

LEWIS & CLARK COLLEGE
Graduate School of Education and Counseling



School Psychology Program
Internship Handbook
2022-2023

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Lewis & Clark School Psychology Program Internship Experience

Internship is a year-long culminating field experience in which graduate students enrolled in the School Psychology program (from here on referred to as Candidates) build upon their practicum experience and coursework to further develop knowledge, skills, and dispositions/ professional behaviors and work characteristics important to the school psychology profession. Candidates gain opportunities through observing, assisting, and leading activities in school-based settings under the supervision of their field-based and college-based supervisors, with the end goal of independent practice and recommendation for licensure. Candidates enroll in the year-long *Internship in School Psychology* (SPSY 582) course (fall and spring terms) aligned with the internship experience. This Handbook outlines internship-related requirements from securing a placement through successfully completing the internship year. In addition to the requirements outlined in this handbook, Candidates must continue to reference and follow requirements documented in the School Psychology Program Handbook and the Lewis & Clark Graduate School of Education and Counseling Catalogue. Note: It is the responsibility of each Candidate to keep copies of all information concerning their internship and coursework (e.g., site agreement, hours log, syllabi, etc.). Candidates should not depend on the College to keep any records that may be needed for future documentation/licensure.

About Internship

Internship is designed to be an immersive experience in which Candidates further expand their learning and gain school psychology field-based practice through a series of opportunities and experiences aligned with the 10 NASP Domains of Practice and the NASP Professional Standards (NASP, 2020). Candidates seek out internships in K-12 school-based settings and work in the role of School Psychology Intern under the supervision of a state licensed school psychologist site supervisor and a college-based supervisor. Candidates are required to complete minimum 1200 hours of internship work, including time spent in the internship (SPSY 582) class. This typically equates to a fulltime position with release time on Fridays for internship class. Candidates are responsible for tracking their hours and maintaining a current hours log documenting their time spent at internship. If Candidates find it difficult to complete their required hours each week and/or to obtain the necessary supervision, it is their responsibility to consult with their supervisors to proactively problem-solve the situation.

What are the Basic Requirements of the Internship?

Calendar and Hours

The internship experience follows a K-12 academic calendar. As such, Candidates are expected to remain at their internship sites for the duration of the academic year, even if they have already obtained the required 1200 hours. Internship placements typically run from August through June, unless otherwise specified by the school district.

Of the required 1200 internship hours, Candidates must obtain a minimum of 50 hours with preschool/kindergarten students, 100 hours at an elementary level (grades K-6), and 100 hours at a secondary level (grades 6-12). In addition, 100 hours must be spent in consultation activities and 50 hours must be spent in counseling activities. Assessment is to be at least 20% but not more than 40% of the intern's work. Candidates are also expected to work with students in both general and special education populations and to gain experience across all of the 10 NASP Domains of Practice.

Supervision

Candidates are required to obtain a minimum of **two hours of direct, face-to-face supervision each week** with their site supervisor(s). The purpose of supervision is for the intern to have individualized instruction about their scope of practice, including a time to discuss evaluations, counseling, consultation, case planning, and work through any dilemmas or challenges. This supervision requirement is separate from time devoted to meetings, trainings, and/or group supervision activities.

In addition to site-based supervision, Candidates will receive supervision within the context of the internship (SPSY 582) course from the internship course instructor(s), who are licensed school psychologists with extensive school-based experience. Candidates will engage in group supervision during class time and will receive individual supervision from College-based supervisors (instructors) as needed/requested.

Class

Candidates are required to attendance internship class and to complete all course requirements as listed in the course syllabus. Candidates receive a final grade at the completion of the internship experience in June.

What is the Process of Securing an Internship Placement?

The School Psychology program strongly encourages placement of Candidates into schools and districts whose students represent multiple aspects of diversity including but not limited to ethnicity, race, socioeconomic status, gender, ability and disability, language, religion, sexual orientation, and geographical location. The School Psychology Program Clinical Coordinator works with the Placement Coordinator in the Lewis & Clark Graduate School Office of Strategic Partnerships and Clinical Placements to facilitate such placements. Beginning the fall term preceding internship, Candidates are asked to identify districts in which they would like to apply for an internship. The Placement Coordinator then reaches out to identified districts in Oregon and Southwest Washington and inquiries about internship opportunities and gathers relevant information for Candidates (e.g., contact person, potential supervisor, anticipated interview timeline, stipend and/or other benefits, etc.). This information is then shared with Candidates, who are instructed use the information to apply directly and interview with districts. Once a Candidate has been offered an internship position and wishes to accept the offer, the Candidate informs the Clinical Coordinator who formally approves the placement. If the placement is new for the School Psychology program (e.g., a school district that has not hosted a Lewis & Clark School Psychology Candidate in the past), the Clinical Coordinator meets with the perspective supervisor to confirm that the placement and supervisor will meet Lewis & Clark, TSPC, and NASP requirements. Once approved, the Clinical Coordinator initiates the MOU process between the district and Lewis & Clark College.

Candidates interested in completing a “out of state” internship (outside of Oregon/Southwest Washington) need to inform the Clinical Coordinator of their interests early in the internship application process. Candidates are responsible for researching internship opportunities and requirements in the state(s) they wish to pursue and to keep the Clinical Coordinator informed of any developments. When required by the district, the Placement Coordinator will reach out to the district on the Candidate’s behalf with a formal placement request. Once a Candidate has been offered an internship position and wishes to accept the offer, the Candidate informs the Clinical Coordinator who formally approves the placement. If the placement is new for the School Psychology program (e.g., a school district that has not hosted a Lewis & Clark School Psychology Candidate in the past), the Clinical Coordinator meets with the perspective supervisor to confirm that the placement and supervisor will meet Lewis & Clark, TSPC, and NASP requirements. Once approved, the Clinical Coordinator initiates the MOU process between the district and Lewis & Clark College. It should be noted that Candidates accepting internship opportunities outside of the Portland-Metro area may be placed in a separate “zoom only” internship section to allow for participation in the internship course and ongoing college-based supervision. This section may or may not coincide with in person internship sections (e.g., Hyflex may or may not be an option and this is up to the discretion of the course instructors, Clinical Coordinator, and Program Director).

What are the Required Qualifications for an Internship Site Supervisor?

The following qualifications are required of site supervisors of Intern Candidates:

- Supervisors must hold a master’s, specialist, or doctoral degree in school psychology (or the equivalent), must have an active state license/certification as a school psychologist, and must have at least 3 years of post-degree practice in the field as a school psychologist. The Graduate School requires verification of the primary site supervisor’s license/certification and resume (or documentation of relevant field experience), which will be collected by the Lewis & Clark Office of Strategic Partnerships and Clinical Placements.
- Site supervisors should have a passion for school psychology and a desire to mentor new colleagues in the field. Supervisors should be prepared to provide scaffolded support to a new intern, providing opportunities to observe/shadow early in the year, transitioning the intern to more independent tasks over the course of the year with the goal of independent practice and recommendation for licensure by the end of internship.
- Site supervisors should have adequate training and experience in supervising Candidates. In lieu of previous experience serving as a supervisor, site supervisors are asked to stay in close communication with the practicum instructor and/or the Clinical Coordinator. Lewis & Clark College also offers supervision training and additional resources. Supervisors should be prepared with strategies for how to deal with an

intern who is not responding to their leadership and expectations and should connect with the intern's college-based supervisor and/or Clinical Coordinator as needed.

- Site supervisors will provide a minimum of two hours of direct, individual supervision each week, above and beyond the usual meetings held in common. The purpose will include time to talk about evaluations, counseling, consultation, case planning, work through any dilemmas or challenges, provide regular feedback, and help develop learning goals. 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.
- Further, site supervisors assist interns in understanding the norms of, and becoming integrated into the culture of the site and provide experiences that are appropriate for the student's skill level and that match the requirements of the Internship.
- Site supervisors are expected to be familiar with and uphold the NASP (2020) Principles of Professional Ethics and to guide their practicum supervisees to do the same.
- Site supervisors are expected to be familiar with and uphold relevant federal and state legislation (e.g., Oregon Administrative Rules, Individuals with Disabilities Education Improvement Act, Family Educational Rights and Privacy Act) and to guide their practicum supervisees to do the same. If the internship is located outside of Oregon, the supervisor will need to ensure that the intern is familiar with state requirements that may be different from Oregon law.

What are the Requirements of the Internship Site?

School districts hosting a Candidate for their internship experience will agree to provide appropriate support for a successful internship, including: (a) a written agreement specifying the period of appointment and any terms of compensation; (b) a safe and secure work environment, adequate office/work space, appropriate onboarding (e.g., new staff training, access to necessary materials such as district email, district online platforms/databases, test kits and protocols, intervention materials); (c) provision for participation in continuing professional development activities; (d) release time for internship supervision (e.g., Friday afternoons for internship class/group supervision); and (e) a commitment to the internship as a diversified training experience with opportunities across all 10 NASP domains of practice.

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 (e.g., secondary supervisors, access to other multidisciplinary team members).
- Commitment by the site to onboard 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.
- Opportunities for the Candidate's exposure to a 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 across age levels (50 hours at the preschool/kindergarten level, 100 hours at the elementary level, and 100 hours at the secondary level) in both general and special education settings. Internships also provide supervised opportunities with assessment, academic and behavioral consultation and 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 80% of what a credentialed school psychologist works. Related assurance that the intern will devote at least 20% but no more than 40% of their time dedicated to completing psychoeducational evaluations and directly related services.
- 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.

What is the Role of the Internship Instructor?

The internship instructor serves as the College-based supervisor and provides group supervision for program Candidates enrolled in the internship course (SPSY 582). The internship instructor is an additional source of support for Candidates and in addition to group supervision provided during class time, is also available for individual supervision, consultation, and mentorship as needed. If problems arise at a Candidate's internship site, the instructor serves as a liaison between the site supervisor and the Candidate. In rare cases, a faculty instructor may ask a Candidate to leave a site and discontinue their internship until issues have been resolved satisfactorily. In these instances, the instructor should coordinate with the program's Clinical Coordinator and Program Director. In addition to weekly meetings with Candidates, faculty instructors also:

- Communicate regularly with site supervisors.
- Maintain brief supervision notes regarding attendance, discussion topics, and concerns.
- Visit Candidate sites twice a year, or as needed, and complete two formal observations.
- Review Candidate evaluations and assign course credit.

What are Legal and Ethical Considerations for Internship?

Candidates are expected to be familiar with and to abide by the NASP (2020) Principles for Professional Ethics as relevant federal and state legislation guidance (e.g., Oregon Administrative Rules, Individuals with Disabilities Education Improvement Act, Family Educational Rights and Privacy Act), as well as district policies and professional expectations, and to seek supervision in these areas as necessary. As such, the following bullets highlight a few pertinent points regarding an ethical, legal, and professional practice. This list is not exhaustive, and Candidates should discuss ethical, legal, and professional practices with their site and College-based supervisors.

- The basic assumption underlying all agreements between Candidates and sites is to ensure the welfare of students. School psychology ethical principles mandate that school psychologists "do no harm."
- Dual or multiple relationships are to be avoided. Therefore, it is inappropriate for Candidates to engage in relationships other than safe, supportive, and healthy ones with students. For example, Candidates are not permitted to use their personal vehicles to transport students.
- It is vital that Candidates keep their site supervisors aware of any high-risk situations, such as students who may be at risk of harming themselves or others.
- In Oregon, school psychologists are not allowed to disclose a person's HIV status without written permission.
- Internship can be a stressful time. Sometimes Candidates find themselves in emotional distress resulting from navigating the multiple demands of the school psychologist, the impact from awareness and close work with struggling youth, families, and communities (e.g., vicarious trauma), or working in challenging systems. If this should happen, Candidates are encouraged to address this with their supervisors and seek out their own therapy support. Finally, if Candidates continue to experience distress, it may be appropriate to limit or suspend the internship experience.
- If Candidates are concerned about the emotional state of another candidate, it is advised that they first, approach them directly and express your concern. If concerns remain it is requested that Candidates consult with their campus supervisor to ensure that the supervisor is aware of the situation.
- Once Candidates become aware of an ethical concern, they should discuss the situation with their site supervisor and/or bring up the concern during group supervision in internship class. Making ethical decisions involves working through a decision-making model, consultation, and using advice pooled from numerous sources.
- Candidates discuss the limits of confidentiality with students during initial meetings, and periodically revisit the limits to confidentiality to ensure students/clients are fully informed.
- Candidates respect the right of privacy of students, parents, and colleagues with regard to sexual orientation, gender identity, or transgender status. They do not share information about the sexual orientation, gender identity, or transgender status of a student (including minors), parent, or school

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employee with anyone without that individual's permission unless the information is relevant for supervision by field or college supervisors.

LC-SPSY Internship Handbook Appendix

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**Lewis & Clark College School Psychology Program
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 level (6-12). 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 general education and special education contexts. Interns will attend their site Monday through Friday with a flexible schedule on the day that they have their internship course (typically Friday afternoon) so that they can attend the internship supervision class and complete coursework.

Supervision

Candidates are required to obtain a minimum of two hours of direct, face-to-face supervision each week with their site supervisor. The purpose of this supervision is for the intern to have individualized instruction about their scope of practice, including a time to discuss evaluations, counseling, consultation, case planning, and work through any dilemmas or challenges. This supervision requirement is above and beyond time devoted to meetings, trainings, group supervision, and other like activities. In addition, Candidates receive supervision in internship course (SPSY 582) with program instructors, who also are licensed school psychologists with extensive school-based 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 safe and secure work environment, adequate office/work space, appropriate onboarding (e.g., new staff training, access to necessary materials such as district email, district online platforms/databases, test kits and protocols, intervention materials); (c) provision for participation in continuing professional development activities; (d) release time for internship supervision (e.g., Friday afternoons for internship class/group supervision); (e) assurance by the site that the intern workload will not exceed 80% of what a credentialed school psychologist works with related assurance that the intern will devote at least 20% but no more than 40% of their time to psychoeducational evaluations and directly related services; and (f) a commitment to the internship as a diversified training experience with opportunities across all 10 NASP domains of practice.

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Internship Site Agreement (Page One)**

Section One (to be filled out by Candidate)

Lewis & Clark School Psychology 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 & 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 School Psychology Program Clinical Coordinator)

The original of this Practicum Site Agreement must be returned to the School Psychology Program Clinical Coordinator and the CTSP office 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).

School Psychology Program Clinical Coordinator/Date _____

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**Lewis & Clark School Psychology Program Internship
Summary of Hours Report**

Intern Candidate Name: _____

Internship Site: _____

Instructions for Candidates: Total the number of hours completed in each area throughout the Internship year, rounded to nearest half-hour. Keep a copy of the completed and signed form for your own professional records.

	Fall	Spring/Summer	Yearly Total
Assessment Activities (between 240-500 hours for the year, includes administering, scoring, interpreting, writing up elements of psychoeducational evaluations)			
Counseling Activities (minimum 50 hours for the year, includes ongoing and drop-in individual and group, sessions)			
Consultation Activities (minimum 100 hours for the 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 (minimum 70 hours for the year)			
Class Supervision			
Other (research, design, preparation, case notes, misc. meetings, etc.)			
Totals:			(1200 minimum)
Preschool (minimum 50 hours for the year)			
Elementary (minimum 100 hours for the year)			
Secondary (minimum 100 hours for the year)			

Fall:

Internship Candidate's signature _____ Date _____

Primary Site Supervisor signature _____ Date _____

LC Supervisor signature _____ Date _____

Spring/Summer:

Internship Candidate's signature _____ Date _____

Primary Site Supervisor signature _____ Date _____

LC Supervisor signature _____ Date _____

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Internship Site Supervisor Evaluation of Candidate Rubric (Key Assessment #1)

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 1: Data-Based Decision Making					
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
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
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	The candidate recognizes the need for team problem-solving and integrating assessment information from multiple sources.	N	0	1	2	3
5	The candidate integrates empirical data from all assessment areas (both formal and informal) when recommending interventions for children.	N	0	1	2	3
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
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
8	The candidate uses principles of social justice when developing and implementing plans for assessment and intervention.	N	0	1	2	3
	Domain 2: Consultation and Collaboration					
9	The candidate demonstrates appropriate communication skills necessary to effectively consult with team members.	N	0	1	2	3
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
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
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
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
14	The candidate uses principles of social justice when developing and implementing plans for consultation.	N	0	1	2	3
	Domain 3: Academic Interventions and Instructional Supports					

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15	The candidate demonstrates an understanding of human learning processes as well as techniques to assess those processes.	N	0	1	2	3
16	The candidate demonstrates an understanding of biological, cultural and social influences on academic skill development.	N	0	1	2	3
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
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
19	The candidate has an ability to implement interventions with both direct and indirect service delivery.	N	0	1	2	3
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 4: Mental and Behavioral Health Services and Interventions						
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
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
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
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
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
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 5: School-Wide Practices to Promote Learning						
27	The candidate is aware of, and engages in, school-wide interventions and practices that promote positive learning environments.	N	0	1	2	3
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
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
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 6: Services to Promote Safe and Supportive Schools						
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
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
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
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 7: Family, School, and Community Collaboration						
35	The candidate demonstrates an understanding of family systems, including the influences of family on development, learning, and behavior.	N	0	1	2	3
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
37	The candidate works effectively with home, school and community members to provide comprehensive services to children.	N	0	1	2	3
38	The candidate uses principles of social justice when developing and implementing plans for family-school collaboration services.	N	0	1	2	3

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	Domain 8: Equitable Practices for Diverse Student Populations					
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
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
41	The candidate has the ability to work with all people in public schools with respect, thoughtfulness, and sensitivity.	N	0	1	2	3
42	The candidate demonstrates the ability to respectfully discuss and address individual differences, abilities, disabilities and other diverse characteristics.	N	0	1	2	3
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 9: Research and Evidence-Based Practice					
44	The candidate understands how to utilize intervention data to evaluate program effectiveness and make recommendations for improvement.	N	0	1	2	3
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
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
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 10: Legal, Ethical, and Professional Practice					
48	The candidate demonstrates ability to understand and apply ethical and legal requirements and professional standards.	N	0	1	2	3
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
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
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
52	The candidate consistently shows strong and effective skills in verbal, nonverbal, and written communication.	N	0	1	2	3
53	The candidate is consistently organized and manages time well.	N	0	1	2	3
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
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
56	The candidate takes initiative, is dependable and responsible, and is concerned with their own professional growth	N	0	1	2	3
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
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
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
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
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

Three goals/comments for Candidate's ongoing professional growth and development

1)

2)

3)

Internship Candidate Signature and Date: _____

Internship Site Supervisor Signature and Date: _____

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Internship Assessment and Intervention Report Rubric (Key Assessment #2)

Intern Name/Date: _____

Each intern is expected to complete a final psychoeducational evaluation report complete with evidence-based interventions/recommendations. The report is to include items listed in the rubric below and the internship instructor will use the rubric to score the report. 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
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

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.	
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

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	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.	
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

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

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.			
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.	
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.	
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).	

Three goals regarding assessment and intervention for ongoing Candidate growth and development

- 1)
- 2)
- 3)

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Internship Academic Consultation Report Rubric (Key Assessment #3)

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

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.	
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

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).	
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	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

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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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	
8	The oral report is not comprehensive.	The oral report is comprehensive.	The oral report is comprehensive and includes the intern's personal reflections.	
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				
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.	
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.	
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.	
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 regarding academic consultation for ongoing Candidate growth and development

- 1)
- 2)
- 3)

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Internship Behavior Consultation Report Rubric (Key Assessment #4)

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

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.	
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

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).	
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	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

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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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	
8	The oral report is not comprehensive.	The oral report is comprehensive.	The oral report is comprehensive and includes the intern's personal reflections.	
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				
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.	
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.	
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.	
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 regarding behavior consultation for ongoing Candidate growth and development

- 1)
- 2)
- 3)

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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).