

SCHOOL PSYCHOLOGY EDS INTERNSHIP HANDBOOK

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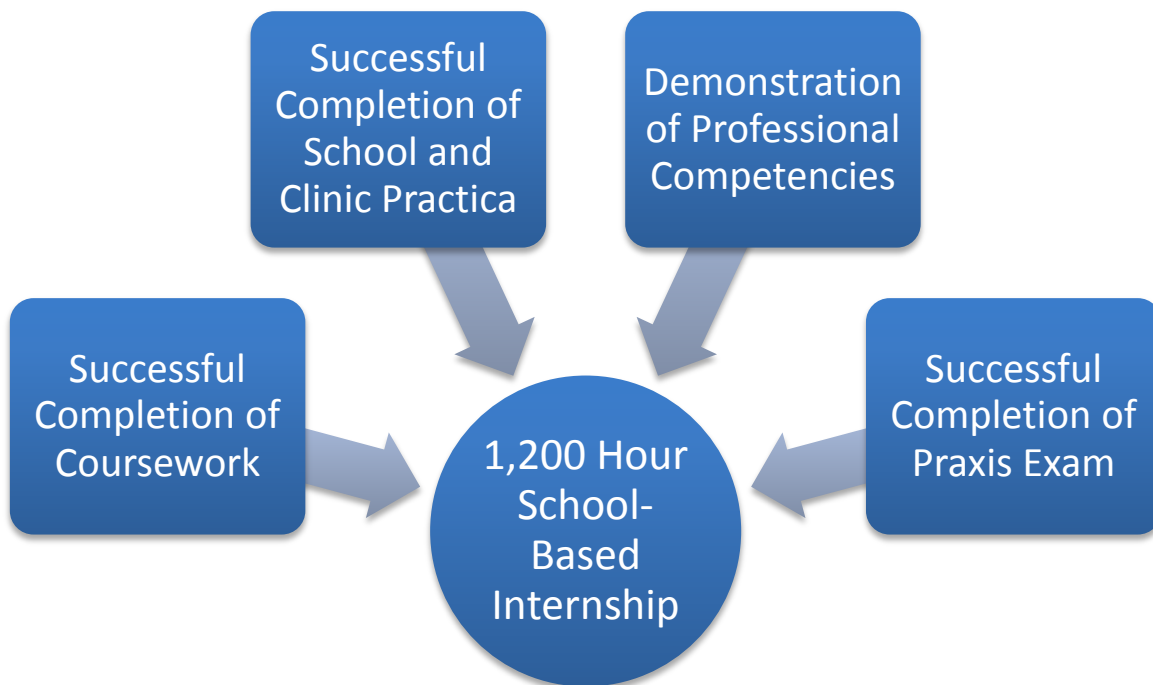
I. Introduction

General Introduction

The Internship in School Psychology is the culminating training experience, which allows on-site experience and on-going university instruction to enhance student knowledge and skills. While on internship, University of School Psychology students will continue to increase their competencies across various domains. Importantly, internship affords students the opportunity to receive supervision, feedback, and varied learning opportunities from peers and colleagues. It is essential that our students take advantage of the internship, seeking out sites that value the training of students. This handbook outlines the general components of the internship including sequence, goals, seeking and preparing for, and then evaluation and supervision while on internship.

Requirement Overview

Prior to going on Internship, a student must have successfully completed several core requirements of the program. These requirements include: core courses (see EdS handbook), clinic and school-based practica (see EdS handbook & Practicum Handbook), professional competencies and successful completion of the Praxis exam at the national level. These requirements are further detailed in the subsequent section of the handbook, “EdS Internship Requirements.” The following diagram provides an illustrative overview of the requirements for internship:



Intern Philosophy

The University of Kentucky School Psychology program believes strongly in the comprehensive Internship experience, which allows the student to experience apply the full range of standards from NASP and complemented by our training model. Moreover, the internship encourages students to continue their training in how the UK SP Social Justice perspective and whole child philosophy are either upheld or put into question within the larger school and community systems.

As observed in our training model (Handbook Appendix A), internship is aligned with five domains:

- Domain I: Students Demonstrate Professional Conduct
- Domain II: Students Demonstrate Interpersonal Competence
- Domain III: Students Demonstrate Evidence-Based Practice Competencies
- Domain IV: Foundational Knowledge
- Domain V: Students Demonstrate Research Competencies

As noted, the internship serves as the culminating training experience in the sequence of the UK School Psychology Program. Over the course of the ten month internship, the students will engage in direct and indirect services as outlined in the program training model and goals as well as NASP standards. The purpose of the various activities is to allow students to increase their knowledge and skills within the model of supervision provided on-site and through continued university training. Moreover, students will be evaluated and conduct self-evaluations in order to determine if their services are having a direct and measureable impact on children and families.

Goals of Internship

In accordance with the program goals, objectives, and competencies as described in the School Psychology EdS Program Handbook, the goals of internship are three-fold.

First, the student will demonstrate proficiencies acquired during formal training in their internship. These competencies include the five domains of knowledge and skills as outlined in the program philosophy: Professional Conduct, Interpersonal Competence, Professional Practice, Foundational Knowledge, and Research Competencies. Within these areas, broad objectives for the intern to increase include:

DOMAIN I:

- A. Students' behavior reflects the professional values and attitudes of school psychology.
- B. Students use a social justice lens and develop awareness, sensitivity, and skills in working with diverse individuals, broadly defined.
- C. Students comply with ethical and legal standards of professional codes of conduct.
- D. Students exhibit appropriate and professional work behavior.

DOMAIN II:

- A. Students demonstrate appropriate interpersonal relationships and collaboration with others.
- B. Students communicate psychological concepts in a clear and an effective manner
- C. Students demonstrate awareness of and commitment to interpersonal competence.

DOMAIN III:

- A. Students' assessment practice adheres to evidence-based assessment guidelines, standards, and best practices.

- B. Students' intervention practice reflects evidence-based intervention standards.
- C. Students engage in evidence-based consultation practice.
- D. Students' engage in best practices for systems-level preventative, consultative, and intervention work.
- E. Students use best practices in preventative and responsive-based services.

DOMAIN IV:

- A. Students demonstrate mastery of children's cognitive, social, and lifespan development.
- B. Students demonstrate mastery of the scientific methods used within the field of school psychology.
- C. Students demonstrate mastery of foundational knowledge of school psychology as a profession.
- D. Students demonstrate understanding of educational systems.

DOMAIN V:

- A. Students adopt a scientific, problem-solving approach to knowledge generation.
- B. Students have knowledge of and apply evidence-based research to practice.
- C. Students write and orally present research findings effectively to stakeholders and clientele

More specifically, the student will work to attain through on-site evaluations, as well as individual goal development, increased performance across these competencies over the course of the internship. Specific program competencies directly link to the NASP standards assessed in the Supervisor Evaluation form. This is noted clearly on the Supervisor Rating form across ten domains, which are familiar to students from their Masters portfolio and other various courses:

- 2.1: Data-Based Decision Making and Accountability
- 2.2 Consultation and Collaboration
- 2.3 Interventions and Instructional Support to Develop Academic Skills
- 2.4 Interventions and Mental Health Services to Develop Social and Life Skills
- 2.5 School-Wide Practices to Promote Learning
- 2.6 Preventative and Responsive Services
- 2.7 Family-School Collaboration Services
- 2.8 Diversity in Development and Learning
- 2.9 Research and Program Evaluation
- 2.10 Legal, Ethical, and Professional Practice

Second, the student will demonstrate competence in the practice of professional school psychology by completing all contractual agreements with the internship site and all School Psychology program requirements.

Last, the student will apply to the National School Psychology Certification Board and receive nationally certified school psychologist (NCSP) status. Following successful completion of internship and all program requirements, students are strongly encouraged to complete the process of this application by working with their program faculty and internship supervisor.

II. Internship Guidelines

Seeking out an Internship

Students in the second year of the program begin to seek out internships through a variety of ways. UK school psychology students often investigate internship settings in Kentucky as well as other states. It is strongly recommended to students that they meet with their advisor in order to assist in planning. The program has an internal, student driven intern site database; this will provide students with much information related to a variety of intern sites across the nation.

Students engage in a variety of external activities when beginning their search: updating their curriculum vitae; requesting letters of recommendations; preparing a cover letter; preparing for state certification (as required by specific states; see p. 9). In investigating for internship sites, students will need to ensure that it matches with program training philosophy and requirements. When students obtain interviews for internships, they should plan for various interview questions (see pgs. 15-17).

Internship Preparation

To prepare students for a specialist-level internship, successful completion of school-based practicum experiences, Program Training Clinic experiences and coursework are required. These prerequisites that indicate student readiness for internship are outlined below.

Evaluation of Practica in Preparation for Internship:

The close working relationship between program faculty and students in field practica is maintained primarily through the weekly supervision seminar, where students are responsible for presenting cases and recent journal articles relevant to topics germane to school psychology; describing daily functioning through maintenance of an activity log; raising issues of appropriate professional practice, questions related to legal and ethical issues, and conflicts with field supervisors or other district personnel, among other topics. In addition, school administrators and a representative sample of professional staff who have had contact with the student may contribute to the evaluation of the student's performance through formal and informal contact with the university supervisor.

Evaluation of students in practicum is accomplished through a combination of supervisory reports, portfolio, seminar performance, and site visits. Each practicum student must submit a comprehensive portfolio of their school-based clinical work at the end of each semester, maintain and periodically submit for review a daily log and, finally, submit a self-evaluation report describing his/her personal view of the goals he/she has accomplished. In addition, each field supervisor submits a mid-year and end-of-year evaluation report for each practicum student, evaluating the student's progress toward meeting her or his stated goals (see "Practicum Supervisor's Evaluation Form" at http://education.uky.edu/EDP/content/student-forms#sp_forms).

Ed.S Internship Requirements

Prior to going on Internship, a student must have successfully completed core courses (see EdS handbook) and clinic and school-based practica (see EdS handbook & Practicum Handbook). Through the developmental sequence of practicum, students will develop build a strong foundational base of practical experiences.

Students in the UK School Psychology program are required to take and successfully pass the Praxis exam at the national level. Students must also demonstrate professional competencies across the program and practica prior to going on to internship.

Each specialist student in school psychology must complete a one-academic-year (10-month), full-time internship in a school setting or other appropriate setting serving school-aged children. Students may also complete a half-time internship over two consecutive academic years. Students without prior full-time experience as a school psychologist in a public school must complete at least one-half of their internship in a school setting.

Whether completed on a half-time or full-time basis, the internship must include at least 1,200 clock hours of supervised experience over at least a 10 month period. As part of the internship course, students keep a very structured log of their experiences and activities.

Supervision

The specialist internship must be supervised by an experienced school psychologist with responsibility for the nature and quality of the psychological services provided by the intern. NASP requires that the supervisor possess three years of experience prior to supervising an intern. This field supervisor must be an appropriately certified or licensed school psychologist in the state where the internship services are provided. The field supervisor should be responsible for no more than two interns at any one time. The student internship in school psychology will also have a university-based supervisor who will be responsible for maintaining contact with and receiving feedback from the field supervisor, conducting supervisory sessions and class discussions.

The internship placement and supervisor of record must be pre-approved by faculty according to program internship guidelines (see “Request for Internship Approval” p. 18). The purpose of this is to ensure that interns and the internship site both have an understanding of the supervision requirements and the training and supports required to support the student. Students and site supervisors will complete a contract outlining responsibilities of all parties, as well as develop and monitor individual goals (see “Internship Contract” p. 21). Students, site supervisors, and university supervisors engage in two site visits at a minimum and more as needed.

Internship Course

While on internship, students engage in a university course, EDP 708, Internship in Educational, School, and Counseling Psychology (the School Psychology section). Students will be enrolled for 3 credit hours in the fall and 3 credit hours in the spring totaling 6 credit hours for the year.

Activities within the course are designed to enhance student learning and problem-solving skills. Specifically, students engage in Case Study presentations, Goal Development and Analyses, Direct and Indirect Intervention Analyses, and Didactic discussions. Students who are out of state will participate in the course in the same manner as in-state students; many discussions will occur through the elearning platform Canvas and on-site visits can occur via teleconferences and other electronic means. Specific requirements for the course will be reviewed in the Course syllabus.

Evaluation

Students will be provided formal feedback from their site supervisor through the Internship Supervisor Rating form (see p. 26) at the mid-point and end of the internship year. This rating form aligns with the NASP standards and compares the intern to other interns at similar training points. It is expected that students will demonstrate growth and progress over the course of the year as they gain more experiences and knowledge. There is a minimum mean rating that students must obtain across the Standards. Moreover, the Internship Supervisor form includes a Professionalism scale; it is essential that intern students demonstrate at least acceptable behaviors in this arena. Concerns would be addressed with the intern student and supervisor, and specific action plans would be developed as needed.

Students will also engage in self-evaluation through individual goal development based on NASP standards, with pre-ratings and mid-point evaluations on progress. Students will rate their progress on individual goals, and revise or develop new goals as appropriate (typically in January).

Finally, students will be evaluated by the course instructor formally through Case study presentations to the course and Direct Interventions rubrics. These are aligned with specific NASP standards. Additional requirements as outlined in the course syllabus and noted above would include participation in didactic discussions, Consultations, Evaluation reports, and other direct and indirect activities. Course activities combined with supervisor feedback will lead toward the Internship course grade. Students must obtain a “B” or better to pass the internship course. Further, intern students must demonstrate professional competencies at the internship site.

III. Forms

Obtaining an Internship

Important things to do when beginning the Internship search

1. Request recommendation letters early. Three is typically the magic number. Most places will want a letter from a university professor, your practicum supervisor, and another of your choice.
2. Request transcripts (undergraduate and graduate). Some places will want official; others will accept unofficial or copies. Use your judgment on how many official transcripts to request. (UK transcripts cost \$10 each.)
3. Update your Vita.
4. Write your cover letter.
5. Sanitize a couple reports (this should already be done for practicum class). Some sites will ask you to send examples of reports you have written with the application. Think about what your best reports are that show your range of skills.
6. Think about what YOU want for your internship experience. Example: if you do not want to work in a rural area, an internship in a rural area would not be the best fit for you.
7. For Kentucky, complete the KY REAP application online: <http://www.kyreap.net/>
8. Do not contact districts over holiday break: your emails will most likely get buried. I began emailing right after schools were back in session, and got a good amount of responses very quickly.
 - Provisional Certificate- standard application- TC-1
 - Make sure you have accounts in ETS and EPSB, Praxis Scores, info. About state regs
 - Wait until you're employed/know you will be employed
 - **State certification:** <http://education.uky.edu/AcadServ/content/50-states-certification-requirements>
 - Register in EPSB site
 - Register for Fall EDP 708 Internship in School Psychology

Application/Contacting Districts

1. Look on KDE website (and/or other state websites) and see what is available
 - a. Make sure to look on district websites, not only KDE because many wouldn't post on KDE until later, and possibly even after inviting people to interviews.
2. Complete state based application (KY is kyreap). DO NOT WAIT on this. This process can take a while.
3. Contact District. Usually will be the DOSE or a Lead Psychologist. Even if a posting is not up, it will not hurt to get your name out there. Send an email expressing interest.
4. An intern indicated "In the email, I just mentioned that I was interested in working in their area and would be on internship and would love to meet with them if they had a position open for an intern for the following year"

CV and Cover Letters

1. Submit with the email a cover letter and resume/CV. You can include these documents as attachments OR after sending the email, follow with cover letter and CV (it is nice for administrators to not have to print your materials).
2. Obtain permission to be a reference ahead of time
3. What should you include on your CV? What is relevant for the objective of obtaining an internship?
4. What separates you from others? Think about your strengths and experiences

Creating a Curriculum Vitae Tips

- Making It Easy for Your Overburdened Audience: Organization, Clarity and Consistency (<https://career.berkeley.edu/Phds/PhDCV.stm>)
 - **Organization** - means that your information is presented in a manner that highlights what is most relevant and pulls the reader's eye directly to it, rather than making him/her search for it (bold certain parts, keep information ordered chronologically, bullet certain points, create clear markers for separate sections (e.g., practicum experience, research experience) etc.).
 - **Clarity** - achieved by the use of concise, unambiguous language and formatting options that help the reader easily assimilate the information you want to convey. Awkward phrasing, cryptic wording, etc. create speed bumps which distract the reader, and interfere with their ability to apprehend the critical information contained in your CV.
 - **Consistency** – when using certain formatting options (e.g., bolding, bullets, etc.) make sure these are used consistently throughout your CV.
- Difference between a CV and a resume (http://sciencecareers.sciencemag.org/career_magazine/previous_issues/articles/0000/how_to_write_a_winning_resume):
 - **CV** – full list of educational and professional accomplishments, lengthy, used for academic and research positions.
 - **Resume** - A summary of your experience and skills that are most pertinent to the advertised position, usually only one page, used for every other type of job outside of academia and research.
 - Microsoft Word offers a decent template for a resume builder
 - Both contain professional information about your experiences (best not to include personal/irrelevant information).
- Most CV's contain (in varying orders): (http://sciencecareers.sciencemag.org/career_magazine/previous_issues/articles/0000/how_to_write_a_winning_resume)
 - Your Name and Address
 - Education
 - Fellowships and Awards
 - Practical Experience/Practicum (include information about specific assessments used, consultations, counseling, RTI experience, etc.)
 - Teaching Experience
 - Research Experience
 - Publications and Presentation
 - Works in Progress
 - Related Professional Experience
 - Volunteer Experience
 - Professional Organizations
 - References (Provide title, university/district affiliation, degree, phone number)

EDUCATION MANAGER

Trilingual: Sesotho, English, French

Rethabile MASILO
139, rue de l'Ouest
75014 Paris
Tel.: 33-6.50.51.55.89 or 33-1 74 11 74 44
retjoun@gmail.com

EXPERIENCE

<i>Depuis 2000</i> <i>(BLS) / Paris-la Défense</i> <i>Business Training</i>	<ul style="list-style-type: none"> * Head of Distance Learning, On-line Training Project Manager, Instructional Designer * Project Manager in charge of an on-line team of tutors for Renault, the French car maker; participation in setting up the pedagogical tools as well as aims and evaluation tools * Designing the BLS web site and developing the corresponding multimedia training tools
<i>1996-2000</i> <i>(Gaps Formations) / Paris</i> <i>Adult Education</i>	<ul style="list-style-type: none"> * In charge of a lab devoted to pedagogical experimentation and tool testing, Language examiner with Oxford Evaluations and TOEIC® * Organising e-banking seminars * Translating medical reports and technical documents, creating and adapting pedagogical tools. * Translating medical reports and technical documents, creating and adapting pedagogical tools.
<i>1996-1998</i> <i>(Net-Concept) / St-Cloud</i> <i>Web Agency</i>	<ul style="list-style-type: none"> * Freelancing consultant in charge of the client-base * Marketing Project Manager; development of commercial documents * Definition of the editorial charter.

EDUCATION

<i>2004</i>	* Course in Project Management, Business Language Skills
<i>1985-1986</i>	* <u>Maryville College</u> -- USA, Tennessee: English Literature
<i>1981-1985</i>	* Maryville College -- USA, Tennessee: BA, biology
<i>1978-1980</i>	* <u>National University of Lesotho</u> , Roma: Natural Sciences (pre-med)

EXTRA-PROFESSIONAL ACTIVITIES

<i>Internet & Computers</i>	<ul style="list-style-type: none"> * Web tools : FrontPage, Dreamweaver, Fireworks, Araneae, The Créaweb software of OnlineFormaPro as well as some functions of the collaborative tool OnlineAgora * Office : Access, Windows, Office Pack and NetMeeting de Microsoft * Languages <u>DOM</u>, HTML, DHTML, CSS, JavaScript and PHP + MySQL.
<i>Publications</i>	* Poems in the American literary magazine <u>Canopic Jar</u> , and poems in the book " <u>Guts from the Urn</u> : Selected Writings from Canopic Jar.

This provides a good example of establishing clear sections and organization of content.

Other good examples can be viewed through our department website of our own faculty's CVs.

Sample Inquiry Letter

April 15, 201*

Blank Unified School District

123 S. Blank Blvd.
Blank, CA 90640-4729

Dear Ms. Mendelson:

My name is Jane Doe and I am in the process of completing the EdS program in School Psychology at the University of Kentucky. I am contacting you to inquire whether your district will have any full-time internship positions available for the 2012-2013 academic school year, or if your district will allow interns to apply for posted school psychologist openings.

I have completed my Master's degree, and in the summer will have completed an additional 27 credit hours above my Master's degree. I also completed a graduate certificate in developmental disabilities through the Human Development Institute at the University of Kentucky. For my EdS degree, my program requires a 1200-hour internship with supervision from a certified school psychologist.

I am looking for a position that will provide me with a comprehensive set of experiences including _____. I would appreciate the opportunity to work in your school district. I understand that your district _____. This is appealing to me because _____. My practica and additional experiences through graduate assistantships have provided me with extensive experience working with children with various disabilities or difficulties.

I have attached my curriculum vitae for your consideration. I will also be attending the NASP convention this February in Philadelphia, in case there is an opportunity to discuss this further. Please do not hesitate to contact me with any questions you may have. I look forward to hearing from you.

Sincerely,

XXXXXXXXXX, MS

Educational Specialist Candidate, School Psychology

University of Kentucky

Sample Cover Letter- Application

NAME LAST NAME

123 S. Name St. Apt. 1 • Glendale, CA 91202 • 818-123-4567 cell email@gmail.com

April 15, 201*

Blank Unified School District

123 S. Blank Blvd.
Blank, CA 90640-4729

Dear Ms. Mendelson:

I am writing to apply for the position of school psychologist intern at Blank Unified School District. Currently a candidate for a Master of Science Degree in Counseling and a PPS credential in School Psychology and Child, Welfare and Attendance in the APA-accredited school psychology program at California State University, Los Angeles, I believe I have a wide variety of relevant professional experiences and graduate-level coursework from which to build upon in enhancing my psychological skills in your program.

Please find enclosed the following materials that may assist you in considering me for this position:

- Resume
- Letters of Recommendation
- List of Assessment Instruments Administered
- University Transcript (official transcript available upon request)
- Sample Psychological Reports

I am very enthusiastic about participating as a school psychology intern in your district. From my discussions with current and former interns, your district's internship experience comes highly recommended, and is a good fit with my interests and skills. I have a particular interest in working with children from diverse populations, and have completed a variety of courses that pay particular attention to linguistic, cultural, and socioeconomic issues that may arise when working with minority children and families.

I welcome the unique opportunity to work with supervisors and staff at Blank Unified School District, and look forward to hearing from you. I am available for telephone and site-visit interviews and can be reached via phone or email at the above listings.

Thank you for your time and consideration. I look forward to hearing from you.

Sincerely,

Name LastName Master of Science Candidate, School Psychology

California State University, Los Angeles

Preparation and Interviewing Skills

1. The administrators I talked to were looking for:

- a. Varied Experiences and knowledge of different populations (e.g., RTI; students with ADHD, ASD; ELL)
“Give as many different assessments as you can this year because they will ask you what you are familiar with and which ones you prefer and why...the more you know and the more tests you are familiar with the more impressed they will be. I was asked some version of that question at every one of my interviews”
- b. Bring a portfolio and **be able to** leave it with the interviewer
 - i. Provide examples of reports and intervention data
 - ii. *Examples of a specific intervention and data that you collected is always a good thing to have, the interviews where I did go over my intervention and my data they were impressed. And I just offered it up when we were on the topic, so even if they don't ask for it you may want to pull it out when appropriate*
- c. Professional dress and conversation
- d. Interviews often include scenarios. You need to practice your verbal problem-solving skills and be able to produce on the spot. Think about what we do in class/ your training background.
- e. Consider your preferences and your beliefs – what do you want to stress in an interview? Being up front vs. being too closed off
- f. *“Research the school system really well! I felt like they were really flattered and impressed when I knew names and current news/info about their district”*
- g. *“Be prepared every time to go over results of a report (I had to do that in every interview).”*
- h. *Be prepared for questions on RTI, data collection, and the entire process (first several weeks of RTI/data collection, referral meeting, accept referral, evaluate based on suspected disability, etc...)*
- i. *“In every interview I was asked something about inclusion of SPED students in reg. ed. Classes”*
- j. *** A willingness to work ***
 - i. *“Important that you let them know that you are a fast learner and a hard worker, because both of those qualities are so important, especially for an intern”*
- k. *Commonly asked questions (one student prepared for these prior to every interview)*
 - strength/weakness
 - why school psychologist
 - why our district (good time to bring up what you researched)
 - something interesting about yourself
 - one of the biggest challenges I have encountered
 - why should we hire you
 - familiarity with RTI implementation
 - have prepared questions for the district

- Guide from NASP 2012 Convention session “Getting and keeping your first job” :
http://www.nasponline.org/conventions/2012/handouts/ss/SE02_Getting_&_Keeping_First_Job.pdf

School Psychology Specific Interview Questions

1. Why do you want to be a School Psychologist?
2. What is your philosophy of education?
3. With what kind of student do you most (least) like to work?
4. Describe your consultation style.
5. Would you like to be involved in school (community) activities?
6. What do you plan to be doing in five years? What are your career goals?
7. Describe your internship experience.
8. What was your biggest problem in your internship? How did you resolve it?
9. What three words would your students use to describe you?
10. How do you individualize your consultation / counseling?
11. How many cases did you handle during your internship?
12. What kind of cases did you encounter in your internship?
13. How knowledgeable are you in respects to IDEA and Section 504?
14. What grade level to you prefer? Why?
15. Why do you want to work in our district?
16. What do you know about our school district?
17. Why should our school district hire you?
18. What do you expect from your supervisor?
19. Describe your typical day as a School Psychology Intern?
20. How do you plan on juggling the demands of our district?
21. How do you plan on working with teachers, administrators, and parents of a school when you are only there twice a month?

Questions for the Intern to Ask

1. What is the student / teacher ratio?
2. What is the caseload per psychologist?
3. How many schools will I be in charge of?
4. Tell me about the students who attend this school.
5. What support staff members are available to help students, teachers, and parents?
6. Will I be considered under the teacher’s contract or the administrator’s contract?
7. How large is the school psychology department?
8. What is the chain of command in your district, and where do school psychologists fit?
9. How do administrators and teachers feel about new staff?
10. What discipline procedures does the district use?
11. Do parents support the schools?

12. Does the community support the schools?
13. What allowances are provided for supplies and materials?
14. What testing equipment will be provided?
15. What continuing education options does your district offer for School Psychologists and teachers?
16. What advancement options are available to me as a School Psychologist?
17. What are prospects for future growth in this community and its schools?
18. What would a typical day look like for a School Psychologist in your school district?

Internship Site Requirements

“Quick Guide”

The University of Kentucky School Psychology program believes strongly in the comprehensive Internship experience, which allows the student to experience apply the full range of standards from NASP and complemented by our training model. Moreover, the internship encourages students to continue their training in how the UK SP Social Justice perspective and whole child philosophy are either upheld or put into question within the larger school and community systems.

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Whether completed on a half-time or full-time basis, ***the internship must include at least 1,200 clock hours*** of supervised experience over at least a 10 month period. As part of the internship course, students keep a very structured log of their experiences and activities.

Supervision

The specialist internship must be supervised by an experienced school psychologist with responsibility for the nature and quality of the psychological services provided by the intern. ***NASP requires that the supervisor possess three years of experience prior to supervising an intern. This field supervisor must be an appropriately certified or licensed school psychologist in the state where the internship services are provided.*** The field supervisor should be responsible for no more than two interns at any one time. The student internship in school psychology will also have a university-based supervisor who will be responsible for maintaining contact with and receiving feedback from the field supervisor, conducting supervisory sessions and class discussions.

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Internship Course

While on internship, students engage in a university course. Activities within the course are designed to enhance student learning and problem-solving skills. Specifically, students engage in Case Study presentations, Goal Development and Analyses, Direct and Indirect Intervention Analyses, and Didactic discussions. Students who are out of state will participate in the course in the same manner as in-state students; many discussions will occur through the elearning platform Canvas and on-site visits can occur via teleconferences and other electronic means. Specific requirements for the course will be reviewed in the Course syllabus.

For additional or more detailed information, see the Internship Site Contract within the Educational Specialist Internship Handbook available on our website at <https://2b.education.uky.edu/edp/school-psychology-overview/school-psychology-handbooks-and-forms/>.

Pre-Approval of Ed.S. Internship

Year: _____

Intern: _____

Internship placement: _____

Supervisor(s): _____

Supervisor(s) credentials (e.g., NCSP, State Certification,
Ed.S.): _____

Supervisor(s) Contact info

Phone: _____

E-mail: _____

Address of Site: _____

Description of educational setting/site(s)

**General information of district and student populations served*

**Information about Intern's setting and requirements in this setting*

**State whether the Intern will be serving school independently or jointly with supervisor or another school psychologist*

Supervision arrangements (Describe initial supervision plans, including frequency of contact and proposed content to be discussed in sessions)

Proposed Initial Student Learning Experiences (e.g., PD, team meetings, group supervision/learning)

Estimated Work Schedule

**Full time or part time (circle)*

**Daily work schedule*

**Start date:* _____

**End date:* _____

Signatures:

Intern

Date

School Psychologist Primary Supervisor

Date

Pre-Approval

- ☐ Yes
 - ☐ Pending. Additional information requested:
 - ☐ No. Student should meet with the university supervisor immediately to discuss other placements
-

Ed.S. interns should complete this form, as well as the contract form outlined in the syllabus by September 15 of the internship year.

University of Kentucky
School Psychology Program
SCHOOL INTERNSHIP CONTRACT
Education Specialist Level

The University of Kentucky School Psychology Program requires specialist students in school psychology to complete a one-academic-year (10-month) full-time internship or a half-time internship over two consecutive academic years. Students without prior full-time experience as a school psychologist in a public school must complete at least one-half of their internship in a school setting. The internship must include at least 1,200 clock hours of supervised experience over at least a 10 month period. Please see the Ed.S. handbook and website for further information. Below, specific requirements for the internship agency, supervisors, and student are provided.

INTERNSHIP INFORMATION

Intern Name: _____

School Site(s) Name: _____

Internship Site Supervisor Name: _____ Title: _____

Type of License(s), certification, or accreditation (e.g., LP, NCSP etc.): _____

Site Address, City, State, Zip: _____

Phone: () _____

The internship placement agency agrees:

- (a) to a written contractual agreement specifying the period of appointment and the terms of compensation
- (b) to a schedule of appointments consistent with that of agency school psychologists (e.g., calendar, meetings, etc.)
- (c) to a provision for participation in continuing professional development activities
- (d) to an expense reimbursement consistent with policies pertaining to agency school psychologists
- (e) to provide an appropriate work environment including adequate supplies, materials, secretarial services, and office space
- (f) to provide release time for internship supervisor(s)
- (g) to a commitment to the internship as a training experience
- (h) to plan a work schedule shall be arranged so that adequate time is reserved for supervision, special projects, and continued professional development

The Field-Based Internship supervisor agrees:

- (a) that s/he possesses at least three years experience as a school psychologist and holds appropriate certification or licensure as a school psychologist in the state where the internship services are provided
- (b) to hold the responsibility for the nature and quality of the psychological services provided by the intern
- (c) to being responsible for no more than two interns at any given time
- (d) to provide at least two hours per week of direct supervision for each intern, in accordance with the NASP training standards (2010) indicating the “preponderance of field-based supervision will 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” (p. 8).
- (e) to work with the intern to create objectives and goals in the fall, to be revised in January, which relate to goals of the Program and site
- (f) to systematically evaluate the intern’s performance in regard to the specific training objectives of the University Program and the field-based site and complete the student’s Internship Field Supervisor Rating form each semester. This could include reviewing test protocols, counseling records or notes, reports, etc. and observe the student’s professional skills
- (g) to co-sign all psychoeducational reports, review counseling/intervention notes and progress monitoring, and to facilitate appropriate termination of consultation and intervention follow-up as necessary
- (h) to contact the University supervisor if any significant problem occurs with the intern’s assignment.
- (i) to conduct supervision in a manner that is consistent with current legal/ethical standards of the profession.

The University-based internship supervisor agrees:

- (a) to ensure that the district/agency has a commitment to the internship as a training experience
- (b) to monitor and ensure that the internship goals and objectives are consistent with Program goals and objectives
- (c) to maintain an ongoing relationship with the intern and the intern’s field-based supervisor and provide at least one field-based contact per semester for each intern
- (d) to be available to provide mediation of difficulties, technical assistance, and any additional services deemed appropriate by the field-based supervisor and/or intern

- The Ed.S. Internship student agrees:**

- This agreement is made on _____ by and between _____**
 (Date) (Please print - Internship Site Name)

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days for school psychologists or school psychology interns estimated to be __ (Mo.) __ (Day)
____ (Yr.) . *Signatures:*

(Internship Site Supervisor) **Date:** _____

(Faculty Internship Supervisor) **Date:** _____

(Internship Student) **Date:** _____

Internship Field Supervisor Rating Form

UNIVERSITY of KENTUCKY DEPARTMENT OF SCHOOL, COUNSELING AND EDUCATIONAL PSYCHOLOGY ED.S. SCHOOL PSYCHOLOGY INTERN EVALUATION

Student Name: _____

On-site Supervisor: _____

Semester: FALL SPRING, YEAR _____

Internship Site: _____

DIRECTIONS: This form is utilized to assess the intern's progress and performance. It will be used in conjunction with other assessments for final evaluations in the internship course. Please answer each item utilizing the 5-point rating scale to compare your intern to the expected level of performance based on point in training (mid-year; end of the year). For example, a "3" indicates that the intern is performing at an acceptable level as compared to other school psychology interns in that specific competency.

RATING SCALE

N/A = Not applicable or not enough information to formulate a judgment

- 1 = Far below expectations; needs much improvement for school psychology intern expectations
- 2 = Below expectations; needs some improvements to meet school psychology intern expectations
- 3 = Acceptable; meets basic standards for school psychology intern expectations
- 4 = Above expectations; performs above average for school psychology intern expectations
- 5 = Far above expectations; performs well beyond average for school psychology intern expectations

2.1 Data-Based Decision-Making and Accountability

Assessment related to social-emotional, academic and learning concerns

Identify academic and social emotional referral concerns	N/A	1	2	3	4	5
Knowledge of general education student population	N/A	1	2	3	4	5
Knowledge of special education student population	N/A	1	2	3	4	5
Overall knowledge and skills in <u>academic assessment</u> instruments/procedures	N/A	1	2	3	4	5
Knowledge of a variety of standardized assessment instruments	N/A	1	2	3	4	5
Knowledge of benchmarking, progress monitoring, and other nontraditional assessments (e.g., CBM)	N/A	1	2	3	4	5
Skill: Effective selection of appropriate academic standardized assessment instruments	N/A	1	2	3	4	5
Skill: Demonstrates proficiency in administering, scoring, and interpreting formal measures of academic functioning with diverse populations.	N/A	1	2	3	4	5
Overall knowledge and skills in <u>social emotional assessment</u> instruments/procedures	N/A	1	2	3	4	5

Knowledge of a variety of social emotional assessment instruments	N/A	1	2	3	4	5
Knowledge of progress monitoring and other nontraditional assessments (e.g., FBA) for social emotional concerns	N/A	1	2	3	4	5
Skill: Effective selection of appropriate rating scales and other assessment instruments for social emotional concerns	N/A	1	2	3	4	5
Skill: Demonstrates proficiency in administering, scoring, and interpreting formal scales for social emotional concerns with diverse populations.	N/A	1	2	3	4	5
Communicate results effectively to concerned parties (children, parents, teachers)	N/A	1	2	3	4	5
Skill: Ability to integrate data from different sources into a clear and coherent report	N/A	1	2	3	4	5
Skill: Communicates data results effectively with students, parents, teachers, administrators	N/A	1	2	3	4	5
Skill: Sharing recommendations based on student data with school based committees, parents and administrators (e.g., MTSS team; RTI team; ARC committee)	N/A	1	2	3	4	5
Understand eligibility criteria for special education services (federal, state, district)	N/A	1	2	3	4	5
Knowledge of categorical/diagnostic issues	N/A	1	2	3	4	5
Skill: Triangulating data in order to support committees in determining special education eligibility	N/A	1	2	3	4	5

Comments on strengths and areas for growth in Data-Based Decision Making:

2. 2 Consultation and Collaboration

Demonstrates skills in conducting collaborative problem solving

Understands the ethical and legal issues involved in consultation with diverse groups	N/A	1	2	3	4	5
Ability to engage in appropriate goal-setting with teachers/students that results in positive student outcomes	N/A	1	2	3	4	5
Appears comfortable interacting with students	N/A	1	2	3	4	5
Initiates interactions with students	N/A	1	2	3	4	5
Appears comfortable interacting with parents	N/A	1	2	3	4	5

Appears comfortable interacting with teachers and other staff members	N/A	1	2	3	4	5
Initiates interactions with teachers and other staff members	N/A	1	2	3	4	5

Understands major problem solving models

Familiar with conceptual models, techniques, procedures, and resources used to provide effective consultation services at:	N/A	1	2	3	4	5
The Individual Level	N/A	1	2	3	4	5
The Small Group Level	N/A	1	2	3	4	5
The Systems Level	N/A	1	2	3	4	5
Skill: Engages in collaborative problem solving or other forms of consultation with <u>parents</u> that result in a positive outcome for the student(s)	N/A	1	2	3	4	5
Skill: Engages in collaborative problem solving or other forms of consultation with <u>teachers</u> that result in a positive outcome for the student(s)	N/A	1	2	3	4	5

Demonstrates skills in listening, discussing, and conveying information on individual, group, and systems levels

Skill: Demonstrates skills-based competencies related to consultation: (e.g., Communication, interviewing, data collection and analysis, goal setting, intervention development and evaluation, team problem solving)	N/A	1	2	3	4	5
Skill: Builds rapport and respect with consultees	N/A	1	2	3	4	5
Skill: Effectively conveys information and expresses own opinions	N/A	1	2	3	4	5
Skill: Effectively receives information and opinions from others	N/A	1	2	3	4	5

Comments on strengths and areas for growth in Consultation and Collaboration:

2.3 Interventions and Instructional Support to Develop Academic Skills

Identify academic referral concerns	N/A	1	2	3	4	5
Objectivity in addressing academic problems	N/A	1	2	3	4	5
Weighing of evidence before making judgments	N/A	1	2	3	4	5
Generates hypotheses regarding student's academic skills and environment	N/A	1	2	3	4	5
Knowledge of tiered intervention approaches for academic concerns	N/A	1	2	3	4	5
Skill: Designing academic interventions for implementation (through consultation or intern)	N/A	1	2	3	4	5
Skill: Implementing individual direct academic interventions	N/A	1	2	3	4	5
Skill: Implementing group academic interventions	N/A	1	2	3	4	5
Skill: Evaluating positive outcome of direct academic interventions based on progress monitoring tools or other appropriate measures	N/A	1	2	3	4	5
Skill: Select and use appropriate academic progress monitoring tools related to area(s) of concern	N/A	1	2	3	4	5
Skill: Recommends empirically validated academic interventions that result in positive outcomes for students, teachers, families, & schools	N/A	1	2	3	4	5

Comments on strengths and areas for growth in Interventions and Instructional Support to Develop Academic Skills:

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

Identify social/emotional/behavioral referral concerns	N/A	1	2	3	4	5
Objectivity in addressing social/emotional/behavioral problems	N/A	1	2	3	4	5
Weighing of evidence before making judgments	N/A	1	2	3	4	5
Generates hypotheses regarding student's behavior and environment	N/A	1	2	3	4	5
Knowledge of tiered social/emotional/behavioral interventions	N/A	1	2	3	4	5
Knowledge of therapy approaches for social/emotional/behavior concerns	N/A	1	2	3	4	5
Skill: Designing mental health, social, or behavioral interventions for implementation (consultation or intern)	N/A	1	2	3	4	5

Skill: Implementing direct individual mental health, social, or behavioral interventions	N/A	1	2	3	4	5
Skill: Implementing direct group mental health, social, or behavioral interventions	N/A	1	2	3	4	5
Skill: Select and use appropriate social/emotional/behavioral progress monitoring tools related to area(s) of concern	N/A	1	2	3	4	5
Skill: Evaluating positive outcome of direct mental health, social, or behavioral interventions based on progress monitoring or other appropriate measures	N/A	1	2	3	4	5
Skill: Recommends empirically validated social and emotional interventions that result in positive outcomes for students, teachers, families, & schools	N/A	1	2	3	4	5

Comments on strengths and areas for growth in Interventions and Instructional Support to Develop Social and Life Skills:

2.5 School Wide Practices to Promote Learning

Demonstration of Knowledge and Skills Related to the School and Systems Organization, School Policy Development, and School Climate

Knowledge regarding program evaluation	N/A	1	2	3	4	5
Ability to see the dynamics of a school as a system and considers these various dynamics when making recommendations regarding school policy	N/A	1	2	3	4	5
Knowledge regarding school policy development and the possible affects policy change can have on the school as a whole	N/A	1	2	3	4	5
Skill: Evaluates school climate in making recommendations for change	N/A	1	2	3	4	5
Awareness of school climate/culture and considers this climate when participating in a various school meetings	N/A	1	2	3	4	5
Awareness of school climate/culture and considers this climate/culture when making individual and school wide recommendations	N/A	1	2	3	4	5
Skill: Navigates the school system well through various interactions with school staff in consideration of school climate/culture	N/A	1	2	3	4	5

Comments on strengths and areas for growth in skills related to the School and Systems Organization, Policy Development, and School Climate

2.6 Preventive and Responsive Services

Demonstrates knowledge and skills related to crisis intervention and prevention

Knowledge of importance of crisis prevention and intervention techniques	N/A	1	2	3	4	5
Possesses a working knowledge of crisis prevention/intervention program(s) in your district	N/A	1	2	3	4	5
Demonstrates the necessary skills needed to be an effective member of a crisis intervention team	N/A	1	2	3	4	5
Demonstrates skills needed for collaborating with school-based teams and students on preventive strategies	N/A	1	2	3	4	5
Skill: Work as an effective member of the crisis intervention team, based on training provided	N/A	1	2	3	4	5

Comments on strengths and areas for growth in Crisis Intervention and Prevention:

2.7 Family-School Collaboration Services

Demonstrates Dedication to Quality, Effective Services

Knowledge of collaboration needed for implementing quality, effective services for all children, youth, families, teachers, and other school staff	N/A	1	2	3	4	5
Knowledge of varying family systems and differences from his/her own educational background	N/A	1	2	3	4	5
Possesses the skills needed to provide workshops/training to teachers and other school faculty and/or family members that effectively meet their needs	N/A	1	2	3	4	5
Skill: Fosters a commitment to effectively collaborative efforts on behalf of all families	N/A	1	2	3	4	5
Skill: Provides workshops/training to teachers and other school faculty and/or parents that effectively meet their needs	N/A	1	2	3	4	5

Comments on strengths and areas for growth in Family-School Collaboration:

2.8 Diversity in Development and Learning

Knowledge and Appreciation of Individual Difference, Diversity & Social Justice

Is an advocate for social justice in the school and community	N/A	1	2	3	4	5
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Is sensitive to issues of gender differences	N/A	1	2	3	4	5
Is sensitive and responsive to culturally diverse parents' needs	N/A	1	2	3	4	5
Is sensitive to cultural and economic differences	N/A	1	2	3	4	5
Is sensitive to issues of non-traditional families	N/A	1	2	3	4	5
Demonstrates an understanding and awareness of one's own bias, beliefs, and background	N/A	1	2	3	4	5

Work effectively with individuals and groups with a variety of racial, cultural, experiential and linguistic backgrounds

Intervene on the behalf of individuals with diverse backgrounds using non-biased techniques and procedures	N/A	1	2	3	4	5
Works effectively with and is responsive to students' with gender differences	N/A	1	2	3	4	5
Works effectively with and is responsive to students and families with cultural and economic differences	N/A	1	2	3	4	5
Works effectively with and is responsive non-traditional families	N/A	1	2	3	4	5
Works effectively with school personnel from diverse backgrounds	N/A	1	2	3	4	5

Comments on strengths and areas for growth in Diversity and Development in Learning

2.9 Research and Program Evaluation

Understanding of scientist-practitioner orientation	N/A	1	2	3	4	5
Has a general understanding of various research methodologies including program evaluation	N/A	1	2	3	4	5
Be an informed consumer of professional research literature and a life-long learner	N/A	1	2	3	4	5
Skill: Utilizes research based strategies to make appropriate recommendations for interventions and strategies	N/A	1	2	3	4	5
Skill: Translates research into meaningful practice that result in positive outcomes for students, teachers, schools, and families (e.g., lingo, feasibility of research based programs)	N/A	1	2	3	4	5

Comments on strengths and areas for growth in Research and Program Evaluation:

2.10 Legal, Ethical, and Professional Practice

Understand ethical principles and legal standards

Knowledge of general ethical guidelines	N/A	1	2	3	4	5
Demonstrates appropriate ethical practices that result in positive outcomes for students, teachers, schools, and families	N/A	1	2	3	4	5

Conduct all practice in ways that meet all appropriate ethical, professional, and legal standards

Personal behavior is consistent with ethical guidelines	N/A	1	2	3	4	5
Willingness to assume responsibility for actions	N/A	1	2	3	4	5
Consults with others about ethical issues if necessary	N/A	1	2	3	4	5
Actively seeks supervision when necessary	N/A	1	2	3	4	5
Receptive to feedback and suggestions from supervisor	N/A	1	2	3	4	5

Comments on strengths and areas for growth in Legal, Ethical, and Professional Practice:

PROFESSIONALISM

Arrives on time consistently	N/A	1	2	3	4	5
Uses time effectively	N/A	1	2	3	4	5
Reliably and accurately keeps records	N/A	1	2	3	4	5
Informs supervisor and makes arrangements for absences	N/A	1	2	3	4	5
Reliably completes requested or assigned tasks on time	N/A	1	2	3	4	5
Complete required total number of hours/days on site	N/A	1	2	3	4	5
Is responsive to norms about clothing, language, etc., on site	N/A	1	2	3	4	5
Demonstrates initiative in working with others and finding information/resources	N/A	1	2	3	4	5
Reliably keeps records and independently keeps track of assignments	N/A	1	2	3	4	5
Accepts and utilizes constructive criticism and feedback from supervision in a productive manner	N/A	1	2	3	4	5
Tact and discretion in relationships with others	N/A	1	2	3	4	5

Comments on strengths and areas for growth in Professionalism:

Overall comments on intern's performance, areas of strength, and areas of growth:

By signing the form, the student and site supervisor are indicating they have reviewed the information within. After this review, the form should be scanned or mailed to the UK internship supervisor.

Data used in completing this form (check all that apply):

___ Direct Observation of Intern

___ Input from other staff

____ Review of intern materials (e.g., protocols, reports)

___ Direct Supervision

___ Other (please list):

Thank you for your time and efforts in completing the Supervisor Rating form.