



UNIVERSITY OF
DENVER

**Morgridge College
of Education**

Child, Family, and School Psychology Program

CFSP 4355 School Psychology Internship

Internship Manual

2008 – 2009

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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 Faculty 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 Chair 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 Ed.S. or Ph.D. 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 Faculty or the Program Chair. 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 Chair prior to beginning any Internship activities. Copies of this memorandum must then be left with the Field Supervisor and University Faculty. 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 Faculty, and the Field Supervisor as soon as possible after beginning Internship and fall quarter. The Internship Agreement Contract (**Appendix B**) and a Professional 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 NCSP format case study and 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 Supervisor and University Faculty. 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 Professional Goals Form (**Appendix C**) and share with your site supervisor(s) during the first two weeks of school;
- Make sure your University Faculty 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 general 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 general 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 Faculty as an attachment in e-mail;
 - Submit 1 Reflection Summary during each quarter;
 - 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 on-line Field Placement Performance Evaluation (See **Appendix G** for Hard Copy Worksheet of On-Line Evaluation);
 - 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 Faculty by mid-May for signatures;
 - Submit mid-year draft and end-of-year NCSP format case study and final in-service presentation summary, (See 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 one Reflection Summary each quarter. In addition, one NCSP format Case Study must be used to evaluate the outcome of an empirically-based individual or group intervention (See CFSP 4355 School Psychology Internship Syllabus, **Appendix L**).

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 Placement site/Internship student and delivered to colleagues, families and/or other professionals.
- 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 check in with his or her University Faculty 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 Faculty at any time during the Internship should an issue or concern arise that warrants immediate attention.
- The Internship student will participate in on-line check-ins with the University Faculty 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

- Facilitate and lead initial meeting or conference call between Field Supervisor and University Faculty.
- 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 Faculty. 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 two on-line performance evaluations, one at the mid-point of the school year (December or January) and one at the completion of Internship (mid-May). Once completed, if there are concerns a feedback meeting with the University Faculty 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 Faculty for consideration.
- **Satisfactory completion of all assignments, evaluations, time sheets and summary logs must be submitted to the University Faculty to be eligible for graduation.**
- **If problems or concerns arise, it is the responsibility of the Internship student or Field Supervisor to contact the University Faculty 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 Initial/Mid-year Personal goals and provide corrective feedback.
- Assist student in learning to balance the responsibilities of the job and overcome basic obstacles.
- Provide minimum of 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 development activities at the site as possible.
- Discuss performance concerns with student or University Faculty as soon as possible.

- Meet to collaborate on jointly constructed solutions when problems arise.
- Meet with the University Faculty at the beginning of Internship/fall quarter and as needed thereafter.
- Complete all Internship on-line performance evaluations and discuss progress with student and University Faculty.
- 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 Faculty immediately.

University Faculty 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/fall quarter 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 Supervisor and University Faculty 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 Faculty at any time during the Internship should an issue or concern arise that warrants immediate attention. **A formal on-line Field Placement Performance Evaluation is expected to be completed independently by the student and the Field**

Supervisor at the middle and the end of Internship. A hard copy of the on-line evaluation can be used to as a worksheet to assist in completing the on-line evaluation. The student is responsible for evaluating him/herself and also providing the Field Supervisor with a hard copy of the Evaluation Worksheet (Appendix G) in order to evaluate the student. The student also arranges a joint feedback session with the University Faculty 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 Faculty soon after they are completed.

An Internship grade will not be recorded until all Internship hours and assignments 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 Faculty 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 Faculty ;
- Satisfactory completion of course assignments each quarter;
- Participation in quarterly discussions/updates with the University Faculty 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 Professional 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 On-Line Field Placement Performance Evaluation Worksheet**
- 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, Chair
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 Supervisor and University Faculty on a variety of experiences. **Ed.S. students pursuing Early Childhood certification are 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 Faculty at least once per quarter. Students may be asked to share ongoing experiences and present information about ongoing cases to their University Faculty.

Evaluation

Contact is expected between the Field Supervisor and University Faculty at the beginning of the Internship and as needed thereafter. The student's On-Line **Field Placement Performance**

Evaluation 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, using the On-Line Evaluation worksheet (Appendix G) 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 Faculty .

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 Faculty 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 Faculty 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 Faculty'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 Faculty is to mediate and facilitate any interpersonal or competency difficulties that may arise. Under those circumstances, the University Faculty 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 Faculty noted below.

MB McDermott, University Faculty
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 Faculty 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 development activities at the site as possible.
- Discuss performance concerns with student or University Faculty as soon as possible.
- Meet to collaborate on jointly constructed solutions when problems arise.
- Meet with the University Faculty at the beginning of Internship and as needed thereafter.
- Complete all Internship performance evaluations and discuss with student and University Faculty.
- 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 Faculty 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 Faculty. 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 (mid-May). Once completed, if there are concerns a feedback meeting with the University Faculty 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 Faculty for consideration.
- Quarterly on-line discussions with the University Faculty are required. These are to be shared with the cohort.
- **Satisfactory completion of all assignments, evaluations, time sheets and summary logs must be submitted to the University Faculty to be eligible for graduation.**
- **If problems or concerns arise, it is the responsibility of the Internship student or Field Supervisor to contact the University Faculty 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/fall quarter 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 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 Faculty _____ **Date** _____

Appendix C
Professional 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 Faculty Signature _____ **Date** _____

Midpoint:

Student Signature _____ **Date** _____

Field Supervisor Signature _____ **Date** _____

University Faculty 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 – Indiv.			
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

This performance evaluation is **based on nationally recognized standards for credentialing school psychologists** developed through the **National Association of School Psychologists (NASP)** program approval process. It 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. There are no sharply defined lines between these ratings and assigned grades since professional development and growth is a continuous process. Thus, students may have ratings along the 1-5 continuums of critical performance skills, depending on where students are in the Field Practicum or Internship experience.

The following evaluation form is broken into two parts

Part I: Please circle the rating number associated with your trainee's (or your) skill level. If you want to elaborate on a specific area, please feel free to write comments at the end of each section.

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 (or your) 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

Domain 2.1						
Data-Based Decision Making and Accountability	Remediation Needed		Independent Level			NO
11. Demonstrates knowledge of effective data-based decision-making and problem-solving processes.	1	2	3	4	5	
	1	2	3	4	5	
12. Systematically collects information to identify and define strengths and needs to plan services and evaluate outcomes.	1	2	3	4	5	
	1	2	3	4	5	
13. Determines the effectiveness of an intervention by comparing the desired goal with the actual outcome.	1	2	3	4	5	
	1	2	3	4	5	
14. Facilitates accountability for decision implementation.	1	2	3	4	5	
	1	2	3	4	5	
15. Collects sufficient data on individual students, programs, classroom environments, and other relevant contributors to evaluate needs, assess current status and measure the effects of a decision-making process.	1	2	3	4	5	
	1	2	3	4	5	
16. Generates and supports reasonable hypotheses based on multiple sources and integrated team data.	1	2	3	4	5	
	1	2	3	4	5	
17. Collects data for decision-making through a variety of models and methods of assessment, testing, observation and interviewing.	1	2	3	4	5	
	1	2	3	4	5	
18. Correctly applies and interprets formal and informal assessment, behavioral assessment, curriculum-based measurement, and environmental evaluation.	1	2	3	4	5	
	1	2	3	4	5	

19. Collects data about the student's school achievement and personal competence within the context of home and school environment, cognitive, social, emotional and behavioral factors.	1	2	3	4	5	
	1	2	3	4	5	
20. Identifies and evaluates how environmental factors and personal student characteristics interact to affect academic and social/behavioral outcomes.	1	2	3	4	5	
	1	2	3	4	5	
21. Demonstrates respect for diversity.	1	2	3	4	5	
	1	2	3	4	5	
22. Formulates recommendations sensitive to student and school cultures.	1	2	3	4	5	
	1	2	3	4	5	
23. Assists administrators with assessment and data-based decision making to meet accountability responsibilities.	1	2	3	4	5	
	1	2	3	4	5	
24. Applies research and systems expertise in data-based decision-making and problem-solving to problems at the levels of learning and behavioral factors, classroom outcomes, building and systems initiatives, and general public accountability responsibility.	1	2	3	4	5	
	1	2	3	4	5	
25. Obtains and reviews relevant background and developmental information from a variety of appropriate sources.	1	2	3	4	5	
	1	2	3	4	5	
26. Links assessment results with interventions and uses data to design and implement effective intervention services that promote student competencies.	1	2	3	4	5	
	1	2	3	4	5	
27. Maintains confidentiality of information collected during assessment.	1	2	3	4	5	
	1	2	3	4	5	
28. Other Comments for Data-Based Decision Making and Accountability						

Domain 2.2						
Consultation and Collaboration						
	Remediation Needed	Independent Level				NO
29. Selects and employs appropriate behavior, mental health, collaborative, and/or other consultation approaches.	1	2	3	4	5	
	1	2	3	4	5	

30. Considers personal characteristics of the consultee such as background, developmental level, cognitive level, and communication style, social, cultural, and emotional factors.	1	2	3	4	5	
	1	2	3	4	5	
31. Applies consultation and collaboration skills across a variety of settings and across numerous types of problem-solving opportunities.	1	2	3	4	5	
	1	2	3	4	5	
32. Maintains objectivity and problem focus during consultation.	1	2	3	4	5	
	1	2	3	4	5	
33. When needed, serves as a change agent at the levels of individual student, teacher, classroom, building, district, and/or other agency.	1	2	3	4	5	
	1	2	3	4	5	
34. Facilitates progress toward desired change.	1	2	3	4	5	
	1	2	3	4	5	
35. Strives to achieve harmony and consensus to promote a healthy, cooperative work environment.	1	2	3	4	5	
	1	2	3	4	5	
36. Facilitates communication among and between students, school teams, families, school administrators, and individuals within the community.	1	2	3	4	5	
	1	2	3	4	5	
37. Demonstrates strong interpersonal skills which include the ability to actively listen, adapt, clarify ambiguity, and to remain patient in difficult situations.	1	2	3	4	5	
	1	2	3	4	5	
38. Has knowledge of and ability to use effective collaboration skills with individuals of diverse backgrounds and characteristics.	1	2	3	4	5	
	1	2	3	4	5	
39. Clearly presents and disseminates information to members in the school community—students, families, teachers, principals, support staff, school boards, policy makers, community leaders, colleagues and others in a variety of contexts.	1	2	3	4	5	
	1	2	3	4	5	
40. Other Comments for Consultation and Collaboration						

Domain 2.3 Effective Instruction and Development of Cognitive/Academic Skills	Remediation Needed					Independent Level	NO
	1	2	3	4	5		
41. Applies learning theory and strategies sensitive to individual student differences to develop effective instruction and cognitive and academic goals to promote student learning.	1	2	3	4	5		
	1	2	3	4	5		
42. Uses Knowledge of cognitive and academic skills of students with different abilities, disabilities, strengths, needs, and diverse backgrounds when assessing and developing instructional strategies.	1	2	3	4	5		
	1	2	3	4	5		
43. Uses appropriate assessment techniques to assess student progress and assists in revising instructional strategies as needed to achieve learning goals.	1	2	3	4	5		
	1	2	3	4	5		
44. Selects and uses methods to evaluate treatment/instructional integrity.	1	2	3	4	5		
	1	2	3	4	5		
45. Uses current professional knowledge base of empirically-demonstrated components of effective instruction and alternative instructional methods for students with diverse strengths and challenges.	1	2	3	4	5		
	1	2	3	4	5		
46. Uses principles of student-centered learning to assist students to identify and develop executive functions e.g., study skills, self-monitoring, planning, organization, and time management skills.	1	2	3	4	5		
	1	2	3	4	5		
47. Shares advances in research and curriculum/instruction with educators, parents, and the community.	1	2	3	4	5		
	1	2	3	4	5		
48. Works with others to set student learning goals, design teaching and learning strategies, and selects measurement tools to assess student achievement.	1	2	3	4	5		
	1	2	3	4	5		
49. Assists local and state agency personnel to design accountability systems.	1	2	3	4	5		
	1	2	3	4	5		
50. Appropriately incorporates behavioral principles and observations into instructional planning and implementation.	1	2	3	4	5		
	1	2	3	4	5		
51. Suggests useful, appropriate, culturally-sensitive techniques for developing effective behavior change plans.	1	2	3	4	5		
	1	2	3	4	5		
52. Models or rehearses desired behaviors, skills, and/or instructional strategies when needed.	1	2	3	4	5		
	1	2	3	4	5		

53. Works with students, teachers and families to design appropriate family/parent interventions when needed.	1	2	3	4	5	
	1	2	3	4	5	
54. Develops appropriate accountability mechanisms for instructional and behavioral interventions.	1	2	3	4	5	
	1	2	3	4	5	
55. Maintains appropriate confidentiality.	1	2	3	4	5	
	1	2	3	4	5	
56. Recognizes a student's/family's need for outside referral and skillfully facilitates contact with appropriate resources.	1	2	3	4	5	
	1	2	3	4	5	
57. Other Comments for Effective Instruction and Development of Cognitive/Academic Skills						

Domain 2.4						
Socialization and Development of Life Skills	Remediation Needed		Independent Level		NO	
58. Maintains updated professional culturally sensitive knowledge base in all aspects of human development including behavioral, affective, social, and adaptive domains.	1	2	3	4	5	
	1	2	3	4	5	
59. Applies knowledge of these domains to provide effective consultation, behavioral assessment, intervention strategies, and counseling services.	1	2	3	4	5	
	1	2	3	4	5	
60. Incorporates knowledge of these domains when working with students of different abilities, disabilities, strengths, backgrounds and needs when designing intervention strategies.	1	2	3	4	5	
	1	2	3	4	5	
61. Implements consultation methods, behavior management and counseling techniques to assist with the development of conflict resolution, social problem-solving, and decision-making methodologies to support teachers and families in teaching pro-social behavior.	1	2	3	4	5	
	1	2	3	4	5	
62. Teaches the concepts of generalization and transfer of learning to gain the most benefit from successful interventions across settings.	1	2	3	4	5	
	1	2	3	4	5	
63. Provides leadership to create environments that respect diversity, reinforce positive behaviors, and recognize human dignity.	1	2	3	4	5	
	1	2	3	4	5	
64. Supports teachers and families to help students become responsible for their own behavior.	1	2	3	4	5	
	1	2	3	4	5	

65. Works with parents and other care givers to develop and implement realistic behavior change programs in the home.	1	2	3	4	5	
	1	2	3	4	5	
66. Facilitates implementation of strategies that foster high rates of engaged academic time.	1	2	3	4	5	
	1	2	3	4	5	
67. Recognizes elements of classroom management that engage ecological and behavioral approaches to maintain desired learning and positive behavioral supports and suggest targeted program change when necessary.	1	2	3	4	5	
	1	2	3	4	5	
68. Incorporates strategies to facilitate successful transitions of students from one environment to another, at all educational levels.	1	2	3	4	5	
	1	2	3	4	5	
69. Links assessment data to intervention strategies to address social, emotional, adaptive, and behavioral student goals.	1	2	3	4	5	
	1	2	3	4	5	
70. Assesses progress toward goals and revises intervention strategies as necessary.	1	2	3	4	5	
	1	2	3	4	5	
71. Determines extent to which outcome is related to intervention strategies and identifies what constitutes a successful outcome.	1	2	3	4	5	
	1	2	3	4	5	
72. Other Comments for Socialization and Development of Life Skills						

Domain 2.5	Remediation Needed	Independent Level	NO			
Student Diversity in Development and Learning						
73. Recognizes the potential influences of biological, social, cultural, ethnic, experiential, socioeconomic, gender-related, and linguistic factors in a student's development and learning.	1	2	3	4	5	
	1	2	3	4	5	
74. Incorporates knowledge of these various potential influences when designing and implementing learning and behavioral intervention strategies and expected outcomes.	1	2	3	4	5	
	1	2	3	4	5	
75. Formulates realistic expected outcomes based upon these influences.	1	2	3	4	5	
	1	2	3	4	5	
76. Recognizes the broad range of individual student differences while supporting and integrating the abilities and talents of all students into instruction across settings.	1	2	3	4	5	
	1	2	3	4	5	

77. Assists school staff in recognizing experiential, linguistic differences when identifying learning differences and what is needed for students to succeed.	1	2	3	4	5	
	1	2	3	4	5	
78. Identifies what modifications are needed for students to achieve success.	1	2	3	4	5	
	1	2	3	4	5	
79. Develops academic and social/behavioral interventions sensitive to student/family culture, backgrounds, and individual learning characteristics.	1	2	3	4	5	
	1	2	3	4	5	
80. Recognizes that an intervention is more likely to be successful when it is designed to meet the specific needs of the individual student.	1	2	3	4	5	
	1	2	3	4	5	
81. Promotes personal, school-wide, and community practices that help students and families of all backgrounds feel welcome and appreciated.	1	2	3	4	5	
	1	2	3	4	5	
82. Recognizes personal racial, cultural, gender, religious, and other biases may influence decision-making, instruction, behavior, and long-term outcomes for students.	1	2	3	4	5	
	1	2	3	4	5	
83. Other Comments for Student Diversity in Development and Learning						

Domain 2.6						
School and Systems Organization	Remediation Needed		Independent Level		NO	
84. Updates professional knowledge of school and systems structure for regular and special education.	1	2	3	4	5	
	1	2	3	4	5	
85. Assists schools and other agencies to design, implement, and evaluate policies and practices in areas of discipline, problem-solving, instruction, staff training, improvement plans, program evaluation, transition plans, grading, retention, and home-school partnerships.	1	2	3	4	5	
	1	2	3	4	5	

86. Applies effective principles of organizational development and systems theory to promote learning, prevent problems, facilitate collaboration and decision-making, promote respect for all, and commit to provide quality services for all students and families.	1	2	3	4	5	
	1	2	3	4	5	
87. Contributes to development of school, agency, community and/or public policies and procedures to support quality programs and services.	1	2	3	4	5	
	1	2	3	4	5	
88. Assumes leadership role to develop changes within the state or local school improvement plans to the direct benefit of students and their families.	1	2	3	4	5	
	1	2	3	4	5	
89. Participates in the development of policies and procedures, and the implementation and evaluation of programs to ensure safe and violence-free schools and communities.	1	2	3	4	5	
	1	2	3	4	5	
90. Other Comments for School and Systems Organization						

Domain 2.7	Remediation Needed	Independent Level	NO			
Prevention, Crisis Intervention, and Mental Health						
91. Displays current knowledge of theories and research on child and adolescent development, psychopathology, human diversity, biological, cultural, and social influences on behavior, societal stressors, crises in schools and communities.	1	2	3	4	5	
	1	2	3	4	5	
92. Applies knowledge of current theoretical research to identify behaviors that are precursors to academic, behavioral, and serious personal difficulties.	1	2	3	4	5	
	1	2	3	4	5	
93. Bases effective prevention strategies and programs on current knowledge of theories and on behavioral precursors.	1	2	3	4	5	
	1	2	3	4	5	
94. Develops, implements, and evaluates effective prevention and intervention programs.	1	2	3	4	5	
	1	2	3	4	5	
95. Collaborates with school personnel, parents, and the community to effectively implement crises intervention following high impact crises (e.g., suicide, death, natural disaster, murder, bombs, etc.)	1	2	3	4	5	
	1	2	3	4	5	
96. Engages as key participant in health and mental health programs in schools and other agencies including risk evaluations and referrals.	1	2	3	4	5	
	1	2	3	4	5	
97. Displays current knowledge of diverse health issues such as developmental disorders, diet, eating disorders, addiction, sexually-transmitted diseases, and stress management.	1	2	3	4	5	
	1	2	3	4	5	

98. Collaborates with families and other health care professionals to promote practices that lead to good student health.	1	2	3	4	5	
	1	2	3	4	5	
99. Develops a variety of resources to address behavioral, learning, emotional, and physical problems.	1	2	3	4	5	
	1	2	3	4	5	
100. Participates in periodic reviews crisis intervention plans for the school.	1	2	3	4	5	
	1	2	3	4	5	
101. Other Comments for Prevention, Crisis Intervention and Mental Health						

Domain 2.8						
Home/School/Community Collaboration	Remediation Needed	Independent Level			NO	
102. Displays current knowledge about family systems and their influences on students' cognitive, motivational, and social characteristics that affect development and/or academic performance.	1	2	3	4	5	
	1	2	3	4	5	
103. Promotes collaboration and partnerships between parents and educators that improve outcomes for students.	1	2	3	4	5	
	1	2	3	4	5	
104. Recognizes cultural issues that impact home-school collaboration.	1	2	3	4	5	
	1	2	3	4	5	
105. Identifies family, home, and community factors that support learning and achievement in school.	1	2	3	4	5	
	1	2	3	4	5	
106. Applies knowledge to design, implement, and evaluate programs that promote school, family, and/or community partnerships and enhance behavioral and academic success for students.	1	2	3	4	5	
	1	2	3	4	5	
107. Provides support for parents when participating in school functions or activities so they feel welcome, engaged, and valued.	1	2	3	4	5	
	1	2	3	4	5	
108. Facilitates collaboration between school staff and parents to design curriculum and interventions for students.	1	2	3	4	5	
	1	2	3	4	5	
109. Educates school personnel and communities regarding the importance of family involvement in academic achievement and behavioral and social development.	1	2	3	4	5	
	1	2	3	4	5	

110. Advocates for parent involvement in school governance when possible.	1	2	3	4	5	
	1	2	3	4	5	
111. Maintains a school-community resource base and works with local systems of care to support the health and welfare of children's needs.	1	2	3	4	5	
	1	2	3	4	5	
112. Creates and coordinates links among schools, families, and community agencies.	1	2	3	4	5	
	1	2	3	4	5	
113. Listens to and understands family member's needs, concerns, and priorities.	1	2	3	4	5	
	1	2	3	4	5	
114. Communicates clear and complete information in a manner that is readily understood by parents, staff and/or intended recipients.	1	2	3	4	5	
	1	2	3	4	5	
115. Interacts with the family in a warm, caring, and empathetic manner.	1	2	3	4	5	
	1	2	3	4	5	
116. Assists the family to consider solutions for desired outcomes that include a broad range of family and community supports and resources.	1	2	3	4	5	
	1	2	3	4	5	
117. Other Comments for Home/School/Community Collaboration						

Domain 2.9	Remediation Needed	Independent Level	NO			
Research and Program Evaluation						
118. Applies knowledge of research design to their own research and as consumers of other's research.	1	2	3	4	5	
	1	2	3	4	5	
119. Uses evaluation techniques and methods to collect and examine data from school and community programs.	1	2	3	4	5	
	1	2	3	4	5	
120. Uses research and evaluation knowledge to select and apply assessment techniques and tools.	1	2	3	4	5	
	1	2	3	4	5	

121. Maintains knowledge of measurement principles and psychometric standards.	1	2	3	4	5	
	1	2	3	4	5	
122. Considers strength of psychometric properties of formal and informal assessment tools to use in data-based decision making.	1	2	3	4	5	
	1	2	3	4	5	
123. Maintains professional knowledge base of research findings and professional standards to translate into service delivery improvements.	1	2	3	4	5	
	1	2	3	4	5	
124. Designs educational, mental health, intervention, and prevention programs based on sound and current research.	1	2	3	4	5	
	1	2	3	4	5	
125. Assists school personnel, parents, and community resources to understand and apply psychometric concepts to student assessment data interpretation and service delivery improvements.	1	2	3	4	5	
	1	2	3	4	5	
126. Applies skills in measurement and statistics to assist in the interpretation of school and/or district data.	1	2	3	4	5	
	1	2	3	4	5	
127. Other Comments for Research and Program						

Domain 2.10						
School Psychology Practice and Development						
	Remediation Needed		Independent Level		NO	
128. Uses knowledge of the history and foundation of school psychology to work effectively with students, educators, families, and other agencies.	1	2	3	4	5	
	1	2	3	4	5	
129. Practices reflect ethical, professional and legal standards consistent with national, state, and local guidelines.	1	2	3	4	5	
	1	2	3	4	5	
130. Extends best practices across settings to enhance quality of services and protect the rights of all parties.	1	2	3	4	5	
	1	2	3	4	5	
131. Maintains highest standards in assessment, consultation, intervention, general practice, and upholds due process in accordance with state law and local guidelines.	1	2	3	4	5	
	1	2	3	4	5	

132. Uses knowledge of professional and legal standards to advocate for students and families.	1	2	3	4	5	
	1	2	3	4	5	
133. Promotes and supports public policies and practices consistent with best practices in the field.	1	2	3	4	5	
	1	2	3	4	5	
134. Recognizes school psychologists to be life-long learners; routinely evaluates their own knowledge base, professional competencies, service outcomes, and identifies areas in need of professional development, and acquires training to meet the needs of their current professional assignment.	1	2	3	4	5	
	1	2	3	4	5	
135. Recognizes own limitations biases, areas in need of personal and professional growth as well as areas of professional competence.	1	2	3	4	5	
	1	2	3	4	5	
136. Participates in continuing education opportunities.	1	2	3	4	5	
	1	2	3	4	5	
137. Works with other professionals in the field to advocate for relevant professional development opportunities for all educators.	1	2	3	4	5	
	1	2	3	4	5	
138. Other Comments for School Psychology Practice and Development						

Domain 2.11							
Information Technology							
		Remediation Needed		Independent Level		NO	
139. Uses technological advances to enhance their professional practice, disseminate information, and to safeguard and improve the quality of services for students and families.	1	2	3	4	5		
	1	2	3	4	5		
140. Employs technology as a resource and communication tool and maintains responsibility for technical services used, including issues of confidentiality.	1	2	3	4	5		
	1	2	3	4	5		
141. Possesses technology and computer skills needed to function effectively and efficiently.	1	2	3	4	5		
	1	2	3	4	5		
142. Uses technology resources to provide service delivery to students who need adaptive assistance, instructional software, and alternative interventions.	1	2	3	4	5		
	1	2	3	4	5		

143. Evaluates technological resources used for program support and student service delivery for use in designing and implementing interventions for children.	1	2	3	4	5	
	1	2	3	4	5	
144. Other Comments for Information Technology						

Personal and Professional Competencies	Remediation Needed					Independent Level	NO
145. Writes clear, concise, data-based reports and reviews all written documents for accuracy.	1	2	3	4	5		
	1	2	3	4	5		
146. Directly relates report evaluation summaries to the expressed reason for referral.	1	2	3	4	5		
	1	2	3	4	5		
147. Know <i>Principles for Professional Ethics</i> and apply them to all professional situations.	1	2	3	4	5		
	1	2	3	4	5		
148. Attends to the client's strengths as well as weaknesses when developing recommendations that will benefit the child or other clients.	1	2	3	4	5		
	1	2	3	4	5		
149. Keeps audience in mind when writing and reporting information.	1	2	3	4	5		
	1	2	3	4	5		
150. Required communications and reports are completed on time.	1	2	3	4	5		
	1	2	3	4	5		
151. Facilitates meetings and makes progress towards desired change.	1	2	3	4	5		
	1	2	3	4	5		
152. Skillfully presents information at team, staff, parent or other meetings.	1	2	3	4	5		
	1	2	3	4	5		
153. Demonstrates respect for human diversity.	1	2	3	4	5		
	1	2	3	4	5		

154. Refrains from any activity in which personal problems or conflicts may interfere with professional effectiveness.	1	2	3	4	5	
	1	2	3	4	5	
155. Attempts to resolve conflicts in a manner that is professional, mutually beneficial and maintains dignity of all parties involved.	1	2	3	4	5	
	1	2	3	4	5	
156. Demonstrates initiative, motivation, dependability and follow-through.	1	2	3	4	5	
	1	2	3	4	5	
157. Is able to organize own schedule and function independently as well as function effectively as a team member.	1	2	3	4	5	
	1	2	3	4	5	
158. Is punctual and prepared.	1	2	3	4	5	
	1	2	3	4	5	
159. Works collaboratively with others through effective interpersonal relations.	1	2	3	4	5	
	1	2	3	4	5	
160. Recognizes stressors and works to protect self against "burnout."	1	2	3	4	5	
	1	2	3	4	5	
161. Plans and delivers effective professional presentations.	1	2	3	4	5	
	1	2	3	4	5	
162. Other Comments for Personal and Professional Competencies						

Appendix H
Continuing Professional Development Plan
Clinic/Practicum/Internship

Date of Evaluation: _____

Clinic/Practicum/Internship Student: _____

Clinic/Practicum/Internship Site(s): _____

Clinic/Field/University Faculty 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 _____

University Faculty 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?

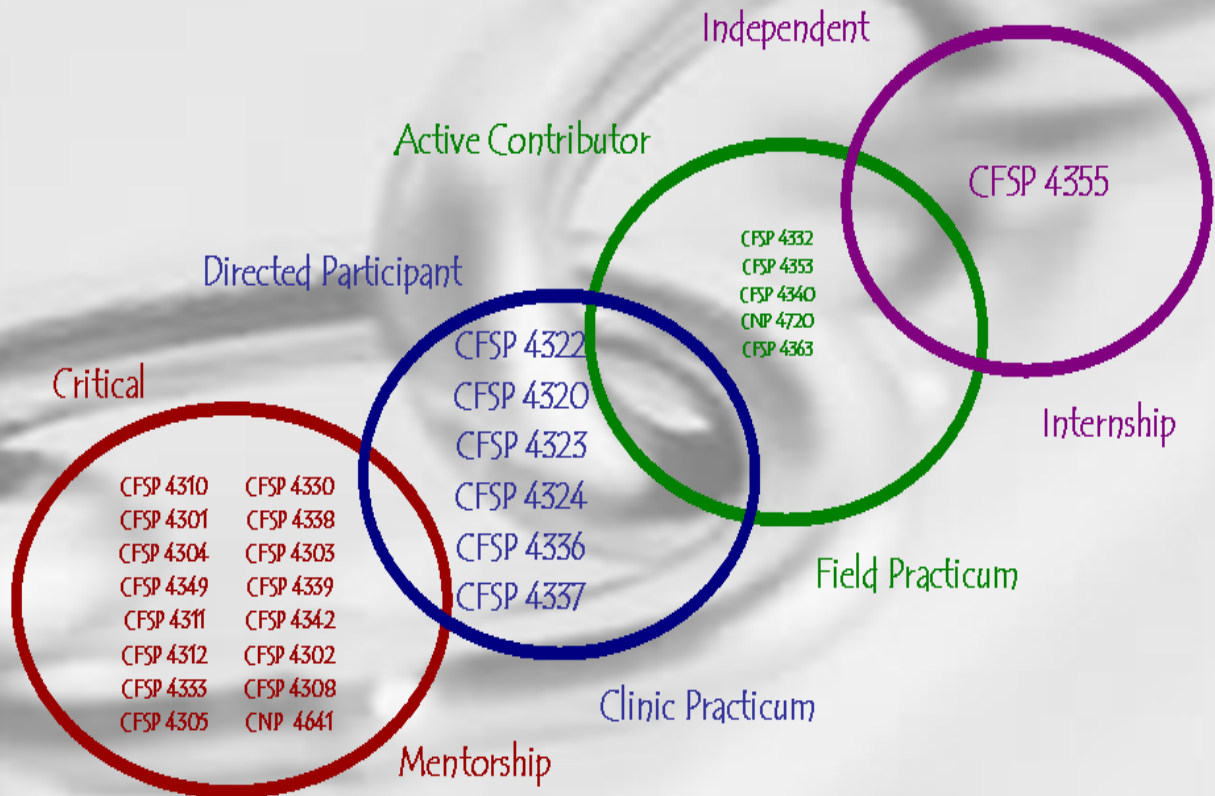
What types of benefits were provided at this site?

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)

Chain of Relevant Experiences



University of Denver - Morgridge College of Education
Child, Family, and School Psychology Program

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	Qtrly 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	NCSP Case Study <input type="checkbox"/> Midpoint <input type="checkbox"/> Final	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 Present.. In-service	Cont Prof Dev Plan	Vita	Praxis Exam Scores	State Licensure Doc	Chair'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 Faculty Signature: _____ Date: _____

Appendix L
CFSP 4355 School Psychology Internship Syllabus

Instructor: MB McDermott, MA,CAES **Office:** Ammi Hyde, Rm 221

Office: 303-871-4432 **Home:** 303-778-9122 **email:** mcdermo@du.edu

Office Hours: Tuesdays 1:30pm – 3pm or by appointment

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/>).

NCSP CASE STUDY

Refer to the rubric below as a tool to guide your approach and implementation of the case study. This is the same case study format utilized during your Field Practicum. Do **NOT** include identifying information in the case study.

“The case study will describe an actual case that has been completed by the applicant using systematic and structured problem-solving procedures. The following rubric will be used to evaluate the submitted case study.....The NCSP Case Study format must be in a 12 point, Times New Roman font, word-processed document that does not exceed 10 pages including charts and graphs.” (www.nasponline.org)

Section 1: Problem Identification

Standard	Very Effective (3 pts. Possible)	Effective (2 points possible)	Needs Development (0-1 point possible)	Points Earned
2.1	The student’s behavior is defined in the context of appropriate grade and/or peer expectations, e.g. local norms	The student’s behavior is operationally defined	The student’s behavior is identified but not operationally defined	
2.2		The problem is collaboratively defined	The problem is not collaboratively defined	
2.1	The discrepancy between current and desired level of performance is explained	The behavior is operationally defined or quantified in terms of both current and desired levels of performance	The behavior is not operationally defined in terms of both current and desired levels of performance	
2.1	Base line includes the student behavior and peer/grade norms and expectations with computed trend lines	A baseline for the student behavior is established using sufficient data	A baseline for the student behavior is not established or has insufficient data	
2.1		The student behavior is identified as a skill and/or performance deficit	The student behavior is not identified as a skill and/or performance deficit	
2.2 2.8		Parents/guardians and teachers are involved in the problem-identification process	Parents/guardians and teachers are not involved in the problem-identification process	

Section 2: Problem Analysis

Standard	Very Effective (3 pts. Possible)	Effective (2 pts. Possible)	Needs Development (0-1 point possible)	Points Earned
2.2 2.4 2.5 2.8	Hypotheses are generated through collaboration with teacher and/or parent	One or more hypotheses are developed to identify the functions that the behavior serves and/or the conditions under which the behavior is occurring or has developed in two or more of the following areas: child factors, curriculum, peers, teacher, classroom, home	Hypotheses are not developed, hypotheses are developed in only one area and/or hypotheses are not measurable	
2.1	There are multiple sources of data that converge on each proposed hypothesis	There is evidence that appropriate data are collected to confirm or reject the proposed hypotheses. Appropriate data include one or more of the following: record review, interview, observation, testing, and self report	Appropriate data are not collected to confirm or reject the hypotheses	
2.5		Hypotheses reflect an awareness of issues of diversity (e.g., physical, social, linguistic, cultural)	Hypotheses do not reflect an awareness of issues related to diversity (e.g., physical, social, linguistic, cultural)	

Section 3: Intervention

Standard	Very Effective (3 pts. Possible)	Effective (2 pts. Possible)	Needs Development (0-1 pt. possible)	Points Earned
2.3		Intervention is linked to observable, measurable goal statement(s)	Interventions is not linked to observable, measurable goal statement(s)	
2.1 2.3		Intervention(s) selection is based on data from problem analysis and hypothesis testing	Intervention(s) selection is not based on data from problem analysis and hypothesis testing	
2.1		Interventions(s) is evidence-based (e.g., research literature, functional analysis, single case design analysis)	Intervention(s) is not evidence-based (e.g., research literature, functional analysis, single case design analysis)	
2.2		Intervention(s) is developed collaboratively	Interventions(s) is not developed collaboratively	
2.5 2.6 2.8 2.9		Intervention(s) reflects sensitivity to individual differences, resources, classroom practices, and other system issues. Acceptability of intervention is verified	Intervention(s) does not reflect sensitivity to individual differences, resources, classroom practices, and other system issues. Acceptability of intervention is verified	
2.8		Logistics of setting, time, resources and personnel are included in the intervention plan	Logistics of setting, time, resources and personnel are not included in the intervention plan	

2.2 2.3		Intervention selection considers unintended outcomes or limitations	Intervention selection does not consider unintended outcomes or limitations	
2.3		Intervention is monitored and data are provided to ensure that it is implemented as designed	Treatment integrity is not monitored	

Section 4: Evaluation

Standard	Very Effective (3 pts. Possible)	Effective (2 pts possible)	Needs Development (0-1 pt. possible)	Points Earned
2.9 2.11	Charting includes student performance trend lines, and/or goal lines	Progress monitoring data are demonstrated on a chart	Progress monitoring data are not demonstrated on a chart	
2.1 2.9	Progress monitoring data are demonstrated to be effective when compared to data generated from multiple sources/settings	Progress monitoring data are demonstrated to be effective when compared to baseline data	Intervention is not demonstrated to be effective through data comparison	
2.9 2.3	Response to intervention data are used to inform problem solving and decision making. Single case design was specified (e.g., changing criterion, parametric, component analysis, multiple baseline, alternating treatment)	Data are used to inform further problem solving and decision making (i.e., continuation of intervention, modification of intervention, maintenance of intervention)	Data are not used to inform further problem solving and decision making	

2.1 2.3	Strategies for transfer/generalizing outcomes to other settings are documented as effective	Strategies for transfer/generalizing outcomes to other settings are addressed	Strategies for transfer/generalizing outcomes to other settings are not addressed	
2.2 2.8	Modifications for future interventions are considered based upon collaborative examination of effectiveness data	Effectiveness of intervention is shared through collaboration with parents, teachers, and other personnel	Effectiveness of intervention is not shared or communicated	
2.1 2.3	Strategies for follow-up are developed and implemented	Suggestions for follow-up are developed (e.g., continued progress monitoring, transition planning)	Suggestions for follow-up are not developed	

Grades:

A = 53-57 total points (Very proficient)

B = 47-52 total points (Proficient)

C = 42-46 total points (Needs development)

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. **30 total points** possible.

Standard **1. Purpose of the Presentation** _____ **/5 Pts.**

2.6 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?

2. Audience Background, Knowledge, and Motivation _____ **/5 Pts.**

2.6 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?

3. Contextual Considerations _____ **/5 Pts.**

2.11 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?

4. Presentation Content, Format, Modality, Materials _____ **/5 Pts.**

2.10 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?

5. Evaluation of the Presentation _____ **/5 Pts.**

2.9 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.

How will you analyze and collect performance data?

6. Reflective Summary _____ **/5 Pts.**

2.10 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?

Grading Scale for Presentation: Score Sections 1-6 based on the following criteria.

Points	Criteria
5 Exceeds	The section clearly addresses the specified standard and the main idea is expansively supported with numerous and relevant details. Key points are illuminating and drawn from thorough investigation and observation.
4-3 Proficient	The specified standard is addressed in a general or basic way. Adequate relevant details support the main ideas and key points.
2-1 Needs Development	The specified standard is minimally address or not addressed. Not enough information is provided to support main ideas or key points.

Example Presentation Evaluation Form

ADMINISTRATIVE SUPORT STAFF & CUSTOMER SERVICE REPRESENTATIVES TRAINING

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>	DATE:	
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.	

What did you most enjoy about this session?

What would you change about this session?

What other information you would like to give us? (This is optional; however, it would be helpful if you would explain your ratings.)

Quarterly University Assignments

Fall Assignment 2008

Regarding the on-line dialogue on the topic of supervision (Ch. 9, *Best Practices in School Psychology, IV*), post your contributions during the week of Oct. 25th. and send to me **and** the other Interns. For me, this will count as your Oct. 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 contribution that might be enlightening or amusing.

Winter Assignment 2009

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. Send your written response to the Internship email list by March 20th. Describe each of the 6 steps of the model and respond to each of the 4 evaluation questions.
- 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. Send your written response to the Internship email list by due date. Include your list of interview questions and the responses of the administrator. Be **sure** to include the role of the School Psychologist.

Spring Assignment 2009

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. Make sure to send your responses to your cohort as an attachment.

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, 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 students on your caseload.

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 Faculty ; quarterly university online discussion assignments; two case reports submitted each quarter to the University Faculty ; completion of weekly detailed time sheets/activity logs submitted quarterly; at the mid-point and completion of the internship, the field and University Faculty s 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