approve all internship sites and Supervising School Psychologists
- ◆ Provide this *Internship Handbook* to interns and Supervising School Psychologists. Additionally, the University Internship Supervisor will ensure that these guidelines are mutually agreeable to all parties.
- ◆ Initiate phone and/or email contacts with the Supervising School Psychologist on a regular basis. If necessary or requested, these contacts can be fairly frequent. Good, periodic communication between the Supervising School Psychologist, Intern, and University Internship Supervisor helps enhance the effectiveness of the internship.
- ◆ Assist the Supervising School Psychologist in planning the internship experience so that it is the most meaningful experience for the intern and meets the needs of the employing school district. This would include development of orientation activities and goals and objectives for the internship year.
- ◆ Conduct visits to the school district (one per semester) to meet with the Supervising School Psychologist, intern, and any other involved professionals. If the driving distance is too great, electronic means of meeting (e.g., Zoom) will be used. If warranted, additional visits can be requested or required. These visits are planned in advance in conjunction with the Supervising School Psychologist and the intern.
- ◆ Discuss and evaluate the intern's needs and progress with the Supervising School Psychologist on a regular basis. The University Internship Supervisor also reviews mid-year and end of the year *Intern Midyear and Final Evaluation Forms* (Appendix E).
- ◆ Designate the final grade for each semester of the internship experience. This grade is determined after obtaining input from the Supervising School Psychologist.

- ◆ Evaluate the time logs submitted by the intern. The University Internship Supervisor monitors the variety of tasks the intern has completed as well as the proportion of time engaged in different activities (direct versus indirect services, etc.).
- ◆ Assist the Supervising School Psychologist if questions of professional ethics arise or other issues, complaints, or concerns. All attempts are made to ensure the intern is appropriately prepared for the internship. However, any deficiencies should be brought to the University Internship Supervisor's attention. Any remedial plans should be developed in collaboration with the University Internship Supervisor.
- ◆ Provide monthly supervision to the intern in a group format utilizing distance technology. As a group of interns, students will meet monthly for 90 minutes, at a date to be determined by the University Internship Supervisor, via Zoom to receive university-level supervision. Additional details regarding this responsibility will be detailed in the student's course syllabus.

### **E. Intern Responsibilities**

Interns are typically under contract with the employing district and must adhere to conduct codes and personnel regulations and procedures of that district. The intern is expected to follow the same daily schedule and yearly calendar as full-time school psychologists on the staff during the regular school year. Likewise, as a representative of Indiana University, the intern has an obligation to perform at the highest level of functioning at all times, including adherence to the professional codes of conduct and ethics of psychologists/school psychologists. Interns must use the NASP Ethical Guidelines, supplemented by APA Ethical Guidelines, and the appropriate federal and state laws to guide their practice. Interns must additionally exhibit good professional skills, professional conduct, and appropriate interpersonal skills.

The internship covers one academic year and must be a minimum of 1,200 clock hours with exposure to both regular and special education students and programs. Under some circumstances the internship may be completed over two academic years. Most interns are contracted for 10 months which typically results in 1,400 hours. Because interns are under contract with a LEA, they are expected to finish out the school year at their internship site and receive supervision the entire time, even if their 1,200 hours are completed before the school year is over.

The Supervising School Psychologist along with the University Internship Supervisor will plan the program requirements for the intern. The internship requirements may reflect some flexibility dependent on the individual intern's background and education and the needs of the school district. Required activities of all interns will be as follows:

#### Intern Responsibilities:

- ◆ Complete log of activities. Students should complete a log documenting their various activities on a weekly or monthly basis. The spreadsheet or Time2Track documentation must be submitted or up-to-date in order for a grade to be assigned each semester.
- ◆ Develop a Professional Growth Plan for the internship year in conjunction with the Supervising School Psychologist and University Internship Supervisor. Students are to develop this plan using NASP's 10 domains of training to

construct your goals for the internship year. Write a general goal for each domain. Students should have at least three (3) specific objectives for each goal along with specific activities that describe how the student will accomplish the goals. Each activity should also a means of evaluating whether it was accomplished. A sample is provided in Appendix D.

- ◆ Participate in weekly face-to-face supervision meetings with the Supervising School Psychologist. For the supervision process to be highly efficient and beneficial to the intern, the intern must take responsibility for bringing up concerns, problems, and/or issues encountered. Supervision should take place a minimum of two hours per week.
- ◆ Initiate phone and/or email contacts with the University Internship Supervisor on a regular basis. As a group of interns, students will meet monthly for 90 minutes, at a date to be determined by the University Internship Supervisor, via Zoom to receive university-level supervision. Additional details regarding this responsibility will be detailed in the student's course syllabus.
- ◆ Evaluate the quality of the supervision received and the internship site in **December** and in **May** of the internship year (Appendix F). These evaluations will be kept confidential and are utilized to determine the degree to which the site and the Supervising School Psychologist are meeting the expectations of the internship.
- ◆ Complete requirements as assigned by the university level supervisor. This includes (1) a *sanitized* Functional Behavior Assessment; (2) one *sanitized* submission of a comprehensive psychoeducational evaluation in which the intern completes a majority of the evaluation; (3) a *sanitized* behavioral intervention case study; and (4) a *sanitized* academic intervention case study. Additional requirements regarding these assignments will be outlined in the course syllabus.
- ◆ Complete activities as assigned by the Supervising School Psychologist.
- ◆ Complete all reports and paperwork in a timely fashion. The intern will be required to prepare reports on assigned cases and revise reports or paperwork until it meets the Supervising School Psychologist's satisfaction.
- ◆ Participate in mid- and end-of-the-year evaluations of progress and plans for professional growth. By mid-year, at least 90% of the ratings must be "3" or higher. If any rating is lower than "3", the faculty internship supervisor will discuss your progress with the site supervisor. By end-of-the-year, at least 90% of the ratings must be "4" or higher. Final course grade will not be submitted until received.

**NOTE:** Given that the nature of internship is meant to be a culmination of a comprehensive training experience, a majority, if not all, of the items on the evaluation should be rated in some manner. In rare instances, a few items may be rated as "not observed." If any rating is lower than "4", your advisor will be notified and may ask to meet with you to discuss your progress. If there is judged to be a significant concern, a meeting will take place between the on-site supervisor and the university supervisor to engage in problem-solving and develop a remediation action plan.

\* **Please Note:** Supervising School Psychologists and Interns are reminded that NASP's (2010) *Principles for Professional Ethics* specifies parents are to be notified when services are completed by an intern:

“Any service provision by interns, practicum students, or other trainees is explained and agreed to in advance, and the identity and responsibilities of the supervising school psychologist are explained prior to the provision of services.” (Standard I.1.3)

## **F. Use of Titles during Internship**

While students are in training, including during internship, students may not refer to themselves in any manner or circumstance using the term “psychologist.” Indiana defines “psychologist” as someone who has a doctoral degree in psychology and is licensed by the State Board of Psychology as a psychologist or as a “School Psychologist” licensed by the Indiana Department of Education. Other states are likely to be similar. Thus, titles on reports, presentations, etc., such as “School Psychologist in Training” or “Intern School Psychologist” are not appropriate. Because this restriction is a legal requirement, it is also an ethical requirement. Some acceptable titles are:

- School Psychology Graduate Student
- School Psychology Graduate Clinician
- School Psychology Student
- School Psychology Intern
- Resident in School Psychology

As stated previously, degrees already earned, including a Master's Degree, may be listed as degree credentials.

## **G. Policy on Intern Involvement in Crisis Intervention**

In the event of a crisis situation arising during the internship placement, we strongly recommend the following:

1. Interns will not be solely responsible for counseling a student who expresses suicidal ideation.
2. Interns who are counseling a student who expresses suicidal thoughts must immediately report to their Supervising School Psychologist, who will then follow through with school personnel and parent contact. The case should be turned over to the Supervising School Psychologist to make further determination of follow-through procedures. All local procedures for this situation must be followed.
3. Interns must call the Supervising School Psychologist or the Supervisor of Psychological Services prior to participating in a school on a crisis team intervention. Many schools specifically request one or two members and it is important to honor these requests.
4. In cases of student suicide, interns are invited to crisis team interventions as observers only. They are requested to remain in this role throughout the crisis intervention situation.
5. In cases where crisis intervention is not related to suicide, interns shadowing the crisis team may provide services as directed by crisis team members and if they are

comfortable providing those services. It is requested that interns not be involved in contacts with administrators (communications regarding procedures) or the media.

6. Interns may provide grief counseling subsequent to district/school crisis training. However, it is recommended they assess their level of comfort and expertise if they choose to provide this service and may choose to decline participation in this experience.

### III. SUGGESTED INTERN ORIENTATION ACTIVITIES

The following is a suggested list of activities that should be considered in orienting the intern to the school district and ensuring a level of competence prior to the intern becoming more independent. A general rule of thumb would be to provide the intern with the opportunity to observe activities, review regulations, review procedures, or review forms before asking him/her to engage in that activity independently.

1. School/District Orientation: General Overview
  - a. General description of school district including administrative organization, number of schools, special programs, demographics, etc.
  - b. Classroom observations (e.g., special education, regular classrooms, special programs/school, etc.)
  - c. Administration - staff meetings (e.g., school level, school board, district level).
  - d. In-service training sessions, professional meetings
  - e. Various types of meetings (e.g., RTI, IEP, screening/child find, child study/pre-referral team)
  - f. Crisis response orientation: suicide/threat assessments, severe weather, school/district crisis response plans
  - g. District initiatives (e.g., PBIS, SEL programming, etc.)
2. Orientation to Special Services
  - a. Observations of unique services (e.g., Title I, gifted and talented, ELL services, vocational)
  - b. Informal interviews or observations with various school personnel (e.g., special educators, curriculum specialists, reading specialists, guidance counselors)
  - c. Observations of meetings and conferences conducted for children in special education programs (e.g., IEP, Child Study Team, RTI teams)
  - d. Exposure to district/state special education regulations, procedures and record keeping (e.g., IIEP, file systems, forms)
3. Review and Development of Assessment Skills
  - a. Opportunities to observe the intern interact with children with a variety of ages, exceptionalities, grade levels, etc.
  - b. Provide an overview of testing supplies and resources available; the intern should refresh skills on instruments not utilized recently prior to administration of the instrument
  - c. Orientation to computer scoring programs if available
  - d. Orientation to report writing process and timelines (e.g., dictation, templates, preparation for clerical staff)
  - e. Review/discuss assessment plans, data gathering techniques on initial cases
  - f. Review/discuss interpretation of assessment data on initial cases

4. Development of Skills in Interviewing, Counseling, and Consultation
  - a. Involvement in formal and informal parent and teacher conferences/interviews
  - b. Supervision of data gathering interviews with students, parents, and school staff
  - c. Supervision of communication of assessment findings, behavior management plans and implementation of recommendations
  - d. Development of follow-up activities to case work
  - e. Development of effective relations with community agencies for referral, placement, and follow-up
  - f. Supervised individual and/or group counseling of students

See Appendix C for a sample timeline of activities across the year.

**Appendix A.**  
**Indiana University School Psychology Program**  
**Internship Training Plan**

## Indiana University School Psychology Program Internship Training Plan

Intern: \_\_\_\_\_ Supervising School Psychologist: \_\_\_\_\_

School District: \_\_\_\_\_ Date: \_\_\_\_\_

This EdS School Psychology Internship is intended to be a full-time, 1200-hour experience in partial fulfillment of the requirements for the Specialist in Education Degree in School Psychology from Indiana University Bloomington and for certification under the National Association of School Psychologists. All school psychology Interns are expected to provide services in a manner consistent with NASP and APA ethical standards and all applicable school district policies and procedures. The Internship will be offered primarily at the following school(s):

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(School/Program name)

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(School/Program name if applicable)

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(School/Program name if applicable)

The Supervising School Psychologist will be \_\_\_\_\_ (insert name), a certified school psychologist with three years of experience as a school psychologist and one year of experience in the \_\_\_\_\_ School District.

The Intern's responsibilities will include, but will not be limited to:

- a. **ASSESSMENTS:** The Intern will be responsible for completing a variety of academic, cognitive, socioemotional, and adaptive behavior assessments during the course of the academic year. This should include a combination of initial and re-evaluations with students in the K-8/K-12 grade range. The student may participate in additional assessments as opportunities arise and as professionally appropriate. The Supervising School Psychologist will expect the Intern to take increasing responsibility for the assessment process as the internship progresses. To ensure a variety of internship experiences, *no more than 50 traditional comprehensive diagnostic (eligibility) assessments per year are recommended.*
- b. **DIRECT INTERVENTION:** During the academic year, the Intern will participate in an ongoing, direct on-going intervention in which the Intern meets with a student or

- group of students to provide the intervention. The Supervising School Psychologist will monitor the content and delivery of services to the student(s). One intervention should be academic in nature and one should focus on socioemotional supports.
- c. **CONSULTATION:** The Intern will engage in the consultation process with school staff, faculty, and families. The Intern will participate actively in parent-teacher meetings, ongoing faculty meetings, RtI/pre-referral meetings, etc. The Intern will develop interventions with the referring professional, and will monitor and measure the outcomes of these interventions.
  - d. **PROFESSIONAL DEVELOPMENT:** The Intern will engage in ongoing professional development efforts at the local, state, and national level (e.g., NASP conference, online webinars, etc.) as appropriate. The Intern will be offered the opportunity to participate in applicable professional development opportunities in the school system.
  - e. **PROGRAM EVALUATION:** The Intern will evaluate the effectiveness of services delivered by monitoring student progress, fidelity of implementation, and social validity of interventions delivered.
  - f. **IEP:** The Intern will participate in IEP development.
  - g. **FBA/BIP.** The Intern will be responsible for conducting and implementing Functional Behavioral Assessment and Behavioral Improvement Plans.
  - h. **PROFESSIONAL GROWTH PLAN:** The Intern and Supervising School Psychologist will develop and continually review a Professional Growth Plan. The Professional Growth Plan will focus on the Intern's desired areas of professional growth as they align with the NASP Practice Model and 10 Domains of Practice. This Plan will be regularly reviewed and modified as needed between the Intern and Supervising School Psychologist. Progress toward goal achievement will be submitted to the University Internship Supervisor on a monthly basis.
  - i. **Other:** The Intern will participate in other duties as assigned by the school/district/Supervising School Psychologist and as developmentally and professionally appropriate.

#### Site supervisor's responsibilities:

The Supervising School Psychologist will provide two hours of direct face-to-face supervision each week. A standing appointment will be offered from \_\_\_\_ to \_\_\_\_ AM/PM on \_\_\_\_ days. Regular feedback, review of weekly and monthly logs, as well as a formal evaluation will be provided.

#### University Internship Supervisor's responsibilities:

The University Internship Supervisor is responsible for maintaining regular contact with the candidate through monthly Internship meetings at the university as well as a minimum of one on-site/virtual visit. The University Internship Supervisor will have contact with the Supervising School Psychologist to monitor student development and performance. Additional supervision arrangements will be made if necessary.

## Schedules:

- a. The Internship will begin on \_\_\_\_\_ and conclude on \_\_\_\_\_. Regular hours will be \_\_\_\_ AM to \_\_\_\_ PM. Supervision will be offered on \_\_\_\_ days and \_\_\_\_ days at \_\_\_\_ AM/PM. The Internship will follow the district calendar.
- b. If the Intern is placed at more than one site/program, please indicate schedule for site placement below:

## Signed:

---

School Psychology Intern

---

Date

---

Supervising School Psychologist

---

Date

---

University Internship Supervisor

---

Date

**Appendix B.**

**Indiana University School Psychology EdS Internship Agreement**



## INDIANA UNIVERSITY SCHOOL PSYCHOLOGY EDS INTERNSHIP AGREEMENT

**2021-2022 Academic Year**

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[School System/Special Education Cooperative Name]

has agreed to accept \_\_\_\_\_ [student name]  
 as an intern for the 2021-2022 academic year. The internship site and the intern agree to observe the following arrangements in meeting the requirements of the internship:

1. **DURATION:** The internship will begin on \_\_\_\_\_ and continue through \_\_\_\_\_. The intern is expected to follow the same daily schedule and yearly calendar as other school psychology staff employed by the local school system/agency. The intern is not required to remain in the employment of the local school system/agency beyond the term of the internship. Furthermore, the intern is not guaranteed employment beyond the term of the internship.
2. **HOURS:** The intern is appointed on a full-time basis for one year. The intern must complete at least 1,200 hours of supervised experience. As with regularly employed pupil services personnel, the intern demonstrates a commitment to the provision of psychological services not necessarily reflected in hourly schedules.
3. **LOCATION:** The internship will be performed at the following location (s):

Name of School District and address:

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4. **PLAN:** Internship activities shall be determined by a written plan developed jointly by the intern and school district personnel and approved by the University internship supervisor. It is expected the plan will be consistent with the guidelines and objectives as contained in the Indiana University Internship Handbook and with the internship training standards promulgated by the National Association of School Psychologists (NASP) internship criteria.

5. **COMPENSATION:** The intern is provided a salary commensurate with his or her level of training, experience and period of appointment. The intern will be paid in the amount of \$ \_\_\_\_\_ for the term of the internship. Any work related travel necessary to fulfill the requirements of the internship shall be reimbursed in accordance with the policies of the local school system/agency.

6. **CONFERENCES, SEMINARS, AND IN-SERVICE TRAINING:** Ongoing conferences, seminars, and in-service training opportunities available to employed school psychologists should also be available to interns. The intern is encouraged to participate in state, regional, and national level meetings for school psychologists. Expense reimbursement consistent with policies pertaining to agency school psychologists is consistent with policies pertaining to agency school psychologists. Released time for attendance at professional meetings is required.

7. **WORK ENVIRONMENT:** Consistent with the availability of resources to employed staff, the intern is provided adequate supplies and materials to carry out the functions of the internship. An appropriate work environment should include adequate privacy of office facilities and access to secretarial assistance, telephone services, office equipment, and copying machines. The local school system/agency shall obtain emergency medical treatment for interns if needed for illness or injuries suffered during the internship. Such treatment shall be at the expense of the intern treated.

8. **SUPERVISION:** The Supervising School Psychologist must hold a valid credential as a school psychologist and be practicing in the field for at least three years. Full-time employment at the internship setting for at least one year prior to assuming supervisory responsibilities for an intern is required. Concurrent full-time employment as a school psychologist is required.

Supervising School Psychologists shall provide at least two hours per week of direct supervision for each intern and be responsible for no more than two interns at a time. The intern will receive at least two hours of supervision per week directly from:

---

[Name of Supervising School Psychologist, Certification Number, and State]

The University Internship Supervisor shall maintain an ongoing relationship with the Supervising School Psychologist and the intern.

9. **TRAINING COMMITMENT:** The local school system/agency is primarily committed to the internship as a training experience. Employing interns as a means of acquiring less expensive services is unacceptable. Interns are expected to participate in tasks appropriate to the completion of the internship training plan. The intern will not be asked to serve in any capacity other than that for which she or he was appointed.

10. **NON-DISCRIMINATION:** The parties agree to comply with Title VI and IX of the Federal Education Amendments of 1972, and Section 504 of the Federal Rehabilitation Act of 1973, Executive Order 11,246 and the related regulations to each. Each party assures that it will not discriminate against any individual including, but not limited to, employees or applicants for employment and/or students/interns, because of race, religion, ethnic or national origin, gender, sexual orientation, marital status, age, disability or veteran status.

APPROVAL SIGNATURES:

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Intern Date

---

Supervising School Psychologist/Supervising School Psychologist  
Date

---

Heather E. Ormiston, PhD, NCSP, HSPP Date  
University Internship Supervisor

---

Other Date

**Appendix C.**

**Suggested Timeline for Sequence of Intern Training Experiences**

## SUGGESTED TIMELINE FOR SEQUENCE OF INTERN TRAINING EXPERIENCES

### Week 1

1. Orientation – tour schools, meet personnel
2. Review cumulative folders, IEP caseload, examine referrals/upcoming case deadlines
3. Discuss assessment process: read sample psychological reports, review testing procedures (reserving test kits, obtaining protocols, etc.), process for supervisor reviewing initial reports, etc.
4. Plan weekly schedule
5. Meet with Student Services staff/attend staff meetings if scheduled
6. Observe staffings, if scheduled
7. Psychological Services Supervisor/Intern orientation district meeting (where applicable)
8. Become familiar with District Procedures (crisis response, severe weather, attendance/absence reporting, etc.)
9. Review local State Department of Education Special Education Laws

### Week 2

1. Observe supervisor administer individual assessments
2. Supervisor observes intern administer individual assessments
3. Score protocol(s), discuss results with supervisor, intern writes report
4. Supervising School Psychologist reviews report(s)
5. Attend staffings as scheduled
6. Observe regular and special education classrooms/programs
7. Review procedures for a systematic behavior observation
8. Begin discussion of intern goals
9. Establish weekly supervision schedule (2 hours per week)

### Week 3

1. Supervisor observes intern administer individual assessments
2. Score protocol(s), discuss and review with Supervising School Psychologist, intern writes report
3. Attend Problem Solving Team meetings, review current referrals/timelines for referrals
4. Intern conducts a systematic behavior observation and writes report
5. Intern discuss results of systematic behavior observation with Supervising School Psychologist

### Weeks 4-8

1. Continue test administration/observations
2. Intern conducts evaluations, reviews data and results by supervisor, writes drafts of reports.
3. Attend staffings and Problem Solving Team meetings.
4. Intern and Supervising School Psychologist participate in structured consultation session (teacher and family)
5. Begin conducting Functional Behavior Assessment/Academic Intervention/Behavioral Intervention for case study assignment
6. Conduct classroom observations, generate recommendations with teacher for learning environment and behavioral supports

7. Attend case conferences, present results of evaluations with Supervising School Psychologist present
8. Finalize intern goals, submit copy to Supervising School Psychologist and University Internship Supervisor (*complete by Week 5*)

Weeks 8-12
------------

By **October**, we would expect interns to engage in the following with direct supervision/feedback from the Supervising School Psychologist:

1. Attend staffings and Problem Solving Team meetings and contribute data.
2. Engage in teacher/parent consultation.
3. Observe classrooms, generate recommendations with teacher for learning environment modifications
4. Conduct teacher consultation session with observation by supervisor.
5. Conduct mid-term review (University/District Office Staff)
6. Observe supervisor counseling a student.

Weeks 13+
-----------

By **November/December**, we would expect interns to engage in the following with feedback from the Supervising School Psychologist:

1. Complete evaluations, write reports
2. Attend and contribute data in staffings and Problem Solving Team meetings
3. Observe classroom, generate recommendation with teacher for learning environment modifications
4. Conduct teacher and parent conferences
5. Spend one day evaluating/observing in alternate school environment
6. Begin to function independently of the supervisor via taking the lead on evaluations, case consultations, interventions, etc.
7. Complete and review semester evaluation by Supervising School Psychologist; turn in to University Internship Supervisor
8. Complete mid-semester evaluation/reflection.
9. Have completed an FBA/first round of academic/behavior intervention for case study assignment

By **January**, we would expect interns to begin to function independently of the supervisor via the following:

1. Complete evaluations, write reports
2. Attend and contribute data at staffings and Problem Solving Team meetings
3. Observe classroom, develop and assist in implementing behavior modification plan.
4. Conduct teacher and parent conferences
5. Continue implementing a counseling or small group intervention with consultation from Supervising School Psychologist
6. Attend scheduled intern visitations.
7. Demonstrate proficiency in at least three intellectual assessments (e.g., WJ-IV, WISC-V, DAS-II, KABC-II) through Supervising School Psychologist observation.

8. Continue to function independently of the supervisor via taking the lead on evaluations, case consultations, interventions, etc.
9. Begin implementing a counseling or small group intervention with supervision
10. Begin conducting Functional Behavior Assessment/Academic Intervention/Behavioral Intervention for case study assignment
11. Submit sanitized full case report in which the Intern conducted a majority of the evaluation and wrote most, if not all, of the report. Supervising School Psychologist must review and sign off prior to submission to the University Internship Supervisor.

Beginning **February through April**, we would expect interns to continue to function independently of the supervisor, engaging in the activities as outlined above.

In **February and March**, we would expect interns to Begin conducting Functional Behavior Assessment/Academic Intervention/Behavioral Intervention for case study assignments.

By **May/June**, we would expect Interns to move towards termination of the internship, by engaging in the following:

1. Completion of all evaluations, data sheets, reports, etc.
2. Terminate small group/individual counseling interventions
3. Participate in local end-of-year procedures (terminate cases, finalize open cases, etc.)
4. Conduct final teacher and parent conferences
5. Complete check-in procedures for materials previously signed out.
6. Complete and review semester evaluation by Supervising School Psychologist; turn in to University Internship Supervisor
7. Complete evaluation of Supervising School Psychologist, submit to University Internship Supervisor

**Appendix D.**  
**Intern Professional Growth Plan**

## Intern Professional Growth Plan

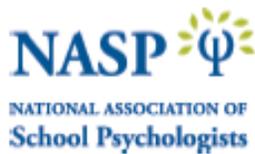
One outcome of the IU School Psychology Program is to impart the skills and attitude to students to become lifelong learners. NASP recognizes this as a professional expectation and this is an essential component to maintaining the credential of Nationally Certified School Psychologist (NCSP). It is important we, as professionals, reflect on our work and the skills and competencies we have to engage in meaningful and effective practice. NASP has tools developed to allow practicing school psychologists to reflect on training competencies and areas for growth. By completing a self-assessment of your competences, and developing a professional goal plan, you will be able to reflect on your practice and continue growth in areas identified.

As a part of the requirements for the internship year, each intern is to develop an individual professional growth plan. Such a plan should be developed after the intern and supervisor have had a chance to develop a working relationship and the intern has had a chance to become familiar with the school district (e.g., typically after the first month of the internship). To complete the Internship Professional Growth Plan, the intern must first reflect on and evaluate their skills in and experiences with NASP's 10 Domains of Professional Practice. Previous feedback from faculty and practicum supervisors may provide some guidance toward areas to review to determine competencies and areas for further development. In addition, each intern should reflect upon experiences and skills gained in the program through courses and practicum experiences. Such a review will lead to the development of areas of perceived competency and areas in need of development. The Supervising School Psychologist should also be involved in deciding areas to be further developed, based upon the review of skills and competencies exhibited up to that point in time. Finally, we suggest interns complete the NASP Self-Assessment for School Psychologists ([https://apps.nasponline.org/standards-and-certification/survey/survey\\_launch.aspx](https://apps.nasponline.org/standards-and-certification/survey/survey_launch.aspx)). The self-assessment tool was developed by NASP to help practitioners focus on individual activities within the NASP Practice Model domains. An individualized report will be generated based on your responses, which will also help guide development of your goals.

After broad goals are determined, students should complete the NASP Professional Growth Plan. The blank template of the NASP Professional Growth Plan starts on the next page and can also be found on Canvas. A sample plan is also available on Canvas. Use the template to identify up to three specific goals within each area of (1) knowledge, (2) skills, and (3) professional work characteristics. Include relevant NASP domains for each goal. The intern's plans should reflect individual professional development needs. This document, along with the *Internship Activities Guidelines*, should assist in making sure the intern receives a diverse range of experiences that address the goals and objectives throughout the internship year.

A copy should then be submitted to the University Internship Supervisor when it is completed (by Week 5). Reflection on the Internship Professional Growth Plan will be part of the student's monthly summary and report submitted in preparation for monthly university-level supervision. The intern will submit a summary of the previous month's hours and comments on the internship experience. This includes a narrative progress report broken down by each goal, including comments on the progress toward accomplishing professional goals and objectives.

Finally, at midyear, students will revise initial goals/objectives to reflect experiences at the site during the first semester. Depending on the experiences the student has had, it may require minor tweaking or large-scale modification.



# Professional Growth Plan

The NASP Professional Growth Plan (PGP) template can assist school psychologists in creating a proactive, structured, and data-based plan of activities to support professional development and growth. Additionally, school psychologists showing evidence of having taken the [NASP Self-Assessment for School Psychologists](#) and completing this PGP can receive one NASP-Approved CPD credit each year, for up to three (3) CPD credits per NCSP renewal cycle. For the purposes of NCSP renewal, this would be categorized as a self-study activity.

School psychologists may also complete self-assessment and PGP tools used by their school or district, provided they align with the [NASP Practice Model](#), to receive CPD credit.

## Instructions

Use the following PGP template to identify *up to three* specific goals within each area of (1) knowledge, (2) skills, and (3) professional work characteristics. Include relevant [NASP domains](#) for each goal.

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

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

Time period applicable for PGP (e.g., PGP will apply to the 2019–2020 school year):

**Knowledge Goals** (e.g., examining new concepts or frameworks, such as social justice). Identify relevant [NASP domains](#) for each goal.

Why did you identify these goals? What evidence, data, or reasons do you have for selecting these goals?

How will each goal be evaluated?

What will be the evidence of goal attainment? What do you expect will change in your practice?

Action steps to achieve goal(s) identified above. Include specific activities as action steps, timeline, and resources needed.

	Action Steps	Timeline	Resources Required	Check When Completed
Goal 1:				<input type="checkbox"/>
Goal 2:				<input type="checkbox"/>
Goal 3:				<input type="checkbox"/>

**Skill Goals** (e.g., practical application, such as developing advocacy skills, or learning a new intervention). Identify relevant [NASP domains](#) for each goal.

Why did you identify these goals? What evidence, data, or reasons do you have for selecting these goals?

How will each goal be evaluated?

What will be the evidence of goal attainment? What do you expect will change in your practice?

Action steps to achieve goal(s) identified above. Include specific activities as action steps, timeline, and resources needed.

	Action Steps	Timeline	Resources Required	Check When Completed
Goal 1:				<input type="checkbox"/>
Goal 2:				<input type="checkbox"/>
Goal 3:				<input type="checkbox"/>

**Professional Work Characteristics Goals** (e.g., communication, interpersonal skills, ethical practice).

Identify relevant [NASP domains](#) for each goal.

Why did you identify these goals? What evidence, data, or reasons do you have for selecting them?

How will each goal be evaluated?

What will be the evidence of goal attainment? What do you expect will change in your practice?

Action steps to achieve goal(s) identified above. Include specific activities as action steps, timeline, and resources needed.

	Action Steps	Timeline	Resources Required	Check When Completed
Goal 1:				<input type="checkbox"/>
Goal 2:				<input type="checkbox"/>
Goal 3:				<input type="checkbox"/>

**Evaluation** (for goals identified in a previous PGP)

Identify progress made toward your goal(s).

Which activities were particularly productive in terms of achieving your professional growth goal(s)?

**Appendix E.**

**Intern Midyear and Final Evaluation Form**

**Intern Midyear and Final Evaluation Form  
Indiana University Bloomington  
School Psychology Program: EdS**

**Intern Name:** \_\_\_\_\_ **Date** \_\_\_\_\_

**Semester/Year:** \_\_\_\_\_ **School District Address:** \_\_\_\_\_

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

For each of the competencies listed below, please rate the intern. As you rate each item, ask yourself: **How characteristic of the trainee's behavior is each competence description?** If you have not had an opportunity to observe the behavior associated with a competence, check N/O (no opportunity to observe). Please use the following interpretive guidelines to evaluate and rate the student's performance.

**Rating Scale:**

<b>Rating</b>	<b>Descriptor</b>	<b>Interpretive Guidelines</b>
<b>1</b>	<b>Slightly or Not at All</b>	<ul style="list-style-type: none"> <li>• Beginning to show this knowledge/skill</li> <li>• Needs further skill development and/or close supervision</li> </ul>
<b>2</b>	<b>Somewhat</b>	<ul style="list-style-type: none"> <li>• Inconsistent performance or still some gaps in skills</li> </ul>
<b>3</b>	<b>Moderately Often</b>	<ul style="list-style-type: none"> <li>• Basic knowledge/skills attained and demonstrated routinely</li> </ul>
<b>4</b>	<b>Most of the time/ Typical</b>	<ul style="list-style-type: none"> <li>• Development consistent with expectations at this stage</li> <li>• Uses knowledge/skills flexibly as part of an overall repertoire</li> </ul>
<b>5</b>	<b>Very often/Highly typical</b>	<ul style="list-style-type: none"> <li>• Demonstrates very advanced knowledge/skills</li> </ul>
<b>N/O</b>	<b>Not applicable/ No opportunity</b>	<ul style="list-style-type: none"> <li>• Student has not yet had the opportunity to experience an activity or you have no basis for appraisal</li> </ul>

Please return this evaluation to the University Internship Supervisor via email ([ormiston@indiana.edu](mailto:ormiston@indiana.edu)) or via US mail.

Heather Ormiston, PhD., NCSP, HSPP  
EdS Internship Coordinator  
Indiana University  
Department of Counseling and Educational Psychology  
School Psychology Program  
CEP Suite 4000  
201 North Rose Avenue  
Bloomington, IN 47405

<b>NASP Domain 1: Data-Based Decision Making</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>N/O</b>
Uses assessment results to develop evidence-based academic, behavioral, and social interventions						
Understands and knows how to measure factors of treatment acceptability and treatment integrity						
Presents results of academic and behavioral observations, both orally and in written form						
Systematically collects data to monitor the effectiveness of interventions						
Conducts effective interviews for problem identification, problem analysis and problem-solving						
Effectively uses a variety of observational methods, e.g., narrative recording, time-sampling and computer-assisted methods						
Selects and correctly administers cognitive, academic, behavioral, social, emotional, and adaptive assessment procedures appropriate to the referral question(s) in order to conduct comprehensive assessments						
Coordinates and monitors implementation of collaboratively-developed intervention plans						
Modifies intervention plans in response to systematically collected data						
Communicates assessment results, in writing and orally, that address the referral questions						

<b>NASP Domain 2: Consultation and Collaboration</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>N/O</b>
Understands a variety of models of consultation (e.g., conjoint, behavioral, instructional)						
Develops effective collaborative relationships with teachers, families, and other service providers (e.g., counselors, school social workers, school administrators)						
Shows appropriate affect, behavior, and interpersonal communication skills in professional interactions with supervisors, peers, clients, and others						
Communicates feelings, ideas, and information clearly in verbal, nonverbal, and written forms						
Contributes to collaborative meetings (e.g., staffings, wraparound team meetings) and/or case conferences addressing student and family concerns						

<b>NASP Domain 3: Academic Interventions and Instructional Supports</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>N/O</b>
Considers instructional methods and materials, student interests, and career needs when planning academic and cognitive interventions						
Establishes developmentally appropriate instructional goals for students with different abilities, disabilities, strengths, and needs						
Implements evidence-based behavioral, social, and/or academic intervention strategies						
Has knowledge of a range of evidence-based individual and group interventions						
Develops and implements academic interventions that reflect a student's motivation and engagement						

<b>NASP Domain 4: Mental and Behavioral Health Services and Interventions</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>N/O</b>
Knowledgeable about biological, cultural, developmental, and social influences on students' behavior						
Understands the principles of behavior change within the behavioral, social, affective and adaptive domains						
Develops and/or implements evidence-based social-emotional, behavioral, and./or social interventions/strategies						
Has knowledge of a range of evidence-based individual and group behavioral and social-emotional interventions						

<b>NASP Domain 5: School-Wide Practices to Promote Learning</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>N/O</b>
Understands organization and functioning of public schools						
Understands roles of various school personnel, e.g., social workers, counselors, administrators, special and general education teachers, physicians, etc.						
Understands the role of they psychologist in diverse settings						
Works collaborative with others at the systems level in developing and implementing prevention and intervention programs that promote learning environments that are positive, safe, and facilitate the emotional, social, and academic development of all children						

<b>NASP Domain 6: Services to Promote Safe and Supportive Schools</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>N/O</b>
Understands your organization's procedures for suicide prevention and intervention, and postvention						
Helps to promote and maintain safe, caring, supportive, and effective learning environments for children						
Participates in risk assessments as needed for students threatening harm to self or others, consistent with level of training and with appropriate supervision.						
Collaborates with school-based teams in the implementation of prevention-based programs (such as PBIS, MTSS, school climate improvement, bully prevention, truancy prevention, youth suicide prevention) to reduce risk and increase protective factors.						

<b>NASP Domain 7: Family, School, and Community Collaboration</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>N/O</b>
Values contributions and insights of parents, teachers, and colleagues						
Understands family systems						
Knowledgeable of the ongoing, bi-directional, and culturally responsive communication methods with key stakeholders (e.g., families, educators, administrators)						
Understands the importance of family-school collaboration practices to promote learning, positive behavior, and social-emotional health						
Aware of and is sensitive to diverse characteristics, learning needs, and culture when developing and/or implementing family-school collaboration practices						
Collaborates with key stakeholders (families, educators, administrators, policy makers) to develop and/or implement family-school collaboration						

practices that promote learning, positive behavior, and social-emotional health						
---	--	--	--	--	--	--

<b>NASP Domain 8: Equitable Practices for Diverse Student Populations</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>N/O</b>
Aware of and sensitive to cultural traditions and customs of families and communities						
Demonstrates knowledge of factors that have created or maintain inequity and advocates equal opportunity for marginalized or historically underrepresented populations						
Understands and develops strategies to address cultural mismatch						
Values individual differences and diversity when planning and conducting assessment						
Understands and demonstrates sensitivity to own role in serving diverse populations						
Demonstrates knowledge, awareness, and understanding of others as cultural beings						
Shows appropriate attitudes and actions toward diverse populations						
Demonstrates cultural competence when interacting with colleagues, clients, and parents						
Designs and/or implements effective, culturally competent behavioral, social, and/or academic intervention strategies						
Demonstrates self-awareness of one's own level of cultural competence, including one's strengths and limitations with respect to cultural issues						

<b>NASP Domain 9: Research and Evidence-Based Practice</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>N/O</b>
Understands merits of diverse research methods and applies research knowledge in the provision of psychological services						
Accesses empirical research from a variety of sources, including electronic databases, and uses that information to inform and develop assessment methodologies and evidence-based interventions						
Conducts an in-service presentation using relevant scientific information about child, family, or school issues						
Disseminates research knowledge to parents, teachers, colleagues, and others						
Demonstrates and "buys into" scientist-practitioner model						
Contributes effectively to program evaluation efforts of the school district						
Displays critical scientific thinking						
Demonstrates understanding of science and practice with regard to serving diverse population						

<b>NASP Domain 10: Legal, Ethical, and Professional Practice</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>N/O</b>
Recognizes need for and seeks supervisory assistance						
Accepts and uses supervisory feedback						
Conducts self in a highly professional manner, indicating awareness of legal and ethical principles						
Is accountable, reliable and meets deadlines						

Understands mandatory reporting requirements for abuse and neglect						
Demonstrates commitment to welfare of others						
Understands own level of competence and needs for supervision						
Understands and demonstrates ability to balance personal and professional roles						
Respectful of supervisory relationships						
Has knowledge of IDEA, Section 504, and the state special education regulations						
Understands and consistently applies ethical principles						
Understands and adheres to legal requirements						
Understands and balances ethical and legal conflicts						
Understands that ethical principles guide the behavior of professional psychologists in practice						
Understands the professional values of the psychologist						
Shows understanding of self as a psychologist, i.e., “thinks like a psychologist”						
Reflects on self as an emerging psychologist and importance of competence in various settings						

Did you directly observe the student during this evaluation period? Yes \_\_\_\_\_ No \_\_\_\_\_

What are the intern’s strengths and weaknesses?

Do you believe that the student has achieved the level of competence expected at her/his current level of training? \_\_\_ yes \_\_\_ no If no, please explain why and what areas need improvement.

**Open-ended Comments:** Please comment on any areas you wish. You may also use this space to comment on any aspect of the student’s preparation that you wish to call to the attention of the program faculty. If you see gaps in the student’s preparation, we want to learn about them in order to improve our program. Feel free to use additional sheets. Thank you again for your help.

**Please discuss the evaluation with your intern prior to submitting it. Thank you for your contributions to your intern's professional development!**

Signed:

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School Psychology Intern

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Date

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Supervising School Psychologist

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Date

**Appendix F.**

**Intern Evaluation of Supervision and Internship Experience**

**INTERN EVALUATION OF SUPERVISION AND INTERNSHIP EXPERIENCE**

NAME: \_\_\_\_\_

INTERNSHIP SITE: \_\_\_\_\_

SUPERVISING SCHOOL PSYCHOLOGIST: \_\_\_\_\_

DATE: \_\_\_\_\_

1. Was sufficient time allotted for formal supervision? Yes \_\_\_\_\_ No \_\_\_\_\_  
Comments:
  
2. On average, how many hours per week of formal supervision did you receive? \_\_\_\_\_
  
3. Did supervision usually occur at regularly prearranged times? Yes \_\_\_\_\_ No \_\_\_\_\_  
Comments:
  
4. Was the primary supervisor available for consultation as needed outside of formal supervision? Yes \_\_\_\_\_ No \_\_\_\_\_  
Comments:
  
5. Was there an opportunity for informal as well as formal supervision? Yes \_\_\_\_\_ No \_\_\_\_\_  
Comments:
  
6. Were other professional staff members (outside of school psychologists) available for consultation as needed? Yes \_\_\_\_\_ No \_\_\_\_\_  
  
If yes, whom? (e.g., Speech Language Pathologist, Director of Special Education)  
  
\_\_\_\_\_
  
7. Did supervisory sessions focus on important and relevant issues? Yes \_\_\_\_\_ No \_\_\_\_\_  
Comments:
  
8. Did supervisory sessions provide an opportunity to discuss your individual training needs or particular areas of interest? Yes \_\_\_\_\_ No \_\_\_\_\_  
Comments:

9. Did supervisory sessions allow for both personal and professional growth?  
 Yes \_\_\_\_\_ No \_\_\_\_\_  
 Comments:
10. Did supervisory sessions identify and discuss both strengths and weaknesses?  
 Yes \_\_\_\_\_ No \_\_\_\_\_  
 Comments:
11. Were specific plans for remedying weaknesses developed in supervisory sessions?  
 Yes \_\_\_\_\_ No \_\_\_\_\_  
 Comments:
12. Was progress in remedying areas of weakness reviewed? Yes \_\_\_\_\_ No \_\_\_\_\_  
 NA \_\_\_\_\_  
 Comments:
13. Overall, how would you rate the quality of supervision you received?  
 Excellent \_\_\_\_\_ Good \_\_\_\_\_ Fair \_\_\_\_\_ Poor \_\_\_\_\_ Very Poor \_\_\_\_\_  
 Comments:
14. Were adequate office space and materials provided? Yes \_\_\_\_\_ No \_\_\_\_\_  
 Comments:
15. Was sufficient orientation to the school district and delivery of psychological services provided? Yes \_\_\_\_\_ No \_\_\_\_\_  
 Comments:
16. Were opportunities provided to observe in classrooms at representative levels and in special classes/programs within the school district? Yes \_\_\_\_\_ No \_\_\_\_\_  
 Comments:
19. Were opportunities provided to obtain experience with a wide range of referral problems and disabilities? Yes \_\_\_\_\_ No \_\_\_\_\_  
 Comments:

20. Were opportunities provided to observe professional activities before engaging in them (e.g., IEP conferences, parent conferences)? Yes \_\_\_\_\_ No \_\_\_\_\_  
Comments:

19. Overall, how would you rate other professional staff members' receptiveness to consultation, interactions, and working with you?  
Excellent \_\_\_\_\_ Good \_\_\_\_\_ Fair \_\_\_\_\_ Poor \_\_\_\_\_ Very Poor \_\_\_\_\_  
Comments:

20. Additional comments about any aspect of the internship not already addressed.

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INTERN'S SIGNATURE

DATE