



Master of Arts & Specialist in School Psychology Dual Degree Program

Internship Policies and Procedures Manual

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Introduction

Program Mission

The primary mission of the *Master of Arts & Specialist in School Psychology Dual Degree Program* at Appalachian State University is to provide learning experiences grounded in the scientist-practitioner model that enable our candidates to become well-rounded, effective school psychologists who work in public schools or in other related settings. Our program prepares our graduates to work with diverse populations in a variety of settings and to practice *competently, ethically, and from a scientific perspective* in the major domains of school psychology practice, including *consultation, assessment, prevention, intervention, training, diversity, home-school collaboration, and research*. The program values diversity in the backgrounds and orientations of our students and faculty and strives to recruit faculty members and candidates who represent a wide range of diversity. We strive to enhance candidates' awareness of and ability to educate others about diversity and to prepare them to move into advocacy and action roles in their professional practice. Program faculty members are active scholars and mentors who contribute to the discipline in multiple ways and who collaborate with other institutions and organizations to provide quality opportunities for continuing professional development and community outreach.

Program Vision

The *Master of Arts & Specialist in School Psychology Dual Degree Program* aspires to produce leaders in the field of school psychology who advocate for and facilitate positive change for the children, families, and institutions they serve, by employing the best available scientific evidence and technological resources, the most effective interpersonal and collaborative skills, and the highest ethical standards.

Internship Overview

The internship is the program's culminating training. As such, it is expected to be an integrative and reflective experience that builds upon the candidate's knowledge and skills—developed through prior coursework and supervised field experiences—and enriches and expands them. It is intended to provide the candidate with a broad range of experiences, undertaken under supervision but with increasing degrees of independence, that will prepare the candidate for competent and reflective independent practice.

The internship is carried out under the direction of the University Coordinator and under the supervision of the Field-based Supervisor. The internship course (PSY 6900) is taken for a total of **12** credit hours (six credit hours per semester). It is designed to assist students in understanding the interaction between theory and practice, to refine skills acquired through formal training, and to acquire additional knowledge and skills necessary for functioning as an entry-level school psychologist in various settings. The internship provides experiences that build upon the foundation of knowledge and skills that the intern has acquired in **NASP's *Standards for Graduate Preparation of School Psychologists***, which are described on the following pages.

NASP's Standards for Graduate Preparation of School Psychologists

STANDARD 2 - Practices that permeate all aspects of service delivery: Data Based Decision Making and Accountability

School psychologists have knowledge of varied methods of assessment and data collection methods for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes. As part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery, school psychologists demonstrate skills to use psychological and educational assessment, data collection strategies, and technology resources and apply results to design, implement, and evaluate response to services and programs.

STANDARD 3 - PRACTICES THAT PERMEATE ALL ASPECTS OF SERVICE DELIVERY: Consultation and Collaboration

School psychologists have knowledge of varied methods of consultation, collaboration, and communication applicable to individuals, families, groups, and systems and used to promote effective implementation of services. As part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery, school psychologists demonstrate skills to consult, collaborate, and communicate with others during design, implementation, and evaluation of services and programs.

STANDARD 4 - DIRECT AND INDIRECT SERVICES: STUDENT LEVEL SERVICES

School psychologists have knowledge of direct interventions that focus on academic and social/emotional interventions for children and families. School psychologists engage multi-disciplinary teams (including children, teachers, parents, and other school professionals) to develop and implement academic and mental health interventions.

Element 4.1: Interventions and Instructional Support to Develop Academic Skills – School psychologists have knowledge of biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curriculum and instructional strategies. School psychologists, in collaboration with others, demonstrate skills to use assessment and data-collection methods and to implement and evaluate services that support cognitive and academic skills.

Element 4.2: Interventions and Mental Health Services to Develop Social and Life Skills – School psychologists have knowledge of biological, cultural, developmental, and social influences on behavior and mental health; behavioral and emotional impacts on learning and life skills; and evidence-based strategies to promote social-emotional functioning and mental health. School psychologists, in collaboration with others, demonstrate skills to use assessment and data-collection methods and to implement and evaluate services that support socialization, learning, and mental health.

STANDARD 5 – DIRECT AND INDIRECT SERVICES: SYSTEMS LEVEL SERVICES- SCHOOLS

School psychologists have knowledge of direct and indirect services that focus on knowledge of schools and system structures, and preventive and responsive services. School psychologists implement school-wide practices to promote learning and knowledge of principles and research related to resilience and risk factors.

Element 5.1: School-Wide Practices to Promote Learning – School psychologists have knowledge of school and systems structure, organization, and theory; general and special education; technology resources; and evidence-based school practices that promote academic outcomes, learning, social development, and mental health. School psychologists, in collaboration with others, demonstrate skills to develop and implement practices and strategies to create and maintain effective and supportive learning environments for children and others.

Element 5.2: Preventive and Responsive Services – School psychologists have knowledge of principles and research related to resilience and risk factors in learning and mental health, services in schools and communities to support multitiered prevention, and evidence-based strategies for effective crisis response. School psychologists, in collaboration with others, demonstrate skills to promote services that enhance learning, mental health, safety, and physical well-being through protective and adaptive factors and to implement effective crisis preparation, response, and recovery.

STANDARD 6 – Direct and Indirect Services: Systems Level Services – Family-School Collaboration

School psychologists have knowledge of principles and research related to family systems, strengths, needs, and culture; evidence-based strategies to support family influences on children’s learning, socialization, and mental health; and methods to develop collaboration between families and schools. School psychologists, in collaboration with others, demonstrate skills to design, implement, and evaluate services that respond to culture and context and facilitate family and school partnership/interactions with community agencies for enhancement of academic and social-behavioral outcomes for children.

STANDARD 7 – Foundations of School Psychologists’ Service Delivery: Diversity in Development and Learning

School psychologists have knowledge of individual differences, abilities, disabilities, and other diverse characteristics; principles and research related to diversity factors for children, families, and schools, including factors related to culture, context, and individual and role differences; and evidence-based strategies to enhance services and address potential influences related to diversity. School psychologists demonstrate skills to provide professional services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds and across multiple contexts, with recognition that an understanding and respect for diversity in development and learning and advocacy for social justice are foundations of all aspects of service delivery.

STANDARD 8 – Foundations of School Psychologists’ Service Delivery: Research, Program Evaluation, Legal, Ethical, and Professional Practice

School psychologists have core foundational knowledge and experiences and implement practices and strategies in research, program evaluation, and legal, ethical and professional practice.

Element 8.1: Research and Program Evaluation - School psychologists have knowledge of research design, statistics, measurement, varied data collection and analysis techniques, and program evaluation methods sufficient for understanding research and interpreting data in applied settings. School psychologists demonstrate skills to evaluate and apply research as a foundation for service delivery and, in collaboration with others, use various techniques and technology resources for data collection, measurement, analysis, and program evaluation to support effective practices at the individual, group, and/or systems levels.

Element 8.2: Legal, Ethical, and Professional Practice - School psychologists have knowledge of the history and foundations of school psychology; multiple service models and methods; ethical, legal, and professional standards; and other factors related to professional identity and effective practice as school psychologists. School psychologists demonstrate skills to provide services consistent with ethical, legal, and professional standards; engage in responsive ethical and professional decision-making; collaborate with other professionals; and apply professional work characteristics needed for effective practice as school psychologists, including respect for human diversity and social justice, communication skills, effective interpersonal skills, responsibility, adaptability, initiative, dependability, and technology skills.

Guidelines for Internships in School Psychology

- The internship is the culminating training experience that follows and builds upon a programmed sequence of coursework and field experiences, including two semester-long practica.
- The internship is designed to provide a wide range of experiences that consolidate, integrate, and extend candidates' professional knowledge, skills, work characteristics, judgment and sense of professional responsibility, and their commitment to advocating for social justice and to attaining ongoing professional development. It provides candidates with authentic opportunities to carry out major professional functions under appropriate supervision.
- The internship represents a collaboration between the training program and the field site that assures the completion of activities consistent with the goals of the training program and consistent with NASP's *Standards for Training and Field Placement Programs in School Psychology*, as well as the companion NASP document, *Guidelines for Performance-Based Assessment, Accountability and Program Development*.
- The internship comprises 1,200 clock hours of supervised practice, completed on a full-time basis over one year or on a half-time basis over two consecutive years. At least 600 hours of the internship must be completed in a school setting.
- The internship site will provide, on average, no less than two hours of field-based supervision per full-time week by a fully licensed school psychologist with at least three years of post-licensure experience.
- The internship site will allow the intern to participate in all scheduled (face-to-face and virtual) internship meetings.
- The internship site will allow the intern to participate in professional development activities typical for practicing school psychologists employed by the site, including participation in professional meetings and conferences.
- The intern should have scheduled and unscheduled opportunities to interact professionally with other interns and school psychologists and with persons from other disciplines and other agencies and to attend school board meetings and formally observe other professionals and teams in the schools.
- The intern should have the opportunity to provide comprehensive psychoeducational services to pre-K through 12th grade students who represent a broad range of demographic characteristics and diversity, across a range of, as well as a balanced exposure to regular and special education programs.
- It is preferable that the intern have primary responsibility for no more than one school.
- Formal assessment and related tasks (e.g., scoring, report writing and other paperwork) should consume no more than 50% of work hours (600 hours in total), and the intern should conduct no more than 30 comprehensive evaluations (roughly one per week). If the number of comprehensive evaluations must exceed 30, the district must obtain the approval of the University Coordinator, and the district must agree to relieve the intern of other duties, without compromising the intern's provision of comprehensive services and completion of required internship assignments.
- The intern should have the opportunity to deliver one professional development activity (at least 30 minutes in length) to school personnel or family members on identified audience needs or interests.
- Because all interns are required to complete a research project, interns must be allowed to spend up to 10% (120 hours or one-half day per week) of their time in research-related activity.
- For administrative purposes (i.e., licensure, salary, etc.), individuals provisionally licensed for internship purposes should use the title "***School Psychology Intern, Appalachian State University***". The term School Psychologist shall not be used by an intern (even as a portion of the intern's title), unless the intern is licensed or certified by a state agency to use that title in the state where the internship occurs.
- **The internship site shall provide appropriate support for the internship experience, including but not limited to the following:**

- A schedule consistent with that of employed school psychologists (e.g., calendar, number of hours worked per day, etc.)
- An appropriate work environment, including adequate supplies, materials, secretarial or computer services, and office space
- Release time for required internship meetings
- Dedicated time allowed for required supervision for both the intern and the supervisor
- Reimbursement for between-school travel and other legitimate professional expenses consistent with site policies for licensed school psychologists.
- One Field-based Supervisor shall be responsible for no more than two interns at one time.
- The University Coordinator shall be responsible for no more than 10 interns at one time.
- The performance of the intern shall be systematically evaluated by the University Coordinator and the Field-based Supervisor, using performance-based measures and internship evaluation forms (see [Appendix A - G](#) for examples).
- The internship experience shall be conducted in a manner consistent with the current legal and ethical standards of the profession.
- If concerns arise at any time during the internship, any of the parties involved (the intern, the Field-based Supervisor, or the University Coordinator) may request a meeting to address the concerns.
- Consistent with NASP standards, the intern is required to complete and submit for faculty evaluation two consultation case studies (one academic and one behavioral) and two comprehensive psychoeducational assessment cases (one academic and one behavioral) during the internship year. The Consultation Case Studies serve as the culminating product of learning for the internship. (Details of this program requirement are in the Program Handbook.)
- Interns must complete an applied research project. All parties will sign an agreement indicating that the project has been approved and the intern may begin to collect data. The agreement must have a minimum of four signatures (site administrator, Field-based Supervisor, and intern) prior to data collection. (See [Appendix H](#) for an example.) All interns are required to return to campus and present their research prior to graduation, usually on the Thursday before commencement in May.
- An intern's registration for Psychology 6900 – Internship in School Psychology will be managed by personnel at the University.
- **A note about engaging in direct services before or after enrollment in PSY 6900:** Included in the University fees for each semester of internship is a small fee for professional liability insurance. Students and site-based personnel are advised that a student should engage in direct professional service **only** during the time of actual enrollment in PSY 6900 (following the University calendar), unless the individual is functioning under provisional licensure by the applicable state's department of public instruction (DPI). Otherwise, the individual has no status as an intern/student of Appalachian State and is not covered by the University's professional liability insurance. Thus, providing direct service before the first day of fall semester or continuing as an employee after graduation but before DPI licensure makes the individual and the site vulnerable, as the individual would not be enrolled as an intern of Appalachian State and so would not be covered by the University's liability insurance coverage. Unless provisionally licensed by a DPI (or licensed by the NC Psychology Board to provide contractual "psychological services"), the individual would not be properly credentialed to practice as a school psychologist. The Dean's designee in the RCOE cannot begin processing a graduate's application for DPI licensure until completion of the program of study is fully confirmed, several weeks after graduation. (There have been recent graduates whose districts have kept them employed beyond their enrollment in PSY 6900, through the remainder of the school year. Such districts have obtained authorization for continued employment from someone with proper authority—e.g., the district's legal counsel or HR specialist.)

Responsibilities of the Field-based Supervisor

The Field-based Supervisor shall:

- Model appropriate professional and ethical behavior and to provide a high quality training experience for the intern, with an appropriate amount and level of supervision as outlined in the previous section
- Be available to assist the intern in developing the initial ***Outcome-based Internship Plan*** (see [Appendix J](#)), prior to the start of the internship.
- Assist the intern in locating appropriate cases that meet the intern's needs for professional development and that assist the intern in meeting program requirements for the internship.
- Monitor the intern's work and progress and will provide feedback and support, both during regular supervision meetings and via formative and summative evaluation forms required by the training program.
- Provide, on average, no less than two hours per week of regularly scheduled, face-to-face supervision (for a full-time intern), with the specific intent of reviewing services rendered by the intern; providing feedback, guidance, and instruction; and ensuring that the intern is performing his or her duties in a manner that is consistent with relevant ethical and legal standards and site policies.
- Co-sign all psycho-educational reports, letters, and other professional correspondence developed by the intern that require a co-signature, including formative and summative evaluation forms.
- Complete required formative and summative evaluations of the intern that will be submitted to the University Coordinator. Forms for these evaluations are contained in the Appendixes.
 - Use the ***Field-based Supervisor's MID-YEAR Evaluation*** form ([Appendix A](#)) to evaluate the intern at the end of the first semester. The evaluation shall be completed using data from performance-based measures developed by the graduate program, the Field-based Supervisor's observations of the intern's performance, and feedback (verbal and written) from administrators, teachers, and family members. After completing the evaluation, the Field-based Supervisor shall meet with the intern and provide feedback about his/her performance during the first semester before submitting the evaluation to the University Coordinator. Either the Field-based Supervisor or the intern may invite the University Coordinator to participate in the evaluation meeting. Either during or following that meeting, the Field-based Supervisor shall assist the intern in developing a Professional Growth Plan (PGP) for the second semester (see [Appendix I](#) for an example). The PGP then will be submitted to the University Coordinator
 - Complete the same process as above at the end of the second semester, using the ***Field-based Supervisor's FINAL Evaluation*** ([Appendix B](#) of the Internship Manual).
- Shall inform the University Coordinator **immediately** of the following:
 - Any substantive changes in the original agreement regarding the internship placement, or
 - Any serious matters regarding the intern's competency to practice in the internship setting.

Responsibilities of the Program Director and the University Coordinator

The Program Director shall:

- Approve an internship site before a student enters into an agreement or contract with that site.
- Attest to the prospective intern's readiness for internship, including that s/he has satisfactorily completed all prerequisite coursework, if required by the site.
- Provide program documentation, as needed, to recommend the student for provisional licensure (a representative of the Dean's office in the University's Reich College of Education will complete the official verification form).

The University Coordinator shall:

- Provide overall coordination for the internship experience and to ensure communication among all parties.
- Provide the intern with feedback on his or her performance, based on the formative and summative evaluations.
- Provide final approval for all **Outcome-based Internship Plans** ([Appendix J](#)) and sign all contractual agreements for stipends.
- Receive from the intern all information that is required for the University's *Internship Inventory* and then upload that information to the *Inventory*, after which it will be reviewed and subject to approval by several University officials.
- Be responsible for monitoring the intern's activities, via regularly scheduled virtual meetings and email and phone correspondence.
- Schedule and set up all virtual and face-to-face meetings required of the intern.
- Evaluate the intern's work and progress by communicating with the intern and the Field-based Supervisor and reviewing all required products (including logs) and performance-based evaluations.
- Review the **Field-based Supervisor's MID-YEAR Evaluation** form carefully and, if there are concerns, contact the intern and/or the Field-based Supervisor, as appropriate.
- Make one or more on-site visits to evaluate the intern's performance, if deemed necessary by the University Coordinator or requested by either the intern or Field-based Supervisor.
- Be available to support both the intern and the Field-based Supervisor.
- Be responsible for assessing the degree to which the intern has satisfactorily completed internship requirements and for assigning a grade for each semester of the internship.

Responsibilities of the Intern

The Intern shall:

- Be responsible for developing, in conjunction with the Field-based Supervisor, an **Outcome-Based Internship Plan** (see sample in [Appendix J](#)) and for obtaining the requisite signatures of approval for the plan. The plan should be based upon five major sources: (a) requirements of the training program, (b) NASP's *Standards for School Psychology Training and Practice*, (c) the relevant state's performance appraisal instrument for school psychologists, (d) opportunities available at the internship site, (e) and the intern's own training needs and professional goals and interests.
 - Be responsible for gaining approval from the University Coordinator for any significant deviations from the originally agreed upon Outcome-Based Internship Plan.
- Supply to the University Coordinator, each semester, all information that is required for the University's *Internship Inventory*, including a copy of the contract that discloses the terms of payment and employment. Once the *Internship Inventory* is approved by University personnel, the student will be registered for PSY 6900 – School Psychology Internship.
- Use the title "School Psychology Intern, Appalachian State University" in all written communication and explicitly ensure that they are described by self and others as an intern in training and not as a fully credentialed School Psychologist.
- Become familiar with and abide by all rules, policies, regulations, and approved codes of conduct, behavior, and dress of the internship site, including case-related deadlines, as well as all local, state, and federal legal regulations; ethical standards of the National Association of School Psychologists; and all University, College, and Department policies, regulations, and standards.
- Fulfill the terms of his or her contract with the internship site. If contracted to begin work prior to official enrollment in the internship course (PSY 6900), the intern will not engage in direct professional services for which they or their internship sites might be held liable. If contracted to work past the date of graduation, the intern must work with the site to become provisionally licensed for the period of employment that extends outside the period of enrollment.
- Be in attendance on all regular work days of the internship site unless there is a valid reason for an absence (e.g., illness, family emergency, extraordinary circumstances, etc.). On any day when an absence is required, the intern will notify the Field-based Supervisor and anyone else who should be notified at his or her school(s). The intern also will attend all orientation sessions and staff meetings (day or evening) as the site requires.
- Make effective use of supervision, including being punctual, willing to learn, and open to receiving feedback and support, and preparing for supervision sessions by creating an agenda and bringing needed documents.
- Submit to the University Coordinator in a timely manner all required documents stipulated in the Internship Syllabus.
- Participate in all scheduled internship meetings.
- Return to campus prior to the end of the second semester to present his or her Applied Research Project to the program faculty.
- Inform the University Coordinator of any concerns, problems, or issues that arise during the internship and will assist in scheduling on-site visits by the University Coordinator.
- Report income from the internship—whether a stipend or a salary under provisional licensure—as taxable income.

Evaluation of Internship

Evaluation will be an ongoing process throughout the internship. Evaluations are completed by consumers of the intern's services, by the Field-based Supervisor, by the University Coordinator, and by the entire School Psychology program faculty (see [Appendixes](#)).

Field-based Supervisor Evaluations – At the end of the first semester, interns will undergo a mid-year evaluation of their progress toward stated outcomes. This evaluation (see [Appendix A](#)) will be completed by the Field-based Supervisor, who will meet with the intern to discuss it and to develop a Personal Growth Plan (PGP) for the second semester (see [Appendix J](#)). Both the evaluation form and the PGP must be signed by the Field-based Supervisor and the intern prior to submission to the University Coordinator. A similar evaluation occurs at the end of the internship (see [Appendix B](#)).

Consultation Case Studies – Two Consultation Case Studies that are completed during the internship represent one portion of the culminating product of learning. The guidelines, evaluation procedures, and rubric used by faculty in evaluating case studies are contained in the program's ***Policies and Procedures Handbook***.

Portfolio – Interns must create electronic portfolios documenting their proficiency with respect to NASP's *Standards for Graduate Preparation of School Psychologists*. The portfolio should contain documents already submitted to the University Coordinator for the fulfillment of other internship requirements. At least three faculty members will rate each portfolio. The rubric used by faculty in evaluating this portfolio can be found in the program's ***Policies and Procedures Handbook***.

Applied Research Project – Each intern must complete an applied research project. The project should be of interest to them but also beneficial to the site. By the end of the first semester, each intern must submit to the University Coordinator a research proposal that has undergone review and approval by the site (see [Appendix H](#)). All interns are required to return to campus and present their research prior to graduation, usually in early May. Program faculty members evaluate each project using the rubric contained in the program's ***Policies and Procedures Handbook***. Interns also are encouraged to present their research to relevant parties at their sites.

Appendix A
Appalachian State University School Psychology Program
Field-based Supervisor's Mid-year Internship Evaluation

Intern: _____

Supervisor: _____

Instructions:

The ratings should be **based on your actual observation and/or reports received** from school staff, parents, students, and others regarding the intern's performance. Please take time to read each item carefully and rate it independently by circling the number of the scale that best describes the student's/intern's competencies ***at this time***.

1	<p>Inadequate – Candidate exhibits limited knowledge and/or professional skill in this area and must demonstrate additional learning/competence to be approved to engage in supervised practice.</p> <p><i>Note: Ratings of 1 denote a need for remediation.</i></p>
2	<p>Emerging Competence – Candidate demonstrates adequate knowledge in the domain but does not demonstrate skills sufficient to allow for <u>any</u> independence in practice (e.g., requires direct observation or co-facilitation by supervisor); direct supervision is required.</p> <p><i>Note: Ratings of 2 denote weaker performance than is expected by the end of the first semester of Internship.</i></p>
3	<p>Developing Competence – Candidate demonstrates adequate or better knowledge in the domain and demonstrates skills sufficient to allow for <u>some independence</u> in practice (e.g., does not require direct observation or co-facilitation by supervisor); on-going, direct or indirect supervision is required.</p> <p><i>Note: Ratings of 3 are likely to be <u>common</u> in many areas for the first semester of internship.</i></p>
4	<p>Proficient – Candidate demonstrates adequate or better knowledge in the domain and demonstrates skills sufficient to allow for <u>independence in practice</u>. (A rating of <i>Proficient</i> denotes competence at the level expected of an entry-level, licensed school psychologist who requires only occasional supervision.)</p> <p><i>Note: Ratings of 4 may occur for the first semester of internship but are more common for the second semester.</i></p>
5	Accomplished – not rated until Internship II (spring semester)
ND	<p>No Data – Supervisor has insufficient data to make a rating at this time.</p> <p>NOTE: For those areas rated <i>ND</i> at this time, the supervisor is encouraged to find or create opportunities to observe or otherwise obtain relevant data that will allow the supervisor to provide a numeric rating of the intern by the end of the second semester of the Internship.</p>

NASP STANDARD 2 - Data Based Decision Making and Accountability

1 – Inadequate

2 – Emerging

3 – Developing

4 – Proficient/Entry-level

ND – No data

Performance Area	Performance Rating Please circle one.				
Utilizes results of the problem-solving process to select relevant, psychometrically sound assessment methods	1	2	3	4	ND
Accurately administers and scores (both by hand and with software) psychoeducational measures	1	2	3	4	ND
Interprets psychoeducational measures in a valid manner that acknowledges the limitations of data	1	2	3	4	ND
Conducts systematic observations in classrooms and appropriately interprets and organizes the obtained data for sharing with others	1	2	3	4	ND
Clearly communicates assessment results to parents and professionals in oral and written formats	1	2	3	4	ND
Uses assessment results to generate and/or select relevant, appropriate recommendations and evidence-based interventions	1	2	3	4	ND
Uses data to monitor, evaluate, and adjust evidenced-based interventions	1	2	3	4	ND
Assists in designing and conducting program evaluations	1	2	3	4	ND
Assists in drawing appropriate conclusions from program evaluation data and in generating recommendations regarding program improvement and/or continuation	1	2	3	4	ND
Assists in writing up and presenting program evaluation results to school personnel, parents, and community	1	2	3	4	ND

Comments:

NASP Standard 3 – Consultation and Collaboration

1 – Inadequate

2 – Emerging

3 – Developing

4 – Proficient/Entry-level

ND – No data

Performance Area	Performance Rating Please circle one.				
Uses problem solving and consultation skills to communicate and collaborate with teachers and other school personnel	1	2	3	4	ND
Demonstrates knowledge of models and methods of consultation in collaborating with and among school personnel and parents/families	1	2	3	4	ND
Collaborates with school personnel to assist with design, implementation, and evaluation of evidence-based interventions for individual students and groups	1	2	3	4	ND
Adapts communication strategies to fit the needs of families and professionals	1	2	3	4	ND
Assesses acceptability and integrity of interventions	1	2	3	4	ND
Collaborates with other school personnel to assist with design, implementation, and evaluation of evidence-based interventions at the system level	1	2	3	4	ND

Comments:

NASP Standard 4, Element 4.1 – Interventions and Instructional Support to Develop Academic Skills

1 – Inadequate 2 – Emerging 3 – Developing 4 – Proficient/Entry-level ND – No data

Performance Area	Performance Rating Please circle one.				
Utilizes results of the problem-solving process to select relevant, evidence-based academic interventions	1	2	3	4	ND
When selecting an academic intervention, demonstrates knowledge of a variety of evidence-based options	1	2	3	4	ND
Confers with teachers and family members about targeted evidence-based strategies/interventions to facilitate academic success for students (as observed in supervision sessions and IEP meetings on assigned cases)	1	2	3	4	ND
Demonstrates knowledge of NC Standard Course of Study (or applicable state curriculum)	1	2	3	4	ND

Comments:

NASP Standard 4, Element 4.2 – Interventions and Mental Health Services to Develop Social and Life Skills

1 – Inadequate 2 – Emerging 3 – Developing 4 – Proficient/Entry-level ND – No data

Performance Area	Performance Rating Please circle one.				
Shows appropriate level of understanding of theory and research related to child/adolescent development	1	2	3	4	ND
Shows appropriate level of understanding of theory and research related to child/adolescent psychopathology	1	2	3	4	ND
Utilizes results of the problem-solving process to select relevant, evidence-based behavioral, affective, and social skills interventions	1	2	3	4	ND
As part of the problem-solving process, obtains and accurately interprets data to determine the function of a referred student's behavior	1	2	3	4	ND
When selecting a behavioral, affective, or social skills intervention, demonstrates knowledge of a variety of evidence-based options	1	2	3	4	ND
Provides effective individual or group counseling services	1	2	3	4	ND
When discussing referred student cases, demonstrates knowledge about personal and social development	1	2	3	4	ND
Confers with teachers and family members about targeted, evidence-based strategies/interventions to facilitate behavioral/affective success for students (as observed in supervision sessions and IEP meetings on assigned cases)	1	2	3	4	ND
Assists others in implementing and evaluating evidence-based behavioral, affective, and social skills interventions	1	2	3	4	ND

Comments:

NASP Standard 5, Element 5.1 – School-Wide Practices to Promote Learning

1 – Inadequate

2 – Emerging

3 – Developing

4 – Proficient/Entry-level

ND – No data

Performance Area	Performance Rating Please circle one.				
	1	2	3	4	ND
Demonstrates knowledge of general education, special education, and other educational and related services	1	2	3	4	ND
Demonstrates knowledge of evidence-based school practices that promote positive academic, social, and mental health outcomes	1	2	3	4	ND
Collaborates with others to create and maintain a safe, effective, and positive learning environment	1	2	3	4	ND
Plans and implements in-service workshop(s)	1	2	3	4	ND
Collaborates with other professionals to implement evidence-based school practices that enhance student outcomes	1	2	3	4	ND
Demonstrates knowledge of school and systems structure, organization, and theory in efforts to promote learning, prevent problems, and assist in creating effective learning environments	1	2	3	4	ND

Comments:

NASP Standard 5, Element 5.2 – Preventive and Responsive Services

1 – Inadequate

2 – Emerging

3 – Developing

4 – Proficient/Entry-level

ND – No data

Performance Area	Performance Rating Please circle one.				
	1	2	3	4	ND
Shows appropriate level of understanding of risk, resilience, and protective factors and their impact on learning and mental health	1	2	3	4	ND
Shows appropriate level of understanding of school district plans for safety and crisis preparation, response, and recovery	1	2	3	4	ND
Shows appropriate level of understanding of services in schools and communities that support multi-tiered prevention	1	2	3	4	ND
Shows appropriate level of understanding of current theory and research about crisis preparation, response, and recovery	1	2	3	4	ND
Collaborates with others to promote services that enhance learning, mental health, safety, and physical well-being through protective and adaptive factors	1	2	3	4	ND
Collaborates with others to implement effective crisis preparation, response, and recovery	1	2	3	4	ND

Comments:

NASP Standard 6 – Family-School Collaboration Services

1 – Inadequate 2 – Emerging 3 – Developing 4 – Proficient/Entry-level ND – No data

Performance Area	Performance Rating Please circle one.				
Considers aspects of family diversity (e.g., family structure, race, ethnicity, socioeconomic status) when conferring with families and selecting assessments and interventions	1	2	3	4	ND
Considers aspects of family functioning (e.g., mental health, employment status) when conferring with families and selecting assessments and interventions	1	2	3	4	ND
Communicates clearly and sensitively with family members (e.g., in problem-solving and IEP meetings)	1	2	3	4	ND
Encourages family participation in problem-solving and IEP meetings	1	2	3	4	ND
Encourages family promotion of positive academic and social/behavioral outcomes for students	1	2	3	4	ND
Facilitates family promotion of student success (e.g., provides informational resources that help parents implement and support interventions)	1	2	3	4	ND
Shows appropriate level of understanding of current theory and research about family systems	1	2	3	4	ND
Shows appropriate level of understanding of methods to develop collaboration between families and schools	1	2	3	4	ND
Shows appropriate understanding of evidence-based strategies to support family influences on children's learning, socialization, and mental health	1	2	3	4	ND
Facilitates effective communication and collaboration among families, schools and community professionals and agencies	1	2	3	4	ND

Comments:

NASP Standard 7 – Diversity in Development and Learning

1 – Inadequate 2 – Emerging 3 – Developing 4 – Proficient/Entry-level ND – No data

Performance Area	Performance Rating Please circle one.				
Interacts effectively with students, families, and staff of diverse ethnicity, race, culture, SES, religion, disability status, gender identity, sexual orientation, etc.	1	2	3	4	ND
Demonstrates knowledge about diversity when selecting and administering assessment instruments/strategies	1	2	3	4	ND
Demonstrates knowledge about diversity when interpreting assessment results	1	2	3	4	ND
Demonstrates knowledge about diversity when selecting evidence-based intervention strategies	1	2	3	4	ND
Demonstrates knowledge about diversity when planning and conducting group or individual counseling	1	2	3	4	ND
Demonstrates knowledge about diversity when consulting with teachers or parents	1	2	3	4	ND
Recognizes that an understanding of and respect for diversity and advocacy for social justice permeate all aspects of service delivery	1	2	3	4	ND

Comments:

NASP Standard 8, Element 8.1 – Research and Program Evaluation

1 – Inadequate 2 – Emerging 3 – Developing 4 – Proficient/Entry-level ND – No data

Performance Area	Performance Rating Please circle one.				
Shows appropriate level of awareness and understanding of current professional literature when selecting and using assessment strategies	1	2	3	4	ND
Shows appropriate level of awareness and understanding of current professional literature when selecting interventions strategies	1	2	3	4	ND
Shows appropriate level of awareness and understanding of current professional literature when selecting and using consultation strategies	1	2	3	4	ND
Shows appropriate level of awareness and understanding of current professional literature when selecting and using counseling strategies	1	2	3	4	ND
Uses technology for data management and graphic display of assessment and intervention data	1	2	3	4	ND

Comments:

NASP Standard 8, Element 8.2 – Legal, Ethical, and Professional Practice

1 – Inadequate 2 – Emerging 3 – Developing 4 – Proficient/Entry-level ND – No data

Performance Area	Performance Rating Please circle one.				
Delivers school psychological services in a manner consistent with the NASP's <i>Principles for Professional Ethics</i> and <i>Model for Comprehensive and Integrated School Psychological Services</i>	1	2	3	4	ND
Observes federal, state, and local policies and regulations in the delivery of school psychological services	1	2	3	4	ND
Uses technology in ways consistent with ethical responsibilities in professional practice (e.g., awareness of network security and confidentiality, responsible use of report templates and software programs, access of information and resources from reputable sources, etc.)	1	2	3	4	ND
Maintains confidentiality in delivering services	1	2	3	4	ND
Maintains professional accountability records, including thorough and well organized case documentation	1	2	3	4	ND
Advocates for children and for family involvement in the educational process	1	2	3	4	ND
Recognizes the limitations of his or her expertise	1	2	3	4	ND
Creates written documents that are clear, concise, and useful	1	2	3	4	ND
Professional Work Characteristics					
Maintains professional demeanor and dress	1	2	3	4	ND
Demonstrates dependability (e.g., punctual; follows through on tasks)	1	2	3	4	ND
Seeks out and responds to supervision and feedback (e.g., accepts criticism, incorporates feedback into reports, etc.)	1	2	3	4	ND
Demonstrates time management skills (e.g., adheres to established timelines, meets deadlines for cases, etc.)	1	2	3	4	ND
Displays appropriate level of independence in performing duties	1	2	3	4	ND
Manages stress	1	2	3	4	ND
Shows evidence of ongoing self-evaluation	1	2	3	4	ND

Comments:

Did the intern appear to be adequately prepared by the training program to begin the Internship?

(Please circle one.)

Yes

No

Undecided

If you answered **No** or **Undecided**, please explain more fully, describing additional areas of knowledge or skills that are needed for Internship:

Strengths of intern *(These should be capitalized upon in the Professional Growth Plan, which is due in December.)*

Areas that need improvement *(These should be addressed in the Professional Growth Plan, which is due in December.)*

Additional suggestions/comments (please contact University Coordinator if you wish to discuss these):

Field-based Supervisor's signature

Date shared with intern

Intern's response to the evaluation:

Intern's signature*

Date

**The intern's signature indicates only that this evaluation has been discussed with him or her; it does not indicate the practicum student/ intern's agreement with the evaluation in part or in whole.*

Thank you for completing this evaluation.

Appendix B

Appalachian State University School Psychology Program Field-based Supervisor's FINAL Internship Evaluation

Intern: _____

Supervisor: _____

Instructions:

The ratings should be based on your actual observation and/or reports received from school staff, parents, students, and others regarding the intern's performance. Please take time to read each item carefully and rate it independently by circling the number of the scale that best describes the intern's competencies **at this time**.

1	Inadequate – Candidate exhibits limited knowledge and/or professional skill in this area and must demonstrate additional learning/competence to be approved to engage in supervised practice.
2	Emerging Competence – Candidate demonstrates adequate knowledge in the domain but does not demonstrate skills sufficient to allow for independence in practice (e.g., requires direct observation or co-facilitation by supervisor); direct supervision is required.
3	Developing Competence – Candidate demonstrates adequate or better knowledge in the domain and demonstrates skills sufficient to allow for some independence in practice (e.g., does not require direct observation or co-facilitation by supervisor); on-going supervision is required.
4	<p>Proficient – Candidate demonstrates adequate or better knowledge in the domain and demonstrates skills sufficient to allow for independence in practice. A rating of Proficient denotes competence at the level expected of an entry-level, licensed school psychologist who requires only occasional supervision.</p> <p>Note: At the completion of the Internship for each Standard or Element contained in the evaluation form, a MEAN rating of at least 3.9 is expected, and no single item should be rated lower than 3 (excluding the items that are shaded to denote that they are aspirational but not required).</p>
5	<p>Accomplished – Candidate demonstrates knowledge and skills comparable to an experienced school psychologist who requires little or no supervision.</p> <p><i>Note: Ratings of 5 are NOT expected but may occur in a few areas of practice at the completion of the Internship.</i></p>
ND	<p>No Data – Supervisor has insufficient data to make a rating at this time.</p> <p><i>Note: It is expected that, by the end of the internship, the supervisor will be able to rate all but a few of the areas of practice (which are noted by shading in the tables below).</i></p>

NASP Standard 2 – Data-based Decision Making

1 – Inadequate

2 – Emerging

3 – Developing

4 – Proficient/Entry-level

5 – Accomplished

ND – No data

Performance Area	Performance Rating Please circle one.					
Utilizes results of the problem-solving process to select relevant, psychometrically sound assessment methods	1	2	3	4	5	
Accurately administers and scores (both by hand and with software) psychoeducational measures	1	2	3	4	5	
Interprets psychoeducational measures in a valid manner that acknowledges the limitations of data	1	2	3	4	5	
Conducts systematic observations in classrooms and appropriately interprets and organizes the obtained data for sharing with others	1	2	3	4	5	
Clearly communicates assessment results to parents and professionals in oral and written formats	1	2	3	4	5	
Uses assessment results to generate and/or select relevant, appropriate recommendations and evidence-based interventions	1	2	3	4	5	
Uses data to monitor, evaluate, and adjust evidenced-based interventions	1	2	3	4	5	
<i>Assists in designing and conducting program evaluations</i>	1	2	3	4	5	ND
<i>Assists in drawing appropriate conclusions from program evaluation data and in generating recommendations regarding program improvement and/or continuation</i>	1	2	3	4	5	ND
<i>Assists in writing up and presenting program evaluation results to school personnel, parents, and community</i>	1	2	3	4	5	ND

Comments:

NASP Standard 3 – Consultation and Collaboration

1 – Inadequate

2 – Emerging

3 – Developing

4 – Proficient/Entry-level

5 – Accomplished

ND – No data

Performance Area	Performance Rating Please circle one.					
Uses problem solving and consultation skills to communicate and collaborate with teachers and other school personnel	1	2	3	4	5	
Demonstrates knowledge of models and methods of consultation in collaborating with and among school personnel and parents/families	1	2	3	4	5	
Collaborates with school personnel to assist with design, implementation, and evaluation of evidence-based interventions for individual students and groups	1	2	3	4	5	
Adapts communication strategies to fit the needs of families and professionals	1	2	3	4	5	
Assesses acceptability and integrity of interventions	1	2	3	4	5	
<i>Collaborates with school personnel to assist with design, implementation, and evaluation of evidence-based interventions at the system level</i>	1	2	3	4	5	ND

Comments:

NASP Standard 4, Element 4.1 – Interventions and Instructional Support to Develop Academic Skills

1 – Inadequate 2 – Emerging 3 – Developing **4 – Proficient/Entry-level** 5 – Accomplished

Performance Area	Performance Rating Please circle one.				
Utilizes results of the problem-solving process to select relevant, evidence-based academic interventions	1	2	3	4	5
When selecting an academic intervention, demonstrates knowledge of a variety of evidence-based options	1	2	3	4	5
Confers with teachers and family members about targeted evidence-based strategies/interventions to facilitate academic success for students (as observed in supervision sessions and IEP meetings on assigned cases)	1	2	3	4	5
Demonstrates knowledge of NC Standard Course of Study (or applicable state curriculum)	1	2	3	4	5

Comments:

NASP Standard 4, Element 4.2 – Interventions and Mental Health Services to Develop Social and Life Skills

1 – Inadequate 2 – Emerging 3 – Developing **4 – Proficient/Entry-level** 5 – Accomplished ND – No data

Performance Area	Performance Rating Please circle one.					
Shows appropriate level of understanding of theory and research related to child/adolescent development		1	2	3	4	5
Shows appropriate level of understanding of theory and research related to child/adolescent psychopathology		1	2	3	4	5
Utilizes results of the problem-solving process to select relevant, evidence-based behavioral, affective, and social skills interventions		1	2	3	4	5
As part of the problem-solving process, obtains and accurately interprets data to determine the function of a referred student's behavior		1	2	3	4	5
When selecting a behavioral, affective, or social skills intervention, demonstrates knowledge of a variety of evidence-based options		1	2	3	4	5
Provides effective individual or group counseling services		1	2	3	4	5
When discussing referred student cases, demonstrates knowledge about personal and social development		1	2	3	4	5
<i>Confers with teachers and family members about targeted, evidence-based strategies/interventions to facilitate behavioral/affective success for students (as observed in supervision sessions and IEP meetings on assigned cases)</i>	1	2	3	4	5	ND
<i>Assists others in implementing and evaluating evidence-based behavioral, affective, and social skills interventions</i>	1	2	3	4	5	ND

Comments:

NASP Standard 5, Element 5.1 – School-Wide Practices to Promote Learning

1 – Inadequate 2 – Emerging 3 – Developing **4 – Proficient/Entry-level** 5 – Accomplished

Performance Area	Performance Rating Please circle one.				
Demonstrates knowledge of general education, special education, and other educational and related services	1	2	3	4	5
Demonstrates knowledge of evidence-based school practices that promote positive academic, social, and mental health outcomes	1	2	3	4	5
Collaborates with others to create and maintain a safe, effective, and positive learning environment	1	2	3	4	5
Plans and implements in-service workshop(s)	1	2	3	4	5
Collaborates with other professionals to implement evidence-based school practices that enhance student outcomes	1	2	3	4	5
Demonstrates knowledge of school and systems structure, organization, and theory in efforts to promote learning, prevent problems, and assist in creating effective learning environments	1	2	3	4	5

Comments:

NASP Standard 5, Element 5.2 – Preventive and Responsive Services

1 – Inadequate 2 – Emerging 3 – Developing **4 – Proficient/Entry-level** 5 – Accomplished ND – No data

Performance Area	Performance Rating Please circle one.					
Shows appropriate level of understanding of risk, resilience, and protective factors and their impact on learning and mental health		1	2	3	4	5
Shows appropriate level of understanding of school district plans for safety and crisis preparation, response, and recovery		1	2	3	4	5
Shows appropriate level of understanding of services in schools and communities that support multi-tiered prevention		1	2	3	4	5
Shows appropriate level of understanding of current theory and research about crisis preparation, response, and recovery		1	2	3	4	5
<i>Collaborates with others to promote services that enhance learning, mental health, safety, and physical well-being through protective and adaptive factors</i>	1	2	3	4	5	ND
<i>Collaborates with others to implement effective crisis preparation, response, and recovery</i>	1	2	3	4	5	ND

Comments:

NASP Standard 6 – Family-School Collaboration Services

1 – Inadequate

2 – Emerging

3 – Developing

4 – Proficient/Entry-level

5 – Accomplished

Performance Area	Performance Rating Please circle one.				
Considers aspects of family diversity (e.g., family structure, race, ethnicity, socioeconomic status) when conferring with families and selecting assessments and interventions	1	2	3	4	5
Considers aspects of family functioning (e.g., mental health, employment status) when conferring with families and selecting assessments and interventions	1	2	3	4	5
Communicates clearly and sensitively with family members (e.g., in problem-solving and IEP meetings)	1	2	3	4	5
Encourages family participation in problem-solving and IEP meetings	1	2	3	4	5
Encourages family promotion of positive academic and social/behavioral outcomes for students	1	2	3	4	5
Facilitates family promotion of student success (e.g., provides informational resources that help parents implement and support interventions)	1	2	3	4	5
Shows appropriate level of understanding of current theory and research about family systems	1	2	3	4	5
Shows appropriate level of understanding of methods to develop collaboration between families and schools	1	2	3	4	5
Shows appropriate understanding of evidence-based strategies to support family influences on children's learning, socialization, and mental health	1	2	3	4	5
Facilitates effective communication and collaboration among families, schools and community professionals and agencies	1	2	3	4	5

Comments:

NASP Standard 7 – Diversity in Development and Learning

1 – Inadequate

2 – Emerging

3 – Developing

4 – Proficient/Entry-level

5 – Accomplished

Performance Area	Performance Rating Please circle one.				
Interacts effectively with students, families, and staff of diverse ethnicity, race, culture, SES, religion, disability status, gender identity, sexual orientation, etc.	1	2	3	4	5
Demonstrates knowledge about diversity when selecting and administering assessment instruments/strategies	1	2	3	4	5
Demonstrates knowledge about diversity when interpreting assessment results	1	2	3	4	5
Demonstrates knowledge about diversity when selecting evidence-based intervention strategies	1	2	3	4	5
Demonstrates knowledge about diversity when planning and conducting group or individual counseling	1	2	3	4	5
Demonstrates knowledge about diversity when consulting with teachers or parents	1	2	3	4	5
Recognizes that an understanding of and respect for diversity and advocacy for social justice permeate all aspects of service delivery	1	2	3	4	5

Comments:

NASP Standard 8, Element 8.1 – Research and Program Evaluation

1 – Inadequate

2 – Emerging

3 – Developing

4 – Proficient/Entry-level

5 – Accomplished

Performance Area	Performance Rating Please circle one.				
Shows appropriate level of awareness and understanding of current professional literature when selecting and using assessment strategies	1	2	3	4	5
Shows appropriate level of awareness and understanding of current professional literature when selecting interventions strategies	1	2	3	4	5
Shows appropriate level of awareness and understanding of current professional literature when selecting and using consultation strategies	1	2	3	4	5
Shows appropriate level of awareness and understanding of current professional literature when selecting and using counseling strategies	1	2	3	4	5
Uses technology for data management and graphic display of assessment and intervention data	1	2	3	4	5

Comments:

NASP Standard 8, Element 8.2 – Legal, Ethical, and Professional Practice

1 – Inadequate

2 – Emerging

3 – Developing

4 – Proficient/Entry-level

5 – Accomplished

Performance Area	Performance Rating Please circle one.				
Delivers school psychological services in a manner consistent with the NASP's <i>Principles for Professional Ethics and Model for Comprehensive and Integrated School Psychological Services</i>	1	2	3	4	5
Observes federal, state, and local policies and regulations in the delivery of school psychological services	1	2	3	4	5
Uses technology in ways consistent with ethical responsibilities in professional practice (e.g., awareness of network security and confidentiality, responsible use of report templates and software programs, access of information and resources from reputable sources, etc.)	1	2	3	4	5
Maintains confidentiality in delivering services	1	2	3	4	5
Maintains professional accountability records, including thorough and well organized case documentation	1	2	3	4	5
Advocates for children and for family involvement in the educational process	1	2	3	4	5
Recognizes the limitations of his or her expertise	1	2	3	4	5
Creates written documents that are clear, concise, and useful	1	2	3	4	5
Professional Work Characteristics					
Maintains professional demeanor and dress	1	2	3	4	5
Demonstrates dependability (e.g., punctual; follows through on tasks)	1	2	3	4	5
Seeks out and responds to supervision and feedback (e.g., accepts criticism, incorporates feedback into reports, etc.)	1	2	3	4	5
Demonstrates time management skills (e.g., adheres to established timelines, meets deadlines for cases, etc.)	1	2	3	4	5
Displays appropriate level of independence in performing duties	1	2	3	4	5
Manages stress	1	2	3	4	5
Shows evidence of ongoing self-evaluation	1	2	3	4	5

Comments:

Did the intern appear to be adequately prepared by the training program to begin this portion of the Internship? (Please circle one.) **Yes** **No** **Undecided**

If you answered **No** or **Undecided**, please explain more fully, describing additional areas of knowledge or skills that were lacking for this portion of the internship:

Strengths of intern

Areas that need improvement

Additional suggestions/comments (please contact University Coordinator if you wish to discuss these):

Field-based Supervisor's signature

Date shared with intern

Field-based Supervisor's Credentials (please check all that apply):

- ☐ State Department of Public Instruction Certified/Licensed School Psychologist
☐ Nationally Certified School Psychologist
☐ Licensed Psychologist or Licensed Psychological Associate
☐ Other; please specify: _____

Intern's response to the evaluation:

Intern's signature*

Date

**The intern's signature indicates only that this evaluation has been discussed with him or her; it does not indicate the practicum student/ intern's agreement with the evaluation in part or in whole.*

Thank you for completing this evaluation.

Appendix C

Appalachian State University School Psychology Program Consultee Evaluation of Consultation Experience

To be completed by the intern:

Name of the School Psychology Intern _____

Name of the evaluator: _____

Approx. date when consultation concluded: _____

Referred Student's initials: _____ Circle type of case: **Academic** **Behavioral**

To the evaluator:

For each of the following statements, please circle the number on the scale that most accurately reflects your views about the effectiveness of the consultation provided by the school psychology intern.

(1) Strongly DISAGREE (2) Disagree (3) Agree (4) Strongly AGREE

<i>The Intern...</i>					
1. Provided assistance in a reasonable amount of time		1	2	3	4
2. Communicated with me effectively and in a timely manner		1	2	3	4
3. Listened to my concerns		1	2	3	4
4. Was effective in helping me clarify my concerns (i.e., helped me define my concerns in terms of behaviors that could be seen or heard)		1	2	3	4
5. Collected and effectively shared relevant baseline data		1	2	3	4
6. Provided or helped me identify relevant resources		1	2	3	4
7. Helped me generate alternative solutions/interventions		1	2	3	4
8. Helped me evaluate & choose from alternative solutions/interventions		1	2	3	4
9. Helped me define what was to be changed, what level would be acceptable, and when we would change the program if not successful		1	2	3	4
10. Served as a facilitator/collaborator rather than an "authority" (e.g., shared responsibility for planning, organizing, training, etc.)		1	2	3	4
11. Provided effective support to implement the intervention(s)		1	2	3	4
12. Checked back to ensure we were implementing the intervention as planned		1	2	3	4
13. Developed a plan for ending the intervention (e.g., through reduction of reinforcement, fading, developing a self-management program, etc.)		1	2	3	4

14. Was sufficiently knowledgeable about student behavioral/emotional functioning	1	2	3	4	NA
15. Was sufficiently knowledgeable about student cognitive/academic functioning	1	2	3	4	NA
16. Was sufficiently knowledgeable about relevant classroom management	1	2	3	4	NA
17. Was sufficiently knowledgeable about our curriculum	1	2	3	4	NA
18. I was satisfied with the strategies or interventions developed in consultation with the intern		1	2	3	4
19. The strategies or interventions developed in consultation with the intern were effective.		1	2	3	4
20. The intervention we developed/selected was implemented as planned.		1	2	3	4
21. As a result of my consultation with the intern, I feel better prepared to address similar problems in the future.		1	2	3	4
22. I would be willing to consult with this intern in the future.		1	2	3	4
23. Overall, I would rate this intern as an effective consultant.		1	2	3	4

Comments:

Signature of the evaluator: _____ Date: _____

After completing this form, please return it to the intern, who will submit it to the University.

*Thank you so much for providing us with your ratings!
They assist us in evaluating both the intern's effectiveness and the adequacy of our training.*

Appendix D
Appalachian State University School Psychology Program
Consumer Evaluation of Psycho-educational Report

To be completed by the intern:

Name of the School Psychology Intern _____

Name of the evaluator: _____

Referred Student's initials: _____ **Circle [primary] type of case:** **Academic** **Behavioral**

Our program strives to ensure that the services our interns provide are perceived as relevant and useful by school personnel with whom they work. This questionnaire is designed to provide us with information about the extent to which this report effectively provided the information that you requested. Your feedback is important in helping us improve the quality of our service.

To the evaluator:

For each of the following statements, please circle the number on the scale that most accurately reflects your views about the effectiveness of the psycho-educational report prepared by the school psychology intern.

(1) Strongly DISAGREE (2) Disagree (3) Agree (4) Strongly AGREE

1. The report addressed the referral question(s).		1	2	3	4
2. The report provided you with new insights about the student.		1	2	3	4
3. The report confirmed insights that you already had about the student.		1	2	3	4
4. The report helped you better understand this student's needs.		1	2	3	4
5. The report helped you better address this student's needs.		1	2	3	4
6. The report provided useful and realistic recommendations about instructional strategies for this student (if applicable to this referral).	1	2	3	4	NA
7. The report provided useful and realistic recommendations about managing or positively supporting the student's behavior (if applicable to this referral).	1	2	3	4	NA
8. The recommendations in this report reflect that the intern understands general education and the state's/district's curriculum (if applicable to this referral).	1	2	3	4	NA
9. The recommendations in this report reflect that the intern understands Special Education/Exceptional Children's procedures (if applicable to this referral).	1	2	3	4	NA
10. The length of the report is appropriate, given the nature of the referral.		1	2	3	4
11. The language/terms contained in the report are clear and easy to understand.		1	2	3	4
12. The writing quality of the report is good.		1	2	3	4
13. Overall, I consider this to be an effective report.		1	2	3	4

14. What, if any, additional information do you think should have been included in this report?

15. What, if any, terms were unclear to you? _____

16. What, if any, information and/or insights from the report were especially useful to you?

17. What suggestions can you offer to help the intern improve the quality of his/her written reports?

Please indicate your position

_____ Teacher

_____ Parent

_____ EC/Special education teacher

_____ Speech/language pathologist

_____ Counselor

_____ Principal/other administrator

_____ Other (please specify: _____)

Signature of the evaluator: _____ **Date:** _____

After completing this form, please return it to the intern, who will submit it to the University.

*Thank you so much for providing us with your ratings!
They assist us in evaluating both the intern's effectiveness and the adequacy of our training.*

Appendix E

Appalachian State University School Psychology Program

Meeting Participant's Evaluation of Intern's Contributions to the IEP (or other Case Interpretation) Meeting

To be completed by the intern:

Name of the School Psychology Intern _____

Name of the evaluator: _____

Date of the meeting: _____ Referred Child's initials _____

Our program strives to ensure that the services our interns provide are perceived as relevant and useful by school personnel with whom they work. This questionnaire is designed to provide us with information about the extent to which the intern is report effectively provided the information that you requested. Your feedback is important in helping us improve the quality of our service.

To the evaluator:

For each of the following statements, please circle the number on the scale that most accurately reflects your views about the effectiveness of the school psychology intern's contributions to the meeting.

(1) Strongly DISAGREE (2) Disagree (3) Agree (4) Strongly AGREE

<i>The intern effectively...</i>					
1. Helped to explain purpose of the meeting and to review referral concerns.		1	2	3	4
2. Fostered rapport among participants, especially family members.		1	2	3	4
3. Conveyed that family members' contributions were valued.		1	2	3	4
4. Encouraged family members to offer their own concerns.		1	2	3	4
5. Gave family members opportunities to respond to results and ask questions.		1	2	3	4
6. Avoided statements likely to trigger other participants' defensiveness.		1	2	3	4
7. Encouraged family members' participation.	1	2	3	4	NA
8. Dealt with family members' emotional reactions.	1	2	3	4	NA
9. Helped ensure that family members understood their legal rights.	1	2	3	4	NA
10. Gave family members the opportunity to ask questions.	1	2	3	4	NA
11. Managed his or her (own) anxiety or nervousness.	1	2	3	4	NA
12. Shared unpleasant or painful information appropriately.	1	2	3	4	NA
13. Showed willingness to say "I don't know," when appropriate.	1	2	3	4	NA
14. Addressed all of the referral concerns.		1	2	3	4
15. Started and ended with positive statements about the child.		1	2	3	4
16. Avoided showing pity and condescension.		1	2	3	4

17. Maintained focus on the child.		1	2	3	4
18. Explained findings in a straightforward, detailed and unambiguous manner <ul style="list-style-type: none"> Used simple, comprehensible and non-technical language, avoiding jargon Explained technical terms without talking down to others Spoke clearly, gently, and slowly Provided graphs, illustrations and analogies, as needed 		1	2	3	4
19. Provided adequate, appropriate, helpful recommendations and resources <ul style="list-style-type: none"> Provided family with printed recommendations that could be done at home Discussed, as needed, treatment/remediation options, length of treatment, financial cost Recommended relevant books, pamphlets, materials, websites, and organizations Offered to assist family in contacting relevant agencies/individuals for assistance/resources 		1	2	3	4
20. Summarized the case and thanked others for their participation.		1	2	3	4

Summary Comments *(As needed, please provide explanations or clarifications of the ratings above, using the item numbers.)*

Please indicate your position

- | | |
|--|--|
| <input type="checkbox"/> Teacher | <input type="checkbox"/> Internship Supervisor |
| <input type="checkbox"/> EC/Special education teacher | <input type="checkbox"/> Speech/language pathologist |
| <input type="checkbox"/> Counselor | <input type="checkbox"/> Principal/other administrator |
| <input type="checkbox"/> Parent | |
| <input type="checkbox"/> Other (please specify: _____) | |

Signature of the evaluator: _____ **Date:** _____

After completing this form, please return it to the intern, who will submit it to the University.

*Thank you so much for providing us with your ratings!
They assist us in evaluating both the intern's effectiveness and the adequacy of our training.*

Appendix F
Appalachian State University School Psychology Program
Field-based Supervisor's Evaluation of Psychoeducational Assessment Report

Intern _____ Date shared with intern _____ Child's initials _____

Supervisor's name _____ Supervisor's signature _____

Please use the following notations to rate the **Content Elements** listed below:

√+ Exceeds expectations for intern performance (reflecting **outstanding/accomplished** skill)

√ Meets expectations for intern performance (reflecting **proficient** skill)

√- Fails to meet expectations for intern performance (reflecting **inadequate** skill)

_____ **Identifying information:**

- First/last name, age, sex, grade of student, date(s) of assessment sessions, list of tests/assessment strategies employed, etc.

_____ **Reason for referral**—Specific and operational; shows evidence of having been clarified via problem solving interview(s)

_____ **Background information**

- Medical, social, cultural, adaptive behavioral, educational history; parent, teacher, child interviews

_____ **Previous test results**—Brief list/table or summary of results from previous evaluations, with sources clearly identified and dated

_____ **Assessment results and clinical impressions**

- Provides summaries of both systematic classroom observations and general observations during administration of standardized tests
- Charts of scores present scores, confidence intervals, and verbal classifications (e.g., *Average*, *At-risk*, etc.); includes explanatory footnotes as needed for clarity (e.g., explaining mean and standard deviations of various scores, percentiles, confidence intervals, etc.)
- Includes validity statement that seems appropriate given the evidence presented
- Communicates clearly and excludes unnecessary technical content and jargon
- Describes subtests and clusters or indexes clearly and accurately; clearly explains if a subtest is spoiled and does NOT report that score
- Describes and uses statistical/psychometric concepts appropriately
- Uses qualitative descriptors appropriately
- Clearly explains any scores obtained by extrapolation or interpolation; interprets them appropriately
- Integrates findings across measures, observations, interviews, etc.; detects common themes across findings
- Appropriately interprets the meaning and implications of scores; avoids making interpretations based on limited samples of behavior
- AVOIDS reporting age- and grade-equivalents
- Provides clear descriptions of cognitive processes, academic skills, or behavioral/emotional constructs measured by the subtests/scales
- Relates interpretations/hypotheses to the abilities/processes/skills/constructs measured by the subtests/scales
- Uses relevant data to generate hypotheses, formulate interpretations, and arrive at recommendations
- Appropriately definitive when the findings are clear, cautious when the findings are not clear
- Cites specific behaviors and sources and, when appropriate, directly quotes the examinee and interviewees to substantiate findings
- **Interprets** the meaning and implications of the child's scores, rather than simply citing test names and scores
- Refrains from drawing conclusions based solely on test scores; considers all data sources

For Behavioral/Emotional section (if applicable)

- Includes clear descriptions of **systematic** observations (including A-B-C, peer-comparison, etc.); integrates findings with interview data and reason for referral
- Includes clear, appropriate description of child, parent, and teacher interviews; includes quotes as needed for accuracy; omits confidential information and content that may be prejudicial or inflammatory
- Rating scale results
 - o Provides clear descriptions of behavioral/emotional characteristics measured by subscales
 - o Emphasizes that rating scale results represent the rater's impressions/perspectives
 - o Integrates rating scale results with data from other sources and across raters
 - o Interprets the meaning and implications of the child's scores clearly and unambiguously, citing characteristics measured by the subscales and relevant data from other sources

- **Functional behavioral assessment (NOTE: this is a process, NOT a form, and must be completed for ALL behavioral/emotional referrals)**
 - Taps multiple sources of data—systematic observations, temporal analyses, interviews with multiple informants, etc.—to determine the function(s) of the student’s challenging behaviors (**NOT** just teacher interview)
 - Effectively summarizes relevant data, which clearly support the identified function(s)
 - Generates recommendations based on the identified functions

Summary

- Accurately summarizes all major findings of the evaluation and includes ONLY information already presented in the report

Strengths and Needs/Next Steps

- ALL Strengths and Needs/Next Steps were identified and described earlier in the report
- Strengths and Needs/Next Steps are summarized clearly and thoroughly in behavioral terms (avoiding jargon and subtest titles)
- Needs/Next Steps are primarily ACADEMIC and BEHAVIORAL, NOT cognitive

Recommendations/Suggestions/Targeted Instructional Strategies

- For each Need/Next Step there is at least one relevant and appropriate recommendation/targeted instructional strategy
- Each recommendation is presented with sufficient detail and clarity to allow immediate implementation
- Each recommendation is realistic and likely to be acceptable to the teacher or family
- Recommendations are predominantly evidence-based, with reference citations/sources noted, as appropriate.

Report signatures—Examiner’s and supervisors’ names and qualifications typed at end of report under their signatures

Overall rating of the report (Please check ☒ or X the rating that most accurately reflects your evaluation of the report):

Exceeds expectations:

Case was very thorough and very well conceptualized, with excellent choice of assessment strategies, very well-reasoned conclusions, and excellent choice of evidence-based recommendations. Report is extremely well written. Intern showed exceptional ability to plan and carry out the evaluation. Report meets all requirements of an At Standard report and exceeds standards in writing style, interpretations based on hypotheses, integration of evaluation findings, and development of realistic and relevant recommendations that are evidence-based. Report contains very few errors of punctuation and essentially no grammar and word usage problems.

Meets expectations:

Case was thorough and well conceptualized, with good choice of assessment strategies and sound conclusions and selection of evidence-based recommendations. Report is well written and meets expectations for an intern in this phase of training. Intern showed good ability to plan and carry out the assessment. Report contains the expected content elements and follows standard principles of report writing (Sattler, 2001). In addition, the report is written clearly and concisely, is signed appropriately, and has an easy-to-read format and professional appearance. Report may contain some minor punctuation errors but is generally free of grammatical and word usage problems.

Fails to meet expectations:

Case was not well conceptualized and/or incomplete, with poor choice of assessment strategies, weak conclusions, and limited selection of evidence-based recommendations. Intern showed limited ability to plan and carry out the assessment. Report fails to meet multiple criteria and contains such elements as poor writing (spelling, word usage and grammatical errors), inappropriate hypotheses (perhaps due to major scoring errors), poorly conceived conclusions, and irrelevant or unrealistic or unsupported recommendations. Generally falls below the requirements stated for an At Standard report.

Comments: _____

Thank you so much for evaluating this report!

Appendix G

Appalachian State University School Psychology Program Field-based Supervisor's Evaluation of Administration of a Major Assessment Measure

(NOTE: If the measure's manual contains an observation form, you may use that instead.)

Intern's Name: _____

Supervisor's Signature: _____ Date shared with intern: _____

Assessment Measure observed: _____

Please rate the intern's performance on each of the following criteria, using the following notations:

✓+ **Exceeds expectations** for intern performance (reflecting **outstanding/accomplished** skill)

✓ **Meets expectations** for intern performance (reflecting **proficient** skill)

✓- **Fails to meet expectations** for intern performance (reflecting **inadequate** skill)

Criteria:

_____ Establishes and maintains rapport

Comments _____

_____ Uses prescribed introduction to the test

Comments _____

_____ Attends well to child's needs (for feedback, re-assurance, breaks, etc.)

Comments _____

_____ Keeps record form out of child's view

Comments _____

_____ Transitions smoothly from task to task and between subtests with appropriate introductions

Comments _____

_____ Adheres to verbatim instructions

Comments _____

_____Adheres to Suggested Start Points (or justifies variation) and administers samples appropriately

Comments _____

_____Adheres to basal and ceiling (or discontinue) rules

Comments _____

_____Uses and records required/suggested queries appropriately

Comments _____

_____Sets out manipulatives appropriately and points appropriately to items on easels or stimulus books

Comments _____

_____Demonstrates mastery of subtest scoring rules

Comments _____

_____Follows timing rules

Comments _____

_____Records errors, observations about child's performance, breaks, etc. in margins

Comments _____

_____Overall rating of this administration

Supervisor's comments:

Supervisor's Signature: _____

Intern's Signature: _____

Evaluation was shared with intern on this date: _____

Thank you so much for evaluating this administration!

Appendix H

Appalachian State University School Psychology Program District Approval for Applied Research Project

Title of Applied Research Project:
[Insert Title]

The signatures below attest to the fact that *[Insert Intern's Name]*, school psychology intern from Appalachian State University, has obtained approval from the appropriate authorities of *[Insert Site Name]* to conduct the research project noted above and described in the attached proposal.

Signature of Field-based Supervisor
[Insert Site Name]

Date

Signature of administrator who
oversees the conduct of research in
[Insert Site Name]

Date

Signature of Intern
Appalachian State University

Date

Appendix I

Appalachian State University School Psychology Program Personal Growth Plan

SAMPLE

The following goals and objectives address areas of needed growth and improvement to be addressed by

insert intern's name during spring semester of Internship (Spring 20XX).

***Goals and objectives** of this plan should be developed with the supervisor, based on a joint evaluation of the intern's progress on the areas identified on the *Initial Personal/Professional Self-reflection* as well as the *Field-based Supervisor's Mid-year Evaluation of Intern*.

***GOALS**

Contribute more in middle school SST meetings

Shorten the time I spend going over my reports in IEP meetings

Gain more experience with the high school population

Have reports written earlier to ensure adequate time for supervision and complete more in-depth proofreading of my reports to eliminate typos

Gain more experience with low incidence (and/or autism and/or preschool) assessments

Gain more experience with functional behavioral assessments

Gain additional experience with team-based consultation

***OBJECTIVES**

- Contribute at least 3 times during a middle school SST meeting.

- Spend no more than 20 minutes going over reports at IEP meetings.

- Complete at least 2 evaluations at the high school level.
- Complete at least two counseling cases at the high school level.

- Submit reports to supervisors at least 5 working days before they are due.
- Proofread reports twice before turning them in.
- Turn in reports with no errors and typos.

- Complete at least 2 evaluations of each at XX County School.

- Complete at least 2 FBAs.
- Select/develop relevant objectives with Field-based Supervisor

- Regularly attend and actively participate in SST meetings

Signature of Intern _____ Date: _____

Signature or Supervisor _____ Date: _____

Appendix J

Appalachian State University School Psychology Program Outcome-based Internship Plan (OBIP)

Intern's Name: _____ *[Insert Intern's Name]*

School District: _____ *[Insert District's Name]*

Signature of Field-based Supervisor

Date

Signature of Intern
Appalachian State University

Date

Signature of University Coordinator
Appalachian State University

Date

This signature page must be signed by the appropriate parties at the internship site and mailed, or scanned and emailed as a PDF attachment, along with the subsequent pages of the OBIP, to the University Coordinator. The University Coordinator will sign this page and mail, fax, or scan and email a copy of the entire document back to the internship site, retaining a copy for Program records.

By signing on this page, the signatories indicate their agreement to the stipulations contained in the program's *Internship Policies and Procedures Manual* as well as the following *Outcomes*.

Outcomes	Recommended Activities	Recommended Documentation Methods
Develop knowledge and skills to engage in effective, problem-solving that promotes evidence-based support for students' cognitive/academic and behavioral/emotional development and progress, including consultation and assessment skills that inform the identification of various types of disabilities and the implementation and monitoring of evidence-based solutions, including interventions	<ol style="list-style-type: none"> 1. Participate actively in a multi-tiered system of support for cognitive/academic and behavioral/emotional needs, to the extent feasible at the site 2. Assist in the identification of cognitive/academic, behavioral, and social/emotional strengths and areas of need, for students of various ages/grades, suspected disabilities, socioeconomic levels, and cultural and linguistic backgrounds 3. Assist in selecting, developing, and/or implementing practical, teacher- and family-friendly recommendations and empirically-based interventions that are matched to identified needs, appropriately informed by diversity considerations, and consistent with the district's and state's standards 4. Engage in formal and informal behavioral and academic consultation for students of various ages/grades, suspected disabilities, socioeconomic levels, and cultural and linguistic backgrounds 5. Select assessment tools that are appropriate for the referred student(s) and have established validity for the referral questions 6. Follow established/standardized procedures when administering, scoring, and interpreting assessments and implementing interventions 7. Use curriculum-based measurements to determine instructional levels and monitor progress and, as appropriate, assist teachers in using them 8. Complete or assist in completing assessments of the function of students' behavior and development of behavioral intervention plans 9. Complete a reflective written evaluation of the district's or school's provision of a multi-tiered system of support for students' cognitive/academic and behavioral/emotional needs 	<ul style="list-style-type: none"> ▪ Intern logs ▪ Sample assessment reports ▪ Formative evaluation forms required by the Program including consumer evaluations and intern self-reflections ▪ Discussions during internship meetings ▪ Reflective written evaluation of the district's or school's provision of a multi-tiered system of support for students' cognitive/ academic and behavioral/emotional needs ▪ Random scoring checks by field-based supervisor ▪ Random checks by field-based supervisor regarding compliance with district/state rules and procedures ▪ Formal observations by field-based supervisor of team meetings and assessment and consultation sessions
Develop knowledge and skills related to school system organization and decision-making; general education curriculum; and policies governing Exceptional Children's or Special Education services, 504 procedures, English Learners, child abuse & neglect, student conduct and discipline, crisis response, etc.	<ol style="list-style-type: none"> 1. Review district policies and school behavioral guidelines relevant to school personnel and student conduct and discipline 2. Review district and/or state curriculum, including standards for English Language Learners 3. Interview curriculum specialist(s) or other relevant school or district personnel about curriculum-related issues and policies 4. Attend or participate in meetings of district school board, school/departmental improvement team(s), crisis team(s), exceptional children's and psychological services departments, etc. 5. Review relevant rules and policies governing Exceptional Children's or 	<ul style="list-style-type: none"> ▪ Intern logs ▪ Written reflections on team meetings, district policy reviews, interviews, etc. ▪ Sample assessment and consultation reports ▪ Formative evaluation forms required by the Program, including consumer evaluations and intern self-reflections ▪ Random checks by field-based supervisor regarding compliance with timelines, etc.

	<p>Special Education services and 504 procedures, including services for preschool, transition, autism, TBI, etc.</p> <p>6. Learn and follow guidelines and timelines concerning SpEd/EC referral, assessment, eligibility, and IEP development</p>	<ul style="list-style-type: none"> Discussions during virtual internship meetings
<p>Develop competence in selecting, designing, and implementing multi-tiered, evidence-based strategies to promote social–emotional functioning, resilience, mental health, and adaptive socialization and to reduce risk factors; to the extent possible, further develop knowledge and skills related to crisis preparation, response, and recovery</p>	<ol style="list-style-type: none"> Complete a reflective evaluation of the district’s or school’s provision of a multi-tiered system of support for students’ behavioral/emotional needs Provide group and individual counseling to students of various ages/grades, socioeconomic levels, and cultural and linguistic backgrounds Obtain an outcome evaluation of each counseling experience provided Complete a self-evaluation for each counseling experience provided Observe and, if possible, participate in meetings of the district’s or school’s crisis team(s) Complete a reflective written evaluation of the district’s policies and procedures related to crisis prevention, preparedness, response, and recovery and a plan for improvement 	<ul style="list-style-type: none"> Intern logs Reflective written evaluation of the district’s or school’s provision of a multi-tiered system of support for students’ behavioral/emotional needs Outcome evaluations of counseling experiences Self-evaluations of counseling experiences Reflective summary of crisis team observation or participation Reflective written evaluation of the district’s policies and procedures related to crisis preparation, response, and recovery
<p>Develop competence for working with students, families, and colleagues with diverse characteristics, cultures, and backgrounds and across multiple contexts</p>	<ol style="list-style-type: none"> Learn about district and school demographic characteristics and resources available to diverse groups in the district and community Compile a resource file for use in assisting diverse students, family members, teachers, and other educators regarding available services in the school, district, and community Engage regularly in reflection about how one’s world view affects one’s work with students, families, and school personnel of diverse backgrounds and characteristics Seek knowledge and insight about how schools, students, and families are affected by issues related to privilege, diversity, and social justice As appropriate and feasible in your position as an intern, advocate for positive change to ensure social justice for all Complete comprehensive psychoeducational assessments with students representing a wide range of diversity Consult with teachers and other personnel about students representing a wide range of diversity 	<ul style="list-style-type: none"> Intern logs Written summaries describing district and school demographics and diversity-related resources Diversity self-reflection papers submitted to University Coordinator Discussion during internship meetings Sample assessment reports Sample consultation reports

Develop skills for providing in-service training to teachers, family members, support personnel, or administrators	<ol style="list-style-type: none"> 1. Deliver at least one in-service workshop to teachers, family members, support personnel, or administrators on identified audience needs or interests 	<ul style="list-style-type: none"> ▪ Intern logs ▪ Presentation description, slides and handouts ▪ Workshop evaluation forms completed by ALL audience members
Develop knowledge and skills related to research and program evaluation	<ol style="list-style-type: none"> 1. Complete a reflective written evaluation of the district's or school's provision of a multi-tiered system of support for students' cognitive/academic and behavioral/emotional needs 2. Complete a reflective written evaluation of the district's policies and procedures related to crisis prevention, preparedness, response, and recovery and a plan for improvement 3. Complete a formal research project <ul style="list-style-type: none"> o Complete literature review and develop prospectus during first semester; complete data analysis and discussion of results & limitations during second semester o Prepare brief PowerPoint presentation summarizing the research project, for presentation to the faculty and fellow students in May 	<ul style="list-style-type: none"> ▪ Intern logs ▪ Faculty review and approval of proposal ▪ Communications with faculty research mentor ▪ Presentation of applied project to faculty at AppState school psychology research colloquium in May
Become a source of useful information and resources for students, family members, and school personnel that are available in the school, district, and community and on the Internet and develop skills that ensure and enhance inter-agency collaboration	<ol style="list-style-type: none"> 1. Visit local agencies to learn about the services they offer 2. Establish collaborative contacts with community agencies and district resources 3. Become familiar with appropriate/legitimate Internet-based resources for students, school personnel, and families 4. Compile a resource file for use in assisting students, family members, and school personnel regarding available services in the school, district, and community and on the Internet 5. As appropriate, share Internet-, school-, district-, and community-based resources related to identified needs with students, family members, and school personnel 	<ul style="list-style-type: none"> ▪ Intern logs ▪ Annotated list of community resources ▪ Sharing of Internet-based resources during virtual intern meetings
Develop appropriate professional work characteristics and dispositions and adhere to professional ethical standards.	<ol style="list-style-type: none"> 1. Provide services consistent with ethical, legal, and professional standards 2. Engage in responsive ethical and professional decision-making 3. Collaborate effectively and respectfully with other professionals 4. Exhibit professional work characteristics needed for effective practice as school psychologists, including respect for human diversity and social justice, effective communication and interpersonal skills, responsibility, adaptability, initiative, and dependability 	<ul style="list-style-type: none"> ▪ Formative evaluation forms required by the Program, including consumer evaluations and intern self-reflection