



*School Psychology  
Master of Arts and  
Certificate of Advanced Study Program  
Internship Guidelines for  
Field Supervisors and Interns*

*(August 2022)*

**Faculty**

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We expect our candidates to be mindful regarding embracing diversity, social justice, and engage in culturally responsive practice.

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| <b>INTERNSHIP</b> |
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At Bowie State University (BSU), the internship (SPSY 805 & 807) field experience comes at the end of the completion of all coursework, practicum activities, successful completion of the comprehensive examination, and final approval of the faculty. It is expected to be a coordinated effort between Bowie State University, the field site, and the school psychology intern. It provides the intern with an opportunity to apply knowledge and skills obtained through coursework, practicum, and other training experiences full time while under the guidance and supervision of an appropriately credentialed and practicing school psychologist. Full time emersion into the field experience allows the intern to begin to integrate information, continues to build knowledge and moves them towards independence to begin practice as an early career school psychology specialist.

The BSU school psychology program strives to expose candidates via coursework, training, and practica to activities that highlight the ten (10) domains of professional practice prescribed by the National Association of School Psychologists. It is expected that the internship will be *diverse* and offer experiences that will address each of the training domains listed below.

#### **NASP Professional Practice Domains**

| <b>Domain</b> | <b>Description</b>                                      |
|---------------|---|
| 1.            | Data Based Decision Making                              |
| 2.            | Consultation and Collaboration                          |
| 3.            | Academic Interventions and Instructional Supports       |
| 4.            | Mental and Behavioral Health Services and Interventions |
| 5.            | Schoolwide Practices to Promote Learning                |
| 6.            | Services to Promote Safe and Supportive Schools         |
| 7.            | Family, School and Community Collaboration              |
| 8.            | Equitable Practices for Diverse Student Populations     |
| 9.            | Research and Evidence-Based Practice                    |
| 10            | Legal, Ethical and Professional Practice                |

[The Professional Standards of the National Association of School Psychologists 2020](#)

**While specific activities are prescribed (see below), the intern and the field supervisor(s) will be expected to collaborate and outline specific goals and objectives for the internship based on needs and interests.**

School Psychology candidates are expected to work in a school setting for a full academic year (**at least 1200 clock hours**) or over two years where at least 600 hours are dedicated to working in a school setting. Whether working over one academic year in a school setting or two academic years in a school setting and other field placement, candidates are expected to work on a consistent schedule as identified through their contract with the local education agency (LEA) or another field site. School psychology candidates will receive three academic credits each upon completion of SPSY 805 and SPSY 807 for a total of six academic semester credit hours for the internship experience.

By the conclusion of the internship year, it is expected that the school psychology candidate will have developed and nurtured enough skills and maturity to be employed as an early career school psychologist.

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| <b>OBJECTIVES AND COMPETENCIES GAINED UPON COMPLETION OF INTERNSHIP</b> |
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| <b>Objectives</b>  | <b>NASP<br/>Appendix<br/>C</b> | <b>CAEP<br/>Appendix<br/>B</b> |
|--|--------------------------------|--------------------------------|
| Gain a comprehensive understanding of the roles and day-to-day issues school psychologists face.   | 10                             | 1,2                            |
| Integrate knowledge and skills obtained through formal coursework into practice in a school setting under supervision.   | 10                             | 1,2                            |
| Demonstrate an understanding of the roles and functions of school prevention, intervention, and special education teams.   | 3,4,5                          | 1,2                            |
| Demonstrate knowledge about and skill in using a variety of tools used for psycho-educational, social-emotional, and behavioral assessments. Activities should incorporate methods such as standardized assessments, informal assessments, curriculum-based assessments, interviews, and observations. | 1                              | 1,2                            |
| Demonstrate skills-based competencies related to counseling to include rapport building, communication, interviewing, data collection and analysis, goal setting, intervention development and evaluation.   | 4                              | 1,2                            |
| Demonstrate proficient skill in providing consultative services to educational personnel and families.   | 2                              | 1,2                            |
| Effectively use the problem-solving approach to develop and enhance empirically supported intervention skills.   | 2,3,4                          | 1,2                            |
| Demonstrate the importance of linking empirically supported interventions to data collection/ assessment outcomes and designing monitoring procedures to determine the effectiveness of interventions.   | 1,9                            | 1,2                            |
| Develop a basic understanding of strategies helpful in promoting a positive school climate and school safety.  | 5,6                            | 1,2                            |
| Develop an appreciation for the culture of schools; an awareness of how cultures differ from district to district or school to school; and the types of professional behaviors that facilitate the provision of high-quality services.   | 8                              | 1,2                            |
| Demonstrate an understanding of school systems and regulations that govern general and special education (e.g., IDEIA, State/Local laws, NCLB, FERPA and Section 504).   | 10                             | 1,2                            |

|  |     |     |
|--|-----|-----|
| Develop an understanding and use of NASP/ APA ethical guidelines, confidentiality issues and mandated reporting.                   | 10  | 1,2 |
| Incorporate collaborative approaches (with schools, families, and communities) throughout all areas of school psychology practice. | 7   | 1,2 |
| Develop beginning level competencies to work with ethnically, culturally, and linguistically diverse students and families.        | 7,8 | 1,2 |
| Demonstrate actions to increase personal awareness of social justice issues as it impacts school psychology practice.              | 8   | 1,2 |
| Exhibit ethical, legal, and professional conduct that is consistent with best practice.  | 10  | 1,2 |
|  |     |     |

### **PROFESSIONALISM AND ETHICAL CONDUCT EXPECTED OF INTERNS**

The School Psychology candidate is expected to demonstrate professional behavior throughout their tenure on the internship. Acting professionally includes:

- Dressing in professional attire.
- Demonstrating courteous and respectful behavior towards children and adults.
- Respecting the knowledge, skills, and experiences of colleagues and supervisors.
- Following school policies. For example, checking into school appropriately and asking how to use equipment or materials.
- Being punctual to work, appointments, and meetings.
- Maintaining professional language.
- Demonstrating an energetic, enthusiastic, and cooperative disposition.
- Staying calm and positive in tough situations and crises.
- Taking responsibility for their actions in a well-mannered way.
- Being intentional in learning about and practicing in an ethical and legal manner.
- Being intentional in learning about diverse populations and practicing in a sensitive manner.
- Keeping the lines of communication open with field and university supervisor/s.

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| <b>RESPONSIBILITIES</b> |
|-------------------------|

UNIVERSITY RESPONSIBILITIES:*Note: Please adapt to the virtual environment as appropriate.*

1. Assist internship candidates in finding an appropriate site(s) in which to complete the internship.
2. Establish a collaborative relationship with the field site supervisors.
3. Provide internship sites/field supervisors with a written description of Bowie State's Internship Guidelines and expectations.
4. Meet with intern candidates as a group (schedule will be determined each year) for follow-up, training, review, presentations, etc.

[Monthly full day internship/supervision meetings will be scheduled at BSU for the 2022-2023 school year. This schedule may be altered as deemed appropriate by the University Supervisor. Evening meetings will be scheduled as needed. Additionally, interns may communicate with the university supervisor as needed via technology, email, or phone conference.]

5. Observe the candidate at their internship site at least twice during the year. (If direct observation is not possible, other arrangements will be made.)
6. Collaborate with the site supervisor(s) to discuss issues/concerns regarding supervisory matters.
7. Assign internship grades based on evaluation of the total internship experience, carefully consider input from field supervisor.
8. Be available for consultation, as needed.
9. Be available for meetings with field supervisors and candidates to address concerns as needed.

SITE/FIELD SUPERVISOR RESPONSIBILITIES:*Note: Please adapt to the virtual environment as appropriate.*

1. Be fully credentialed as a school psychologist in the school where the intern will be supervised or be appropriately credentialed as a supervising psychologist in a non-school setting.
2. Be familiar with the Bowie State University School Psychology Internship Guidelines.
3. Meet with the intern candidate and outline duties/experiences to be gained and competencies to be developed. This information should be reflected in the **Internship Agreement** form and signed/returned to the University coordinator within a month of beginning the internship.
4. Arrange for the candidate to gain School Psychology experiences as outlined in the internship guidelines.
5. Observe school psychology candidate in a variety of settings (e.g., classroom, diagnostic, consultation, counseling, professional development, team) and provide feedback.

6. Provide at least **two** hours of **face-to-face** supervision per full week. The interaction between the supervisor and intern should focus on developing and enhancing the intern's skills and monitoring progress on objectives and goals.
7. Provide opportunities for the intern to engage in professional development activities.
8. Allow the intern release time to attend university supervision meetings.
9. Complete **one internship evaluation per semester/term**. [For the intern completing their entire internship in the school setting, an evaluation should be completed mid-year and at the end of the school year. For the intern completing their internship in two settings (at least 600 clock hours each), an evaluation should be completed for each setting]. These evaluations are to be shared and explained to the intern, and when completed, submitted to the university/internship coordinator to be filed in the candidate's record. **Evaluations should be signed by the field supervisor and intern**. The intern's signature indicates that they have reviewed the evaluation, even if they do not agree with the evaluation.
10. Ensure that the candidate is totally aware of and adheres to all established institutional rules and regulations as they apply to the overall job function of the school psychologist. Report all occurrences of non-compliance to the university supervisor immediately.
11. Check and verify the SCHOOL PSYCHOLOGY INTERNSHIP LOG maintained by the intern.

#### **SITE/AGENCY RESPONSIBILITIES:**

*Note: Please adapt to the virtual environment as appropriate.*

1. Assign the intern to a site supervisor who is appropriately credentialed in the school system or agency where they work. Site supervisors should have at least three years of experience and be employed as a regular employee.
2. Assign a site supervisor who is responsible for no more than **two (2)** full time school psychology interns.
3. Complete a written contractual agreement with the intern, specifying the period of appointment and terms of compensation.
4. Provide a secured and adequate workspace for the intern along with access to office supplies, assessment materials, phone, etc.
5. Provide the intern with a schedule of activities (e.g., school calendar, in-service meetings, staff meetings, etc.) typically given to all other agency school psychologists/personnel.

#### **SCHOOL PSYCHOLOGY INTERN RESPONSIBILITIES:**

*Note: Please adapt to the virtual environment as appropriate.*

1. Be familiar with the Bowie State University School Psychology Internship Guidelines.
2. **Secure student education liability insurance (e.g., Forrest T. Jones and Company or American Professional Agency, Inc.). Secure student education liability insurance (e.g.,**

**Forrest T. Jones and Company or American Professional Agency, Inc.). See [link](#) under the NASP website.**

3. Follow the contract as prescribed by the school system/agency.
4. Meet with the field supervisor(s) and outline duties/experiences to be gained and competencies to be developed. This information should be reflected in the **Internship Agreement** form and signed/returned to the University coordinator within a month of beginning the internship.
5. Complete required activities as described below.
6. Have at least two hours of face-to-face supervision with supervisor(s) once a week.
7. Attend regularly scheduled professional development activities.
8. Attend scheduled university/supervision meetings.

[Monthly full day internship/supervision meetings will be scheduled at BSU for the 2022-2023 school year. This schedule may be altered as deemed appropriate by the University Supervisor. Evening meetings will be scheduled as needed. Additionally, interns may communicate with the university supervisor as needed via technology, email, or phone conference.]

9. Become aware of and adhere to all established institutional rules and regulations as they apply to the overall job function of the school/agency psychologist.
10. Maintain accurate school psychology internship logs.
11. Comply with all institutional rules and regulations in a professional manner, such as:
  - a. Confidentiality
  - b. School Hours
  - c. Dress and grooming
  - d. Attendance and absence
  - e. Report writing formats and procedures
  - f. Special Education team protocol
12. Complete and submit all required documentation in a timely fashion each semester.
13. Take the School Psychology Praxis exam during the internship year.
14. Refer to themselves as **School Psychology Intern** from Bowie State University.
15. Become oriented to activities the first few days by means of observations, inquiries, and participation in various activities.

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| <b>INTERNSHIP: REQUIRED ACTIVITIES*</b> |
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As indicated above, some of the activities are prescribed by the university; however, the internship experience should be diverse. The intern and the field supervisors will be expected to collaborate and outline goals and objectives for the internship specific to their identified needs and interests.

**\*NASP expects that student interns demonstrate knowledge and skills in all 10 focal areas of training during the internship year. The activities (in part) are designed to provide supporting data of the intern's efforts to do so.**

## **RESPONSIBILITIES OF THE SITE SUPERVISOR**

The site supervisor is responsible for the intern's work within the context of what is expected for the school and school district/township or agency. The candidates will rely on the site supervisor with respect to issues (questions/concerns) regarding procedural or bureaucratic aspects of the school district/internship site. The University supervisor is responsible for contacting the site supervisor in the middle and the end of the semester regarding the intern's progress. The site supervisor will be requested to complete a written evaluation of the intern at the end of each semester.

## **ASSIGNMENTS BELOW ARE REQUIRED BUT NOT LIMITED TO THE FOLLOWING EXPERIENCES.**

During the internship year, each Bowie State University School Psychology candidate will be expected to document his or her work through an Internship **Exit Portfolio** which includes the assignments briefly described below. Each assignment will have an accompanying scoring guide or rubric. Please see class syllabus for more details. Please view NASP's statement on virtual service delivery considerations.

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|--|
| <p><b>Guidelines, Policies, Procedures &amp; Practices-(Domain 5, 6, 10)</b></p> <ul style="list-style-type: none"> <li>◇ Review School Psychology/Special Education Guidelines/Handbook/Procedures/Policies/ etc.</li> <li>◇ Review your site's policies regarding telehealth practices. (e.g., Training requirements, informed consent, confidentiality, data storage, documentation, communicating through email, student engagement, crisis protocol, telepractice dos and don'ts into the home environment, FERPA, HIPPA considerations etc.)</li> <li>◇ Respond to assignment questions regarding pre-referral practices, early intervention supports, timelines, outside referrals and evaluations, suspension/manifestation meetings, safety/crisis protocols, and telehealth practices</li> </ul> <p>Interview key personnel to assist with assignment<br/> <b>See Appendix D.</b></p> <p><i>Be prepared to discuss these issues at the October university seminar meeting.</i></p> |
| <p><b>Submit a Professional Identity packet (Domain 10)</b></p> <ul style="list-style-type: none"> <li>◇ Packet should be comprised of a Personal Mission Statement, Professional Resume, a list of Professional memberships, a brief description of your participation in Professional training/development and a summary of how you <u>practiced skills during the internship</u> reflecting the 10 NASP professional practice domains.</li> </ul> <p>*(Note: Each Candidate is required to attend at least one professional conference).<br/> <i>Check Syllabus for submission date</i></p>   |
| <p><b>Submit a summary of your participation on a School-Wide or Systems-Level Prevention/Intervention Team /Team Project (Domain 5).</b></p> <ul style="list-style-type: none"> <li>◇ Candidate will be expected to participate on a school or system-wide prevention/intervention team or committee (e.g., Positive Behavior Supports, climate, discipline, safety, curriculum, student service team, child study team, crisis management, instructional consultation team, Peer support,</li> </ul>   |



Suicide prevention, etc.) and document practices and/or strategies developed and implemented to respond to a grade level(s) or school-wide issue(s). See class syllabus for more details.

*Check syllabus for submission date*

**Complete and upload three comprehensive assessment evaluations into Student Learning and Licensure (Domains 1,2,7,8)**

[Note: To ensure interns are getting a diverse set of experiences and have sufficient time to complete other required activities, **it is recommended that interns complete no more than 25 -30 comprehensive assessments, overall, during the internship year.** Adjustments can be made if candidate is not considered (at least) competent after completing assessments].

- ◇ With the guidance of the site supervisor, interns are to conduct at least three comprehensive evaluations (initial and/or re-evaluation) to upload into Student Learning and Licensure. One of the evaluations should assess a student suspected of having an Autism Spectrum Disorder or Emotional/Behavioral Disorder, Intellectual Disability, Multiple Disability or Neurological complication.
- ◇ Evaluations should be comprehensive and include information on the following: 1) the referral concern(s), 2) comprehensive review of records, 3) a summary of developmental history or background information (from a parent, guardian and/or teacher interview), 4) a classroom/building observation, 5) a cognitive assessment or review of earlier cognitive assessments; and/or data collected from informal assessments such as CBA's/CBM's, Benchmark assessments, etc., 6) a summary of past and/or current interventions, 7) social/emotional/behavioral and/or adaptive behavioral assessment, 8) assessment results, 9) a comprehensive interpretation based on information collected during the evaluation; 10) summary and 11) relevant recommendations.
- ◇ Interns are encouraged to rely primarily on the supervision of their site supervisor. The reports should be signed by the intern and site supervisor. These evaluations should comply with the policies and procedures set forth by the district/agency.

The intern will present results of the evaluations to the school/agency team and to the participants at the university/supervision meetings.

- ◇ **Interns must write a follow-up summary (i.e., impact statement) regarding the final actions/outcomes for the student resulting from the referral.**
- ◇ A final hard copy of the reports should be submitted at the end of each semester to the university supervisor; however, identifying information should be changed prior to submission.

*Check syllabus for submission date*

**Conduct a short-term individual counseling or group counseling session(s). (Domains 4, 8)**

- ◇ Interns will conduct a short-term individual or group counseling/guidance/SEL series. With guidance from their site supervisor, candidate will outline concerns, define goals and objectives for the series, devise or select lesson/treatment plans, keep brief session notes, and design a process for measuring progress and evaluating impact. Interns will summarize their experience in writing and prepare a brief presentation for the supervision class. Please remove all student identifying information.
- ◇ Complementary trainings/professional development supports/feedback sessions to parents and/or school personnel is encouraged. See NASP [link](#) for ideas.

*Check syllabus for submission date*

**Complete the Direct Intervention Project to address Academic Issues (NASP Case Study-Academic - Domains 1,2,3,7,8,9)**

- ◇ Interns must complete a case study addressing an academic concern. Interns should work with their site supervisor and school personnel to help identify a potential intervention project. The intern should also meet with the university supervisor throughout the project to review progress and clarify concerns. Specific details about the project will be outlined in the Direct Intervention Project Handout-see below. Interns will have to present either this project or the behavioral intervention project at the final intern meeting. More details will be delineated in class.

*Check syllabus for submission date*

**Complete the Direct Intervention Project to address Social/Emotional/ Behavioral Issues (NASP Case Study- Behavioral Domains 1,2,4,7,8,9)**

- ◇ Interns must complete a case study addressing a behavioral concern. Consider the appropriateness of collecting and/or analyzing FBA data. Interns should work with their site supervisor and school personnel to help identify a potential intervention project. The intern should also meet with the university supervisor throughout the project to review progress and clarify concerns. Specific details about the project will be outlined in the Direct Intervention Project Handout-see below. Interns will have to present either this project or the academic intervention project at the final intern meeting. More details will be delineated in class.

*Check Syllabus for Submission Date*

**Maintain an internship log and submit at the end of each semester with candidate evaluation forms (Supervisor's ratings)**

Interns will maintain and submit their electronic log of activities performed during the internship period that document the date, time, and brief description of all activities associated with internship. Such activities include attending problem-solving team meetings; consultation and counseling activities; assessment activities (including CBM benchmarking); intervention implementation; participation in meetings/workshops; conducting school observations; shadowing the school psychologist or designee; university supervision meetings, report writing teacher/parent interviews, relevant research, etc. The logs should be turned in at the end of each semester/term. All logs require review and signature of site supervisor.

*Check Syllabus for Submission dates*

**At the discretion of the university supervisor, due dates may change.**

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**Program Approval and National Certification:**

*Our program is fully approved by the National Association of School Psychologists. Once you complete the requirements of the program, you will be able to apply for the Specialists' certificate and your NCSP. The university supervisor will assist you with the details.*

*It is recommended that you preview early the NASP website and review all the forms necessary to complete the NCSP application process.*

*<https://www.nasponline.org/standards-and-certification/national-certification/apply-for-the-ncsp>*



**COLLEGE OF EDUCATION  
DEPARTMENT OF COUNSELING  
SCHOOL PSYCHOLOGY  
SPSY 805/807 INTERNSHIP IN SCHOOL PSYCHOLOGY  
2022-2023**

**INTERNSHIP CONTRACT**

The internship (SPSY 805 & 807) field experience comes at the end of the completion of all coursework, practicum activities, successful completion of the comprehensive examination, and final approval of the faculty. It is expected to be a coordinated effort between Bowie State University, the field site, and the school psychology intern. It provides the intern with an opportunity to apply knowledge and skills obtained through coursework, practicum, and other training experiences full time while under the guidance and supervision of an appropriately credentialed and practicing school psychologist. Full time immersion into the field experience allows the intern to begin to integrate information, continues to build knowledge and moves them towards independence to begin practice as an early career school psychology specialist.

The BSU school psychology program strives to expose candidates via coursework, training, and practica to activities that highlight the 5 standards and 10 domains to operate a specialist school psychology program as prescribed by the National Association of School Psychologists (NASP)\*. It is expected that the internship will be *diverse* and continue to provide activities that will address the training standards listed below.

**NASP Standards**

| Standard | Description   |
|----------|---|
| 1.       | <b>School Psychology Program Context/Structure</b>                  |
| 2.       | <b>Domains of School Psychology Graduate Education and Practice</b> |
| 3.       | <b>Supervised Field Experiences in School Psychology</b>            |
| 4.       | <b>Performance-Based Program Assessment and Accountability</b>      |
| 5.       | <b>School Psychology Program Support and Resources</b>              |

[The Professional Standards of the National Association of School Psychologists 2020](#)

**NASP Professional Practice Domains**

| Domain | Description  |
|--------|--|
| 1.     | <b>Data Based Decision Making</b>                              |
| 2.     | <b>Consultation and Collaboration</b>                          |
| 3.     | <b>Academic Interventions and Instructional Supports</b>       |
| 4.     | <b>Mental and Behavioral Health Services and Interventions</b> |
| 5.     | <b>Schoolwide Practices to promote learning</b>                |
| 6.     | <b>Services to Promote Safe and Supportive Schools</b>         |
| 7.     | <b>Family, School and Community Collaboration</b>              |
| 8.     | <b>Equitable Practices for Diverse Student Populations</b>     |
| 9.     | <b>Research and Evidence-Based Practice</b>                    |
| 10     | <b>Legal, Ethical and Professional Practice</b>                |

[The Professional Standards of the National Association of School Psychologists 2020](#)

|   |  |
|---|--|
| <b>Intern Information-contract cont.</b>  |  |
| <b>Name of Candidate:</b> _____   |  |
| <b>Complete Address:</b><br>Address: _____<br><br>City/State/ Zip _____             |  |
| <b>Phone Number:</b> _____  |  |
| <b>List Below Names of Organizational Memberships:</b>                              |  |
| <b>Internship Site/ Information</b>   |  |
| <b>Site Location and Address:</b><br><br>Address _____<br><br>City/State/ Zip _____ |  |
| <b>Period of Appointment:</b> Start Date: _____ Intended End Date: _____            |  |
| <b>Will intern be compensated for duties? Yes* _____ No _____</b>                   |  |
| <b>*If yes, identify compensation/Salary _____ per _____</b>                        |  |
| <b>Supervisor Information</b>   |  |
| <i>Primary Field Supervisor*</i>  |  |
| Name: _____ Work Phone: _____   |  |
| Work email: _____   |  |
| Office Address: _____   |  |
| <u>Certification/Licensure Status</u><br>(Please check all that apply)              |  |
| ____ State Certified or Licensed School Psychologist                                |  |
| ____ State Licensed Psychologist  |  |
| ____ NCSP   |  |
| ____ Other (please specify) _____   |  |
| Years of experience: _____ (please complete. This is needed for program approval).  |  |
| <b><i>*Please copy and attach information if there is a second supervisor.</i></b>  |  |

The internship site agrees to:

- a. assign the intern to a site supervisor who is appropriately credentialed in the school system or agency where they work. Site supervisors should have at **least three years** of experience.
- b. assign a site supervisor who is not responsible for more than **two (2)** full time school psychology interns.
- c. become familiar with the Bowie State University Internship guidelines.
- d. provide at least two hours of face-to-face supervision per full week for the intern.
- e. provide opportunities or allow release time for the intern to engage in professional development and research activities.
- f. allow the intern release time to attend scheduled university supervision meetings and professional development trainings.
- g. provide a secured and adequate workspace for the intern and provide access to office supplies, assessment materials, phone, etc.
- h. provide the intern with a schedule of activities (e.g., school calendar, in-service meetings, staff meetings, etc.) typically provided to all other agency school psychologists/personnel.
- i. support the intern in completing the internship assignments delineated in this document.

Signatures below indicate that the site/agency, university, and school psychology intern agree with the terms of the contract.

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

Signature: \_\_\_\_\_  
(site/agency representative)

Title: \_\_\_\_\_  
(site/agency representative)

COLLEGE OF EDUCATION  
DEPARTMENT OF COUNSELING  
SCHOOL PSYCHOLOGY  
SPSY 805/807 INTERNSHIP IN SCHOOL PSYCHOLOGY

INTERNSHIP PLAN

**Directions:** Complete the following plan after collaborating with your site supervisor(s). This plan should be completed at the **beginning of the first semester of the internship and reviewed/updated at the beginning of the second semester**. (If intern is completing two 600-hour internships at two different sites, the plan should be completed for each site).

**DATE:** \_\_\_\_\_ **SCHOOL YEAR:** \_\_\_\_\_

(e.g., 2022-2023)

**SCHOOL PSYCHOLOGY INTERN:** \_\_\_\_\_

**NAME AND ADDRESS OF INTERNSHIP SITE:**

\_\_\_\_\_  
\_\_\_\_\_

**1. BRIEFLY DESCRIBE DUTIES AND ACTIVITIES\***

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\_\_\_\_\_

\*(ADD ATTACHMENTS IF NECESSARY)

**2. LIST COMPETENCIES TO BE DEVELOPED** (Identify three to five areas to strengthen. Be specific you may indicate that you want: to strengthen skills in school-family collaboration; to improve listening skills during consultation; or to develop better strategies for intervention monitoring):

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**APPROVALS:**

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**School Psychology Intern:** \_\_\_\_\_  
Date

**Field Supervisor:** \_\_\_\_\_  
Date

**University Coordinator:** \_\_\_\_\_  
Date

*While specific activities are prescribed (see internship handbook) for candidates, the intern and the field supervisor(s) will be expected to collaborate and outline specific goals and objectives for the internship based on needs and interests and delineate them in an internship plan.*



**School Psychology Program  
SPSY 805  
Fall 2022  
Midterm: Internship Evaluation**

Name \_\_\_\_\_ Site \_\_\_\_\_

Semester/Year: \_\_\_\_\_ Field Supervisor \_\_\_\_\_

University Supervisor \_\_\_\_\_

This evaluation form should be completed by the primary internship supervisor(s) **towards the mid-point of the internship experience. Please consult with all secondary supervisors prior to completing this form.** The ratings provided on this form are intended to guide the intern and the school psychology program in evaluating the candidate's progress throughout the internship. Please use the following rating scale in evaluating the intern on each of the dimensions below:

University Supervisors:

|  | <b>Name</b>         | <b>Phone</b> | <b>Email</b>   |
|--|---------------------|--------------|--|
| Program Coordinator<br>Course Instructor | Dr. Kimberly Daniel | 301-860-3169 | <a href="mailto:kdaniel@bowiestate.edu">kdaniel@bowiestate.edu</a> |
| University Field<br>Supervisor           |                     |              |  |

Rating Scale:

- N/A**      **Not applicable.** Candidate was not observed practicing this skill. /Skill may not be appropriate for practice in this setting. /Candidate had no opportunity to use skill.
- 1**      **Unsatisfactory:** Candidate's performance reflects lack of critical knowledge and skill. No further skill application in this area is recommended until consultation with the university and field supervisor occurs and a comprehensive plan of supervision and feedback is developed to address the issue.
- 2**      **Developing:** Candidate's skills are developing in this area. Plans should be made to assure student has continued supervised practice and feedback in this area.
- 3**      **Competent:** Candidate's skills in this area reflect sufficient mastery. Candidate practices independently with occasional guidance, as needed.
- 4**      **Highly Competent:** Candidate's skills in this area are very well developed and performed at an above average level. Candidate practices independently.

| <b>A. Professional Conduct</b>  | <b>*Domains 8, 10</b> |   |   |   |     |
|---|-----------------------|---|---|---|-----|
| 1. Demonstrates excellent interpersonal and social skills   | 1                     | 2 | 3 | 4 | N/A |
| 2. Punctual (to work, appointments and/or meetings)   | 1                     | 2 | 3 | 4 | N/A |
| 3. Presents a professional appearance   | 1                     | 2 | 3 | 4 | N/A |
| 4. Follows through with tasks and responsibilities in a prompt, well-organized manner   | 1                     | 2 | 3 | 4 | N/A |
| 5. Displays initiative and resourcefulness  | 1                     | 2 | 3 | 4 | N/A |
| 6. Demonstrates resiliency during stressful situations  | 1                     | 2 | 3 | 4 | N/A |
| 7. Adapts successfully to changes   | 1                     | 2 | 3 | 4 | N/A |
| 8. Demonstrates consideration for diversity and/or social justice issues during consultation, evaluation, and intervention activities   | 1                     | 2 | 3 | 4 | N/A |
| 9. Manages time efficiently   | 1                     | 2 | 3 | 4 | N/A |
| <b>COMMENTS:</b>  |                       |   |   |   |     |
| <br>  |                       |   |   |   |     |
| <b>B. School Psychology Practice</b>  | <b>*Domain 10</b>     |   |   |   |     |
| 1. Demonstrates a desire to help children and families  | 1                     | 2 | 3 | 4 | N/A |
| 2. Practices according to ethical, professional, and legal standards  | 1                     | 2 | 3 | 4 | N/A |
| 3. Understands and adheres to standard operational procedures   | 1                     | 2 | 3 | 4 | N/A |
| 4. Demonstrates knowledge of general education, special education, and other educational and related services   | 1                     | 2 | 3 | 4 | N/A |
| 5. Participates in a school-wide prevention/ intervention team or activity.   | 1                     | 2 | 3 | 4 | N/A |
| 6. Demonstrates an understanding of public policy as it relates to services to children and families (e.g., IDEA, NCLB, FERPA, Section 504, ESSA)   | 1                     | 2 | 3 | 4 | N/A |
| <b>COMMENTS:</b>  |                       |   |   |   |     |
| <br>  |                       |   |   |   |     |
| <b>C. Evaluation and Diagnostic Skills</b>  | <b>*Domain 1</b>      |   |   |   |     |
| 1. Demonstrates adequate listening skills at team meetings  | 1                     | 2 | 3 | 4 | N/A |
| 2. Collects information from a variety of data sources as needed (e.g., behavioral observations, review of records, parent/teacher interview; CBA's, CBM's, cognitive assessments, behavioral/social-emotional scales and/or non-traditional assessments) | 1                     | 2 | 3 | 4 | N/A |
| 3. Properly selects appropriate diagnostic instruments  | 1                     | 2 | 3 | 4 | N/A |
| 4. Establishes rapport with students  | 1                     | 2 | 3 | 4 | N/A |
| 5. Administers assessments according to standardized procedures (or documents exceptions for special cases)   | 1                     | 2 | 3 | 4 | N/A |

|  |   |   |   |   |     |
|--|---|---|---|---|-----|
| 6. Scores assessments according to standardized procedures (or notes exceptions)   | 1 | 2 | 3 | 4 | N/A |
| 7. Includes confidence intervals and percentile ranks (for global scores) when possible  | 1 | 2 | 3 | 4 | N/A |
| 8. Integrates, interprets, and conceptualizes all data sources in a meaningful way   | 1 | 2 | 3 | 4 | N/A |
| 9. Makes recommendations based on data and referral question   | 1 | 2 | 3 | 4 | N/A |
| 10. Demonstrates an ability to conceptualize and outline an approach to managing an evaluation request   | 1 | 2 | 3 | 4 | N/A |
| 11. Effectively communicates assessment results orally   | 1 | 2 | 3 | 4 | N/A |
| 12. Written reports contain major components (e.g., Reason for Referral, Review/Background Information, Validity Statement, List of Assessment Procedures, Observations, Assessment Results, Summary/Conclusions, Recommendations) | 1 | 2 | 3 | 4 | N/A |
| 13. Effectively communicates assessment results in writing   | 1 | 2 | 3 | 4 | N/A |
| 14. Demonstrates knowledge of legal and ethical issues relevant to conducting assessments and evaluating students  | 1 | 2 | 3 | 4 | N/A |
| 15. Demonstrates a sensitivity to working with individuals and families from diverse backgrounds with respect to data collection, assessment, and evaluation   | 1 | 2 | 3 | 4 | N/A |
| <b>COMMENTS:</b>   |   |   |   |   |     |
| <b>D. Collaboration, Problem Solving, Consultation Skills and Intervention *Domains 2, 3, 4</b>  |   |   |   |   |     |
| 1. Demonstrates effective communication and listening skills   | 1 | 2 | 3 | 4 | N/A |
| 2. Demonstrates understanding of basic models of consultation  | 1 | 2 | 3 | 4 | N/A |
| 3. Uses a variety of data sources to assist in the analysis of the identified academic or behavioral concern   | 1 | 2 | 3 | 4 | N/A |
| 4. Documents use of data sources utilized during consultation process  | 1 | 2 | 3 | 4 | N/A |
| 5. Successfully uses consultation model on a problem with a behavioral or academic concern.  | 1 | 2 | 3 | 4 | N/A |
| 6. Summarizes consultation procedures in writing   | 1 | 2 | 3 | 4 | N/A |
| 7. Effectively designs, implements, and consults during FBA (functional behavioral assessment) and BIP (behavioral intervention planning) meetings   | 1 | 2 | 3 | 4 | N/A |
| 8. Demonstrates ability to design, implement, and progress monitor prevention or intervention strategies to support effective practices that address academic issues.  | 1 | 2 | 3 | 4 | N/A |
| 9. Demonstrates ability to design, implement, and progress   | 1 | 2 | 3 | 4 | N/A |

|  |             |
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| monitor prevention or intervention strategies to support effective practices that address social/emotional/behavioral issues.  |             |
| 10. Demonstrates sensitivity towards working with school personnel, families, and students from diverse backgrounds with respect to consultation and intervention.   | 1 2 3 4 N/A |
| <b>COMMENT:</b>  |             |
| <b>E. Counseling, Crisis Management and Responsive Services</b> <span style="float: right;"><b>*Domains 4, 5 and 6</b></span>  |             |
| 1. Demonstrates ability to establish rapport with client   | 1 2 3 4 N/A |
| 2. Conducts problem identification interview(s) and communicates findings verbally and in writing  | 1 2 3 4 N/A |
| 3. Defines counseling goals and objectives based on information collected from interview and other data sources and develops a treatment plan aligned with those goals and objectives                              | 1 2 3 4 N/A |
| 4. Effectively provides counseling services to individual student or group   | 1 2 3 4 N/A |
| 5. Effectively uses progress notes to document counseling sessions   | 1 2 3 4 N/A |
| 6. Demonstrates knowledge of legal and ethical issues relevant to counseling situations, settings, and clients   | 1 2 3 4 N/A |
| 7. Uses empirically supported counseling strategies that are aligned with the identified concern and are sensitive to diverse student populations.   | 1 2 3 4 N/A |
| 8. Collaborates with school personnel, families and/or community agencies to promote a safe school environment   | 1 2 3 4 N/A |
| 9. Demonstrates knowledge of crisis intervention protocol in the school system.  | 1 2 3 4 N/A |
| <b>COMMENTS:</b>   |             |
| <b>F. Family School Collaboration</b> <span style="float: right;"><b>*Domain 7</b></span>  |             |
| 1. Demonstrates evidence in considering a parent's perspective when engaging in problem-solving activities.  | 1 2 3 4 N/A |
| 2. Engages in activities that promote home-school collaboration (e.g., provides handouts and materials; participates in information sessions/workshops; establishes an ongoing communication schedule with parents | 1 2 3 4 N/A |

|  |             |
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| regarding student progress, etc.)  |             |
| 3. Demonstrates a sensitivity to considering family issues regarding culture and diversity.  | 1 2 3 4 N/A |
| 4. Is knowledgeable about community resources to assist children and families  | 1 2 3 4 N/A |
| <b>COMMENTS:</b>   |             |
| <b>G. Integration of Technology- * Domain 10</b>   |             |
| 1. Intern is aware of the ethical guidelines regarding the use of technology in their local school district. They consult with appropriate personnel regarding proper use of, distribution, storage, and/or destruction of data. | 1 2 3 4 N/A |
| 2. Intern uses psychological assessment software appropriately   | 1 2 3 4 N/A |
| 3. Intern uses software/technology to assist with making professional presentations, preparing documents, and/or writing up assessment reports   | 1 2 3 4 N/A |
| 4. Intern uses software/technology to help set up a schedule, organize information, collect data, and/ or summarize data.  | 1 2 3 4 N/A |
| <b>COMMENTS:</b>   |             |
| <b>H. Supervision and Professional Growth *Domain 10</b>   |             |
| 1. Demonstrates an awareness of competency level and does not accept responsibilities beyond this level  | 1 2 3 4 N/A |
| 2. Incorporates constructive criticism into daily practices and routines   | 1 2 3 4 N/A |
| 3. Keeps supervisor informed of unusual events and activities, as well as routine matters  | 1 2 3 4 N/A |
| 4. Actively seeks assistance from supervisor when needed   | 1 2 3 4 N/A |
| 5. Works independently without supervision, when possible  | 1 2 3 4 N/A |
| 6. Participates in professional development activities such as special training sessions, seminars, workshops, webinars, and/or staff conferences  | 1 2 3 4 N/A |
| <b>COMMENTS:</b>   |             |

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 Signature of Field Supervisor

Date

Intern Comments:

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Signature of Intern\*

Date

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Signature of University Supervisor

Date

After reviewing this with our intern, please email the form to [kdaniel@bowiestate.edu](mailto:kdaniel@bowiestate.edu).

**School Psychology Program  
SPSY 807  
Spring 2023  
Final: Internship Evaluation**

Name \_\_\_\_\_ Site \_\_\_\_\_

Semester/Year: \_\_\_\_\_ Field Supervisor \_\_\_\_\_

University Supervisor \_\_\_\_\_

This evaluation form should be completed by the primary internship supervisor(s) **towards the end of the internship experience. Please consult with all secondary supervisors prior to completing this form.** The ratings provided on this form are intended to guide the intern and the school psychology program in evaluating the candidate's progress throughout the internship. Please use the following rating scale in evaluating the intern on each of the dimensions below:

University Supervisors:

|  | <b>Name</b>         | <b>Phone</b> | <b>Email</b>   |
|--|---------------------|--------------|--|
| Program Coordinator<br>Course Instructor | Dr. Kimberly Daniel | 301-860-3169 | <a href="mailto:kdaniel@bowiestate.edu">kdaniel@bowiestate.edu</a> |

Rating Scale:

- N/A**      **Not applicable.** Candidate was not observed practicing this skill. /Skill may not be appropriate for practice in this setting. /Candidate had no opportunity to use skill.
- 1**      **Unsatisfactory:** Candidate's performance reflects lack of critical knowledge and skill. No further skill application in this area is recommended until consultation with the university and field supervisor occurs and a comprehensive plan of supervision and feedback is developed to address the issue.
- 2**      **Developing:** Candidate's skills are developing in this area. Plans should be made to assure student has continued supervised practice and feedback in this area.
- 3**      **Competent:** Candidate's skills in this area reflect sufficient mastery. Candidate practices independently with occasional guidance, as needed.
- 4**      **Highly Competent:** Candidate's skills in this area are very well developed and performed at an above average level. Candidate practices independently.

| <b>A. Professional Conduct</b>   | <b>*Domains 8, 10</b> |   |   |   |
|--|-----------------------|---|---|---|
| 10. Demonstrates excellent interpersonal and social skills   | 1                     | 2 | 3 | 4 |
| 11. Punctual (to work, appointments and/or meetings)   | 1                     | 2 | 3 | 4 |
| 12. Presents a professional appearance   | 1                     | 2 | 3 | 4 |
| 13. Follows through with tasks and responsibilities in a prompt, well-organized manner   | 1                     | 2 | 3 | 4 |
| 14. Displays initiative and resourcefulness  | 1                     | 2 | 3 | 4 |
| 15. Demonstrates resiliency during stressful situations  | 1                     | 2 | 3 | 4 |
| 16. Adapts successfully to changes   | 1                     | 2 | 3 | 4 |
| 17. Demonstrates consideration for diversity and/or social justice issues during consultation, evaluation, and intervention activities             | 1                     | 2 | 3 | 4 |
| 18. Manages time efficiently   | 1                     | 2 | 3 | 4 |
| <b>COMMENTS:</b>   |                       |   |   |   |
| <br>   |                       |   |   |   |
| <b>B. School Psychology Practice</b>   | <b>*Domain 10</b>     |   |   |   |
| 7. Demonstrates a desire to help children and families   | 1                     | 2 | 3 | 4 |
| 8. Practices according to ethical, professional, and legal standards   | 1                     | 2 | 3 | 4 |
| 9. Understands and adheres to standard operational procedures  | 1                     | 2 | 3 | 4 |
| 10. Demonstrates knowledge of general education, special education, and other educational and related services                                     | 1                     | 2 | 3 | 4 |
| 11. Participates in a school-wide prevention/ intervention team or activity.   | 1                     | 2 | 3 | 4 |
| 12. Demonstrates an understanding of public policy as it relates to services to children and families (e.g., IDEA, NCLB, FERPA, Section 504, ESSA) | 1                     | 2 | 3 | 4 |
| <b>COMMENTS:</b>   |                       |   |   |   |
| <br>   |                       |   |   |   |



| <b>C. Evaluation and Diagnostic Skills</b>   | <b>*Domain 1</b> |
|--|------------------|
| 16. Demonstrates adequate listening skills at team meetings  | 1 2 3 4          |
| 17. Collects information from a variety of data sources as needed (e.g., behavioral observations, review of records, parent/teacher interview; CBA's, CBM's, cognitive assessments, behavioral/social-emotional scales and/or non-traditional assessments) | 1 2 3 4          |
| 18. Properly selects appropriate diagnostic instruments  | 1 2 3 4          |
| 19. Establishes rapport with students  | 1 2 3 4          |
| 20. Administers assessments according to standardized procedures (or documents exceptions for special cases)   | 1 2 3 4          |
| 21. Scores assessments according to standardized procedures (or notes exceptions)  | 1 2 3 4          |
| 22. Includes confidence intervals and percentile ranks (for global scores) when possible   | 1 2 3 4          |
| 23. Integrates, interprets, and conceptualizes all data sources in a meaningful way  | 1 2 3 4          |
| 24. Makes recommendations based on data and referral question  | 1 2 3 4          |
| 25. Demonstrates an ability to conceptualize and outline an approach to managing an evaluation request   | 1 2 3 4          |
| 26. Effectively communicates assessment results orally   | 1 2 3 4          |
| 27. Written reports contain major components (e.g., Reason for Referral, Review/Background Information, Validity Statement, List of Assessment Procedures, Observations, Assessment Results, Summary/Conclusions, Recommendations)                         | 1 2 3 4          |
| 28. Effectively communicates assessment results in writing   | 1 2 3 4          |
| 29. Demonstrates knowledge of legal and ethical issues relevant to conducting assessments and evaluating students  | 1 2 3 4          |
| 30. Demonstrates a sensitivity to working with individuals and families from diverse backgrounds with respect to data collection, assessment, and evaluation   | 1 2 3 4          |
| <b>COMMENTS:</b>   |                  |

| <b>D. Collaboration, Problem Solving, Consultation Skills and Intervention *Domains 2, 3, 4</b>   |   |   |   |   |
|---|---|---|---|---|
| 11. Demonstrates effective communication and listening skills   | 1 | 2 | 3 | 4 |
| 12. Demonstrates understanding of basic models of consultation  | 1 | 2 | 3 | 4 |
| 13. Uses a variety of data sources to assist in the analysis of the identified academic or behavioral concern   | 1 | 2 | 3 | 4 |
| 14. Documents use of data sources utilized during consultation process  | 1 | 2 | 3 | 4 |
| 15. Successfully uses consultation model on a problem with a behavioral or academic concern.  | 1 | 2 | 3 | 4 |
| 16. Summarizes consultation procedures in writing   | 1 | 2 | 3 | 4 |
| 17. Effectively designs, implements, and consults during FBA (functional behavioral assessment) and BIP (behavioral intervention planning) meetings                                       | 1 | 2 | 3 | 4 |
| 18. Demonstrates ability to design, implement, and progress monitor prevention or intervention strategies to support effective practices that address academic issues.                    | 1 | 2 | 3 | 4 |
| 19. Demonstrates ability to design, implement, and progress monitor prevention or intervention strategies to support effective practices that address social/emotional/behavioral issues. | 1 | 2 | 3 | 4 |
| 20. Demonstrates sensitivity towards working with school personnel, families, and students from diverse backgrounds with respect to consultation and intervention.                        | 1 | 2 | 3 | 4 |
| <b>COMMENT:</b>   |   |   |   |   |

| <b>E. Counseling, Crisis Management and Responsive Services</b>  |  | <b>*Domains 4, 5 and 6</b> |   |   |   |
|--|--|----------------------------|---|---|---|
| 10. Demonstrates ability to establish rapport with client  |  | 1                          | 2 | 3 | 4 |
| 11. Conducts problem identification interview(s) and communicates findings verbally and in writing   |  | 1                          | 2 | 3 | 4 |
| 12. Defines counseling goals and objectives based on information collected from interview and other data sources and develops a treatment plan aligned with those goals and objectives   |  | 1                          | 2 | 3 | 4 |
| 13. Effectively provides counseling services to individual student or group  |  | 1                          | 2 | 3 | 4 |
| 14. Effectively uses progress notes to document counseling sessions  |  | 1                          | 2 | 3 | 4 |
| 15. Demonstrates knowledge of legal and ethical issues relevant to counseling situations, settings, and clients  |  | 1                          | 2 | 3 | 4 |
| 16. Uses empirically supported counseling strategies that are aligned with the identified concern and are sensitive to diverse student populations.  |  | 1                          | 2 | 3 | 4 |
| 17. Collaborates with school personnel, families and/or community agencies to promote a safe school environment  |  | 1                          | 2 | 3 | 4 |
| 18. Demonstrates knowledge of crisis intervention protocol in the school system.   |  | 1                          | 2 | 3 | 4 |
| <b>COMMENTS:</b>   |  |                            |   |   |   |
| <b>F. Family School Collaboration</b>  |  | <b>*Domain 7</b>           |   |   |   |
| 5. Demonstrates evidence in considering a parent's perspective when engaging in problem-solving activities.  |  | 1                          | 2 | 3 | 4 |
| 6. Engages in activities that promote home-school collaboration (e.g., provides handouts and materials; participates in information sessions/workshops; establishes an ongoing communication schedule with parents regarding student progress, etc.) |  | 1                          | 2 | 3 | 4 |
| 7. Demonstrates a sensitivity to considering family issues regarding culture and diversity.  |  | 1                          | 2 | 3 | 4 |
| 8. Is knowledgeable about community resources to assist children   |  | 1                          | 2 | 3 | 4 |

|  |         |
|--|---------|
| and families   |         |
| <b>COMMENTS:</b>   |         |
| <b>G. Integration of Technology- * Domain 10</b>   |         |
| 5. Intern is aware of the ethical guidelines regarding the use of technology in their local school district. They consult with appropriate personnel regarding proper use of, distribution, storage, and/or destruction of data. | 1 2 3 4 |
| 6. Intern uses psychological assessment software appropriately   | 1 2 3 4 |
| 7. Intern uses software/technology to assist with making professional presentations, preparing documents, and/or writing up assessment reports   | 1 2 3 4 |
| 8. Intern uses software/technology to help set up a schedule, organize information, collect data, and/ or summarize data.  | 1 2 3 4 |
| <b>COMMENTS:</b>   |         |
| <b>H. Supervision and Professional Growth *Domain 10</b>   |         |
| 7. Demonstrates an awareness of competency level and does not accept responsibilities beyond this level  | 1 2 3 4 |
| 8. Incorporates constructive criticism into daily practices and routines   | 1 2 3 4 |
| 9. Keeps supervisor informed of unusual events and activities, as well as routine matters  | 1 2 3 4 |
| 10. Actively seeks assistance from supervisor when needed  | 1 2 3 4 |
| 11. Works independently without supervision, when possible   | 1 2 3 4 |
| 12. Participates in professional development activities such as special training sessions, seminars, workshops, webinars, and/or staff conferences   | 1 2 3 4 |
| <b>COMMENTS:</b>   |         |

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 Signature of Field Supervisor

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 Date

Intern Comments:

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\_\_\_\_\_  
Signature of Intern\*

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of University Supervisor

\_\_\_\_\_  
Date

After reviewing this with our intern, please email the form to [kdaniel@bowiestate.edu](mailto:kdaniel@bowiestate.edu).



**NOTES**

*Bowie State University*  
*Weekly*  
*Internship Logs: 2022-2023*

Intern Name: \_\_\_\_\_ Page \_\_\_\_ of \_\_\_\_ Week of: \_\_\_\_\_

| <b>Record Daily Hours</b>                                   |               |                |                  |                 |               |                  |
|---|---------------|----------------|------------------|-----------------|---------------|------------------|
|   | <b>Monday</b> | <b>Tuesday</b> | <b>Wednesday</b> | <b>Thursday</b> | <b>Friday</b> | <b>Sat./Sun.</b> |
| <b>Observation</b>  |               |                |                  |                 |               |                  |
| <b>Team Planning Meetings</b>                               |               |                |                  |                 |               |                  |
| <b>Record Reviews</b>                                       |               |                |                  |                 |               |                  |
| <b>Consultation Activity</b>                                |               |                |                  |                 |               |                  |
| <b>Counseling class/group/individual</b>                    |               |                |                  |                 |               |                  |
| <b>Assessment preparation, review and/or administration</b> |               |                |                  |                 |               |                  |
| <b>Teacher/Staff Interview</b>                              |               |                |                  |                 |               |                  |
| <b>Parent Interview/Calls</b>                               |               |                |                  |                 |               |                  |
| <b>Report Scoring, preparation, writing</b>                 |               |                |                  |                 |               |                  |
| <b>Special Education Meeting (e.g., IEP)</b>                |               |                |                  |                 |               |                  |
| <b>Counseling/Intervention preparation and monitoring</b>   |               |                |                  |                 |               |                  |
| <b>Workshop/In-services/Training</b>                        |               |                |                  |                 |               |                  |
| <b>Supervision</b>  |               |                |                  |                 |               |                  |
| <b>Other: List</b>  |               |                |                  |                 |               |                  |
| <b>Other: List</b>  |               |                |                  |                 |               |                  |
| <b>Total Hours</b>  |               |                |                  |                 |               |                  |

**Total Supervision hours/week:** \_\_\_\_\_  
 (at least 2 hours/week)

**Total On-Site hours/week (M-F):** \_\_\_\_\_  
 (Include supervision hours)

|                       |
|-----------------------|
| <b>Special Notes:</b> |
|-----------------------|



| (date) | 8:00 | 8:16 | 8:30 | 8:45 | 9:00 | 9:15 | 9:30 | 9:45 | 10:00 | 10:15 | 10:30 | 10:45 | 11:00 | 11:15 | 11:30 | 11:45 | 12:00 | 12:15 | 12:30 | 12:45 | 1:00 | 1:15 | 1:30 | 1:45 | 2:00 | 2:15 | 2:30 | 2:45 | 3:00 | 3:15 | 3:30 | 3:45 | 4:00 | 4:15 | 4:30 | 4:45 | 5:00 |  |  |
|--------|------|------|------|------|------|------|------|------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|--|--|
| O      |      |      |      |      |      |      |      |      |       |       |       |       |       |       |       |       |       |       |       |       |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |  |  |
| TM     |      |      |      |      |      |      |      |      |       |       |       |       |       |       |       |       |       |       |       |       |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |  |  |
| RR     |      |      |      |      |      |      |      |      |       |       |       |       |       |       |       |       |       |       |       |       |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |  |  |
| CNST   |      |      |      |      |      |      |      |      |       |       |       |       |       |       |       |       |       |       |       |       |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |  |  |
| CNSL   |      |      |      |      |      |      |      |      |       |       |       |       |       |       |       |       |       |       |       |       |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |  |  |
| AR/A   |      |      |      |      |      |      |      |      |       |       |       |       |       |       |       |       |       |       |       |       |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |  |  |
| TI     |      |      |      |      |      |      |      |      |       |       |       |       |       |       |       |       |       |       |       |       |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |  |  |
| PI     |      |      |      |      |      |      |      |      |       |       |       |       |       |       |       |       |       |       |       |       |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |  |  |
| IEP    |      |      |      |      |      |      |      |      |       |       |       |       |       |       |       |       |       |       |       |       |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |  |  |
| INV/C  |      |      |      |      |      |      |      |      |       |       |       |       |       |       |       |       |       |       |       |       |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |  |  |
| RW     |      |      |      |      |      |      |      |      |       |       |       |       |       |       |       |       |       |       |       |       |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |  |  |
| W      |      |      |      |      |      |      |      |      |       |       |       |       |       |       |       |       |       |       |       |       |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |  |  |
| SU     |      |      |      |      |      |      |      |      |       |       |       |       |       |       |       |       |       |       |       |       |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |  |  |
| OT     |      |      |      |      |      |      |      |      |       |       |       |       |       |       |       |       |       |       |       |       |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |  |  |

O = Observation; TM = Team Meeting; RR = Record Review; CNST = Consultation; CNSL = Counseling; AR/A = Assessment Review/Admin.; TI = Teacher Interview; PI = Parent Interview; IEP = IEP Meeting; INV/C = Intervention-Consultation Prep./Monitoring; RW = Report Writing; W = Workshop; SU = Supervision; OT = Other

**SAMPLE DAILY INTERN RECORD FORM**

Special Notes: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\* This form is provided to assist in keeping daily documentation of on-site activities. Completion of this form is optional. An electronic log is available for you to complete. jj/kmd 2022-2023

APPENDIX A  
**Academic and Behavioral  
Direct Intervention Projects  
SPSY 805-807  
Internship  
2022-2023**

All intern candidates are expected to conduct two direct intervention projects (i.e., **NASP required case studies**) throughout the internship. Selection of cases for intervention projects should be determined as soon as reasonably possible. Interns should collaborate with their site supervisor(s) for guidance as well as meet with their university supervisor throughout the project to review progress and clarify concerns. Interns are required to complete two projects during their internship: one addressing academic issues and the other addressing social-emotional-behavioral issues. Each project should be completed within six to eight weeks. Interns will use the structured-systematic problem-solving process to guide development, implementation, analysis, and monitoring of the intervention. Additionally, each project will be summarized in a paper.

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**Requirements:**

**Paper Requirements:**

|                                 |  |
|---------------------------------|--|
| <u>Title Page:</u>              | Running head –APA Style                    |
| <u>Abstract page:</u>           | APA style (no more than 125 words)         |
| <u>Font:</u>                    | Size 12-point Type: Times New Roman        |
| <u>Margins:</u>                 | 1-inch top, bottom, and sides              |
| <u>Spacing:</u>                 | Double Space                               |
| <u>Numbering:</u>               | Number <u>all</u> pages—right upper corner |
| <u>Citations and References</u> | APA style                                  |

Literature Review Interns must conduct a brief literature review related to their topic (e.g., reading decoding skills, helping with homework, social skills using PBIS, classroom management, cutting, selective mutism, Autism and ABA vs TEACH, etc.). The review should include information on the latest research (or lack of research) on the topic, current practices/best practices to date and outline research-based strategies (if available). [Note: if there is a paucity of research on an intervention, the review should support that and state that the project will study the effectiveness of a personally designed intervention based on the most up to date practices and

research available. **Sources must be cited throughout the paper and listed in the reference section.**

### Background

Give a brief background and a description of the subject involved in the study (no personally identifiable information). Background should include information regarding age, gender, grade, description of concerns, history of previous supports, notation of special education disability types of services (if applicable). Describe any information that would be noteworthy to assist in better understanding the subject.

### Methods and Procedures

Describe method and procedures and include the following:

1. Document entry and contracting activities
2. Document Problem Identification Strategies

This is where a **comprehensive description** of the problem is delineated. Use a variety of techniques to assist in fully understanding the problem (e.g., interviews, benchmark data, CBA data, data from systematic observations, review of records or work samples, etc.). Consult with other educational personnel and **indicate** how this was accomplished. You must attempt to and document **collaboration activities with parents**. The problem should be written in **observable-measurable** terms based on data that was either collected or reviewed. Describe where the student is **functioning presently** and describe where they **should be functioning** (ask teachers, compare to typical peers, compare to a benchmark, use local norms). Make sure **baseline data** is collected. Baseline data can help you write the problem in an observable, measurable form. [Remember: The data used during your intervention will be compared to the data collected during baseline. Hence, the assessment approach should be the same before and after the intervention.]

3. Document Problem Analysis Steps

This is where one (or more) hypotheses about why the problem is occurring is described. Consider several sources of data to assist in generating the hypothesis (e.g., interviews, benchmark data, CBA data, data from systematic observations, review of records or work samples, testing, FBA, motivational assessment scales etc.). You can certainly pull from the data you collected in the problem identification section. **Why** is the student failing academically or behaviorally? Consider not only the problems with the student but problems with the task, instructional approach, environment, setting, or lack of cultural awareness. Hence, consider what all the possible factors are that may be contributing to the problem. **Remember to clearly state/list your hypotheses.**

#### 4. Document Intervention Implementation Steps

Using the information collected through the data review and problem analysis, state the **goals** for the study. For example, “George is currently reading on the average of 20 percent of the words on a grade level reading list.” “By the end of six weeks, he will be reading 40 percent of the words on a grade level reading list.” Next, **develop or select your intervention(s) based on information collected through problem analysis and research on best practice.** (Note: citations and references should be included in paper and PowerPoint or Poster). For example, it was discovered during the analysis that George hates reading, has poor decoding strategies, is often absent during his reading block due to behavioral problems, does not practice much reading at home, and has difficulty with vision. Hence, the intervention might include strategies to address each area. That is:

- work with the parent to get vision checked and corrected, if needed

- look for a researched based strategy to assist with proper instruction in decoding. [Describe how the strategy(ies) will be implemented and who will implement it. Describe training procedures for the person implementing the intervention.]

- put together a behavioral chart with positive reinforcements to encourage appropriate behavior in the reading class

- use appropriate computer games that provide practice, reinforcement, and fun to help him remain motivated.

You should **collaborate with critical stakeholders (teacher/parent)** to assist in putting together the intervention. This **should be documented.**

The intervention design, data collection method, and persons directly involved with the intervention should be described in such a fashion that **the intervention can be replicated.** Additionally, outline the activities implemented to ensure **treatment integrity.**

#### 5. Document Evaluation and Progress Monitoring Procedure

**Progress monitoring** procedures should be delineated. How often will data be collected? What data collection tools/measures will be utilized? **Do your tools include the tool(s) you used to collect baseline?** Use **graphs or charts** to visually present data. Does the **outcome data** suggest that changes need to be made in the intervention design? Was the goal met? Should the goal be re-adjusted? Did you **collaborate** with parents and school personnel and share results? Make additional decisions? Describe limitations and follow up plans. Describe what you learned from this process.

## 6. Document Considerations for Diversity Procedures

Your paper should summarize how you collaborated with key stakeholders to consider how the student's family dynamics, gender, ethnicity, culture, social-economic status, language, religion, gender identity/sexual orientation, interests, disability, etc. (as applicable) were addressed in the major phases of the consultation/intervention process. [ Please document extent of parental involvement or lack of involvement in the paper].

## 7. Document Impact of Intervention

While using graphs to demonstrate progress monitoring, you will use Goal Attainment Scaling, Trend Line Inspection and Percentage of Non-overlapping data (PND) to assist in describing and documenting overall impact of the intervention on the student. You should clearly indicate in your paper and presentation the extent to which the goal was or was not attained. Additional evidence of impact may also be requested for the project.

## 8. Document Summary, Conclusions and Limitations

Your paper should have a section that briefly summarizes your project and results and identifies limitations of the study. Finalize with concluding remarks.

### Class Presentation

Candidates will present one of the projects during the final class meeting to the school psychology faculty. The presentation can be in the form of a PowerPoint or a Poster Board activity. Details for the presentation format will be delineated in class.

### Examples of Data Collection Sources for both Academic and Behavioral Projects

- Academic:
  - Review of Homework completion rates
  - Review of Formal/Informal Test Data
  - Review of DIBELS data/Benchmarks
  - Review of Curriculum Based Assessment (or Measurement data)
  - Academic checklist
  - Review of group assessment scores
  - Review of grades and report cards
  - Review of Behavioral data
  - Review of Former Interventions and Progress
- Behavioral:
  - Review of academic data
  - Behavior Sheets/Checklists
  - Functional Behavior Assessments
  - Systematic Observation Data
  - Review of School referrals
  - Review of Parent checklists
  - Review of report card behavior grades/comments
  - Review of Former Interventions and Progress

---

Example of concerns stated in observable, measurable terms:

e.g., **Concern: Homework completion**

(Based on the average of looking at homework completion for the past three weeks)

“Jeffrey completes his homework on the average of 30 percent of the time.” or

“Jeffrey only completes 25% of his homework correctly.”

e.g., **Concern: Getting out of seat without permission (Based on 5 systematic observations)**

“Tammy gets out of her seat (without permission) on the average of 5 times in a 50minute period.”

e.g., **Concern: Letter recognition**

“Monica only recognizes 6 out of 26 lower case letters and 21 out of 26 upper case letters.”

Example of goals stated in observable/measurable terms:

e.g., “Jeffrey will complete 75 percent of his homework correctly in 4 weeks.”

e.g., “Monica will demonstrate accurate recognition of 26 lower case letters at the end of 8 weeks in 3 out of 4 consecutive sections.”

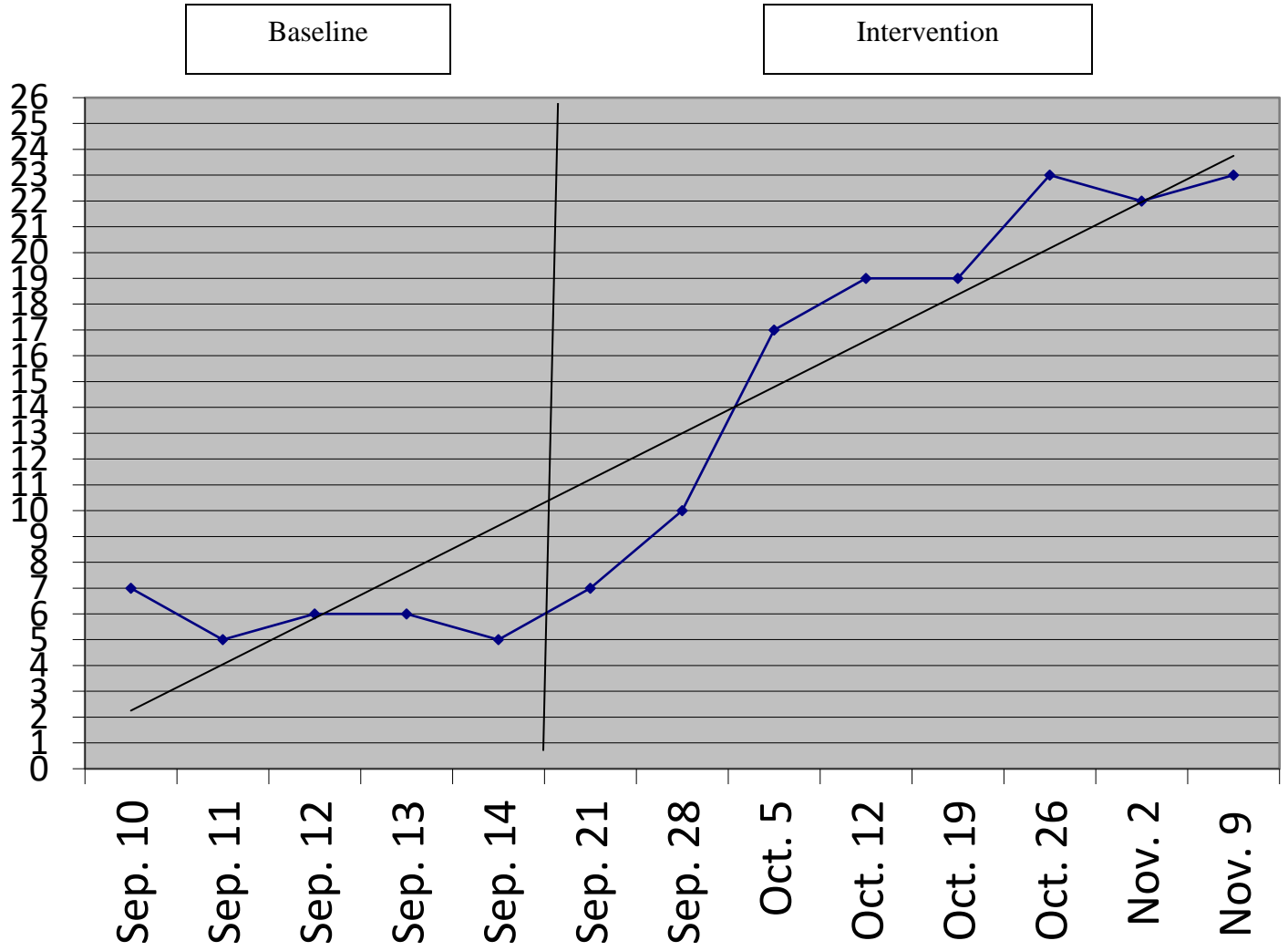
e.g., “Unless given permission, Sam will get out of his seat no more than once in a 50minute period on 4 out of 5 consecutive days.”

Example of graphing baseline and intervention data:

e.g., **Concern: Letter recognition**

“On the average, Monica recognizes 6 out of 26 lower case letters.

Monica's Lower-Case Letter Recognition Data



### Example of Goal Attainment Scaling (GAS)

#### \*GAS Description Monica- Lower Case Letter Recognition Data

Target Behavior: Monica will improve letter recognition to 16 or above lower-case letters at the end of an 8-week intervention period.

| Score                     |  |
|---------------------------|--|
| +2<br>Significant gain    | Improvement in letter recognition above 16 letters       |
| +1<br>Moderate gain       | Improvement in letter recognition between 11- 16 letters |
| 0<br>Minimal Knowledge    | Baseline Area letter recognition 6-10 letters            |
| -1<br>Moderate decline    | Decline in letter recognition between 3-5 letters        |
| -2<br>Significant decline | Decline in letter recognition between 0-2 letters        |

|          | Number of lower-case letters recognized on the weekly assessment | GAS area |
|----------|--|----------|
| Baseline | 6/26   | 0        |
| Week 1   | 6/26   | 0        |
| Week 2   | 8/26   | 0        |
| Week 3   | 12/26  | +1       |
| Week 4   | 10/26  | 0        |
| Week 5   | 15/26  | +1       |
| Week 6   | 18/26  | +2       |
| Week 7   | 18/26  | +2       |
| Week 8   | 19/26  | +2       |

#### GAS Weekly Progress Graph

| Week | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
|------|---|---|---|---|---|---|---|---|
| +2   |   |   |   |   |   | x | x | x |
| +1   |   |   | x |   | x |   |   |   |
| 0    | x | x |   | x |   |   |   |   |
| -1   |   |   |   |   |   |   |   |   |
| -2   |   |   |   |   |   |   |   |   |



**Impact:**

- Overall Goal Attainment number at the end of 8 weeks of intervention is a +2 (significant gain).
- Trendline on graph indicates student progress is moving in a positive direction.

**Calculating Effect Size using Percent of Non-overlapping Data**

7/8=.88

**Sources of Treatment Integrity:**

Please identify sources used to ensure treatment integrity.

**Example(s):**

- use of standardized training practices
- use of standardized implementation of treatment
- use of ongoing observations
- use of self-monitoring sheets
- use of frequent data collection and documentation

-----  
Did you:

- provide introductory information,
- consider how you will incorporate a culturally responsive lens throughout the project,
- provide a comprehensive background/record review,
- gather information from school officials,
- gather information from parents/guardians /community members (as needed),
- employ comprehensive entry and contracting strategies,
- implement a variety of Problem Identification activities,
  - e.g., record reviews, interviews, observations, etc.
  - gather information about present level of performance for academic/behavioral issues regardless of referral concerns
- employ Problem Analysis strategies,
  - Functional Analysis/Functional Behavior Analysis
  - Generate hypothesis/es regarding why the academic or behavioral issue may be a concern,
- collect baseline data,
- define the issue in observable/measurable terms,
- collaborate with consultee/parent regarding intervention,
- delineate the intervention(s) that addresses the hypothesis (es),
- outline a fidelity/treatment integrity strategy,
- set goals and develop a goal attainment scale(s),
- graph data collected for intervention(interventions),
- calculate the percentage of non-overlapping data (PND)
- review results with school personnel and parents/guardian/student, and
- discuss next steps and limitations,
- add your citations in the body of the presentation and references at the end?

***Appendix B:  
CAEP Standards***

**Council for the Accreditation of Educator Preparation (CAEP) Standards**

**Standard 1:** *Content and Pedagogical Knowledge*

The provider ensures that candidates develop a deep understanding of the critical concepts and principles of their discipline and, by completion, are able to use discipline-specific practices flexibly to advance the learning of all students toward attainment of college- and career-readiness standards.

**Standard 2:** *Clinical Partnerships and Practice*

The provider ensures that effective partnerships and high-quality clinical practice are central to preparation so that candidates develop the knowledge, skills, and professional dispositions necessary to demonstrate positive impact on all P-12 students' learning and development.

**Standard 3:** *Candidate Quality, Recruitment, and Selectivity*

The provider demonstrates that the quality of candidates is a continuing and purposeful part of its responsibility from recruitment, at admission, through the progression of courses and clinical experiences, and to decisions that completers are prepared to teach effectively and are recommended for certification. The provider demonstrates that development of candidate quality is the goal of educator preparation in all phases of the program. This process is ultimately determined by a program's meeting of Standard 4.

**Standard 4:** *Program Impact*

The provider demonstrates the impact of its completers on P-12 student learning and development, classroom instruction, and schools, and the satisfaction of its completers with the relevance and effectiveness of their preparation.

**Standard 5:** *Provider Quality Assurance and Continuous Improvement*

The provider maintains a quality assurance system comprised of valid data from multiple measures, including evidence of candidates' and completers' positive impact on P-12 student learning and development. The provider supports continuous improvement that is sustained and evidence-based, and that evaluates the effectiveness of its completers. The provider uses the results of inquiry and data collection to establish priorities, enhance program elements and capacity, and test innovations to improve completers' impact on P-12 student learning and development.

CAEP Initial Program Standards Link: [2022 CAEP Standards - Council for the Accreditation of Educator Preparation \(caepnet.org\)](https://www.caepnet.org/2022-caep-standards)

CAEP Advanced Program Standards Link: [2022 CAEP Advanced-Level Standards - Council for the Accreditation of Educator Preparation \(caepnet.org\)](https://www.caepnet.org/2022-caep-advanced-level-standards)

**Appendix C:  
Program Standards \***

*NASP Professional Practice Domains*

| <i>Domain</i> | <i>Description</i>   |
|---------------|--|
| <i>1.</i>     | <i>Data Based Decision Making</i>                              |
| <i>2.</i>     | <i>Consultation and Collaboration</i>                          |
| <i>3.</i>     | <i>Academic Interventions and Instructional Supports</i>       |
| <i>4.</i>     | <i>Mental and Behavioral Health Services and Interventions</i> |
| <i>5.</i>     | <i>Schoolwide Practices to Promote Learning</i>                |
| <i>6.</i>     | <i>Services to Promote Safe and Supportive Schools</i>         |
| <i>7.</i>     | <i>Family, School and Community Collaboration</i>              |
| <i>8.</i>     | <i>Equitable Practices for Diverse Student Populations</i>     |
| <i>9.</i>     | <i>Research and Evidence-Based Practice</i>                    |
| <i>10</i>     | <i>Legal, Ethical and Professional Practice</i>                |

*\*[The Professional Standards of the National Association of School Psychologists 2020](#)*

## Appendix D



### Guidelines, Policies, Procedures & Practices-(Domain 5, 6, 10)

- ◇ Review School Psychology/Special Education Guidelines/Handbook/Procedures/Policies/ etc.
- ◇ Review your site's policies regarding telehealth practices. (e.g., Training requirements, informed consent, confidentiality, data storage, documentation, communicating through email, student engagement, crisis protocol, telepractice dos and don'ts into the home environment, FERPA, HIPPA considerations etc.)
- ◇ Respond to assignment questions regarding pre-referral practices, early intervention supports, timelines, outside referrals and evaluations, suspension/manifestation meetings, safety/crisis protocols, and telehealth practices
- ◇ Interview key personnel to assist with assignment

-----

**Student:** \_\_\_\_\_

**Internship Site:** \_\_\_\_\_

**Date(s) of Review:** \_\_\_\_\_

### Guiding Questions

1. Who has access to the special education guidelines at your internship site? Who has individual copies (IEP chairs only; all special education teachers; all building sites/principals, supervisor of school psychologists, all psychologists, etc.)? Are copies hard bound and/or included in a special IEP software package? Note: it's assumed that special education administrators have copies.
2. What is the date of the last revision of the guidelines?
3. Do the guidelines summarize portions of IDEA 2004? Are the Code of Maryland Regulations (COMAR) or those of the state where your internship resides, easy to find?
4. Do your guidelines have special checklists on how certain IEP/Special education meetings should be run?

5. Do the guidelines have samples of procedural forms (e.g., Teacher referral, Parent referral, background questionnaires, consent for evaluation, consent to release information, physician's report, sample IEP with directions, etc.)
6. Are there specific procedures outlined in the guidelines regarding:
  - a. the pre-referral process, use of school intervention teams, data-based decision making,
  - b. parent requests,
  - c. acceptance of outside evaluations, and
  - d. referrals from non-public schools?
7. Is there a section/chart/table that clearly identifies and briefly describes each of the disabilities, basic assessment requirements, and the qualified examiners necessary for assessment of each disability? Explain.
8. Briefly describe procedures outlined regarding holding manifestation meetings, conducting Functional Behavior Assessments and writing/revising Behavior Intervention Plans.
9. Do the guidelines summarize special programs or centers specific to your school system (e.g., special programs for autistic children or children in need of intense emotional support)? If so, give a brief description of the programs.
10. Is there a crisis team in your school/system? How does your school/system train for crisis events? What protocols are used to detect threat assessments or address self-harm concerns?
11. Describe your site's policies on telehealth guidelines.