

LEWIS & CLARK COLLEGE
Graduate School of Education and Counseling



School Psychology Program
Internship Handbook

2019-2020

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Section

1

LC-SPSY Internship Experience

“The internship experience is often regarded as the pinnacle of graduate training in school psychology. Indeed, it represents the culmination of years of coursework, practicum experience, and research and offers interns the opportunity to integrate all they have learned with the ultimate purpose of refining clinical skills and promoting ethical practice.”

Sullivan, J.R. & Conoley, J.C. (2008). Best practices in the supervision of interns. In A. Thomas and J. Grimes (Eds.), *Best Practices in School Psychology V* (pp.1957-1974). Bethesda, MD: National Association of School Psychologists.

What are the Basic Requirements of the Internship?

- **Calendar and Hours**
Internship is composed of a complete K-12 academic school year (i.e., a specified date in August through a specified date in June) and the accumulation of 1200 hours of school psychology practice in K-12 schools.
- These 1200 hours must consist of a minimum of 50 hours with preschool/kindergarten students, 100 hours at an elementary level (K-6) and 100 hours at a secondary (grades 6-12) level. In addition, 100 hours must be spent in consultation activities and 50 in counseling. Assessment is to be at least 20% of the intern's work but not more than 40%. Interns are expected to work with students in both general and special education populations.
- **Supervision**
Two hours a week of direct, face-to-face supervision with on-site supervisor. The purpose of this supervision is for the intern to have individualized instruction about their scope of practice, including a time to review protocols, edit reports, and have questions answered. This supervision requirement is above and beyond time devoted to staffing/eligibility meetings, pre-referral, in-service, and other like activities.

In addition, candidates will receive supervision in the internship seminar (SPSY 582) with Lewis & Clark instructors, who also are licensed school psychologists with extensive school experience.
- **Class**
Attendance at all classes for SPSY 582. Completion of course requirements as listed in the course syllabus. The course is graded Pass/No Pass at the completion of the internship in June.
- **Professional Standards and Ethics**
Adherence to all NASP ethical principles and professional standards are a vital part of internship.

Note: Other specific details for each year are described in the course syllabus for each year.

What is the Process of Securing an Internship Placement?

The School Psychology Program at Lewis & Clark strongly encourages placement of interns into schools and districts whose students represent multiple aspects of diversity based on ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation, and geographical area. The Clinical Coordinator and

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Lewis & Clark Placement Office will help facilitate such placements. The Internship course supervisor will provide supervision regarding diversity and multicultural considerations throughout the year.

What are the Requirements of the District/Site?

In most cases, interns will complete their internships in local school districts or educational service districts. The district will agree to provide appropriate support for the internship experience, including: (a) a written agreement specifying the period of appointment and any terms of compensation; (b) a schedule of appointments, expense reimbursement, a safe and secure work environment, adequate office space, and support services consistent with that afforded agency school psychologists; (c) provision for participation in continuing professional development activities; (d) release time for internship supervision; and (e) a commitment to the internship as a diversified training experience.

Minimum qualifications for site approval include:

- The availability of a certified/licensed and highly qualified school psychologist to serve as the intern field supervisor, pending approval by the Clinical Coordinator. This individual will assume primary responsibility for supervision. Involvement with other qualified individuals in the supervision process is encouraged to provide a well-rounded internship experience.
- Opportunities for an intern's exposure to the variety of experiences associated with the practice of school psychology. Internships are tailored for each individual but, at a minimum, will include experience with students from 3 to 21 years of age in both general and special education situations, supervised assessment, academic and behavioral intervention, individual and group counseling as well as classroom experience, parent and staff consultation, and the provision of in-service training.
- Assurance by the site that the intern workload will not exceed 75% of what a credentialed school psychologist works. Related assurance that the intern will devote at least 20% but no more than 40% of her or his time to psycho-educational evaluations and directly related services.
- Commitment by the site to the provision of thorough orientation to the intern including complete review of the internship site's policies, standards, and practices. Interns shall be treated as professional staff; provided supportive work environments; given necessary sick leave days; given adequate supplies and materials; encouraged to participate on committees; and released to attend professional development trainings and meetings.
- Officials at an internship site have the right to terminate an internship relationship for reasons of unsatisfactory performance. In the event of such an occurrence, it is the responsibility of the site to document the nature of these problems carefully and, whenever possible, to provide the intern with early feedback and the opportunity to improve their practice. If termination should be necessary, it is the responsibility of the school psychology Clinical Coordinator and Program Director, in consultation with the Department Chair and/or Dean of the Graduate School, to determine if and under what conditions an additional internship would be allowed.
- The internship site will assure that designated primary supervisors are model school psychologists engaged in broad and diverse service delivery.

What are the Required Characteristics, Qualifications, and Responsibilities of Site Supervisors?

Required Supervisor Characteristics:

- is a fully licensed/credentialed as a school psychologist by the state in which they practice.
- has been practicing in the schools as a school psychologist for at least three years.
- has a passion for school psychology and a desire to mentor new colleagues in the field.
- has a commitment to have a new intern shadow them all day for the first several weeks, to gradually increase their independent work, and to finally let them have a school of their own by mid-winter.
- has strategies for how to deal with an intern who is not responding to their leadership and expectations.
- has knowledge and ability to implement the Principles of Professional Ethics published by NASP (2010).
- has a familiarity with this Lewis & Clark School Psychology Internship Handbook.
- has current employment and licensure/certification information on file in the LC Placement Office.

Required Supervisor Roles and Responsibilities:

- Provides throughout the internship year two hours each week of direct, individual supervision above and beyond the usual meetings held in common. The purpose will include time to talk about evaluations, counseling, and consultation. Intern supervision will be the responsibility of both the site supervisor and the college supervisor (see below for more on expectations of the college supervisor). Day-to-day supervision will be the responsibility of the site supervisor. The site supervisor is expected to observe the intern's clinical activities (e.g., testing, counseling, consultation, casework, and staffing) and to review, edit, and sign all written reports. While the minimum requirement for supervision is two hours each week of direct one-on-one supervision, supervisors typically need to spend more time with the interns during the first semester, directing day to day activities, allowing observation of the supervisor's work, and answering questions that arise that cannot wait for the scheduled supervision time. In general, supervisors are expected to be in the same building as the intern.
- Assists the intern in understanding the norms of, and becoming integrated into the culture of the site.
- Provides experiences that are appropriate for the student's skill level and that match the requirements of the Internship listed above.
- Observes the student's activities, providing regular feedback; help develop learning goals.
- Reviews and signs off on the intern's paperwork and provides feedback through the end-of-semester reviews.
- Communicates with Lewis & Clark supervisor as needed, keeping in close contact with the faculty instructor throughout the year.

Suggested text for supervisors:

Harvey, V.S. & Struzziero, J.A. (2nd ed.) (2008). Professional development and supervision of school psychologist: From Internship to Expert. Bethesda, MD: NASP.

Newman, Daniel S. (2013). Demystifying the school psychology internship: A dynamic guide for interns and supervisors. New York, NY: Routledge.

What is the Role of the LCSP College Internship Supervisor?

Internship supervision will be the responsibility of both the on-site supervisor and the college supervisor. Interns will participate in a mandatory campus supervision/seminar concurrent with their internship. This campus supervision will provide opportunity for group problem-solving on difficult cases and will also make available information relevant to the roles and functions of school psychologists. Interns will be required to submit samples of their work for review by their college supervisor. In addition, the college supervisor will make site visits as needed to directly observe and consult with interns and their on-site supervisors. The college supervisor will be available to both interns and on-site field supervisors to consult on any difficulties that may arise. The college supervisor, in coordination with the Program Director, may also terminate an internship placement when either the intern or the site is not able to fulfill the requirements stated above.

As a representative of Lewis & Clark College, the college internship supervisor provides group supervision for interns. Individual supervision is provided as needed. If problems arise on site, the college supervisor serves as a liaison between the on-site supervisor and the student. In rare cases, the college supervisor may ask an intern to leave a site and discontinue their internship until issues have been resolved satisfactorily. In addition to weekly meetings with interns, the college internship supervisors also:

- Communicate regularly with the site supervisor and internship coordinator
- Maintain brief supervision notes regarding attendance, discussion and concerns
- Visit student sites twice a year for formal observations or as needed
- Review student evaluations and assign course credits.

What Are the Legal/Ethical Considerations of the Internship?

Interns are expected to practice within the codes of ethics for school psychologists. The following are a few pertinent points regarding ethics:

- The basic assumption underlying all agreements between interns and internship sites is to ensure the welfare of students. School Psychology ethical principles mandate that we "do no harm."

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- Dual role relationships are to be avoided. Therefore, it is inappropriate to engage in relationships other than therapeutic ones with your students. As such, interns are not permitted to transport students.
- It is vital that you keep your on-site supervisor aware of any high-risk situations, such as students who may be experiencing abuse or severe mental health issues.
- In Oregon, school psychologists, as well as interns, are not allowed to disclose a person's HIV status without written permission.
- Internship can be stressful. Sometimes interns find themselves in emotional turmoil resulting from listening to the concerns of so many people. If this should happen, address it with your on-site supervisor and/or your college supervisor. Next, seek out your own therapy to resolve your issues. Finally, if you continue to find yourself distressed, it may be appropriate to limit or suspend your internship.
- If you are concerned about the emotional state of another intern: First, approach them directly and express your concern. If you continue to be concerned about their welfare and believe their campus supervisor is unaware of the problem, discuss it with their campus supervisor.
- Once you become aware of an ethical concern, discuss it with your supervisor or bring up the issue in your internship class. Making ethical decisions involves consultation and using advice pooled from numerous sources.
- Be aware of the laws affecting your practice of school psychology.
- Discuss the Limits of Confidentiality with students during your first meeting. These limits include:
 - a. You are mandated to report child abuse or neglect.
 - b. You will need to break confidentiality if you believe that the student will be harmful to themselves or others.
 - c. The courts may mandate you to report to them.
 - d. Parents have the right to view all educational records.
 - e. In Oregon, children over 14 years of age have the right to be treated without parental consent, providing the parents are notified as soon as it is therapeutically feasible. You must also follow school district guidelines, which may include gaining parental permission to speak with any student, regardless of age.
 - f. You notify all clients that you are an intern and under supervision. All written reports must be signed by both the intern and the on-site supervisor.

Section

2

LC-SPSY and the NASP Domains

School psychology training is delivered within a context of program values and clearly articulated training philosophy/mission, goals, and objectives. Training includes a comprehensive, integrated program of study delivered by qualified faculty, as well as substantial supervised field experiences necessary for the preparation of competent school psychologists whose services positively impact children, youth, families, and other consumers. The following Domains are those NASP has specified to steer the training of school psychology graduate interns.

Domain 1: Data-Based Decision Making and Accountability

School psychologists have knowledge of varied models and methods of assessment and data collection for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes.

Domain 2: Consultation and Collaboration

School psychologists have knowledge of varied models and strategies of consultation, collaboration, and communication applicable to individuals, families, groups, and systems and methods to promote effective implementation of services.

Domain 3: 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 curricula and instructional strategies.

Domain 4: Interventions and Mental Health Services to Develop Social and Life Skills

School psychologists have knowledge of biological, cultural, developmental, social influences on behavior and emotional impacts on learning and life skills, and evidence-based strategies to promote social-emotional functioning and mental health.

Domain 5: 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 learning and mental health.

Domain 6: 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 multi-tiered prevention, and evidence-based strategies for effective crisis response.

Domain 7: Family-School Collaboration Services

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 and mental health; and strategies to develop collaboration between families and schools.

Domain 8: Diversity in Development and Learning

School psychologists have knowledge of individual differences, abilities, disabilities, and other diverse student characteristics; principles and research related to diversity factors for children, families, and schools, including factors related to culture, context, and individual differences; and evidence-based strategies to enhance services and address potential influences related to diversity.

Domain 9: Research and Program Evaluation

School psychologists have knowledge of research design, statistics, measurement, varied data collection and analysis techniques, and program evaluation sufficient for understanding research and interpreting data in applied settings.

Domain 10: 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.

Section

3

LC-SPSY Program Evaluation Plan: Internship CCE

Our Candidate Evaluation Plan begins at admissions and continues beyond graduation from the program. A Comprehensive Candidate Evaluation (CCE) is an assessment performed by program faculty of individual candidate data collected from multiple sources to determine:

1. if a candidate is making adequate progress toward meeting program goals
2. what knowledge, skills and dispositions have been adequately mastered and which remain to be learned
3. if a candidate is ready to move to the stage in the program (e.g., from internship year into the first year of independent practice)

During a candidate's internship year, we use the *LC-SPSY Internship Comprehensive Candidate Evaluation* to determine if candidates are ready to graduate from our program and be recommended for licensure at the state and national level. The *LC-SPSY Internship CCE* consists of a review of three NASP Key Assessments: NASP Key Assessment #1 (Praxis II scores), NASP Key Assessment #4 (Site Supervisor Evaluation of the Intern), and NASP Key Assessment #5 & #6 (A comprehensive evaluation of the intern's ability to assess and develop interventions, consult, provide counseling services, and demonstrate efficacy in their work). These linkages between the LC-SPSY Internship CCE and the NASP Key Assessments are detailed in the School Psychology Program Handbook. In addition to the rubric used for *KA4: Internship Site Supervisor Evaluation of Candidate* the LC-SPSY Internship CCE is composed of three sections/rubrics:

KA 5.1. Assessment and Intervention Report

Involves a full psycho-educational evaluation of an individual child leading to evidence-based interventions and follow up work.

KA 5.2. Consultation: Academic

The candidate provides consultative services for a selected child. Direct services are generally provided by the intern. The candidate works with the child and related adults throughout the year and writes results of the project, including a statement of efficacy of the child's learning and/or environmental processes.

KA 5.3. Consultation: Behavior

The candidate provides consultative services for a selected child. Direct services are generally provided by the intern. The candidate works with the child and related adults throughout the year and writes results of the project, including a statement of efficacy of the child's learning and/or environmental processes.

The *LC-SPSY Internship CCE* also includes documentation of supervision and of additional tasks required for graduation and licensure. The data from all these sources for each candidate is compiled and analyzed to provide the program with information for continual improvement in regards to how well our candidates are meeting the goals we set for them. Rubrics, instructions, and details regarding the *LC-SPSY Internship CCE* are found in the appendix of this document.

Section

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**LC-SPSY Internship Handbook
Appendix**

LC-SPSY Internship Site Agreement (Page One)

With this agreement, the LC Internship Candidate and the Internship Site Supervisor(s) commit to fulfilling the obligations of the School Psychology Internship as outlined in the School Psychology Internship Handbook and summarized below. The agreement will be effective from the first week of the school year at the Internship Site until the end of the school year in June totaling a minimum of 1200 hours of supervised Internship experience overall. Your signature on this form indicates that you have read, understand, and agree to the responsibilities of both parties as outlined in the School Psychology Internship Handbook.

Internship Activities:

Over the course of a complete K-12 academic school year, interns are expected to accumulate at least 1200 hours in school psychology practice. These 1200 hours must consist of a minimum of 50 hours with preschool/kindergarten students, 100 hours at an elementary level (K-6) and 100 hours at a secondary (6-12 grades) level. In addition, 100 hours must be spent in consultation activities and 50 in counseling. Assessment is to be at least 20% of the intern's work but not more than 40%. Interns are expected to work with students both in the general population as well as those identified as having special needs. Interns will attend their site Monday through Friday with a flexible schedule on the day that they have their internship course so that they can attend a supervision class and complete coursework.

Supervision

Two hours a week of direct, face-to-face supervision with on-site supervisor. The purpose of this supervision is for the intern to have individualized instruction about their scope of practice, including a time to review protocols, edit reports, and have questions answered. This supervision requirement is above and beyond time devoted to staffing/eligibility meetings, pre-referral, in-service, and other like activities. In addition, students receive supervision in internship seminar (SPSY 582) with Lewis & Clark instructors, who also are licensed school psychologists with extensive school experience.

Site Commitment

Commitment by the site to the provision of thorough orientation to the intern including complete review of the internship site's policies, standards, and practices. Interns shall be treated as professional staff; provided supportive work environments; given necessary sick leave days; given adequate supplies and materials; encouraged to participate in committees; and released to attend professional development trainings and meetings. In addition, the district will agree to provide appropriate support for the internship experience, including: (a) a written agreement specifying the period of appointment and any terms of compensation; (b) a schedule of appointments, expense reimbursement, a safe and secure work environment, adequate office space, and support services consistent with that afforded agency school psychologists, (c) release time for internship seminar class. Assurance by the site that the intern workload will not exceed 75% of what a credentialed school psychologist works. Related assurance that the intern will devote at least 20% but no more than 40% of her or his time to psycho-educational evaluations and directly related services.

NASP Domains

The following NASP Domains provide the framework for the training LC-SPSY Internship candidates.

- Data-Based Decision Making and Accountability
- Consultation and Collaboration
- Interventions and Instructional Support to Develop Academic Skills
- Interventions and Mental Health Services to Develop Social and Life Skills
- School-Wide Practices to Promote Learning
- Preventive and Responsive Services
- Family-School Collaboration Services
- Diversity in Development and Learning
- Research and Program Evaluation
- Legal, Ethical, and Professional Practice

Each of these items above is addressed in more detail in the LC-SPSY Internship Handbook.

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LC-SPSY Internship Site Agreement (Page Two)

Section One (to be filled out by Candidate)

LC-SPSY Internship Candidate (please print) _____

Name of Internship Site _____

Name of Primary Site Supervisor _____

Primary Site Supervisor's phone _____

Primary Site Supervisor's email _____

☐ I have attached to this document a copy of my Professional Liability Insurance documentation.

Signature of Internship Candidate/Date _____

Section Two (to be filled out by Site Supervisor)

Primary Site Supervisor's Years of Post-Master School/Clinical Experience _____

☐ I have responded to the Lewis and Clark Placement Office (lcplacements@lclark.edu) with my license and employment information.

Signature of Primary Site Supervisor/Date _____

Section Three (to be filled out by LC-SPSY Clinical Coordinator)

The original of this Internship Site Agreement must be returned to the LC-SPSY Clinical Coordinator who will place it in the Candidate's file (A copy should be kept by the Site Supervisor and another copy should be kept by the Candidate).

LC-SPSY Clinical Coordinator/Date _____

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LC-SPSY Internship Daily Log

Intern _____ School District _____

[illegible]

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LC-SPSY Internship Summary of Hours

On this sheet, total the number of hours you have recorded on the *Daily Log*. Please keep a copy of both of these forms for your own professional records.

School Year: _____

Intern Candidate Name: _____

Internship Site: _____

	Fall	Spring/Summer	Yearly Total
Assessment Activities (between 240-500 hrs. for year, includes administering, scoring, interpreting, writing up elements of psycho-educational evaluation)			
Counseling Activities (min: 50 hours for year, includes ongoing and drop-in individual and group, sessions)			
Consultation Activities (min: 100 hours for year, includes meeting with teachers, parents and/or other team members to problem solve academic or behavioral issues; collecting and presenting data; implementing interventions)			
Site Supervision (min: 70 hours for year)			
Class Supervision			
Other (research, design, preparation, case notes, misc. meetings, etc.)			
Totals:			(1200 minimum)
Preschool (min: 50 hours for year)			
Elementary (min: 100 hours for year)			
Secondary (min: 100 hours for year)			

Fall Semester:

Intern Candidate signature and date: _____

On-Site Supervisor signature and date: _____

Lewis & Clark Supervisor signature and date: _____

Spring/Summer Semester:

Intern Candidate signature and date: _____

On-Site Supervisor signature and date: _____

Lewis & Clark Supervisor signature and date: _____

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LC-SPSY Internship CCE Rubric: KA4 Internship Site Supervisor Evaluation of Candidate

Instructions for Site Supervisor: Twice during the year (at the end of the fall term, and at the end of the school year), please use the scale detailed below to rate the intern's knowledge, skills, and dispositions in the ten NASP training domains listed. Please add any relevant comments and/or goals in each section and meet with the intern to discuss your responses. During campus supervision meetings with faculty, these results will also be discussed. At the end of internship, candidates are expected to attain an average of 2.0 in each domain listed. Thank you for support, mentorship, and supervision!

N—No Opportunity to observe 0—Does not meet criteria 1—Meets criteria minimally/Area for growth
2—Meets criteria appropriately for practice level 3—Meets criteria exceptionally/Area of strength

Name of Internship Candidate (please print): _____

Internship Candidate Signature and Date: _____

Internship Site Supervisor (please print): _____

Internship Site Supervisor Signature and Date: _____

	Domain 2.1 Data-Based Decision Making					
4.1	The candidate is able to utilize a variety of models and methods to gather information about the whole child regarding behavioral, academic, social and emotional concerns.	N	0	1	2	3
4.2	The candidate is able to administer behavioral, academic, social/emotional assessments and use results to address referral questions and to determine a child's strengths and weaknesses.	N	0	1	2	3
4.3	The candidate is able to administer behavioral, academic, and social/emotional assessments to determine a child's strengths and weaknesses.	N	0	1	2	3
4.4	The candidate recognizes the need for team problem-solving and integrating assessment information from multiple sources.	N	0	1	2	3
4.5	The candidate integrates empirical data from all assessment areas (both formal and informal) when recommending interventions for children.	N	0	1	2	3
4.6	The candidate recognizes the importance of evaluating outcomes and demonstrates the ability to gather outcome data and uses such data when making decisions regarding services.	N	0	1	2	3
4.7	The candidate recognizes that data-based decision-making and accountability are vital to all aspects of the work as a school psychologist.	N	0	1	2	3
4.8	The candidate uses principles of social justice when developing and implementing plans for assessment and intervention.	N	0	1	2	3
	Domain 2.2 Consultation and Collaboration					
4.9	The candidate demonstrates appropriate communication skills necessary to effectively consult with team members.	N	0	1	2	3
4.10	The candidate has successfully consulted and/or collaborated with teachers, parents, school staff to address referral questions related to behavior.	N	0	1	2	3
4.11	The candidate has successfully consulted and/or collaborated with teachers, parents, school staff to address referral questions related to academics.	N	0	1	2	3
4.12	The candidate consults and coordinates with team members when determining an intervention plan or recommendations for a particular student.	N	0	1	2	3
4.13	The candidate is effective in working with a wide variety of people, using a variety of consultation and collaboration skills.	N	0	1	2	3
4.14	The candidate uses principles of social justice when developing and implementing plans for consultation.	N	0	1	2	3
	Domain 2.3 Intervention and Instructional Support to Develop Academic Skills					
4.15	The candidate demonstrates an understanding of human learning processes as well as techniques to assess those processes.	N	0	1	2	3

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4.16	The candidate demonstrates an understanding of biological, cultural and social influences on academic skill development.	N	0	1	2	3
4.17	The candidate clearly links assessment data from the whole team when recommending evidence-based interventions and strategies for children that are evidence based.	N	0	1	2	3
4.18	The candidate demonstrates an understanding of how to develop instructional strategies/interventions to promote cognitive and academic skills and learning in schools.	N	0	1	2	3
4.19	The candidate has an ability to implement interventions with both direct and indirect service delivery.	N	0	1	2	3
4.20	The candidate uses principles of social justice when developing and implementing plans for intervention and instructional support to develop academic skills.	N	0	1	2	3
Domain 2.4 Interventions and Mental Health Services to Develop Social and Life Skills						
4.21	The candidate demonstrates a comprehensive understanding of the biological, cultural and social influences on behavior and mental health in children.	N	0	1	2	3
4.22	The candidate demonstrates skills in behavioral and mental health assessment and can identify appropriate goals and interventions for the development of affective, adaptive, and social skills.	N	0	1	2	3
4.23	The candidate demonstrates the ability to evaluate the effectiveness of interventions that promote the development of affective, adaptive, and social skills.	N	0	1	2	3
4.24	The candidate demonstrates skills in providing direct interventions (individual counseling, group counseling, applied behavior analysis, and social skills) as well as indirect services for the development of affective, adaptive, and social skills.	N	0	1	2	3
4.25	The candidate is able to connect families and children with community and school resources that are matched to the child's needs.	N	0	1	2	3
4.26	The candidate uses principles of social justice when developing and implementing plans for intervention and mental health services to develop social and life skills.	N	0	1	2	3
Domain 2.5 School-Wide Practices to Promote Learning						
4.27	The candidate is aware of, and engages in, school-wide interventions and practices that promote positive learning environments.	N	0	1	2	3
4.28	The candidate demonstrates an understanding of systems theory as it relates to schools and other systems in the community.	N	0	1	2	3
4.29	The candidate demonstrates an understanding of school settings as a system and works with others to maintain safe, supportive and effective learning environments for children.	N	0	1	2	3
4.30	The candidate is able to work with both the special education and the general education systems to ensure that children's needs are appropriately met.	N	0	1	2	3
Domain 2.6 Preventative and Responsive Services						
4.31	The candidate demonstrates an understanding of and participation in multi-tier intervention and prevention at the school and community levels.	N	0	1	2	3
4.32	The candidate is aware of principles and research related to resilience and risk factors in learning and mental health and has demonstrated these skills in practice.	N	0	1	2	3
4.33	The candidate has the ability to provide or contribute to prevention and intervention programs such as individual counseling, group counseling, or problem-solving groups.	N	0	1	2	3
4.34	The candidate is effective in dealing with crisis situations, showing a strong perception of others' views, and is able to collaborate with a crisis team.	N	0	1	2	3
Domain 2.7 Family- School Collaboration Services						
4.35	The candidate demonstrates an understanding of family systems, including the influences of family on development, learning, and behavior.	N	0	1	2	3
4.36	The candidate demonstrates an understanding and implementation of methods to engage and involve families in education and service delivery.	N	0	1	2	3
4.37	The candidate works effectively with home, school and community members to provide comprehensive services to children.	N	0	1	2	3
4.38	The candidate uses principles of social justice when developing and implementing plans for family-school collaboration services.	N	0	1	2	3
Domain 2.8 Diversity in Development and Learning						

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4.39	The candidate respects and values cultural, familial, and individual differences, including those involving age, gender, race, ethnicity, national origin, religion, sexual orientation, disability, language, and socioeconomic status.	N	0	1	2	3
4.40	The candidate demonstrates an understanding of development and psychopathology and is able to use theory and research in developing interventions for children.	N	0	1	2	3
4.41	The candidate has the ability to work with all people in public schools with respect, thoughtfulness, and sensitivity.	N	0	1	2	3
4.42	The candidate demonstrates the ability to respectfully discuss and address individual differences, abilities, disabilities and other diverse characteristics.	N	0	1	2	3
4.43	The candidate demonstrates skills in identifying and eliminating biological, social, cultural, ethnic, experiential, socio-economic, gender-related, and linguistic biases to ensure positive outcomes for all.	N	0	1	2	3
Domain 2.9 Research and Program Evaluation						
4.44	The candidate understands how to utilize intervention data to evaluate program effectiveness and make recommendations for improvement.	N	0	1	2	3
4.45	The candidate has knowledge of various service models and methods for evaluating research design and statistics for use in schools.	N	0	1	2	3
4.46	The candidates knowledge of and ability to plan and use research to improve services for groups of children in schools.	N	0	1	2	3
4.47	The candidate is able to examine and utilize available research to better understand and address issues children may face in schools and learning	N	0	1	2	3
Domain 2.10 Legal, Ethical, and Professional Practice						
4.48	The candidate demonstrates ability to understand and apply ethical and legal requirements and professional standards.	N	0	1	2	3
4.49	The candidate relates to peers, professors, supervisors and others in a respectful, ethical and professional manner that is consistent with program mission and standards.	N	0	1	2	3
4.50	The candidate recognizes the boundaries of their particular competencies and the limitations of their expertise and takes responsibility for compensating for deficiencies.	N	0	1	2	3
4.51	The candidate is thoughtfully and effectively engaged in courses, and in the overall curriculum and program and contributes positively	N	0	1	2	3
4.52	The candidate consistently shows strong and effective skills in verbal, nonverbal, and written communication.	N	0	1	2	3
4.53	The candidate is consistently organized and manages time well.	N	0	1	2	3
4.54	The candidate follows professionally recognized conflict resolution processes, seeking to informally address the issue first with the individual(s) with whom the conflict exists.	N	0	1	2	3
4.55	The candidate identifies with the profession of school psychology, conducts oneself in a professional manner (appearance, attitude, communication, etc.), and is concerned with their own professional growth	N	0	1	2	3
4.56	The candidate takes initiative, is dependable and responsible, and is concerned with their own professional growth	N	0	1	2	3
4.57	The candidate demonstrates the ability to receive, integrate and utilize feedback from peers, teachers, and supervisors and is able to give such feedback respectfully	N	0	1	2	3
4.58	The candidate exhibits appropriate levels of self-assurance, confidence, and trust in one's own ability and balances this with a healthy sense of humility and openness to learning	N	0	1	2	3
4.59	The candidate demonstrates a continuing capacity for openness to points of view, theories, experiences and perspectives different than their own in relationship with peers and others in supervisory or instructional positions.	N	0	1	2	3
4.60	The candidate considers the impact of her/his actions on the well being of others and the group (e.g., cohort, program, agency) as a whole.	N	0	1	2	3
4.61	The candidate demonstrates appropriate emotional self-regulation in interpersonal relationships with supervisors, faculty, peers, and others.	N	0	1	2	3

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LC-SPSY Internship CCE Rubric: KA4 Internship Site Supervisor Evaluation of Candidate

Goals for Professional Development created by the Site Supervisor and Candidate together at mid-term:

1)

2)

3)

Internship Candidate Signature and Date: _____

Internship Site Supervisor Signature and Date: _____

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LC-SPSY Internship CCE Rubric: KA5.1 Assessment and Intervention Report

Intern Name/Date: _____

Each intern is expected to complete a final psycho-educational evaluation report with evidence-based interventions. The report is to include items listed in the rubric below. For each report, the campus supervisor scores the items. To pass the course, interns must have a mean score of at least 2.0 in each of the area. If satisfactory to the campus supervisor, interns are allowed to use their school district IEP form or a self-organized report, whichever includes all elements as shown in the following rubric.

Background Information

	Needs Improvement = 1	Sufficient = 2	Exemplary = 3	Score
5.1.1	Background information (School, family, health) and reason for referral are not sufficiently included.	Background information (school, family, health) and reason for referral are included and provide a sufficient overview of the child's background as well as the reason for referral.	Background information (School, family, health) and reason for referral are included and provide a well integrated, succinct and yet thorough overview of the child's background. School history includes a history of educational placements; specific responses to interventions; attendance and disciplinary history; and results of previous testing, including accountability tests. Family history includes a description of with whom a child lives, the support for education at home, and other information pertinent to the child's functioning at school. A health history included visual/auditory acuity, any health issues which impact learning, any current medications, and any diagnoses which impact learning.	

Interviews and Observations

5.1.2	Child Observations (during structured class time, unstructured time, and assessment process) are not sufficiently included.	Child Observations (during structured class time, unstructured time, and assessment process) are included and provide a sufficient overview of the child's learning styles, behaviors, and other learning information.	Child Observations (during structured class time, unstructured time, and assessment process) are included and provide a well integrated, succinct and yet thorough picture of the child's behaviors in the areas of behavior, social interaction, attention, efficacy of efforts, and so forth.	
5.1.3	Parent, teacher, and child interview information are not sufficiently included.	Parent, teacher, and child interview information are included and provide a sufficient overview of the child's individual characteristics including behavior and social skills.	Parent, teacher, and child interview information is included and provides a well integrated, succinct and yet thorough overview of the child's characteristics and environmental characteristics.	

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Assessment Tools

5.1.4	No evidence of using information on student to choose appropriate tools.	Used information about student's characteristics, especially including linguistic and cultural diversity, to choose appropriate tools.	Used clear reasoning in explaining why tools were chosen for that particular student.	
5.1.5	Assessment tool information is not sufficiently included.	Assessment tool information is included, is accurate, and has been interpreted well enough to provide a sufficient overview of results of cognitive processes, academic achievement, adaptive living skills, social and emotional skills, and behavior. Both narrative and statistical information are provided with explanations of the statistical terms used.	Assessment tools are described accurately. Results are accurate, described and interpreted accurately. The results are a well integrated, succinct and yet thorough overview of assessment results, including cognitive processes, adaptive skills, academic achievement, social and emotional skills, and behavior. Both peer comparisons and ipsative comparisons are made.	
5.1.6	There is insufficient evidence of the validity of the test or the validity of the results in the report.	There is sufficient information on the validity of the testing instruments and of the results.	Validity of the results and of the instruments are clearly and concisely written.	

Interventions

5.1.7	Interventions suggested are not individualized for the child or for the environment. Goals and objectives are not well-described.	Interventions, accommodations, and goals are included and provide a sufficient plan of service delivery.	Data-based interventions, accommodations, and goals are included and provide a well integrated, succinct and yet thorough plan for service delivery and for evaluation of the child's progress. Suggestions for both home and school are included.	
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Technical Qualities

5.1.8	Technical qualities in the written report (effective language, organization, writing skills, signatures, and grammar/spelling) are	Technical qualities are all sufficiently addressed. The written report is well-organized, clear, and concise. Signature lines are accurate.	Technical qualities are at a level expected of a professional practicing independently. Jargon is kept to a minimum.	
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	insufficiently addressed.			
5.1.9	Report is inaccurate, poorly interpreted, and/or poorly organized.	Report is accurate; information is interpreted accurately. However, it is not clear, complete, and/or organized well.	Report has accurate, well-interpreted, and well-integrated information, which is presented with accuracy, clarity, and brevity. The description of the child's learning characteristics is presented in an integrated fashion rather than as a subtest-by-subtest fashion.	
5.1.10	Oral report is not complete or clear.	Oral report is well-organized and complete.	Oral report is clear, concise, in language available to the parent(s) and is presented in a collegial manner with opportunities for questions.	
5.1.11	Student does not report efficacy data.	The student includes a summary of efficacy of the assessment and intervention suggestions.	The student writes about the efficacy of the assessment and interventions after at least a month of use. The efficacy data directly speaks to the referral question(s).	

Goals/comments for professional development created by Campus Supervisor and Candidate together:

- 1)
- 2)
- 3)

LC-SPSY Internship CCE Rubric: KA5.2
Consultation Report: Academic

Intern Name/Date: _____

Each intern is to select a child who needs extra services. The intern provides consultation services with the teachers, staff, and parent(s) of the child and uses that information to determine a plan of action. The intern determines a baseline for the issues being addressed then provides both direct and indirect services to help the child learn better and/or to improve the environment in which the child works. The intern documents every step of the process, including a description of the child, problem identification, plan development, on-going monitoring of efficacy, formal and informal assessments used, measurable results, and a personal reflection from the intern about what was learned from the process of consultation. Interns must provide a written and an oral report of the consultation project. Each item on the following rubric must be addressed. To pass the course, Interns must have a mean score of at least 2.0 in each of the area.

	Needs Improvement = 1	Sufficient = 2	Exemplary = 3	Score
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Problem Identification

5.2.1	There is minimal evidence of information-gathering prior to initiating services.	There is documentation of adequate information (file) review and interviews with parents, staff, and the student regarding the history of the student with a problem. The referral is documented in narrative and statistical form. If needed, parent permission is obtained.	There is evidence of exemplary data-gathering and the documentation is clear, concise, and comprehensive. The learning environment is described.	
5.2.2	The problem is unclear or poorly defined.	The problem is defined and stated clearly from a range of perspectives.	The initial problem is defined, stated clearly, and offers possible alternative problems that may need to be addressed in the future.	

Problem Analysis and Intervention

5.2.3	A tentative plan is formed but without approval from all parties, including the parents, the teacher, the site supervisor, and the child)	An initial plan is developed with approval from all parties concerned.	An initial plan is designed, approved by parties, and is stated in behavioral terms (clear and measurable). Research on the identified issue is included in the report with APA-style citation(s).	
5.2.4	Meetings are infrequent and/ or do not include all parties.	An on-going series of meetings and process assessment takes place and is documented.	The meetings are consistent and documented thoroughly. Case notes are complete and comprehensive.	
5.2.5	Interventions are attempted without a well-formulated plan.	A series of well-formulated interventions takes place.	The interventions take place, are well-documented, and changes are noted as the plan evolves.	

Evaluation and Synthesis

5.2.6	Findings are unclear and/or unwritten.	Findings are observed and documented.	There is a clear statement of each of the goals, the progress, and comparison to classroom learning.	
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5.2.7	Inadequate plans are not made for the future.	Plans for future services for the child are developed.	Future plans are developed, check-up meeting scheduled	
5.2.8	The oral report is not comprehensive.	The oral report is comprehensive.	The oral report is comprehensive and includes the intern's personal reflections.	
5.2.9	The written report is not complete and/or is disorganized.	The written report includes all facets of the consultation process in a well-organized document.	The written report shows an excellent review of the process and is written at a professional level.	

Efficacy Summary				
5.2.10	The intern does not describe the problem and/or the child and/or the environment.	The intern documents the background information on the child, including baseline information on behavior/skills that are targeted. The environment is described.	The intern documents the necessary information on the child, the environment, and the behavior/skills that are targeted in a concise, well-organized, thorough document.	
5.2.11	The means of documenting growth are not documented well.	The means of documenting growth are documented adequately.	The means of determining growth are well-documented both prior to the intervention and after the intervention.	
5.2.12	The growth is not measured clearly.	The growth, as measured with the same techniques as the baseline data, is measured.	The growth from baseline to current skills of the child and/or improvement in the environment is documented by statistical and narrative formats.	
5.2.13	There is an inadequate summary and/or documentation of services.	A summary of the process is included with an overview of the problem, descriptions of general consultation services, and results.	A summary of the process showing the efficacy of the intern's ability to impact learning and/or the environment is included with future suggestions.	

Three goals/comments for professional development created by Campus Supervisor and Candidate together:

- 1)
- 2)
- 3)

LC-SPSY Internship CCE Rubric: KA5.3
Consultation Report: Behavior

Intern Name/Date: _____

Each intern is to select a child who needs extra services. The intern provides consultation services with the teachers, staff, and parent(s) of the child and uses that information to determine a plan of action. The intern determines a baseline for the issues being addressed then provides both direct and indirect services to help the child learn better and/or to improve the environment in which the child works. The intern documents every step of the process, including a description of the child, problem identification, plan development, on-going monitoring of efficacy, formal and informal assessments used, measurable results, and a personal reflection from the intern about what was learned from the process of consultation. Interns must provide a written and an oral report of the consultation project. Each item on the following rubric must be addressed. To pass the course, Interns must have a mean score of at least 2.0 in each of the area.

	Needs Improvement = 1	Sufficient = 2	Exemplary = 3	Score
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Problem Identification

5.2.1	There is minimal evidence of information-gathering prior to initiating services.	There is documentation of adequate information (file) review and interviews with parents, staff, and the student regarding the history of the student with a problem. The referral is documented in narrative and statistical form. If needed, parent permission is obtained.	There is evidence of exemplary data-gathering and the documentation is clear, concise, and comprehensive. The learning environment is described.	
5.2.2	The problem is unclear or poorly defined.	The problem is defined and stated clearly from a range of perspectives.	The initial problem is defined, stated clearly, and offers possible alternative problems that may need to be addressed in the future.	

Problem Analysis and Intervention

5.2.3	A tentative plan is formed but without approval from all parties, including the parents, the teacher, the site supervisor, and the child)	An initial plan is developed with approval from all parties concerned.	An initial plan is designed, approved by parties, and is stated in behavioral terms (clear and measurable). Research on the identified issue is included in the report with APA-style citation(s).	
5.2.4	Meetings are infrequent and/ or do not include all parties.	An on-going series of meetings and process assessment takes place and is documented.	The meetings are consistent and documented thoroughly. Case notes are complete and comprehensive.	
5.2.5	Interventions are attempted without a well-formulated plan.	A series of well-formulated interventions takes place.	The interventions take place, are well-documented, and changes are noted as the plan evolves.	

Evaluation and Synthesis

5.2.6	Findings are unclear and/or unwritten.	Findings are observed and documented.	There is a clear statement of each of the goals, the progress, and comparison to classroom learning.	
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5.2.7	Inadequate plans are not made for the future.	Plans for future services for the child are developed.	Future plans are developed, check-up meeting scheduled	
5.2.8	The oral report is not comprehensive.	The oral report is comprehensive.	The oral report is comprehensive and includes the intern's personal reflections.	
5.2.9	The written report is not complete and/or is disorganized.	The written report includes all facets of the consultation process in a well-organized document.	The written report shows an excellent review of the process and is written at a professional level.	

Efficacy Summary				
5.2.10	The intern does not describe the problem and/or the child and/or the environment.	The intern documents the background information on the child, including baseline information on behavior/skills that are targeted. The environment is described.	The intern documents the necessary information on the child, the environment, and the behavior/skills that are targeted in a concise, well-organized, thorough document.	
5.2.11	The means of documenting growth are not documented well.	The means of documenting growth are documented adequately.	The means of determining growth are well-documented both prior to the intervention and after the intervention.	
5.2.12	The growth is not measured clearly.	The growth, as measured with the same techniques as the baseline data, is measured.	The growth from baseline to current skills of the child and/or improvement in the environment is documented by statistical and narrative formats.	
5.2.13	There is an inadequate summary and/or documentation of services.	A summary of the process is included with an overview of the problem, descriptions of general consultation services, and results.	A summary of the process showing the efficacy of the intern's ability to impact learning and/or the environment is included with future suggestions.	

Three goals/comments for professional development created by Campus Supervisor and Candidate together:

- 1)
- 2)
- 3)

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LC-SPSY Internship Evaluation of Site and Supervisor by Candidate

We value your opinions of the effectiveness of your internship site and site supervisor. Please answer the following questions anonymously. These results will help our program and future interns in making wise selections of sites and supervisor. Please check the appropriate response in the matrices and add relevant written comments for each item below.

Date: _____

On-site Supervisor(s): _____

Placement Site/ District: _____

1. How would you rate your supervision overall? Please consider the support and instruction that you were given throughout the year.

Excellent	Very Good	Adequate	Poor
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Please describe some of the most helpful aspects of the supervision you received.

Please describe some of the least helpful aspects of the supervision you received.

2. How much time did your supervisor spend with you each week for feedback and instruction? Please note that site supervision is to take place each and every week of the fieldwork.

More than adequate (more than two hours each week.)	Adequate (two hours every week)	Less than adequate (less than two hours weekly)
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3. How would you rate the support you received from school site/district staff?

Excellent	Very Good	Adequate	Less than adequate
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Please describe some of the most helpful aspects of your site(s).

Please describe some of the least helpful aspects of your site(s).

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LC-SPSY Transition Form 4: Internship/Program Completion and Degree Posting

LC-SPSY Candidate Name _____

In order to successfully complete the LC-SPSY Program and have a degree posted, each LC-SPSY program candidate must complete the following verifications:

1) Internship/Program Completion

Candidate has met with SPSY 582 instructor to document and discuss successful completion of the following:

SPSY 582 Assignments and fieldwork experiences	
LC-SPSY Internship Summary of Hours Report	
LC-SPSY KA4: Internship Site Supervisor Evaluation of Candidate	
LC-SPSY KA5.1: Assessment and Intervention Report	
LC-SPSY KA5.2: Consultation - Behavioral	
LC-SPSY KA5.3: Consultation - Academic	
Documentation of passing Praxis II/Sent to LC and NASP	
LC-SPSY Internship Evaluation of Site/Supervisor by Candidate	
LC-SPSY Exit Survey	

LC-SPSY Candidate signature and date _____

SPSY 582 Instructor signature and date _____

2) Degree Posting

After this form has been signed by all parties and your degree has officially been posted to the registrar, the Administrative Coordinator will send a report to the Director of Educational Placement, Sharon Chinn, who will send you a letter which will allow you to initiate licensure application(s).

Date of degree posting _____

LC-SPSY Administrative Coordinator signature _____