

Child, Family, and School Psychology Program

CFSP 4355 School Psychology Internship

Internship Manual

2007 – 2008



UNIVERSITY OF
DENVER

**Morgridge College
of Education**

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Introduction

Internship is an advanced, off-campus, culminating supervised experience required for all School Psychology Ed.S. and Ph.D. students. Internship is designed to broaden one's professional skills, to provide advanced clinical practice activities, and to enhance one's professional identity and readiness for independent practice.

In accordance with the Program's *Chain of Relevant Experiences (CoRE)* (**Appendix J**), during Internship, students act as *Independent Practitioners* and engage in activities in which they apply advanced skills through self-initiated and self-governed professional engagement within a network of collegial supervision. Students are required to receive a minimum of two hours of face-to-face weekly supervision from a qualified Field Supervisor. In addition, Internship students also receive University faculty oversight as part of a required Internship seminar. Supervision is designed to provide ongoing professional feedback, case analysis, peer consultation, and continued professional development and experiences pertinent to successful practice.

Ed.S. students typically complete a 1200 hour minimum Internship in their fourth year and Ph.D. School Psychology degree students typically take a 1500 hour minimum Internship in their fifth or sixth year after successful completion of a field practicum and defense of a dissertation proposal. Internship is typically completed during one entire academic year, but also can be taken over two consecutive years. Students work mostly autonomously throughout the year across a variety of settings and with two or more age levels preferably under the primary direction of one Field Supervisor.

During Ed.S. and Ph.D. School Psychology Licensure Internship, students provide direct and indirect mental health and psycho-educational support services for students and families across varying areas of exceptionality and in regular education. Students engage in a range of assessment processes, individual and group counseling, academic and behavioral prevention and intervention, and classroom, school and family consultation. Formal and informal methods are employed to screen, plan pre-referral interventions, determine initial and continuing eligibility for special education, and to design, implement and evaluate interventions for both special and regular education students. Internship students are expected to participate as members of site-based student assistance and staffing teams and to establish consultative relationships with families and members of the school staff.

Numerous approved School Psychology Internship sites are located in the metropolitan Denver area, surrounding communities, and nationally. Students identify a preferred internship site and then are expected to confirm that the site meets all program expectations and standards outlined by NASP and CDE, including appropriately credentialed supervisors. Additional requirements apply to those School Psychology Internship students who are receiving a concentration in early childhood experiences through Integrating School Psychology Early Childhood Training (InSPECT) participation.

An Internship Field Supervision Memorandum (**Appendix A**) outlining University, Field Supervisor, and student roles and responsibilities must be signed and approved by the Program Director before a student begins an internship placement. Ph.D. degree students must successfully complete a doctoral dissertation proposal before going out on internship. Acceptance of an internship placement is considered binding and students who break such an agreement are considered to be in violation of professional standards except under extenuating circumstances.

Eligibility for Internship

Ed.S. and Ph.D. School Psychology Licensure students must have satisfactorily completed all core professional course work, a Clinic Practicum, and a Field-based Practicum. Before applying for an agency or school-based Internship, a student must also have on file an approved Continuing Professional Development Plan (see Field Practicum Manual) completed at the end of Field Practicum and also a signed Intent to Accept and Complete a School Psychology Internship (see *Field Practicum Manual*). Internship students have the knowledge and skills needed to successfully perform assessments, counseling, consultation, and a variety of interventions with minimal supervisory oversight. A Ph.D. student on Internship often will be required to complete advanced coursework related to their dissertation project.

To proceed to Internship, Practicum students must receive Field Supervisor evaluation rating scores of three or higher in all applicable areas. The Internship candidate will be required to write, submit, and have approved by the University Internship Supervisor a remediation plan with observable and measurable goals and objectives for any area rated as a two or below prior to advancing to Internship. Practicum students receiving an overall average rating of two or below on a competency domain will not proceed to Internship and will meet with the Program Director and their advisor for reevaluation of student/program fit.

A student is expected to have developed the following fundamental skills to be eligible for Internship. A student should:

1. Be able to evaluate him/herself in terms of strengths and weaknesses in applicable areas including assessment, counseling, prevention, consultative training, and/or leadership areas;
2. Possess assessment, writing, counseling, academic intervention, educational collaboration and consultation skills at a semi-independent level that allows one to provide general and special education services with regular supervisory guidance and feedback;
3. Demonstrate sensitivity, objectivity and have the flexibility to adapt to the needs of various situations;
4. Relate effectively with students, teachers, parents and other professionals;
5. Understand expected professional standards of ethics as applied in community service settings.

In addition to demonstrating the above skills, students are required to submit to the University Field Supervisor the End of Year Practicum Portfolio Documentation of Completion for approval and sign-off for advancement to Internship.

Insurance

Students who will be at field sites during the up-coming school year are encouraged to purchase personal malpractice insurance. Students can obtain malpractice insurance through their membership with the National Association of School Psychologists, Council for Exceptional Children, or the American Psychological Association.

Initiating an Internship

The Internship requirements for the School Psychology Licensure EdS or PhD track is designed to provide a year-long 1200 hour or 1500 hour, respectively culminating supervised professional experience. All students must have successfully completed a Field Practicum experience to be eligible for Internship. In certain cases where deficiencies are apparent, a student will be required to submit a remediation plan (see Eligibility above) and may be asked to complete additional training or course work before proceeding with Internship.

Numerous Internship sites are located in the Denver metropolitan area, surrounding communities, and out-of-state. Students may develop their own Internship sites but all sites must be pre-approved by the assigned University Internship Supervisor or the Program Director. Internship sites for students enrolled in the Ed.S. or Ph.D. School Psychology Licensure program must meet all standards outlined by both NASP and CDE.

An Internship Field Supervision Memorandum (**Appendix A**) must be completed and approved by the Program Director prior to beginning any Internship activities. Copies of this memorandum must then be left with the Field and University Supervisors. This Memorandum constitutes a formal agreement that should be considered binding. Students who break such an agreement without just cause are considered in violation of professional standards.

Beginning an Internship

When possible, students should attend any teacher training or agency orientation, as it allows the student to meet team professionals in a more relaxed setting and establish rapport. It is also recommended that students read all information and obtain any employee handbook given to new staff. A meeting with the Field Supervisor should be held before the Internship begins to outline specific work duties, performance expectations, and to discuss ideas about the supervision process. Many activities will be determined by the Internship requirements of the University, but the way in which they are carried out may be different depending upon the Field Supervisor's preference, the setting, age level of children, etc.

Finally, it is expected that a face-to-face or phone meeting will be held between the student, the University Supervisor, and the Field Supervisor as soon as possible after beginning Internship. The Internship Agreement Contract (**Appendix B**) and a Personal Goals Form (**Appendix C**) should have been completed and already discussed by the student and Field Supervisor prior to this meeting. The purpose of the initial joint supervisor meeting is to establish a professional working relationship, clarify roles and expectations, and facilitate communication about the student's Internship goals and objectives.

Internship Requirements

The 1200 or 1500 hour Internship for Ed.S. and Ph.D. students respectively, is typically completed during one entire academic year, but also can be taken over two years. Students make a full-time or half-time commitment to be at a designated site. Students register for one credit each for a total of three (3) credits. Internship hours must allow for the student to work with at least two of

the following age groups: birth, infancy, preschool, elementary, middle, secondary levels across both regular and special education populations.

During Internship, students are required to engage in a wide array of general and special educational services and roles. Specific requirements and expectations are listed in the course syllabus (**Appendix L**) and below. In general, students develop personal and professional goals in cooperation with their field supervisor that include, direct assessment, intervention, counseling, and consultative services with individuals, small groups, classrooms or families to help foster academic, behavioral, learning or social-emotional goals. We also require students to take part in site-based teams and to be involved with system-wide or district-level projects. Students are also required to conduct at least one professional in-service presentation during the Internship.

Internship students who also are Integrated School Psychology Early Childhood Training (InSPECT) students getting an additional Early Childhood Certification must complete at least half of their Internship (600 hours) in a placement that links or directly provides early childhood services and consultation. The arrangement for this placement is the responsibility of the Intern, in consultation with the Field and University Supervisors. This early childhood placement can be subsumed at the primary placement site or may entail another placement during one or more quarters. In all other respects, there are similar expectations and requirements for Internship, but, InSPECT students additionally gain more intensive service experiences with families and children from birth to age 5.

Internship Field Site Requirements:

- Attend first week (or more) of agency, district, and/or school orientation and training;
- Within the first week or two, discuss roles and responsibilities with your site supervisor(s);
- Complete your Internship Agreement Contract (**Appendix B**) and your Personal Goals Form (**Appendix C**) and share with your site supervisor(s) during the first two weeks of school;
- Make sure your University Supervisor has all your updated contact information. The CFSP program assistant must have this, too;
- Coordinate site visit or conference call with the University and Field Supervisors within first two weeks;
- Perform daily activities as assigned and as consistent with your emerging competence levels;
- Schedule, structure, and participate in two hours of weekly supervision;
- Complete one professional presentation to peers and colleagues during the school year;
- Engage in professional behavior respectful of individual differences and diversity throughout decision making and applied practices;
- Screen, assess/diagnose, and monitor progress of students for special education placement or students having difficulties within the regular education setting;
- Design, implement, and evaluate outcome-based interventions for individuals, small groups, or classrooms with special and regular education students;
- Participate in data-based decision making and accountability and other school or agency based experiences that require planning, ongoing implementation, and follow-up evaluation;
- Apply learning, motivation, and developmental theories to promote cognitive and academic skills through effective instruction;
- Provide individual and group counseling, or crisis intervention for special or regular education students and families;

- Participate in collaborative consultations with parents, teachers, and other school or community agency personnel at the individual, group, and systems levels;
- Apply knowledge of research and program evaluation to implement and evaluate services and interventions to promote socialization and development of life skills across communities;
- Collaborate with a variety of communities (school, district, community) to implement and evaluate prevention and intervention mental health programs and policies and practices that create and maintain safe, supportive and effective learning environments;
- Communicate with and facilitate communication among students, families, educators, and community members in a variety of settings;
- Continue professional development which exemplifies and contributes to the advancement of the field of School Psychology;
- Use current technology to enhance the quality of service delivery.

Internship Course Requirements:

- **Weekly**
 - Maintain Time Sheet Weekly Logs (**Appendix D**) to document all activities;
- **Quarterly**
 - Complete and submit Time Sheet Quarterly Summary Logs (**Appendix E**) signed by your Field Supervisor, documenting time and cumulative activities;
 - Send updates to cohort and University Supervisor as an attachment in e-mail and send a hard copy to the University Supervisor;
 - Submit two Case Reports during each quarter (six total);
 - Complete and submit quarter assignments, referring to the CFSP 4355 School Psychology Internship Syllabus (**Appendix L**);
 - Register for one (1) credit hour of Internship each quarter. Loans may require continuing enrollment in addition to the one credit hour of internship;
 - If not already taken, take NCSP Praxis exam during November or December prior to spring graduation. Refer to your Student Handbook for specific requirements.
- **Mid-year and End of Year:**
 - Review all University graduation requirements and submit necessary University paperwork (Mid-year);
 - Student and Field Supervisor should complete and submit a mid-year and an end-of-year Field Placement Performance Evaluation Form (**Appendix G**);
 - Complete a Site Evaluation at mid-year IF you had a change of placement; submit a Site Evaluation (**Appendix I**) at the end of the school year;
 - Complete and submit end-of-Year Continuing Professional Development Plan (**Appendix H**), referring back to the goals submitted at the beginning and mid-point of Internship;
 - Complete and submit state licensure paperwork to University Supervisor by mid-May for signatures;

- Submit mid-year or end-of-year in-service presentation summary, referring to CFSP 4355 School Psychology Internship Syllabus (**Appendix L**).
- Complete a Documentation of Internship Completion and Portfolio Components form (**Appendix K**) in order to receive the final grade for the class.

Internship Expectations

Data-Based Decision Making and Accountability

- Where appropriate, Internship students should gain experience interviewing the referral source before conducting a screening, evaluation or participating in meetings for intervention design.
- The Internship student should gain experience in observing referred students in their primary home or educational settings.
- The Internship student will complete a minimum of two case reports that match the placement agency's needs. Reports must be submitted each quarter (six total) to receive a grade for Internship. Reports must meet standards for the district/agency and the CFSP Program. One of the six case reports must follow the NCSP format to evaluate the outcome of an empirically-based individual or group intervention.

Consultation and Home, School, and Community Collaboration

- Following formal or informal evaluations, the Internship student should actively participate on child study teams and post-evaluation staffings to share results and recommendations with parents, teachers, and other specialists. In cases where follow-up is needed, the Internship student should ensure that such collaboration is scheduled and executed in a timely fashion.
- The Internship student must establish a consultative relationship with members of the school or agency staff or parents for referral situations regarding individual, classroom or family issues.

Instruction and Intervention

- The Internship student must help to organize and conduct several student or parent groups which meet regularly for a specified period of time. Co-facilitation of a group with an experienced staff member is an accepted alternative for conducting group counseling sessions with populations and/or issues that are less familiar.
- The Internship student should design, deliver, and evaluate interventions that reflect understanding of biological, social/cultural, experiential, and economic influences on learning and behavior.

Prevention, Crisis Intervention, School and Systems Organization

- The Internship student must individually or jointly prepare, deliver and evaluate at least one professional or in-service presentation. Presentation topics should be collaboratively decided and be of mutual benefit for the Internship site and student.

- The Internship student participates in practices to promote safe, healthy, and nurturing environments for learning and development.

Professional Practice and Work Characteristics

- The Internship student will come prepared to discuss and collaborate on all Internship activities with their Field Supervisor each week and will demonstrate professional judgment to arrange other supervision as needed.
- The Internship student will call and check in with his or her University Supervisor on a quarterly basis to report on progress in all areas. It is the responsibility of the student to notify and consult with the University Supervisor at any time during the Internship should an issue or concern arise that warrants immediate attention.
- The Internship student will participate in on-line discussions with the University Supervisor and other Internship students at least once each quarter to share and review professional problems, activities, and issues consistent with University quarterly assignments.
- The Internship student displays respect for diversity, ethical behavior, flexibility, and best practice when working with students, families, colleagues, and the community as a whole.
- The Internship student will engage in professional development activities and make at least one professional contribution to the field.

Roles and Responsibilities

Student Responsibilities

- During Internship, student will meet weekly with the Field Supervisor for a minimum of two hours of direct supervision. In supervision, student reviews professional activities, case progress, and discusses issues encountered on site.
- Student will record weekly activities on Time Sheet Logs that are transferred as Quarterly Summary Logs and signed by the Field Supervisor and then sent into the University Supervisor. To ensure that a well-rounded experience occurs, totals in each skill area should be reviewed for gross imbalances.
- Student and Field Supervisor will complete a minimum of two performance evaluations, one at the mid-point of the school year (December or January) and one at the completion of Internship. Once completed, if there are concerns a feedback meeting with the University Supervisor should be scheduled as soon as possible to review these evaluations.
- The student is responsible for scheduling on-site activities that adhere to all expected course requirements and for completing expected roles and functions in a highly ethical and professional manner. Any time off must be negotiated with the Field Supervisor in advance.
- The student is expected to complete all assignments for the University in a timely manner and if a deadline extension is needed to contact the University Supervisor for consideration.
- Quarterly on-line discussions with the University Supervisor are required. These are to be shared with the cohort.
- **If problems or concerns arise, it is the responsibility of the Internship student or Field Supervisor to contact the University Supervisor immediately.**

Field Supervisor Responsibilities

- Ensure a safe and professional learning and work environment.
- Introduce the student's roles and responsibilities to all key site staff and affiliated personnel.
- Provide current information on policies, procedures, and resources to enhance effectiveness.
- Help the student identify and accomplish professional goals and objectives.
- Monitor the student's progress towards goals and provide corrective feedback.
- Assist student in learning to balance the responsibilities of the job and overcome basic obstacles.
- Provide minimally two hours of face-to-face supervision.
- Discuss prior case files and reports and assist in current case review and decision-making.
- Integrate student into as many ongoing professional activities at the site as possible.
- Discuss performance concerns with student or University Supervisor as soon as possible.
- Meet to collaborate on jointly constructed solutions when problems arise.
- Meet with the University Supervisor at the beginning of Internship and as needed thereafter.
- Complete all Internship performance evaluations and discuss with student and University Supervisor.
- Collaboratively develop a Continuing Professional Development Plan with the student at the end of Internship.
- **If problems or concerns arise, it is the responsibility of the Internship student or Field Supervisor to contact the University Supervisor immediately.**

University Supervisor Responsibilities

- Ensure that student and Field supervisors understand all Internship requirements.
- Ensure that student and Field supervisor receive all required forms.
- Facilitate communication between Field supervisor and student.
- Meet with Field supervisor in the beginning of the Internship and as needed thereafter.
- Be available to discuss and meet to collaborate on solutions if issues or concerns arise.
- Ensure that all required paperwork has been received from student and Field supervisor.
- Complete end of quarter Internship grades once requirements are completed.
- Review a Continuing Professional Development Plan with the student at the end of Internship.
- Facilitate state licensure requirements completion.
- Observe confidentiality of information and obtain parental and student consent when necessary.
- Coordinate email discussions and/or hold seminars to discuss common problems and experiences and assist the student in casework.

Internship Evaluation

Students will demonstrate mastery of expected personal-professional competencies, fulfillment of professional obligations, competent service delivery, adherence to professional standards, and constructive utilization of supervisory feedback. Additionally, students are expected to make thoughtful contributions to the profession, the placement site, and to their peer cohort during on-line or seminar discussions. Final evaluations also will be based on satisfactory completion of all required course activities and assignments.

Contact is expected between the Field and University Supervisor at least three times during the Internship, typically once each quarter. It is the responsibility of the student to notify and consult with the University Supervisor at any time during the Internship should an issue or concern arise that warrants immediate attention. A formal Field Placement Performance Evaluation Form (**Appendix G**) is expected to be completed by the student and the Field Supervisor at the middle and the end of Internship. The student is responsible for evaluating him/herself and also providing the Field Supervisor with a duplicate form in order to evaluate the student. The student also arranges a joint feedback session with the University supervisor to discuss the results and set subsequent professional goals. It is the responsibility of the student to see that all evaluations, time sheet logs, and goal forms are returned to the University Supervisor soon after they are completed.

An Internship grade will not be recorded until all Internship hours have been successfully completed. A cumulative Internship grade is entered after a Documentation of Completion and Portfolio Components Form is completed (**Appendix K**) indicating a satisfactory performance for the entire Internship and that all required assignments and documents have been received. Students who do not successfully complete Internship may be required to retake Internship at the same or at a new site based on a remediation plan developed in conjunction with their University and Field Supervisors. In rare cases, students who do not successfully complete an Internship can be dismissed from the licensure degree program.

Student Evaluation is based on:

- Mastery of personal-professional competencies;
- Fulfilling professional obligations at Internship site in a professional and ethical manner;
- Competent service delivery and adherence to professional standards;
- Constructive utilization of supervisory feedback;
- Contribution to profession and to Internship site;
- Weekly professional site activities;
- Onsite supervision attendance and collaboration;
- Supervision updates with University Supervisor;
- Satisfactory completion of course assignments each quarter;
- Completion of two case reports during each quarter, one must be an outcomes-based case report;
- Participation in quarterly discussions/updates with the University Supervisor and cohort;
- Documentation of activities through signed cumulative time sheet logs each quarter;
- Critical evaluation of one professional presentation to peers and colleagues;
- Satisfactory mid-year and end-of-year performance evaluations by Field Supervisor;
- Initial goal setting, ongoing self-evaluation, and the development of an end-of-year continuing professional development plan.

Internship Site Evaluation

The Internship field placement experience is the culmination of a *Chain of Relevant Experiences (CoRE)* (**Appendix J**) and as such, is a critical link in a student's continuing professional development beyond the degree program to licensed practitioner. Thus, at the end of each field placement, students are asked to evaluate the overall experience and perception of support provided at each field site. Early in the Internship it is the responsibility of the student to discuss the Field Placement Site Evaluation Form (**Appendix I**) with the Field Supervisor to apprise the supervisor of the criteria selected for evaluation.

Appendices

- Appendix A Internship Field Supervision Memorandum**
- Appendix B Internship Agreement Contract**
- Appendix C Personal Goals Form**
- Appendix D Time Sheet Weekly Log**
- Appendix E Time Sheet Quarterly Summary Log**
- Appendix F Codes for Documentation of Field Placement Hours**
- Appendix G Field Placement Performance Evaluation**
- Appendix H Continuing Professional Development Plan
Clinic/Practicum/Internship**
- Appendix I Site Evaluation**
- Appendix J Chain of Relevant Experiences (CoRE)**
- Appendix K Documentation of Internship Completion and
Portfolio Components**
- Appendix L CFSP 4355 School Psychology Internship Syllabus**
- Appendix M Best Practices - Chapter 9**
- Appendix N Best Practices - Chapter 16**
- Appendix O Best Practices - Chapter 17**
- Appendix P CDE Licensure Materials**

Appendix A
Internship Field Supervision Memorandum

TO: Internship Field Supervisor
FROM: Dr. Karin Dittrick-Nathan, Director
Child, Family and School Psychology Program
SUBJECT: Internship Supervisor's Memorandum from DU Faculty

Thank you for agreeing to supervise one of our Child, Family and School Psychology Program (CFSP) students for his/her Internship. Your main requirement as an on-site Internship Field Supervisor is to meet with the student for **at least two hours per week** for supervisory conferencing. Your comments may be based on observing the student's assessments, interventions, consultations, or team processing through direct observation, indirect case reviews, or reviews of feedback from others who have worked with the student. It is expected that you will be responsible for matching all Internship activities with the student's ability level.

Internship Expectations

Our Ed.S. and Ph.D. students must complete a culminating 1200 or 1500 hour Internship to graduate from the program. A minimum of 600 hours must be in a school setting under the direct supervision of a state licensed School Psychologist. Other nontraditional Internship arrangements can also be made. Students at the Internship stage of their program have already completed a supervised Clinic Practicum (150-200 hours) during their second year and a Field Practicum (350-500 hours) during their third year in the program. During these practica, students received direct supervision from a Field and University Supervisor on a variety of experiences. **Ed.S. students pursuing Early Childhood certification were required to spend at least half of their time (600 hours) in an early childhood placement.**

During the Internship we require students to engage in a wide array of services and roles with both regular and special education students and staff. Specific requirements and expectations are listed in the attachment below. In general, students should engage in the provision of direct assessment, intervention, counseling, and consultative services with individuals, small groups, classrooms or families to help foster academic, behavioral, learning and/or social-emotional goals. We also require students to take part in site-based teams and, whenever possible, to be involved with system-wide or district-level projects. Students are also required to conduct at least one professional in-service presentation during the Internship and to develop personal and professional goals in cooperation with their Field Supervisor.

We expect students to keep weekly logs to document all activities and to meet weekly with the Field Supervisor for a minimum of two hours. In addition, all students must contact their University Supervisor at least once per quarter. Students may be asked to share ongoing experiences and present information about ongoing cases to their University Supervisor.

Evaluation

Contact is expected between the Field and University Supervisors at the beginning of the Internship and as needed thereafter. The student's **Field Placement Performance Evaluation Form** is to be completed independently by the Field Supervisor at the mid-point and at the end of the Internship. The student is responsible for evaluating him/herself on a duplicate form and arranging a joint feedback session with the Field Supervisor to discuss the results and set goals for continuing

professional development. It is the responsibility of the Internship student to see that all evaluations, log sheets, and goals are submitted to the University Supervisor.

Roles of University and Field Supervisors

As the on-site or field supervisor who will meet with the student two hours weekly to provide direction and review of cases, you are the primary person responsible for direct clinical supervision of the student. By contrast, the University Supervisor meets with students infrequently during Internship, and thus is not offering clinical supervision according to the Colorado State Grievance Board Rule 16, Supervision of Psychotherapists, which defines clinical supervision as occurring when there is a close, on-going review and direction of a supervisee's clinical practice. The University Supervisor will monitor the student's professional skill development during Internship with your input. In the rare cases where a conflict or theoretical difference occurs between the University Supervisor's advice and the Field Supervisor's advice and if it is not possible to integrate both sets of recommendations, students are instructed to take the field supervisor's advice. Another role of the University Supervisor is to mediate and facilitate any interpersonal or competency difficulties that may arise. Under those circumstances, the University Supervisor will work with all involved to resolve all training issues.

We value highly the time and effort you will give to mentoring and supervising our student. In exchange, we expect the Internship student to provide high quality services. It is our policy to expect that all Internship Students be paid an Internship salary that typically includes benefits and insurance. If any of the above requirements cannot be met at your site, or if you have questions/concerns, please contact the University Supervisor noted below.

MB McDermott

303-871-4432 or mmcdermo@du.edu

Internship Field Supervision Memorandum

Please sign below to indicate your desire to be the Internship Field Supervisor for this student.

Date _____

I, _____ agree to act as the Field Supervisor for
(Supervisor name)

_____ at _____
(Student name) (School/agency name)

during the period of _____ to _____.

Supervisor Signature Date

I, _____ agree to participate at the above-named
(Student name)

Internship placement during the period designated above.

Student Signature Date

I have approved this Internship placement site and arrangement as appropriate for the student identified above, who is in the Child, Family, and School Psychology program at the University of Denver.

University Supervisor Signature Date

Appendix B
Internship Agreement Contract

THIS AGREEMENT, by and between

- 1) **Child, Family, and School Psychology Program**
Morgridge College of Education
University of Denver
Denver, CO 80208

- 2) **School or Agency Name** _____
School District _____
Field Supervisor Name _____
Position/Title _____
Address _____
Phone _____
E-mail _____

- 3) **Student Name** _____
Address _____
Phone _____
E-mail _____

is for the purpose of providing Internship Coursework for the above-named student for:

Course Number _____ **Credits** _____
Quarter(s) _____

It is mutually agreed that the above-named school or agency and identified Site Supervisor will provide the following services and supervision for the above-named student:

- Ensure a safe and professional learning and work environment.
- Introduce the student's roles and responsibilities to all key site staff and affiliated personnel.
- Provide current information on policies, procedures, and resources to enhance effectiveness.
- Help the student identify and accomplish professional goals and objectives.
- Monitor the student's progress towards goals and provide corrective feedback.
- Assist student in learning to balance the responsibilities of the job and overcome basic obstacles.
- Provide minimally two hours of face-to-face supervision.
- Discuss prior case files and reports and assist in current case review and decision-making.
- Integrate student into as many ongoing professional activities at the site as possible.
- Discuss performance concerns with student or University Supervisor as soon as possible.
- Meet to collaborate on jointly constructed solutions when problems arise.
- Meet with the University Supervisor at the beginning of Internship and as needed thereafter.
- Complete all Internship performance evaluations and discuss with student and University Supervisor.
- Collaboratively develop a Continuing Professional Development Plan with the student at the end of Internship.

- **If problems or concerns arise, it is the responsibility of the Internship student or Field Supervisor to contact the University Supervisor immediately.**

It is mutually agreed that the student will:

- During Internship, student will meet weekly with the Field Supervisor for a minimum of two hours of direct supervision. In supervision, student reviews professional activities, case progress, and discusses issues encountered on site.
- Student will record weekly activities on Time Sheet Logs that are transferred as Quarterly Summary Logs and signed by the Field Supervisor and then sent into the University Supervisor. To ensure that a well-rounded experience occurs, totals in each skill area should be reviewed for gross imbalances.
- Student and Field Supervisor will complete a minimum of two performance evaluations, one at the mid-point of the school year (December or January) and one at the completion of Internship. Once completed, if there are concerns a feedback meeting with the University Supervisor should be scheduled as soon as possible to review these evaluations.
- The student is responsible for scheduling on-site activities that adhere to all expected course requirements and for completing expected roles and functions in a highly ethical and professional manner. Any time off must be negotiated with the Field Supervisor in advance.
- The student is expected to complete all assignments for the University in a timely manner and if a deadline extension is needed to contact the University Supervisor for consideration.
- Quarterly on-line discussions with the University Supervisor are required. These are to be shared with the cohort.
- **If problems or concerns arise, it is the responsibility of the Internship student or Field Supervisor to contact the University Supervisor immediately.**

It is mutually agreed that the University of Denver faculty will provide the following:

- Ensure that student and Field supervisors understand all Internship requirements.
- Ensure that student and Field supervisor receive all required forms.
- Facilitate communication between Field supervisor and student.
- Meet with Field supervisor in the beginning of the Internship and as needed thereafter.
- Be available to discuss and meet to collaborate on solutions if issues or concerns arise.
- Ensure that all required paperwork has been received from student and Field supervisor.
- Complete end of quarter Internship grades once requirements are completed.
- Review a Continuing Professional Development Plan with the student at the end of Internship.
- Facilitate state licensure requirements completion.
- Observe confidentiality of information and obtain parental and student consent when necessary.
- Coordinate email discussions and/or hold seminars to discuss common problems and experiences and assist the student in casework.

It is the expectation of all three parties involved that the above-stated conditions be met. Should they not be met, it is imperative that all three parties meet at the earliest possible date.

The following signatures verify agreement with the above-stated conditions:

Student _____ Date _____

Field Supervisor _____ Date _____

University Supervisor _____ Date _____

Appendix C Personal Goals Form

Initial

Mid-year

Name: _____ Date: _____ Year: _____

Site: _____

Address: _____

Supervisor: _____ Phone: _____

Email: _____

In collaboration with your site supervisor, please list one or more goals/objectives for each of the domains. Recognize that some goals are more appropriate for the earlier half of the school year while others are more appropriate for later in the school year. Briefly describe the site activities that will be used to accomplish these goals/objectives in each domain. Revisit this document throughout the year to adjust for pace and content. If you change settings, be sure to review goals and timelines with your supervisor. The overall goal is that at the culmination of the Internship experience, the Internship student is proficient or above in each of the domains.

* Refer to this document to complete the Continuing Professional Development Plan at the end of Internship to facilitate your transition planning into the workplace.

1) Data-based Decision Making (Document Review, Screening, Assessment, Progress Monitoring, Evaluation):

Initial: _____

Mid-point: _____

2) Consultation and Collaboration (School or Agency Staff, Families, Other Professionals or Agencies):

Initial: _____

Midpoint: _____

3) Instruction and Development of Cognitive/Academic Skills

(Planning/Implementation/Evaluation of Classroom or Home Instruction, Individual Remediation Lessons, or Therapeutic Sessions):

Initial: _____

Midpoint: _____

4) Direct and Indirect Interventions for Socialization and Development of Life Skills

(Planning/Implementation/Evaluation of Systems, Home, School/Classroom or Group/Individual Interventions):

Initial: _____

Midpoint: _____

5) Prevention, Crisis Intervention, and Mental Health Promotion (Organizational,

Community/School Systems, Families, Classrooms, or Individual Levels):

Initial: _____

Midpoint: _____

6) Awareness, Knowledge, and Expertise in Individual Differences (Sensitive work with diverse populations):

Initial: _____

Midpoint: _____

7) Organization, Systems Planning and Policy Development (Observation, Participation, Leadership):

Initial: _____

Midpoint: _____

8) Home/School/Community Collaboration (Engagement in School/Community/Committees, Inter-agency Partnerships, Across Agency Program Implementation or Expansion):

Initial: _____

Midpoint: _____

9) Research and Program Evaluation (Organizational, Systems, Classroom, Family, and Individual Outcome Levels):

Initial: _____

Midpoint: _____

10) Professional Ethics and Practice (Knowledge and Demonstration across Multiple Settings):

Initial: _____

Midpoint: _____

11) Information Technology (Incoming Skill Level, Continued Development, Expected Mastery):

Initial: _____

Midpoint: _____

Initial:

Student Signature _____ **Date** _____

Field Supervisor Signature _____ **Date** _____

University Supervisor Signature _____ **Date** _____

Midpoint:

Student Signature _____ **Date** _____

Field Supervisor Signature _____ **Date** _____

University Supervisor Signature _____ **Date** _____

Appendix D Time Sheet Weekly Log

Student's Name: _____ Quarter: Fall Winter
 Spring Summer

Internship Site: _____ Month: _____ Year: _____

Dates :							
Direct Student Contact Hours		Week 1	Week 2	Week 3	Week 4	Week 5	Total
Assessment (Formal/Informal)							
Interviewing							
Individual Counseling							
Group Counseling							
Crisis Intervention							
Academic Intervention – Individ.							
Academic Intervention – Class							
Behavioral Intervention							
Prevention							
Consultation							
Workshop/Presentation							
Meetings: Team/Staffing							
Professional Development							
Other: (specify)							
Subtotal							
Percentage time w/ ages:	0-5						
(specify)	6-11						
	12-18						

Administrative/Case Management

Background Review							
Report Writing							
Observation							
Other: (Specify)							
Subtotal							

Leadership

Advocacy:							
Research:							
Program Development & Evaluation							
System/Organizational							
Team Building:							
Other: (Specify)							
Subtotal							

Supervision

Field							
University							
Other: (Specify)							
Subtotal							
Total Hours This Month							

Appendix E Time Sheet Quarterly Summary Log

Student's Name: _____ Quarter: Fall Winter
 Spring Summer

Internship Site: _____ Year _____ Month _____

Direct Student Contact Hours	Hours From Previous Quarters	Hours This Quarter	Cumulative Hours
Assessment (Formal/Informal)			
Interviewing			
Individual Counseling			
Group Counseling			
Crisis Intervention			
Academic Intervention – Individ.			
Academic Intervention – Class			
Behavioral Intervention			
Prevention			
Consultation			
Workshop/Presentation			
Meetings: Team/Staffing			
Professional Development			
Other: (Specify)			
Subtotal			
Percentage of time with ages (specify)	0-5 6-11 12-18		

Administrative/Case Management

Background Review			
Report Writing			
Observation			
Other: (Specify)			
Subtotal			

Leadership

Advocacy:			
Research:			
Program Development & Evaluation			
System/Organizational			
Team Building:			
Other: (Specify)			
Subtotal			

Supervision

Field			
University			
Other: (Specify)			
Subtotal			
TOTAL HOURS TO DATE			

Student Signature: _____ Date: _____

Field Supervisor Signature: _____ Date: _____

Appendix F Codes for Documentation of Field Placement Hours

Assessment (Formal/Informal): Administration of formal or informal academic, intelligence, adaptive, behavior, or social/emotional assessments. Includes scoring and interpretation of results.

Interviewing: Interviewing of students, teachers, parents, family, school staff or others for the purpose of gathering information on a case.

Counseling (Individual/Group): Working with one or more students for purposes related to solving personal problems, developing social skills, or problem solving skills.

Crisis Intervention: Meetings, trainings, and the actual response and participation in crisis situations in the schools including follow-up reporting and debriefing.

Academic Interventions (Individual/Class): Working with one or more students for the purpose of improving academic or social performance.

Behavioral Intervention: Working directly with one or more students/teachers in classrooms for the purpose of enhanced development, adjustment or performance in school.

Prevention: Working directly with students in classrooms for the purpose of preventing things such as school violence, drug abuse, etc.

Consultation: Time spent helping teachers, parents or other professionals analyze a problem situation, develop a plan and implement and evaluate an intervention.

Workshop/Presentation: Reading, writing, practicing and meeting with colleagues in the presentation of a required in-service.

Team Meetings/Staffings: Activities directly related to multi-disciplinary team meetings/staffings, including preparation, organizational activities, collection of records and participation in the meetings.

Professional Development: Attendance at conferences and workshops, reading scholarly books and articles, or participation in other professional skill-building activities outside of the field placement or university coursework.

Background Review: Review of records, grades, files, work samples, portfolios, etc.

Report Writing: Compiling all information gathered through assessments, background review, interviews, etc. into a comprehensive report.

Observation: Observing students, classrooms, teachers, student interactions and family interactions.

Supervision – Field: Any consultation or contact with the Field Supervisor regarding cases, duties or professional development activities related to the field placement.

Supervision – University: Any consultation or contact with Field Supervisor regarding field activities.

Other: Any activity not covered in the above list but related to the field placement.

Appendix G
Field Placement Performance Evaluation Form

Date of Evaluation: _____ **Completed by:** Self or Supervisor

Student Name: _____ M.A. Ed.S. Ph.D.

Supervisor Name: _____ **Phone:** _____ **E-mail:** _____

Placement Site: _____ Field Practicum Internship

Directions: This performance evaluation is designed to promote ongoing constructive evaluation of critical professional competencies and to provide formative feedback to facilitate the development of our students' (your) mastery of critical professional skills and competencies. This evaluation form is broken into two parts. In Part I, please circle the rating number associated with your trainee's (or your) current behavior. If you want to elaborate on a specific area, please feel free to write comments at the end of each section. There are no sharply defined lines between these ratings and assigned grades since professional development and growth is a continuous process. Thus, students at any specific level may have ratings both above and below average on critical performance skills. In Part II, please add your open-ended comments to each evaluation item and provide specific behavioral examples to support your comments.

Which of the following activities have you performed as a supervisor (or has your supervisor provided)?

- Direct observation
- Listening or viewing session tapes
- Review of assessments and written case reports
- Case discussion
- Other (please specify)

Which of the following activities has the student performed (or have you performed)?

- | | |
|---|---|
| <input type="checkbox"/> Assessment (Formal/Informal) | <input type="checkbox"/> Family Collaboration/ Intervention |
| <input type="checkbox"/> Observation in Natural Environments | <input type="checkbox"/> In-service or Other Presentations |
| <input type="checkbox"/> Counseling (Individual/Group) | <input type="checkbox"/> Research/Program Evaluation |
| <input type="checkbox"/> Academic Intervention (Individual/Class) | <input type="checkbox"/> Teaming & Consultation |
| <input type="checkbox"/> Behavioral Intervention/Prevention | <input type="checkbox"/> Interagency Case Management |
| <input type="checkbox"/> Crisis Intervention/Prevention | <input type="checkbox"/> Administrative Activities |
| <input type="checkbox"/> System-wide Intervention/Prevention | <input type="checkbox"/> Other: Describe below |

Field Placement Performance Evaluation– Part I

Part I Directions: Please use the following five-point rating scale to evaluate your practicum/internship student’s skill development. Place an X in the appropriate box next to each item. For those areas where you have had no opportunity to observe, check the NO column.

**NOTE: WHITE rating area is for your MID-TERM evaluation
 GREY rating area is for your FINAL evaluation
 YOU ARE RESPONSIBLE FOR RETAINING THIS FORM**

- | | |
|---|--|
| 5 - Demonstrates independent skills in this area (expected for initial job placement) | 2 - Needs some improvement in this area |
| 4 - Demonstrates above average skill in this area | 1 - Needs substantial improvement in this area |
| 3 - Skills are average in this area | NO - No opportunity to observe student in this area or Not Applicable to this site placement |

Data-Based Decision Making and Accountability	Remediation Needed					Independent Level	NO
1. Clearly identifies issues, problems, and concerns to be addressed by assessment.	1	2	3	4	5		
	1	2	3	4	5		
2. Considers entire ecology (e.g., family, peers, school, community) when assessing.	1	2	3	4	5		
	1	2	3	4	5		
3. Systematically reviews relevant background and development information. to identify strengths and needs across a variety of sources and settings.	1	2	3	4	5		
	1	2	3	4	5		
4. Collects data for decision making through a variety of assessment methods (testing, interviews, observation, ratings, etc...).	1	2	3	4	5		
	1	2	3	4	5		
5. Applies knowledge of psychometric standards when selecting appropriate assessment methods for area under consideration.	1	2	3	4	5		
	1	2	3	4	5		
6. Appropriately applies and interprets formal and informal, observational, behavioral, curriculum-based, environmental, and other forms of assessment.	1	2	3	4	5		
	1	2	3	4	5		
7. Appropriately administers standardized tests, scales, and instruments.	1	2	3	4	5		
	1	2	3	4	5		
8. Accurately interprets assessment data within the context of home, community and school environments and personal student characteristics.	1	2	3	4	5		
	1	2	3	4	5		
9. Formulates recommendations sensitive to student, family, and school cultures.	1	2	3	4	5		
	1	2	3	4	5		
10. Integrates own assessment data with that of others to generate and support reasonable hypotheses.	1	2	3	4	5		
	1	2	3	4	5		
11. Directly relates assessment summaries to the designated reason for referral.	1	2	3	4	5		
	1	2	3	4	5		
12. Links assessment data to useful, functional recommendations.	1	2	3	4	5		
	1	2	3	4	5		
13. Communicates assessment information effectively to relevant others.	1	2	3	4	5		
	1	2	3	4	5		

14. Maintains confidentiality of information collected during assessment.	1	2	3	4	5	
	1	2	3	4	5	
15. Develops effective data collection systems that facilitate progress monitoring and evaluation.	1	2	3	4	5	
	1	2	3	4	5	
16. Facilitates team and staff decision-making regarding accountability and outcomes.	1	2	3	4	5	
	1	2	3	4	5	
17. Assists administrators with assessment and data-based decision-making to meet accountability responsibilities.	1	2	3	4	5	
	1	2	3	4	5	
Other (please specify).	1	2	3	4	5	
	1	2	3	4	5	
Consultation and Home, School, Community Collaboration	Remediation Needed	Independent Level		NO		
18. Employs effective consultation approaches with teachers, administrators, and school or community agency personnel.	1	2	3	4	5	
	1	2	3	4	5	
19. Employs effective consultation approaches with parents and other family members.	1	2	3	4	5	
	1	2	3	4	5	
20. Demonstrates sensitivity to personal characteristics of consultee and is tolerant of diverse values and viewpoints.	1	2	3	4	5	
	1	2	3	4	5	
21. Demonstrates concern and consideration of cultural communication preferences and the diverse needs of students, parents, and staff.	1	2	3	4	5	
	1	2	3	4	5	
22. Demonstrates strong interpersonal communication skills which includes the ability to listen, adapt, clarify ambiguity, and remain patient in difficult situations.	1	2	3	4	5	
	1	2	3	4	5	
23. Maintains objectivity and a problem-solving focus during consultation.	1	2	3	4	5	
	1	2	3	4	5	
24. Facilitates communication among and between students, schools, agencies, families, administrators and other community members.	1	2	3	4	5	
	1	2	3	4	5	
25. Skillfully communicates and presents information at collaborative team meetings.	1	2	3	4	5	
	1	2	3	4	5	
26. Is able to facilitate meetings and achieve consensus to promote desired changes and positive outcomes.	1	2	3	4	5	
	1	2	3	4	5	
27. Skillfully employs effective consultation and collaboration skills across a variety of settings and situations.	1	2	3	4	5	
	1	2	3	4	5	
28. Recognizes social-cultural factors that support learning and development and impact home-school-community collaboration and partnerships.	1	2	3	4	5	
	1	2	3	4	5	
29. Listens to and considers a family's needs, concerns, and priorities during consultative and collaborative meetings.	1	2	3	4	5	
	1	2	3	4	5	
30. Communicates and interacts with families in a caring and empathic manner that demonstrates nonjudgmental respect.	1	2	3	4	5	
	1	2	3	4	5	
31. Communicates with and about families in a positive way that honors personal and cultural beliefs and acknowledges family strengths, resources, and assets.	1	2	3	4	5	
	1	2	3	4	5	

32. Provides supports and resources for families to fully participate in consultative meetings.	1	2	3	4	5	
	1	2	3	4	5	
33. Helps families evaluate options and resources to make decisions best suited for achieving desired outcomes.	1	2	3	4	5	
	1	2	3	4	5	
34. Provides responsive assistance that matches a family's values, interests, priorities, and desires.	1	2	3	4	5	
	1	2	3	4	5	
35. Advocates for and actively promotes family sensitive practices that welcome students and families from diverse backgrounds.	1	2	3	4	5	
	1	2	3	4	5	
36. Creates and coordinates collaborative partnerships among schools, families, and communities agencies.	1	2	3	4	5	
	1	2	3	4	5	
Other (please specify).	1	2	3	4	5	
	1	2	3	4	5	
Instruction and Intervention	Remediation Needed		Independent Level			NO
37. Designs instruction and interventions that reflect understanding of biological, social/cultural, experiential, and economic influences on learning and behavior.	1	2	3	4	5	
	1	2	3	4	5	
38. Designs instruction and interventions that reflect understanding of diverse family systems, culture, routines and backgrounds.	1	2	3	4	5	
	1	2	3	4	5	
39. Designs instruction and interventions that reflect an understanding of classroom management, routines, and curriculum.	1	2	3	4	5	
	1	2	3	4	5	
40. Designs instruction and interventions that reflect understanding of school systems.	1	2	3	4	5	
	1	2	3	4	5	
41. Demonstrates knowledge of evidenced-based instruction and intervention to address academic, cognitive, social, emotional, adaptive, and behavioral student goals.	1	2	3	4	5	
	1	2	3	4	5	
42. Incorporates behavioral observations and principles into instructional planning.	1	2	3	4	5	
	1	2	3	4	5	
43. Coordinates useful behavior change plans for school and home settings.	1	2	3	4	5	
	1	2	3	4	5	
44. Delivers evidence-based family and parent interventions.	1	2	3	4	5	
	1	2	3	4	5	
45. Delivers evidence-based individual and group counseling.	1	2	3	4	5	
	1	2	3	4	5	
46. Delivers evidence-based individual or group academic instruction or intervention.	1	2	3	4	5	
	1	2	3	4	5	
47. Assists in planning differentiated academic and social/behavioral instruction and interventions.	1	2	3	4	5	
	1	2	3	4	5	
48. Assists in developing student's executive functioning, study skills, planning, time management, and organizational skills.	1	2	3	4	5	
	1	2	3	4	5	
49. Assists in developing student's self-regulation, pro-social behavior, and social problem-solving skills.	1	2	3	4	5	
	1	2	3	4	5	
50. Collaborates to formulate useful, routines-based instructional and intervention goals.	1	2	3	4	5	
	1	2	3	4	5	

51. Models desired behaviors, skills, and intervention or instructional strategies.	1	2	3	4	5	
	1	2	3	4	5	
52. Incorporates effective strategies to enhance generalization and transfer of desired behaviors and outcomes.	1	2	3	4	5	
	1	2	3	4	5	
53. Incorporates strategies to facilitate successful transitions across environments.	1	2	3	4	5	
	1	2	3	4	5	
54. Selects and uses methods to evaluate treatment integrity.	1	2	3	4	5	
	1	2	3	4	5	
55. Develops objective accountability measures and procedures to monitor progress towards goals and to assess outcomes.	1	2	3	4	5	
	1	2	3	4	5	
56. Evaluates instructional and intervention effectiveness and then uses this data to make modifications when needed.	1	2	3	4	5	
	1	2	3	4	5	
57. Recognizes personal biases that can affect intervention effectiveness and outcomes.	1	2	3	4	5	
	1	2	3	4	5	
58. Recognizes a student's/family's need for outside or alternative referral.	1	2	3	4	5	
	1	2	3	4	5	
59. Assists in the coordination of appropriate community resources and services.	1	2	3	4	5	
	1	2	3	4	5	
Other (please specify).	1	2	3	4	5	
	1	2	3	4	5	
Prevention, Crisis Intervention, School and Systems Organization	Remediation Needed			Independent Level		NO
60. Displays current knowledge of risk and resiliency influences on health, psychopathology and behavioral outcomes.	1	2	3	4	5	
	1	2	3	4	5	
61. Assists in the development of system-side practices that promote safe, healthy, and nurturing environments for learning and development.	1	2	3	4	5	
	1	2	3	4	5	
62. Effectively identifies precursors to serious academic, behavioral, and personal difficulties.	1	2	3	4	5	
	1	2	3	4	5	
63. Assists schools and agencies to evaluate current prevention and crisis intervention policies and practices.	1	2	3	4	5	
	1	2	3	4	5	
64. Applies organizational development and systems theory principles to design prevention policies and practices that promote learning and development.	1	2	3	4	5	
	1	2	3	4	5	
65. Collaborates with others in the delivery of wellness and system-wide mental health promotion programs.	1	2	3	4	5	
	1	2	3	4	5	
66. Implements effective crisis prevention and management strategies.	1	2	3	4	5	
	1	2	3	4	5	
67. Works effectively during a crisis to ensure safety and well-being.	1	2	3	4	5	
	1	2	3	4	5	
68. Demonstrates knowledge of school and systems structures for regular and special education.	1	2	3	4	5	
	1	2	3	4	5	
69. Contributes to the development of effective policies and practices to support students' learning and development across school, home, and community settings.	1	2	3	4	5	
	1	2	3	4	5	
70. Advocates for the development of policies and practices to ensure safe, healthy, and nurturing learning and development environments.	1	2	3	4	5	
	1	2	3	4	5	

Other (please specify).	1	2	3	4	5	
	1	2	3	4	5	
Professional Practice and Work Characteristics	Remediation Needed		Independent Level		NO	
71. Demonstrates respect and tolerance for diverse values and viewpoints.	1	2	3	4	5	
	1	2	3	4	5	
72. Interacts comfortably with culturally-diverse students, staff, and families.	1	2	3	4	5	
	1	2	3	4	5	
73. Relates well to children and adolescents.	1	2	3	4	5	
	1	2	3	4	5	
74. Exhibits ethical behavior.	1	2	3	4	5	
	1	2	3	4	5	
75. Adapts to difficult and changing situations.	1	2	3	4	5	
	1	2	3	4	5	
76. Displays initiative, motivation, and resourcefulness.	1	2	3	4	5	
	1	2	3	4	5	
77. Is dependable, punctual, and prepared.	1	2	3	4	5	
	1	2	3	4	5	
78. Demonstrates effective time management and scheduling.	1	2	3	4	5	
	1	2	3	4	5	
79. Has a clear sense of own limitation, biases and professional expertise.	1	2	3	4	5	
	1	2	3	4	5	
80. Accepts constructive criticism and uses appropriate defenses.	1	2	3	4	5	
	1	2	3	4	5	
81. Writes clearly and concisely with the intended audience in mind.	1	2	3	4	5	
	1	2	3	4	5	
82. Reports are accurate and completed in a timely manner.	1	2	3	4	5	
	1	2	3	4	5	
83. Works to protect self against burnout.	1	2	3	4	5	
	1	2	3	4	5	
84. Understands general and special education regulations, policies, and procedures.	1	2	3	4	5	
	1	2	3	4	5	
85. Effectively uses technology to support professional practice.	1	2	3	4	5	
	1	2	3	4	5	
86. Demonstrates awareness of resources and adaptive/ assistive technology.	1	2	3	4	5	
	1	2	3	4	5	
87. Accesses and utilizes information resources and technology to enhance services.	1	2	3	4	5	
	1	2	3	4	5	
88. Seeks out current information and resources regarding advances in the field.	1	2	3	4	5	
	1	2	3	4	5	
89. Communicates with diverse audiences during in-services, presentations or other training.	1	2	3	4	5	
	1	2	3	4	5	
Other (please specify).	1	2	3	4	5	
	1	2	3	4	5	

Additional comments for any of the preceding areas (use back of form as needed):

Appendix H
Continuing Professional Development Plan
Clinic/Practicum/Internship

Date of Evaluation: _____

Clinic/Practicum/Internship Student: _____

Clinic/Practicum/Internship Site(s): _____

Clinic/Field/University Supervisor Name: _____

Supervisor Title: _____

Directions: We would like you to rate and reflect upon your performance for the past year (at the end of clinic, practicum or internship) according to competencies that fall within our professional standards of training. For each of the twelve competency areas listed, provide a proficiency rating using the entire 10-point scale below:

- 10 = Advanced Proficiency – expected for professionals who are fully ready to practice independently**
- 5 = Adequate Mastery – expected for professionals who are largely independent with minimal support**
- 1 = Minimal Mastery – would require support and supervision until independence is established.**

Once you enter your ratings to the left of each item, share your ideas and your ratings with your Field Supervisor. Then work with your supervisor to develop one to three specific ways that you demonstrated knowledge and skills for each competency area during your Clinic, Practicum, or Internship experience. Then add future objectives that consist of steps you will take to further your skills in this area. You may add additional pages as needed. Your Supervisor must sign this evaluation before it is submitted.

1 _____ 5 _____ 10

Minimal Mastery of Competency	Adequate Mastery of Competency	Advanced Mastery of Competency
--	---	---

_____ **1. Data-Based Decision Making:** I have demonstrated knowledge of a variety of models and methods of assessment that yield useful information to identify strengths and weaknesses, and to understand problems and measure progress.

Student/Supervisor comments:

Future objectives:

_____ **2. Collaboration and Consultation:** I have demonstrated knowledge of behavioral, mental health, collaborative, and other consultation models and how to apply them to particular situations to effectively collaborate in planning and decision-making.

Student/Supervisor comments:

Future objectives:

_____ **3. Effective Instruction and Development of Cognitive/Academic Skills:** I have demonstrated knowledge of human learning processes and how to assess them using both direct and indirect methods to develop appropriate cognitive and academic goals for diverse students with differing levels of ability and skill. I have worked collaboratively with others to plan, implement, and assess progress towards these goals using effective, empirically-based interventions.

Student/Supervisor comments:

Future objectives:

_____ **4. Effective Interventions for Socialization and Development of Life Skills:** I have demonstrated knowledge of human development processes and how to assess them using both direct and indirect methods to develop appropriate behavioral, affective, adaptive and social skill goals for diverse students with differing levels of ability and skill. I have worked collaboratively with others to plan, implement, and assess progress towards these goals using effective, empirically-based interventions.

Student/Supervisor comments:

Future objectives:

_____ **5. Student Diversity in Development and Learning:** I have demonstrated knowledge of individual differences in relationship to biological, social, cultural, ethnic, experiential, socioeconomic, gender and linguistic factors that impact learning and development and have demonstrated the ability to work effectively with individuals and families from diverse backgrounds.

Student/Supervisor comments:

Future objectives:

_____ **6. School and Systems Organizations, Policy Development and Climate:** I have demonstrated knowledge of general education, special education, and other related services and understand schools and other related settings as systems that can impact student development and learning. I also have demonstrated the ability to work with individuals and groups to facilitate policies and practices that create and maintain safe, supportive, and effective learning environments.

Student/Supervisor comments:

Future objectives:

_____ **7. Prevention, Crisis Intervention, and Mental Health Promotion:** I have demonstrated knowledge of human ability and disability and psychopathology and associated biological, cultural, and social

influences on human behavior. I also have demonstrated the ability to contribute to the provision of prevention and intervention programs that promote mental health and physical well-being of students.

Student/Supervisor comments:

Future objectives:

_____ **8. Home/School/Community Collaboration:** I have demonstrated knowledge of family systems and family strengths and influences on student development, learning and behavior and the ability to involve families, educators, and other community members to promote and provide comprehensive education and service delivery to children and families.

Student/Supervisor comments:

Future objectives:

_____ **9. Research and Program Evaluation:** I have demonstrated a sufficient depth of understanding of research, statistics, and evaluation methods and have translated this knowledge into practice through planning and implementing investigations and program evaluations for the improvement of services.

Student/Supervisor comments:

Future objectives:

_____ **10. Professional Practice and Development:** I have demonstrated knowledge of the foundations and ethics of the field, including various service models, public policies, and legislation and the ability to practice in ways that are consistent with the highest ethical and professional standards to provide services for children and families in school and community settings. I also have demonstrated a commitment to the profession and a desire to engage in career-long professional development.

Student/Supervisor comments:

Future objectives:

_____ **11. Information Technology:** I have demonstrated the knowledge and ability to access, evaluate, and utilize information resources and technology in ways that safeguard or enhance the delivery of School Psychology services.

Student/Supervisor comments:

Future objectives:

_____ **12. Professional Work Characteristics:** I have demonstrated the following professional work characteristics during this field experience: Respect for human diversity; Effective communication skills; Effective interpersonal skills; Ethical responsibility; Initiative and dependability; and Adaptability.

Student/Supervisor comments:

Future objectives:

Continuing Professional Development Plan (continued)

Date of Evaluation: _____

Clinic/Practicum/Internship Student: _____

13. What have you learned about yourself during this placement?

14. What competencies do you most want to improve upon in the future?

Student Signature _____

Date _____

Field Supervisor Signature _____

Date _____

DU Supervisor Signature _____

Date _____

**Appendix I
Site Evaluation**

Student Name: _____ Level: Ed.S. Ph.D.

Placement dates: _____

Supervisor 1: _____

Site 1: _____

Supervisor 2: _____

Site 2: _____

Check all the opportunities that are available on this site:

- | | |
|--|--|
| <input type="checkbox"/> Assessment (Formal/Informal) | <input type="checkbox"/> Presentation |
| <input type="checkbox"/> Observation | <input type="checkbox"/> Writing |
| <input type="checkbox"/> Counseling (Individual/Group) | <input type="checkbox"/> Research |
| <input type="checkbox"/> Academic Interventions (Individual/Class) | <input type="checkbox"/> Training |
| <input type="checkbox"/> Behavioral Interventions | <input type="checkbox"/> Interagency Activities |
| <input type="checkbox"/> Crisis Intervention/Prevention | <input type="checkbox"/> Other Activities (describe below) |
| <input type="checkbox"/> Consultation | |

Types of clients served:

What are the primary responsibilities for the students at this site?

What kind of supervision is provided?

- Individual Supervision Hours/Week: _____
- Group Supervision Hours/Week: _____ Number of students: _____

What is the theoretical orientation of the supervisor or supervisors at this site?

What types of professional development opportunities were available at this site?

What changes or suggestions would have improved your practical experiences at this site?

What changes or suggestions would have improved your supervision experiences at this site?

What unique demands of this site have not already been discussed? (full year commitment, requires at least 15 hours weekly for assessments, etc.)

FOR INTERNSHIP ONLY:

What was the pay/stipend at this site?

What types of benefits were provided at this site?

SITE 1	SITE 2
<p>Would you recommend this site?</p> <p><input type="checkbox"/> Yes – highly; it was an excellent placement</p> <p><input type="checkbox"/> Yes – under the following conditions</p> <p><input type="checkbox"/> No, because</p>	<p>Would you recommend this site?</p> <p><input type="checkbox"/> Yes – highly; it was an excellent placement</p> <p><input type="checkbox"/> Yes – under the following conditions</p> <p><input type="checkbox"/> No, because</p>
<p>Would you recommend this Field Supervisor?</p> <p><input type="checkbox"/> Yes – highly; supervision was excellent</p> <p><input type="checkbox"/> Yes – under the following conditions</p> <p><input type="checkbox"/> No, because</p>	<p>Would you recommend this Field Supervisor?</p> <p><input type="checkbox"/> Yes – highly; supervision was excellent</p> <p><input type="checkbox"/> Yes – under the following conditions</p> <p><input type="checkbox"/> No, because</p>

Please add any other comments about this site you feel would be helpful to an interested student?

Appendix J
Chain of Relevant Experiences (CoRE)

Appendix K
Documentation of Internship Completion and Portfolio Components

Student Name: _____ Level: Ed.S. Ph.D. Placement dates: _____

Internship Site/School/Agency Name(s): _____

District: _____

Address: _____ City: _____ State: _____ Zip: _____

Supervisor Name: _____ Title: _____

Supervisor E-mail: _____ Phone: _____

Memo & Contract	Personal Goals <input type="checkbox"/> Initial <input type="checkbox"/> Midpoint	Qtly updates <input type="checkbox"/> Fall <input type="checkbox"/> Winter <input type="checkbox"/> Spring	Time sheet logs <input type="checkbox"/> Fall <input type="checkbox"/> Winter <input type="checkbox"/> Spring	Quarterly Assignments <input type="checkbox"/> Fall <input type="checkbox"/> Winter <input type="checkbox"/> Spring	Case Summary Reports <input type="checkbox"/> Fall <input type="checkbox"/> Winter <input type="checkbox"/> Spring	Perf Evals <input type="checkbox"/> Fall <input type="checkbox"/> Winter <input type="checkbox"/> Spring	Site Eval <input type="checkbox"/> 1st site <input type="checkbox"/> 2nd site	Staff Presentation Inserv.	Cont Prof Dev Plan	Vita	Praxis Exam Scores	State Licensure Doc	Dean's Signature

The following signatures verify that the above stated student has successfully completed all obligations and requirements for Internship, indicating that this student is eligible to proceed to Graduation as long as all other eligibility requirements have been met.

Student Signature: _____ **Date:** _____

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

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

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

InSPECT Internship Requirements	Site Inform. Summary	Consultat & Collabor	Family counseling/education	Family Service Summary	EC Group/Class Intervention	EC Case Study	EC Profess Presenta	Developmental Assess linked to Intervention	EC Prof Training	List Serv Entry	FARF	Time Logs

Appendix L CFSP 4355 School Psychology Internship Syllabus

Instructor: MB McDermott, MA, CAES

Office: 221 Ammi Hyde

Office Hours: Tuesdays 3pm – 4:30pm or by appointment

Office Phone: 303-871-4432

Home Phone: 303-778-9122

Email: mmcdermo@du.edu

Prerequisites: Permission of Instructor

NASP Standards Met: 2.1; 2.2; 2.3; 2.4; 2.5; 2.6; 2.7; 2.8; 2.9; 2.10; 2.11

CDE Standards Met: 11.06 (2)(a)(b)(c)(d)(e); 11.06 (3)(a)(b)(c)(d); 11.06 (4)(a)(b)(c); 11.06 (5)(a)(b)(c)(d)(e)(f); 11.06 (6)(a)(b)(c); 11.06 (7)(a)(b)(c); 11.06 (8)(a)(b)(c)(d)(e); 11.06 (9)(a)(b)(c)(d)(e)

COURSE DESCRIPTION

The Internship in Child, Family, and School Psychology is a 1200-1500 hour supervised advanced field experience in a public or private school/community setting. Internship Students who are students in the Integrated School Psychology Early Childhood Training (InSPECT) program must complete at least half of their Internship (600 hours) in a placement that links or directly provides early childhood services and consultation. Internship for Ed.S. and Ph.D. School Psychology Licensure students is taken after the successful completion of core courses and a 500-hour clinic and field-based practicum. The internship is considered a critical professional transition year to help consolidate learning and professional competencies and to transfer skills into independence and autonomous practice.

For a comprehensive explanation of requirements, expectations, roles, responsibilities, and evaluation procedures, please refer to the *School Psychology Internship Manual*.

COURSE OBJECTIVES Students will—

- Participate in data-based decision making and accountability
- Demonstrate skills in consultation and collaboration at the individual, group and systems levels, across a variety of environments and diverse audiences
- Apply learning, motivation, and developmental theories to develop cognitive and academic skills through effective instruction
- Implement and evaluate services and interventions to promote socialization and development of life skills across communities
- Engage in professional behavior respectful of individual differences and diversity throughout decision making and applied practices
- Develop and implement policies and practices that create and maintain safe, supportive and effective learning environments
- Collaborate with a variety of communities (school, district, community) to implement and participate in prevention and intervention mental health programs

- Communicate and facilitate communication among students, families, educators, and community members in a variety of settings
- Apply knowledge of research and program evaluation to practice
- Continue professional development which exemplifies and contributes to the advancement of the field of School Psychology
- Use current technology to enhance the quality of service delivery

RECOMMENDED TEXT/ READINGS

As required in your practice and for university assignments.

STUDENT RIGHTS AND RESPONSIBILITIES

Please take a moment to examine the University of Denver's Honor Code, Code of Student Conduct, and Student Rights and Responsibilities documents posted on the website of DU's Office of Citizenship and Community Standards (<http://www.du.edu/ccs/>). Students are held accountable for understanding and abiding by the contents of these documents at all times. In addition, DU is committed to equal access and participation for all persons, including those with disabilities. Students who need accommodations for a disability in order to fully participate in classes should visit the Disabilities Services Program website for further information (<http://www.du.edu/disability/>).

In-service or Professional Presentation

Student: _____ Date: _____

Field Site: _____ Supervisor: _____

Directions: Before the presentation, complete as many of the following questions as possible. After the presentation, resubmit as a final report and include: (a) any revisions and additions to the original plan, (b) a copy of your presentation handouts, materials, or activities, (c) a copy of the evaluation form that you administered, and (d) a reflective summary of what you learned from this experience and what you would do differently in the future.

Purpose of the Presentation

What is the purpose of the presentation - from your and your participants' perspectives?

What are the specific goals for this presentation – how have these goals been identified?

Audience Background, Knowledge, and Motivation

Who will be your participants – how will this affect the presentation?

What do your participants already know – how will this affect your presentation?

Why are participants attending – how will this affect your presentation?

Contextual Considerations

Where/when will the presentation be held - how will this affect your presentation?

How much time will you have - how will this affect your presentation?

What resources will you have - how will this affect your presentation?

Presentation Content, Format, Modality, Materials

What key topics/issues/ideas will be covered?

How will these ideas be presented?

What activities may be used to engage participants in learning this information?

What materials may be helpful in presenting this information?

Evaluation of the Presentation

How will you assess the presentation goals that are listed above?

What feedback will you collect to assess overall participant perceptions of the presentation outcomes, format, content, materials, presentation style, etc.

Reflective Summary

What did you learn as a result of preparing and giving this in-service presentation?

What would you do differently to enhance or improve this presentation in the future?

Example Presentation Evaluation Form

ADMINISTRATIVE SUPORT STAFF & CUSTOMER SERVICE REPRESENTATIVES TRAINING FEBRUARY 2005

RATINGS: 5= Strongly Agree 4 = Agree 3 = Slightly Agree 2 = Slightly Disagree 1 = Strongly Disagree N/A = Not Applicable

PRESENTATION: <u>COPING WITH CHANGE IN THE WORKPLACE:</u> <u>BUILDING RESILIENCY</u>		FEBRUARY 1, 2005
INSTRUCTOR: DAWN IACONIS, CSEAP STAFF		
1.	Instructor clearly explained the purpose/goals of the training session.	
2.	Instructor created an environment conducive to my learning.	
3.	Instructor provided an environment that allowed participation from all participants.	
4.	Overall, instructor was knowledgeable, enthusiastic and interesting.	
5.	Course content was relevant to my job.	
6.	I will do things differently as a result of what I learned.	
7.	My job performance will increase due to the skills/knowledge/abilities I learned from this course.	
8.	I easily understood how to transfer the learning to my job.	
9.	I did my part to make this a successful course.	

10.	Overall this class was very good.	
11.	This course should be offered again (in 1-3 years) in future programs for administrative support staff and CSRs.	
<p>What did you most enjoy about this session?</p>		
<p>What would you change about this session?</p>		
<p>What other information you would like to give us? (This is optional; however, it would be helpful if you would explain your ratings.)</p>		

Quarterly University Assignments

Fall Assignment 2007

In **Best Practices in School Psychology IV**, read **Ch. 9**, “*Best Practices in the Supervision of Interns*”
Send your written response to the Internship email list **Oct. 22nd** (this will count as your written October check-in.) In your remarks, observations, address the following:

- a. Have you been able to discuss supervision styles with you supervisor?
- b. What is your preferred style? Why?
- c. Refer to Appendix A (Ch. 9, BP) and use subheadings to rate your supervisor on his/her:
 - Teaching skills
 - Intervention skills
 - Consultation skills
 - Commitment to ethics and equity
- d. What have you appreciated most about your supervisor?
- e. Has there been a frustration that you are coping with, related to your supervisor or otherwise? Describe and explain what you're doing to cope.
- f. Share any other reflections that might be enlightening or amusing.

Winter Assignment 2008

For your assignment this quarter, you have a choice. Choose **one** of the following:

- a. In **Best Practices in School Psychology IV**, read **chapter 16 “Best Practices in System-Level Change.”** Implement the **Six Step Problem-Solving Model (p.231)**. Following implementation, complete the 4 evaluation questions on page 232. Describe each of the 6 steps of the model and respond to each of the 4 evaluation questions. **Send your written response to the Internship email list by March 20th.**
- b. **Read chapter 17 “Best Practices in Facilitating School Reform, Organizational Change, and Strategic Planning.”** Interview the Director of Special Education for your district. If this is not possible, you can interview your school principal. To prepare for the interview, devise a list of questions based upon your reading to determine what processes are in place to interpret and implement IDEA and what the role of the School Psychologists in the district will be. Include your list of interview questions and the responses of the administrator. Be **sure** to include the role of the School Psychologist. **Send your written response to the Internship email list by March 20th.**

Spring Assignment 2008

For the spring quarter assignment, we in some way need to touch on technology. In an attempt to be sensitive to the heavy demands that you are most likely under with the approach of the end of school, I'm going to keep this simple. **Send your written response as an attachment to the Internship email list by May 15th.**

Assignment:

1. Please list any technologies that you are aware of your districts using in schools. Also, for what purpose is each technology used. For example, Nicole mentioned use of the F.M. monitor for students in need of directions repeated or for those with auditory processing problems. I expect that some of you may have a rather lengthy list while some districts may not have the money for the technology.
2. What technology have you used this year? Is there technology that you wished you had but don't? For example, a scoring assistant program for a particular instrument or a camera to take pictures of the cute kids that you did a group with.

Internship Checklist 2007-2008

Please make sure that all forms that require signatures have been signed and dated. Also, make sure case studies, quarter assignments, check-ins (updates), and goals are all clearly labeled and DATED. Remember to let me know what to count as your in-service presentation.

	Due
1. Internship Field Supervision Memorandum	By start of Internship
2. Internship Agreement Contract	By start of Internship
3. Personal Goals:	
Initial	Prior to meeting w/ Field & University Supervisor
Mid-year	Jan. 15 (update)
4. Time Sheets-Monthly Internship Logs	Dec. 15, Mar. 15, May 15
6. Two case studies per quarter (6 total)	Dec. 15, Mar. 15, May 15
7. Quarter assignments	Dec. 15, Mar. 15, May 15
8. Quarterly check-in with U. Supervisor & cohort	Dec. 15, Mar. 15, May 15
9. Field Placement Evaluation Forms	
Self & Field Supervisor	Jan. 15 May 15
10. Internship Site Evaluation	Jan. 15 (if change of placement), May 15
11. Continuing Professional Development Plan	May 15
12. In-service Presentation (p. 48-51)	May 15
E-mail Assignments (see quarterly assignments for details)	
Fall	October 22
Winter	March 20
Spring	May 15

Snail Mailing Instructions (Please do not email or fax):

Please send the above as complete packets—do NOT send individually. Mailing dates are as follows:

Beginning of school year: Memo, contract and goals (I can get these at the meeting w/ your Field Supervisor if you are in the metro area..)

Dec. 15: Time sheets, 2 case studies, fall assignment, quarter check-in (send hard copy to me + email to cohort)

Jan. 15: Self & Field Supervisor evaluation forms; new goals; site evaluation if change in placement

Mar. 15: Time sheets; 2 case studies; winter assignment; quarter check-in (hard copy to me, email cohort)

May 15: Time sheets; 2 case studies; spring assignment; quarter check-in (hard copy to me, email cohort); self & field supervisor evaluation forms; site evaluation; Continuing professional development plan; resume; In-service Presentation

Mail to:

MB McDermott

University of Denver

Morgridge College of Education, Room 206

2450 S. Vine St.

Denver, CO 80208

Colorado State School Psychologist Birth-21 Endorsement Standards

CFSP 4355 SCHOOL PSYCHOLOGY INTERNSHIP

- 11.06(2)(a)** apply learning, motivation, and developmental theories, to improve learning and achievement for all children/students.
- 11.06(2)(b)** utilize developmentally-appropriate practices that support the education of children/students, ages birth – 21, with disabilities or delays in development.
- 11.06(2)(c)** use results from ongoing assessment(s) in the development of appropriate cognitive and academic goals for children/students with differing abilities, disabilities, strengths, and needs.
- 11.06(2)(d)** implement interventions, such as consultation, behavioral assessment/intervention, and counseling, to achieve student goals.
- 11.06(2)(e)** evaluate the effectiveness of interventions, and modify, as necessary and appropriate.
- 11.06(3)(a)** select evaluation methods and instruments that are most appropriate, based upon effective up-to-date measurement theory and research.
- 11.06(3)(b)** implement a systematic process to collect data, including, but not limited to, test administration; interviews and observations; behavioral, curriculum-based, and play-based assessments; and ecological or environmental evaluations.
- 11.06(3)(c)** translate assessment results into empirically-based decisions about service delivery, to promote child/student achievement.
- 11.06(3)(d)** evaluate the outcomes of programs and services incorporating appropriate and relevant research design, statistics, and methodology.
- 11.06(4)(a)** develop appropriate behavioral, affective, adaptive, social, and transition goals for students of varying abilities, disabilities, strengths and needs.
- 11.06(4)(b)** implement interventions and services, including but not limited to, consultation, behavioral assessment and intervention, counseling, and interagency collaboration, based on identified goals.
- 11.06(4)(c)** evaluate the intervention(s) and modify, as needed and appropriate, to
- 11.06(5)(a)** identify biological, cognitive, affective, developmental, social, and cultural bases, that contribute to individual differences.
- 11.06(5)(b)** identify risk and resiliency factors.
- 11.06(5)(c)** recognize psychopathology and articulate its potential influence on school functioning.
- 11.06(5)(d)** demonstrate the sensitivity, skills, and respect necessary to work with diverse types of individuals and families.
- 11.06(5)(e)** display respect for diversity in social and cultural backgrounds and linguistic differences, when working with families, school personnel and community agencies.

- 11.06(5)(f)** select and/or adapt prevention and intervention strategies, based on individual characteristics, strengths, and needs, to improve learning, achievement, and adaptive functioning for all children/students.
- 11.06(6)(a)** develop and implement policies and practices that create and maintain safe, supportive, and effective learning environments.
- 11.06(6)(b)** participate in and facilitate school reform efforts.
- 11.06(6)(c)** translate federal and state law, state rules and regulations, and local policy, into building and district-level practice.
- 11.06(7)(a)** implement school-wide prevention and intervention programs, which may include, but are not limited to individual and group counseling, affective education, and positive behavior interventions and supports, to promote the mental health, physical well-being, and the achievement of children/ students of all ages.
- 11.06(7)(b)** participate in risk assessments and crisis response planning, to promote and maintain school safety.
- 11.06(7)(c)** respond, effectively, to crisis situations.
- 11.06(8)(a)** consult and collaborate, effectively, with children/students, school personnel, families, and community professionals, to promote and provide comprehensive services to children and families, and to advance student achievement.
- 11.06(8)(b)** communicate information that is readily understandable, to students, families, educators, and community members, during meetings, in-services, and consultations.
- 11.06(8)(c)** promote family involvement in education and service delivery.
- 11.06(8)(d)** collaborate with families, and other service providers, to meet the needs of infants, toddlers, and preschoolers, in home and community settings.
- 11.06(8)(e)** link community resources that serve infants, toddlers, children, adolescents, young adults, and their families, and facilitate children's/students' transitions across various service delivery systems.
- 11.06(9)(a)** demonstrate professional leadership that exemplifies a personal and professional commitment to ethical, professional, and legal standards.
- 11.06(9)(b)** practice in accordance with all applicable federal and state statutes, rules and regulations, and local policies, especially those concerning due process, informed consent, privacy rights, and confidentiality.
- 11.06(9)(c)** integrate information sources and current technology, to enhance quality of service.
- 11.06(9)(d)** utilize data-based decision-making, in all aspects of professional practice.
- 11.06(9)(e)** maintain professional preparation, development, and supervision, as related to the population served.
- 11.06(9)(f)** contribute professionally to the advancement of School Psychology.

CFSP 4355 School Psychology Internship

NASP Domain	CDE 11.06 Code	How students demonstrate knowledge, skills and understanding for application of this standard
2.1	3.a 3.b 3.c 3.d 9.d	<p>Addressed: Supervised advanced School Psychology 1200 clock hour independent field experience within infant, preschool, elementary, middle or high school settings.</p> <p>Assessed: Weekly supervision with on-site supervisor; monthly check-in with university supervisor; quarterly university online discussion assignments; two case reports submitted each quarter to the university supervisor; completion of weekly detailed time sheets/activity logs submitted quarterly; at the mid-point and completion of the internship, the field and university supervisors complete a written evaluation of the intern's competencies.</p> <p>Attained: Internship Students are expected to show on-going progress in all areas and complete a balanced internship experience. At the culmination of the internship experience, independent professional level ratings of 4 and 5 are expected in all areas. For any category that the intern has not attained the independent, professional level of performance, the site supervisor and student must submit an explanation which can include a plan to acquire needed skills.</p>
2.2		See above
2.3	2.a 2.b 2.c 2.d 2.e	See above
2.4	4.a 4.b 4.c	See above
2.5	5.a 5.b 5.c 5.d 5.e 5.f	See above
2.6	6.a 6.b 6.c	See above
2.7	5.c 7.a 7.b 7.c	See above
2.8	8.a 8.b 8.c 8.d 8.e	See above
2.9	3.d	See above
2.10	9.a 9.b 9.c 9.d 9.e 9.f	See above
2.11	9.c	See above

Appendix M
Best Practices - Chapter 9

Best practices in the supervision of interns

By Jane Close Conoley and Jeremy R. Sullivan

Appendix N
Best Practices - Chapter 16

Best practices in system-level change

by Michael J. Curtis and Stephanie A. Stollar

Appendix O
Best Practices - Chapter 17

Best practices in facilitating school reform, organizational change, and strategic planning

By Howard M. Knoff

Appendix P
CDE Licensure Materials

See the following website for the most recent licensure materials:

http://www.cde.state.co.us/cdeprof/Licensure_main.asp