SCHOOL PSYCHOLOGY PROGRAM:

INTERNSHIP MANUAL

INTERNSHIP REQUIREMENTS

AND INTERNSHIP EVALUATION SYSTEM

2020-21
Contents

Approval and Location of Internship........................................................................................................... 3
Internship Overview and Requirements ........................................................................................................ 4
  Prerequisites ............................................................................................................................................... 4
Successful Completion of Internship .......................................................................................................... 4
Minimum Requirements for Satisfactory Completion of Internship Experience ...................................... 5
  Professional Identity and Behavior ............................................................................................................. 6
Assessment .................................................................................................................................................. 6
  Intervention: Counseling ......................................................................................................................... 7
  Intervention: Consultation and Collaboration ......................................................................................... 7
  Intervention: Prevention ............................................................................................................................ 8
Culture and Diversity .................................................................................................................................. 8
Program Evaluation and Applied Research .................................................................................................. 8
  Ethical and Legal Issues ........................................................................................................................... 9
  Communication and Information Technology ........................................................................................ 9
Special Competencies ............................................................................................................................... 9
Internship Supervision ............................................................................................................................... 9
  Field Supervision .................................................................................................................................... 9
University Supervision ................................................................................................................................ 10
University/Field Supervisor Contacts ....................................................................................................... 10
National Association of School Psychologists’ (NASP) Requirements for the Field Site ...................... 11
  Course Vouchers for Supervisors ............................................................................................................ 11
  Resolving Internship Problems .............................................................................................................. 12
School Psychology Internship Evaluation System ................................................................................... 12
E*Value ...................................................................................................................................................... 13
  Essential Paperwork for the Program and Certification ....................................................................... 14
  Massachusetts Department of Education Form: Initial License as a School Psychologist .................. 16
  Internship Training Plan: School Psychology Program ....................................................................... 18
  End of Year Internship Form .................................................................................................................. 26
  End of Year Paperwork Submission ........................................................................................................ 26
  Applying for Massachusetts ...................................................................................................................... 27
  Educator Licensure ................................................................................................................................... 27
  Advisory: Guidelines for Candidate Record Keeping .......................................................................... 29
  Guidelines for Distance Communication ............................................................................................... 32
  Guidelines for Preparing Comprehensive Case Studies ....................................................................... 35
  Comprehensive Case Reports during Internship Year: Scoring Guide .................................................... 37
  Checklist for Addressing IDEA’s Exclusionary Clause for Specific Learning Disability (SLD) Identification* .................................................................................................................. 50
School Psychology Clinical Supervision .................................................................................................... 52
Matrix of NASP Standards & Our Training Goals/Assessment Areas ................................................... 59
Approval and Location of Internship

The program director shall approve all internship placements. Students enrolled in the Northeastern University state-approved school psychology program and who, upon completion of degree and licensure requirements, wish to obtain an educator's license to practice in Massachusetts as a school psychologist, must complete the entire program in Massachusetts, including the 1200 hours of supervised internship (also referred to as an advanced practicum by the Massachusetts Department of Education). Students completing their internships may be considered (a) in-state local, (b) in-state distance, or (c) out-of-state students. Because of the MA Department of Education’s requirement for face-to-face meetings among the student, field supervisor and university supervisor, the program will not endorse students for educator's license to practice in Massachusetts as a school psychologist if that internship site is more than 50 miles from the Northeastern campus. The Massachusetts' educator's licensure process is more cumbersome for individuals whose transcripts do not bear the endorsement statement.

- Student who are considered to be “in-state local” students are those who are completing an internship within a 50-mile radius of the Northeastern campus. In-state local students are required to attend the on-campus internship seminar, which meets 6 times per semester. In-state local students are eligible to be endorsed by Northeastern's licensing officer to the MA DESE for their MA school psychology license.

- Students who complete their internships in a state other than Massachusetts are considered “out-of-state” students. Out-of-state students maintain phone and web-based communication with their university supervisor throughout their internships (in lieu of in-person seminar meetings and site visits). These arrangements will be made at the beginning of the fall semester and must be consistent with the “Guidelines for Distance Communication.” Students who desire to obtain licensure in the state in which the internship is completed should check with the state’s Department of Education to determine state licensure/certification requirements. Students who complete their internships out-of-state, but desire to obtain licensure in the state of Massachusetts, must apply to the MA DESE for their MA school psychology license on their own.

- Students who are farther than 50 miles away are considered “in-state distance” students. Similar to out-of-state students, in-state distance students maintain phone- and web-based communication with their university supervisor throughout their internships (in lieu of in-person seminar meetings and site visits). These arrangements will be made at the beginning of the fall semester and must be consistent with the “Guidelines for Distance Communication.” Students who complete their Massachusetts-based internships more than 50 miles from the Northeastern campus must apply to the MA DESE for their MA school psychology license on their own.

If a student makes an oral or written commitment to an internship site, they are ethically obligated to follow through and do their field experience at that site, regardless if a more
attractive alternative becomes available at a later date. Many times, internship offers from out of state will occur later in the year than offers from within Massachusetts. Thus, students need to plan accordingly, and if there is the possibility that a student might accept a later offer, they must inform the potential supervisor of this possibility. If a student wants to change a commitment to a field site, they need written approval from the Program Director.

Internship Overview and Requirements

Our program requires a comprehensive, supervised, and carefully evaluated internship in school psychology that emphasizes on providing breadth and quality of experiences, attainment of comprehensive school psychology competencies, and integration and application of the full range of domains of school psychology specified in our program training goals that reflect the National Association of School Psychologists (NASP) 2010 standard. In accordance with the NASP and Massachusetts Department of Education requirements for certification / licensure in school psychology, students are required to attain a minimum of 1200 hours of field experience during their internship in school psychology. Internship students are considered full-time students.

Prerequisites
In order for students from the Northeastern University School Psychology Program to be eligible to begin their internship, they must complete the following milestones in the program:

- Successful completion of the MTEL
- Successful completion of all coursework with the exception of internship
- Successful completion of the master’s level portfolio (master’s thesis equivalent)

Successful Completion of Internship
In order for students from the Northeastern University School Psychology Program to successfully complete their internship, they must complete the following:

- Completion of 1200 hours of fieldwork
- Passing score on school psychology Praxis exam
- Completion of requirements in internship syllabus
- Grade of Satisfactory (S) for both semesters in the internship course
- Ratings at the “expected level” or higher on all competency areas from internship supervisor
- Completion of all internship paperwork

Comprehensive Case Studies
During the internship year, students are required to produce five case studies that illustrate their competencies in (a) professional identity and professional behavior, (b) assessment, (c) intervention / prevention, (d) program evaluation and applied research, (e) culture and diversity, (f) ethical and legal issues, and (g) communication and information technology. These case reports are:
• Consultation - Behavioral Problem
• Consultation - Academic Problem
• Individual or Group Counseling Case
• Prevention/Promoting Learning School-Wide
• Comprehensive Psychoeducational Assessment

More details about the requirements of the case studies are available on page 62.

**Minimum Requirements for Satisfactory Completion of Internship Experience**

The internship is distinct from, and occurs after, the successful completion of the practicum experience. The National Association of School Psychologists (NASP, 2000) defines the internship as “a supervised, culminating, comprehensive, pre-degree field experience through which school psychology candidates have the opportunity to integrate and apply professional knowledge and skills acquired in prior courses and practica, as well as to acquire new competencies consistent with training program goals” (p.18). Satisfactory scores on all five comprehensive case reports are required for successful completion of the internship (see page 62). Collectively, these case reports provide students with an opportunity to demonstrate their performance with respect to the NASP 2010 training domains and NU’s training goals. Students also must pass the Praxis exam in school psychology in order to successfully complete the internship course. NU’s program director must receive documentation of the overall and specific content Praxis scores before the end of the spring semester.

Students typically complete their internship on a full-time basis by completing the required 1200 hours during the course of one school year. However, with written approval from the Program Director, students can complete the internship on a half-time basis by completing the 1200 hours during two consecutive years.

A minimum of 600 of the 1200 internship hours must be completed in a school setting, under the field supervision of a department of education, state certified / licensed *school psychologist*. The other 600 hours may be completed in a non-school setting under the supervision of a state *licensed psychologist*. Field supervisors provide a minimum of two hours supervision each week. Students are expected to follow the school calendar of the school district where they are doing their internship. All students are expected to remain in their internship placement until the end of their district’s academic year.

The expectation is that internship students will have attained sufficient knowledge and skill from their practicum so that they can begin their internship with direct experiences in assessment, intervention, and consultation. They are expected to increase their competency to levels of independent functioning in these and other areas related to 2010 NASP’s domains of practice throughout the academic year of the internship experience. The internship supervisor in
consultation with university supervisor and the graduate student will determine the student’s readiness for more advanced experiences. In order for graduate students to attain a satisfactory grade in the internship courses, they must demonstrate competency in the following areas: (a) professional identity and professional behavior, (b) assessment, (c) intervention / prevention, (d) program evaluation and applied research, (e) culture and diversity, (f) ethical and legal issues, and (g) communication and information technology. These competencies are consistent with our program objectives and emphasize human diversity, and provision of professional school psychology services that result in direct, measurable, and positive impact on children, families, schools, and/or other consumers. The relationship between these training goals and NASP’s training domains is provided on page 71.

**Professional Identity and Behavior**
Internship students are expected to demonstrate commitment to the profession of school psychology and comport themselves in a professional manner. This includes but is not limited to seeking out professional development opportunities, joining professional associations, reliability, prompt completion of tasks, attendance, and appropriate collaborations and interactions with coworkers and supervisors.

**Assessment**
Students are expected to complete at least eight assessment reports, at least one of them should reflect an assessment with a student from a culturally diverse background and should demonstrate awareness of cultural factors. Students are expected to include at least one assessment case report in their internship comprehensive case reports (that demonstrate their competencies and are evaluated by the school psychology faculty, see page 62). These comprehensive case reports should reflect their best work. The report must be a full and comprehensive psycho-educational assessment of a student in multiple domains of functioning. Although no single report will include all the assessment methods listed below, it is expected that the graduate student will attain competency with all the methods by the end of the internship experience. The assessments are expected to reflect a scientific-problem-solving approach to assessment. The assessment results are expected to lead to data-based decision making and/or intervention. Assessments shall include the following methods:

1. Interview teachers, parents, children/adolescents, and other relevant parties.
2. Administer, score, and interpret assessments pertinent to determining a student’s eligibility for special education. These assessments may occur within a Response to Intervention (RTI) framework or within the more traditional psychological assessment framework.
3. Conduct systematic direct observations of the student in the classroom and/or other relevant settings.
4. Evaluate students’ behavior functioning using functional behavior assessment (FBA) methods. Based on the results of the FBA, develop a behavior intervention plan.
5. Evaluate students’ behavioral, social and adaptive functioning by means of rating scales (e.g., BASC, CBCL, Vineland).

6. Evaluate students’ academic progress by means of
   (a) individually-administered norm referenced achievement tests AND
   (b) curriculum-based assessment probes.

7. Review relevant permanent products and records about the student (e.g., attendance, handwriting samples, group achievement test scores).

In addition, internship students are expected to:
   1. Develop data-based and practical recommendations as a result of the assessment.
   2. Write comprehensive case reports from an ecological perspective.
   3. Present at least three case reports to a team meeting of parents, teachers and special education staff members.

**Intervention: Counseling**

Internship students are expected to counsel at least six students during the school year, either individually or in groups. Counseling shall include:

   1. Assessing the student's problems and the relevant context of the problems, as well as identifying student's strengths.
   2. Developing counseling goals for the student in collaboration with students and relevant others.
   3. Developing and implementing a theoretically sound and practical counseling plan for the student(s) that is evidence-based and data-driven.
   4. Evaluating the outcomes of counseling through multiple measures and multiple sources, at different points of the counseling series, and, if necessary, revising the plan.
   5. The outcomes of counseling should be documented by data (e.g., pre and post-tests, improvement in learning, social interaction, etc.).

In addition, internship students are expected to keep a written record of the case, which includes progress notes of counseling sessions. A report on at least one case shall be included in the comprehensive case reports.

**Intervention: Consultation and Collaboration**

Internship students are expected to provide consultative assistance to at least four school staff and two parents during the school year. Interns should demonstrate good understanding of family-school relationships, respect for parents, and effective communication skills when working with parents. At least one consultation case report should include a family-school collaboration component. Consultation shall involve:

   1. Helping the consultee clearly identify problems and factors that might be contributing to the problems.
   2. Developing consultation goals in collaboration with the consultee.
3. Developing and implementing a theoretically sound and practical intervention plan.
4. Evaluating the outcomes of and the consultee's satisfaction with consultation, and if necessary adapting the intervention plan.
5. Communicating with others during design, implementation, and evaluation of the consultation case appropriately;
   - used active listening and expressed empathy;
   - limited the length and number of tangential discussions;
   - summarized the important points;
   - conducted the meetings at an appropriate tempo;
   - avoided speaking too much or too little.

Reports of at least one academic consultation and one behavioral consultation case shall be included in the comprehensive case reports.

**Intervention: Prevention**
Internship students are expected to become familiar with the prevention programs conducted in the internship site, including procedures for crisis intervention and prevention in the particular school system. Furthermore, interns are expected to be involved with the planning (or improvement) and evaluation of at least one school-wide program that promotes students’ learning or student-centered prevention program or professional development. Planning and evaluating activities shall encompass:
1. Identifying a service delivery need
2. Setting or modifying program goals
3. Designing or redesigning a prevention program
4. Evaluating the program’s implementation and outcomes

One case study relating to either promotion of learning school-wide or prevention or professional development shall be included in the comprehensive case reports.

**Culture and Diversity**
Internship students are expected to demonstrate multicultural competencies in all aspects of their internship experiences, including assessment, counseling, prevention and consultation. The culturally competent school psychologist is able to sensitively deliver services to students and parents from diverse cultural, racial, and linguistic backgrounds. The three broad-based areas of multicultural competencies include: (a) attitudes and beliefs, (b) knowledge, and (c) skills. Awareness, knowledge and skills pertaining to multicultural issues must be reflected in materials submitted as part of the comprehensive case reports.

**Program Evaluation and Applied Research**
At a minimum, internship students shall:
1. Share their knowledge about empirically-supported practices through presentations, handouts for parents and staff, and other means.
2. Be involved in evaluating the implementation and outcomes of at least one prevention program.

**Ethical and Legal Issues**
Consistent adherence to the ethical standards and state and federal laws relevant to school psychology practice is expected. Students shall demonstrate sensitivity to possible cognitive, ethnic, racial, and sexual biases. Students shall demonstrate knowledge of state and federal laws. Internship students shall be familiar with and conform to the ethical standards established by the National Association of School Psychologists and the American Psychological Association. Knowledge of ethical and legal issues should be reflected in materials submitted as part of the comprehensive case reports.

**Communication and Information Technology**
Internship students shall demonstrate their competence in:
1. Written communication by means of assessment reports, case summaries and other written documentation provided for the portfolio.
2. Oral communication skills by means of reports given at team meetings.
3. Information technology by either participation in an online discussion forum, appropriate use of e-mail for communicating with either staff or parents, or the documentation of the use of online resources for identifying evidence-based practices.

Knowledge and skills pertaining to communication and information technology must be reflected in materials submitted as part of the comprehensive case reports.

**Special Competencies**
The above reflects minimum requirements. Most students will surpass these requirements in their internship experience. In addition, students who rapidly achieve proficiency in one or more of these areas may choose to supplement their training with specialized competencies, such as planning professional development programs or assisting with applied research.

**Internship Supervision**

**Field Supervision**
Internship supervision and mentoring should be provided by a credentialed school psychologist with a minimum of three years of experience. Internship supervision consists of a minimum of two hours per week, in a face-to-face format. Please see School Psychology Internship Supervision and NASP School Psychology Intern Supervisor Evaluation Form.
University Supervision
Internship students are enrolled in a seminar course during the internship year. A university supervisor, who is a certified school psychologist, instructs this course. The university supervisor maintains contact with the field supervisor through three site visits. University supervision for in-state distance and out-of-state internships will follow NASP guidelines. At the end of the internship year, the field supervisor and university supervisor determine if the student has progressed adequately in the major competency areas.

University/Field Supervisor Contacts
During the internship year, three formal contacts between the university supervisor, the field supervisor, and the graduate student will occur at the internship setting during the school year for the purpose of discussing the student's progress. For in-state distance and out-of-state students, the meetings will be held via conference calls. After each meeting, the three parties put their initials on a form that documents the occurrence of the meeting (See form on pp. 15-16. In some instances, this may require using postal mail or scanned e-mail attachments). In addition, university supervisors, field supervisors, and students will communicate via email and telephone on an ongoing basis to address needs as they arise.

During the first contact, which will occur during the beginning of fall semester, the requirements for national certification and Northeastern University's school psychology training goals are discussed. These training goals are categorized in seven broad areas: (a) professional identity and professional behavior, (b) assessment, (c) intervention / prevention, (d) program evaluation and applied research, (e) culture and diversity, (f) ethical and legal issues, and (g) communication and information technology. During the course of their internship, students are expected to attain significant breadth and depth of skills in these training areas. An internship agreement (see "Internship Agreement") and training plan (see "Training Plan") must be signed and completed either prior to or during this meeting.

At the second contact, which will occur during the beginning of the spring semester, the graduate student's progress relative to the training goals is discussed. If deficiencies are noted with respect to the internship setting or the intern's progress, a plan is developed to address the deficiencies. The second site visit will include a focus on the intern’s comprehensive psycho-educational assessment skills and an opportunity to provide feedback. Page 47 includes a rubric which the university supervisor will use to provide feedback. Interns are encouraged to review the rubric before submitting their assessment report.

At the third contact, the university supervisor and the field-based supervisor will determine whether or not the graduate student has attained the competency level needed to function independently as a school psychologist and apply for national certification. If the student has not attained competency in one or more areas, they may be required to complete additional internship hours.
National Association of School Psychologists’ (NASP) Requirements for the Field Site
The internship placement agency provides appropriate support for the internship experience including:

- A written agreement specifying the period of appointment and any terms of compensation
- 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;
- Provision for participation in continuing professional development activities;
- Release time for internship supervision; and
- A commitment to the internship as a diversified training experience”*”
- A commitment to a diversified learning experience that includes a variety of professional roles and functions for the intern to attain professional competencies through carefully supervised activities. Internship experiences comprehensively address all NASP Domains of School Psychology Practice.
- A written agreement that specifies the period of appointment and any terms of compensation for the intern
- Similar support services for the intern as provided to the agency school psychologist(s).
- Provision for the intern’s participation in continuing professional development activities.
- Provision of field-based supervision from a school psychologist holding the appropriate state school psychologist credential for practice in a school setting (if a portion of the internship is conducted in another setting, provision of field supervision from a psychologist holding the appropriate state psychology credential for practice in the internship setting).
- At least weekly, individual, face-to-face basis field-based supervision with structured mentoring focused on the intern’s attainment of competencies. Field-based internship supervision must additionally meet the following minimum criteria: an average of at least 2 hours of supervision per full-time week or the equivalent for part-time placement.


Course Vouchers for Supervisors
In recognition of the valuable guidance and supervision that is given to internship students, the Bouvé College of Health Sciences at Northeastern University grants a voucher for one course to the participating school system or agency. It is necessary to make a written request, on the school systems’ (or agency’s) letterhead, to obtain the voucher. The request for a voucher should be addressed to:
Cherish Grant-Dixon, Administrative Assistant Department of Applied Psychology
404 International Village
Northeastern University
360 Huntington Avenue
Boston, MA 02115

Resolving Internship Problems

Although infrequent, problems and/or conflict can develop during the field experience. Therefore, it is important to have a fair and consistent method that can be utilized in a systematic manner for problem resolution. Either the supervisor or the supervisee can initiate action to resolve the perceived problem.

1. The first step is for the supervisor and supervisee to jointly discuss any emerging concerns in an open and honest fashion. Moreover, it is important that this be done in a timely manner. It may be advantageous to document the outcomes of the meeting.

2. Should that be insufficient, the university supervisor should become involved to provide assistance. The university supervisor will notify the university’s program director that concerns have been noted and will specify these concerns. At that time, a plan will be developed that contains specific goals that are agreed upon in writing by all three parties (i.e., the student, site supervisor, and the university supervisor). A date for a review of the plan will be specified.

3. If resolution/improvement does not occur within the temporal framework agreed upon, the program director will be requested to mediate. At that time, previous concerns and plans to address the concerns will be reviewed. All parties will then agree upon additional specific, written plans and a timely follow-up review date will be established.

4. Finally, if problems continue, the core faculty of the school psychology program will meet to determine an appropriate course of action. Such actions may include changing supervisors, changing sites, repeating the fieldwork experience or the student’s termination from the program.

School Psychology Internship Evaluation System

During the internship year, both formative and summative performance-based evaluations of interns are completed by both program faculty and field-based supervisors. The systematic and comprehensive assessments are to ensure that interns demonstrate professional work characteristics and attain competencies needed for effective practice as school psychologists (according to 2020 NASP standards). In addition to the evaluations of interns, internship sites and
the university program are also evaluated. The overarching purpose of the school psychology internship evaluation system is to provide data so that judgments can be made about different elements of the internship program. These elements are discussed below. The obtained data are used to assess the graduate student's progress and to further develop and improve the internship program and the overall school psychology program at Northeastern University. The evaluations cover the following:

1. **The graduate student's progress with respect to important school psychology knowledge and skills.** In this regard the Assessment of Internship Student's Progress questionnaire is completed by the field supervisor two times during the course of the internship experience: immediately prior to the end of the fall and spring semesters.

2. **The quality of the university’s training and supervision.** Two questionnaires are used to assess this area. At the end of the internship experience, the graduate student and field supervisor individually complete the questionnaire, *Satisfaction with the University's School Psychology Program.* At the end of the internship experience, the field supervisor completes the *Assessment of University's Support of the Internship Experience* questionnaire.

3. **The quality of the internship site’s training offerings and supervision.** To assess this area, at the end of the internship experience, the graduate student completes the *Assessment of the Internship Field Site* questionnaire.

**E*Value**

E*Value is an online clinical management tool used for all practicum and internship experiences to manage site details and application processes, initiate contract requests with sites, track student clinical hours and gather evaluations of student and site/supervisor performance. See [www.evaluehealthcare.com](http://www.evaluehealthcare.com) for a detailed description of the clinical solutions program provided by E*Value. Your E*Value user name and password will be sent to you via email from the E*Value system during the Fall before you begin in your practicum. Follow the link in the email to enter into your account. This login will be utilized for the duration of your program of study.

Instructions on searching for sites, requesting a contract, logging hours, and generating logs can be found at [https://drive.google.com/drive/folders/0B3sO-vuKUpwxIkhVU5yX0RjX1JvFWFZS1seUdKMWF0NjdocUtWzNDsTY3QnIyaGhFUE?usp=sharing](https://drive.google.com/drive/folders/0B3sO-vuKUpwxIkhVU5yX0RjX1JvFWFZS1seUdKMWF0NjdocUtWzNDsTY3QnIyaGhFUE?usp=sharing).

E*Value organizes evaluations by student, site supervisor, university-based seminar supervisor, and program director/director of clinical training. The system sends emails to you and your fieldwork site supervisors, which contain links to various forms that are expected to be completed. The links are typically sent 3 weeks before the end of the semester. Please note that these emails may end up in your or your supervisor’s junk/spam mail folder if E*Value is not a contact in the receiver’s email system. If you are missing an expected evaluation email/link please check your junk/spam folder.
Essential Paperwork for the Program and Certification

*Forms and Due Dates in the Fall Semester:*

**September 30:**
- Internship Agreement Form (contracts should be requested **through E*Value**).
- Internship Training Plan (**submit hardcopy** to university supervisor)

**Last class of fall semester:**
- Fall Assessment of Internship Student's Progress (**multi-page assessment of your skills completed in E*Value by field supervisor**)
- Logs (**completed by student and verified by supervisor in E*Value**)

*Forms and Due Dates in the Spring:*

**Last class of the spring semester (**required to receive a final grade**):**
- Interim Logs (until last class) (**completed by student and verified by supervisor in E*Value**)
- Spring Assessment of Internship Student's Progress (multi-page assessment of your skills **rated by field supervisor in E*Value**)
- Assessment of Internship Field Site (**completed by student in E*Value**)
  - The site supervisor will not see your responses.
- Assessment of University's Support of the Internship Experience (**completed by field supervisor in E*Value**)
- Satisfaction with the School Psychology Program Questionnaire (**completed by student in E*Value**)
  - Responses are anonymous; the school psychology program director will only be able to view the data in aggregate.
- Seminar course evaluation (**completed by student in E*Value**)
  - Results go to program director/university seminar leader in aggregate

**Due to the program director no later than June 15:**

The following documents should be uploaded:

**ALL STUDENTS:**
- A copy of your final electronic transcript from MyNortheastern
- School Psychology Praxis Scores, **including all subtests**
- End of Year Internship Form
o The total hours for each sub-category of training can be generated by using the E*Value “Time Tracking” tool. (see directions in the E*Value, p.78)

☐ MA DESE Form: Initial License as a School Psychologist (2 page document with initials verifying 3 contacts & yes/no evaluation of competency areas)

☐ NCSP Internship Verification Form

THOSE STUDENTS WHO COMPLETED IN-STATE, LOCAL INTERNSHIP WITHIN 50 MILE RADIUS AND PURSUING MA LICENSURE:

☐ Northeastern University Request for Initial License form

☐ Confirmation of completed application for DESE licensure

☐ Confirmation of payment for initial DESE license

Once all documents are successfully uploaded, email the program director to indicate readiness for review. The school psychology program director will then provide a letter to verify program completion for all students who have met all program requirements and have submitted all paperwork. Faculty will not write any letters to a potential employer or a state department of education pertaining to certification until all paperwork has been received by the program director. Failure to submit documents by that date can jeopardize timely institutional endorsement for state certification/licensure and national certification and postpone endorsement.
Massachusetts Department of Education Form: Initial License as a School Psychologist

Part I TO BE COMPLETED BY THE STUDENT

1. Name: __________________________________________

2. Address: __________________________________________________________________________________________

3. Summary of Practicum I Experience (Attach Practicum Evaluation Form)
   Practicum Location: _____________________________________________________________________________________
   Starting and Ending Dates: _____________________________________________________________________________
   Grade Level: __________ Total Number of Clock Hours: _______________________________________________________________________
   Practicum Course #: ______________ Title: __________________________________________________________________________
   Number of Semester Hours: __________ When Taken: ______________________________________________________________________
   Number of Hours: Observing_____ Assisting______ Assuming full responsibility ______

4. Summary of Internship (called “Advanced Practicum” for MA licensure) Experience
   Internship Location(s): _________________________________________________________________________________
   Starting and Ending Dates: _____________________________________________________________________________
   Grade Level: _________________ Total Number of Clock Hours: _______________________________________________________________________
   Internship Course #: ________________ Title: ______________________________________________________________________
   Number of Semester Hours: __________ When Taken: ______________________________________________________________________
   Number of Hours: _____Assessing,______ Counseling, ______Consulting
   ______Prevention, ______ Program Evaluation / Applied Research

Part II TO BE COMPLETED BY THE UNIVERSITY SUPERVISOR

Name: __________________________________________ Position: __________________________________________

The applicant has completed an internship designated by the college as partial preparation for national
certification in school psychology.

Signature ______________________________
Part III TO BE COMPLETED BY THE COOPERATING PRACTITIONER

Name: ___________________________ Position: ___________________________

School System: ___________________ Tenure Status: _____________________

State School Psychology Certificate / Licensure#: _________________________

Part IV TO BE INITIALED AS INDICATED*

1. Standards and procedures for evaluation, at the beginning of the fall semester on (date)
   Applicant: ______ Cooperating Practitioner: ______ University Supervisor: ______

2. The applicant’s progress, at a midpoint in the experience on (date)
   Applicant: ______ Cooperating Practitioner: ______ University Supervisor: ______

3. A summary evaluation of the applicant’s performance, with ample time for the applicant to raise
   questions or objections, at the close of the experience on (date)
   Applicant: ______ Cooperating Practitioner: ______ University Supervisor: ______

Part V TO BE COMPLETED BY THE COOPERATING PRACTITIONER AND THE UNIVERSITY SUPERVISOR

Is the applicant competent in the following areas? (Please circle response)

Area #1: Professional Identity and Behavior  Yes  No
Area #2: Assessment  Yes  No
Area #3: Intervention /Prevention  Yes  No
Area # 4: Program Evaluation / Applied Research  Yes  No
Area # 5: Culture and Diversity  Yes  No
Area # 6: Ethical and Legal Issues  Yes  No
Area # 7: Communication and Information Technology  Yes  No

Cooperating Practitioner: ___________________________ Date: _______________

College Supervisor: ___________________________ Date: _______________

Mediator (if needed) ___________________________ Date: _______________
Internship Training Plan: School Psychology Program

Student's Name:

Period of Appointment (mm/dd/yy to mm/dd/yy):

Setting/Placement:

Location:

Field Supervisor:

University Supervisor:

Training Areas to Address:

- Professional Identity and Professional Behavior
- Assessment
- Intervention / Prevention
- Program Evaluation and Applied Research
- Culture and Diversity
- Ethical and Legal Issues
- Communication and Information Technology.
Internship Training Form

Training Area: Professional Identity / Professional Behavior

General Statement of Goal(s):

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Specific Objectives in Measurable Terms:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Plan for Implementation of Objectives in Measurable Terms:

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Evaluation of Plan (assess outcomes in measurable terms):

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Internship Training Form

Training Area: Assessment

General Statement of Goal(s):

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Specific Objectives in Measurable Terms:

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Plan for Implementation of Objectives in Measurable Terms:

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Evaluation of Plan (assess outcomes in measurable terms):

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Internship Training Form

Training Area: Intervention (counseling, consultation, prevention)

General Statement of Goal(s):

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Specific Objectives in Measurable Terms:

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____________________________________________________________________________________

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Plan for Implementation of Objectives in Measurable Terms:

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Evaluation of Plan (assess outcomes in measurable terms):

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Internship Training Form

Training Area: Program Evaluation and Applied Research

General Statement of Goal(s):

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Specific Objectives in Measurable Terms:

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Plan for Implementation of Objectives in Measurable Terms:

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Evaluation of Plan (assess outcomes in measurable terms):

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Internship Training Form

Training Area: Culture and Diversity

General Statement of Goal(s):

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Specific Objectives in Measurable Terms:

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Plan for Implementation of Objectives in Measurable Terms:

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__________________________________________________________________________

Evaluation of Plan (assess outcomes in measurable terms):

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__________________________________________________________________________
__________________________________________________________________________
Internship Training Form

Training Area: Ethical and Legal Issues

General Statement of Goal(s):

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Specific Objectives in Measurable Terms:

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Plan for Implementation of Objectives in Measurable Terms:

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Evaluation of Plan (assess outcomes in measurable terms):

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Internship Training Form

Training Area: Communication and Information Technology

General Statement of Goal(s):

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Specific Objectives in Measurable Terms:

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__________________________________________________________________________________________________

Plan for Implementation of Objectives in Measurable Terms:

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Evaluation of Plan (assess outcomes in measurable terms):

__________________________________________________________________________________________________

__________________________________________________________________________________________________

__________________________________________________________________________________________________
**End of Year Internship Form**

1. Number of direct experience hours in the following areas (a total of least 600 hours is needed):
   - Assessment ___________
   - Counseling ___________
   - Consultation ___________
   - Prevention ___________
   - Evaluation / Applied Research ___________

2. Total number of internship hours (a total of least 1200 hours is needed): ___________

3. Total number of Supervision Hours (at least 2 hours/week x total weeks is needed): __________

4. Number of assessments under direct responsibility of internship student (minimum of eight): __________

5. Number of students seen for counseling (minimum of six): __________

6. Number of school staff or parents that received consultation (minimum of four): __________

Signed by:

Internship student: ________________________________

Field supervisor: ________________________________

University supervisor: ________________________________

Date: ________________________________
Applying for Massachusetts Educator Licensure

Congratulations on nearing the significant accomplishment of becoming a licensed educator! The following is the preferred method for applying for Licensure in Massachusetts. Students are responsible for applying for their educator’s license and completing the appropriate requests for Institutional Endorsement. Use the Department of Elementary and Secondary Education’s (DESE) ELAR to apply and check your licensure status.

Steps for applying On-Line through the DESE’s secure portal.

1. Go to www.doe.mass.edu/educators. This brings you to “Educator Services.” On the right-hand side of the page, click “ELAR – Educator Licensure and Recruitment.” Click on “Create ELAR Profile” beneath the login box and follow the instructions if you have not completed a Profile before.

   ▪ After you have created a username and password, choose ELAR welcome page, then chose “Apply for a new license.”

   ▪ Select Field, Level and Type:

   **Examples**

   ▪ Field: Academic Teacher
   ▪ Field: Biology
   ▪ Level: 8-12
   ▪ Type: Initial

   ▪ Field: Academic Administrator
   ▪ Field: Principal/Assistant Principal
   ▪ Level: 5-8
   ▪ Type: Initial

   ▪ You will need a credit card number for payment ($100 for first license, $25.00 for each additional license.)

2. While you are on-line, print the “Step 4 Confirm Application” or any page provides which evidence of application for license. Attach a copy of this to your “Ed Licensure Information Sheet.”

3. Transcript Requirements: Please see directions in the checklist on the next page.

4. Complete the “Educator Licensure Information Sheet” and submit it along with copy of the “Step 4 Confirmation” and Practicum (or Internship) Form to your Program Director. The Program Director will send completed and signed sheets to the Licensure Officer.
This form is an official request for an endorsement for an Initial Massachusetts Educator license by Northeastern University. Teacher Candidates and Academic Support Personnel Candidates must complete all fields of this form and submit it to the Northeastern Education Field Office in order to be eligible for an educator license or certification endorsement.

### SPECIALIST TEACHER OR ACADEMIC SUPPORT PERSONNEL CANDIDATE INFORMATION

<table>
<thead>
<tr>
<th>Program Level (Circle One):</th>
<th>Graduate</th>
<th>Undergraduate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Last Name:</td>
<td></td>
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<tr>
<td>First Name:</td>
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<td>MEPID:</td>
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<td>Date of Birth:</td>
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<td>Permanent Email:</td>
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<tr>
<td>License Area/Grade Level:</td>
<td></td>
<td></td>
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<tr>
<td><em>(Ex: School Psychology All Levels)</em></td>
<td></td>
<td><em>(Ex: Winter 2020)</em></td>
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<tr>
<td>Term Started:</td>
<td></td>
<td></td>
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<tr>
<td><em>(Ex: Winter 2017)</em></td>
<td></td>
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<tr>
<td>NU ID:</td>
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</tbody>
</table>

### Licensure Eligibility Checklist

The checklist below assists Teacher Candidates and the Northeastern University Education Field Office in ensuring that all licensure requirements are complete and the Candidate is eligible to be endorsed for his or her license.

- [ ] Required MTELs passed.
- [ ] Applied online for Initial license with MA DESE
- [ ] Undergraduate transcript has been uploaded to ELAR account.
- [ ] Graduate transcript has been uploaded to ELAR account (with conferment date).
- [ ] Program Director verified CAP documents or Internship verification (School Psychology) is on file.
- [ ] Form signed and dated by Candidate.
- [ ] Form signed and dated by Program Director.*

<table>
<thead>
<tr>
<th>Candidate Signature:</th>
<th>Date:</th>
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<tbody>
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</table>

I hereby confirm that the student above has completed a state approved educator licensure program at the level indicated.

<table>
<thead>
<tr>
<th>*Program Director Signature:</th>
<th>Date:</th>
</tr>
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<tbody>
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<td></td>
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</table>
March 3, 2008

Educator Preparation Programs

Advisory: Guidelines for Candidate Record Keeping

Effective immediately, the following advisory clarifies definitions and procedures related to candidate record keeping for sponsoring organizations that have state approval to operate educator preparation programs.

Candidate Records

Candidate Folder

The purpose of the candidate folder is to illustrate and document the history of a candidate’s experiences and progress in meeting all requirements of a state-approved educator preparation program.

- The candidate folder encompasses all documentation required to verify a candidate’s entry, enrollment, participation in, and manner of exit from a state-approved educator preparation program.
- The candidate folder must be maintained for all candidates, whether or not they have successfully completed the program.
- Programs are required to retain contents of the candidate folder for seven years following the date of a candidate’s exit from the program.
- Programs are required to retain transcripts and endorsement statements in perpetuity. These documents stand as the organization’s official verification of a candidate’s successful completion of the state-approved program.
- Contents of candidate folders (including transcripts and endorsement statements) may be maintained electronically, provided they are readily available for review by Department staff.
## Composition and Contents of the Candidate Folder

<table>
<thead>
<tr>
<th>Candidate Folder Documentation</th>
<th>Contents</th>
</tr>
</thead>
</table>
| **Admissions Materials**      | All materials required by the organization for admission to the program, which may include:  
• Application to the program  
• Letters of recommendation  
• Resume  
• Transcripts of prior education, including undergraduate degree(s)  
• Test Results (including MTELs)  
• Proof of Preliminary license  
• *Employment Verification Form* (to document years of employment under a prerequisite Initial license) |
| **Advising Records**          | Programs are required to document at least three advising sessions over the course of a candidate’s participation in the program. Documentation may include:  
• Case management log  
• Form deemed appropriate by the organization to track advising. |
| **Course Waivers**            | Programs are required to document course waiver decisions in the candidate folder through forms and supporting documents (e.g., transcripts and/or syllabi of courses accepted to justify the waiver). |
| **Creation of Candidate Profiles in ELAR** | The Department encourages programs to require candidates to create their ELAR profile upon enrollment in the state-approved educator preparation program, to facilitate tracking and documentation. |
| **Practicum Waiver Decisions** | Under appropriate circumstances, programs have the authority to waive up to 50% of a required practicum. Programs are required to document practicum waiver decisions through forms and supporting documents (e.g., a written rationale, with sign off by the program director, to justify the waiver decision). |
| **Performance Assessment (Initial License)** | The Performance Assessment (PPA or Administrator Performance Assessment) is required as the summative evaluation of a candidate’s proficiency in the *Professional Standards* of the Initial license. All elements of the Performance Assessment (PPA or Administrator Performance Assessment) must be maintained according to Department Guidelines, including license-specific questions. |
| **Pre-Practicum Log (Initial License)** | Programs are required to document time committed to and activities included in the Pre-Practicum component of the state-approved educator preparation program. |
| **Program Authorization for Out-of-State or Private School Practicum Placement (Initial Programs)** | Out-of-state or private school practicum placement should be the rare exception in state-approved programs. Organizations are required to maintain written documentation of the rationale and the specific provisions made to ensure that candidates complete a practicum experience that is in adherence with the regulations. |
| **Program Completion Materials:** | Organizations are required to retain official transcripts |
### Candidate Folder Documentation

| **Transcript and Endorsement Statement** | and endorsement statements as part of the candidate folder for seven years from the date of program completion. The transcript and endorsement statement stand as the official verification of a candidate’s successful completion of a state-approved educator preparation program and thus should be maintained by the organization in perpetuity. |
| **Mentoring Logs (Professional Programs)** | For those programs that are approved with inclusion of the advanced mentoring component, documentation of the content and activities included in the mentoring segment must be retained in the candidate folder. |
Guidelines for Distance Communication

The university supervisor, field supervisor, and student are all responsible for appropriately using the telephone, postal mail, and e-mail to communicate with one another, as well as transmitting information in a timely manner about the internship.

At minimum, three-way (i.e., student, field supervisor, university supervisor) conference calls must occur near the beginning, middle, and end of the internship.

Leave important decisions to telephone contacts or face-to-face meetings. Use e-mail for generating possible alternatives.

Sometimes, it is easier to clarify an issue with a brief telephone conversation or an in-person meeting than e-mail. Use e-mail, telephone, and in-person meetings as needed.

Remember that many social cues are absent when using electronic mail. Therefore, don’t use phrases that might be misconstrued as being critical, insulting or dismissive. When you are unsure of the intent or meaning of a message, ask the sender to clarify the point.

If the matter is urgent and you are unsure of when the person will read your e-mail message, don’t hesitate to use the telephone.

Do not include information in e-mail that will lead to the possible identification of a client or colleague. For example, use a pseudonym in replace of the actual name. Be careful to protect the identity of the others.

Do not include anything in an e-mail message that you couldn’t publicly defend. E-mail can be subpoenaed as evidence in court cases.

Indicate when you want the person to respond to you. If your need is urgent, clearly communicate the urgency.

If you won’t be available for an extended period of time (e.g., vacation), inform people of your timetable so that they can plan ahead.
Guidelines for Preparing Comprehensive Case Studies

The purpose of the comprehensive case studies is for the internship student to demonstrate that they have obtained the basic competencies required to be an effective beginning school psychologist. In particular, these cases represent authentic learning experiences by which the internship student can provide evidence that they have obtained the basic competencies pertaining to the National Association of School Psychology’s (NASP) 2010 Standards as well as to the training goals of Northeastern University’s (NU) specialist level (MS/CAGS) program in school psychology.

Toward these aims, internship students must prepare at least two comprehensive case studies each semester and a total of five cases across two semesters. These comprehensive case reports need to be incorporated into the student’s updated portfolio. Students should exclude information (e.g., names) that might lead to the identification of individuals.

During the internship year, students must complete the following case reports:

- Comprehensive Psychoeducational Assessment
- Consultation: Academic Problem
- Consultation: Behavioral Problem
- Individual or Group Counseling Case
- Prevention/Promoting Learning School-Wide or Staff Professional Development

Each case addresses a subset of NASP standards and NU training goals, but collectively the five cases address all NASP standards and training goals. This coverage is delineated in the tables below.

Comprehensive Case 1: Consultation on Academic Problem

NASP Standards Addressed
II Data-Based Decision-Making and Accountability III Consultation and Collaboration 4.1 Interventions and Instructional Support to Develop Academic Skills VI Family–School Collaboration Services VII Diversity in Development and Learning 8.1 Research and Program Evaluation 8.2 Legal, Ethical, and Professional Practice

Program Training Goals Addressed
- Assessment
- Culture and Diversity
- Ethical and Legal Issues
- Intervention: Consulting and Collaborating
- Program Evaluation and Applied Research
- Ethical and Legal Issues
- Communication and Information Technology

Comprehensive Case 2: Consultation on Behavioral Problem
Program Training Goals Addressed

- Assessment
- Culture and Diversity
- Ethical and Legal Issues
- Intervention: Consulting and Collaborating
- Program Evaluation and Applied Research
- Communication and Information Technology

Comprehensive Case #3: Counseling

NASP Standards Addressed: Counseling Case
II Data-Based Decision-Making and Accountability
4.2 Interventions and Mental Health Services to Develop Social and Life Skills
VI Family–School Collaboration Services
VII Diversity in Development and Learning
8.1 Research and Program Evaluation
8.2 Legal, Ethical, and Professional Practice

Program Training Goals Addressed

- Assessment
- Culture and Diversity
- Ethical and Legal Issues
- Intervention: Counseling
- Program Evaluation and Applied Research

Comprehensive Case #4: Prevention

The internship student provides a report about his/her involvement in a school-wide or school district prevention program. Examples of prevention programs include: bullying prevention programs, crisis prevention/response, response to intervention (RtI) program, training parents in behavior management, health promotion programs such as the promotion of good eating habits or programs designed to increase physical activity. The internship student’s role in the program could encompass many different activities, including one or more of the following: needs assessment; evaluation of the program’s implementation or outcomes; program implementation; and training/technical assistance via in-service workshops, PowerPoint presentations, and distribution of information about empirically supported practices. Both a prevention program for students and a professional development program for staff can
be conceptualized as system-level prevention that can promote student health, positive development among children, or prevent behavioral or academic problems.

**NASP Standards Addressed: Prevention Case**
II Data-Based Decision-Making and Accountability III
Consultation and Collaboration
5.1 School-Wide Practices to Promote Learning
5.2 Preventive and Responsive Services
8.1 Research and Program Evaluation

**Program Training Goals Addressed**
- Intervention: Consulting and Collaborating
- Intervention: Prevention
- Program Evaluation and Applied Research
- Communication and Information Technology

**Comprehensive Case #5: Comprehensive Psychoeducational Assessment**

**NASP Standards Addressed: Assessment Case**
II Data-Based Decision-Making and Accountability
4.1 Interventions and Instructional Support to Develop Academic Skills VII
Diversity in Development and Learning
8.2 Legal, Ethical, and Professional Practice

**Program Training Goals Addressed:**
- Assessment
- Culture and Diversity
- Ethical and Legal Issues
- Communication and Information Technology

**Comprehensive Case Reports during Internship Year: Scoring Guide**

Across both semesters, students must satisfactorily complete five case reports (two one semester, three during the other semester). In order to earn a passing grade in internship, students must earn a passing score of 2 (meeting expectations for internship students) on each of the five case reports.

Two criteria are considered in each section: (a) comprehensiveness and (b) adequacy of school psychology knowledge or skill. **Quality of writing is rated for the entire case report.** Each criterion is scored on the following scale: 3 = Above Expectations for Internship Students, 2 = Meets Expectations for Internship Students, 1 = Below Expectations (Unsatisfactory) for Internship Students.

**Comprehensiveness (CO)** refers to the extent to which the components of a section are addressed and the extent to which sufficient detail and/or examples are provided. A score of 3 (Above Expectations for Internship Students) is earned if all components are addressed in sufficient detail. A score of 2 (Meets Expectations for Internship Students) is earned if all components are addressed and almost all
components are discussed in sufficient detail. A score of 1 (Below Expectations for Internship Students) is earned if one or more components are omitted or if multiple components are not discussed in sufficient detail.

Adequacy of School Psychology Knowledge or Skill (KS) denotes whether or not the information provided in a section indicates that an individual has attained the knowledge and/or skill level expected for an internship student with respect to the individual components and the integration of those components. A score of 3 (Above Expectations for Internship Students) is earned if most components reflect an advanced level of knowledge or skill for an internship student. A score of 2 (Meets Expectations for Internship Students) is earned if most components reflect a knowledge or skill level that is expected of an internship student. A score of 1 (Below Expectations for Internship Students) is earned if multiple components reflect a knowledge or skill level that is below the level expected for an internship student.

Quality of Writing (QW) refers to the use of succinct and clear language that is devoid of jargon, pejorative or judgmental language, grammatical problems, colloquial expressions, typographical and spelling errors. Sentences and ideas within and between sections are logically related to one another. A score of 3 (Above Expectations for Internship Students) is earned if most of the writing within a section reflects an advanced skill level. A score of 2 (Meets Expectations for Internship Students) is earned if most of the writing within a section reflects an adequate skill level. A score of 1 (Below Expectations for Internship Students) is earned if most of the writing is problematic with respect to the above criteria.

1. Consultation Case: Academic Problem

<table>
<thead>
<tr>
<th>Scores (1 to 3)</th>
<th>Required Components for Each Section</th>
</tr>
</thead>
<tbody>
<tr>
<td>CO</td>
<td>A. Background and Context</td>
</tr>
<tr>
<td>KS</td>
<td>Description includes (a) type of school and community, (b) relevant system factors (e.g., family or school) that might affect the case, and (c) the behavior setting(s) where the problem occurs (e.g., number of people, stressors, types of activities, demands, relevant interpersonal or group process variables in classroom, etc.)</td>
</tr>
<tr>
<td>CO</td>
<td>B. Description of Student</td>
</tr>
<tr>
<td>KS</td>
<td>Description includes (a) student’s age, grade level, and educational placement, (b) apparent problem(s) in specific, behavioral terms, (c) student’s strengths, interests, and weaknesses, (d) relevant biological or developmental factors, and (e) relevant social, cultural or linguistic factors.</td>
</tr>
<tr>
<td>CO</td>
<td>C. Hypothesis Development</td>
</tr>
<tr>
<td>KS</td>
<td>Discussion includes (a) previous attempts resolve the problem, (b) the conditions under which the problem does and does not occur, (c) possible causal factors which are potentially controllable by either the student or consultee (e.g., antecedent, consequence, setting event), and (d) hypothesis about possible controllable causes of the problem. Description indicates that the Internship student carefully considered the extent to which the problem reflects a skill and/or motivational deficit.</td>
</tr>
<tr>
<td>CO</td>
<td>D. Data Collection</td>
</tr>
</tbody>
</table>
KS  Data collection methods are appropriate given the nature of the referral problem and hypothesis, and given the developmental level, strengths and needs of the student. The assessment process takes into account the influence of biological, cultural, family and other social factors on academic skills. The data collection section must include a graphic display of baseline and intervention phase data and a detailed description and rationale for data collected. All data collection forms are included. The description includes (a) direct and indirect data collection methods, (b) a measure of the student’s academic skills and if warranted a measure of the student’s cognitive skills, (c) who assessed what areas, (d) when assessments occurred, and (e) the extent to which the data collection plan was implemented as intended.

CO  E. Intervention Plan
Description includes (a) any revisions made to operational definition as a result of data collection, (b) results of data collection and relevance for hypothesis, (c) graphical depiction of relationship between problem and one or more relevant variables (e.g., hypothesized function), (d) intervention goals and objectives that were derived from the data, and (e) a clear description, documentation, and justification of the intervention program. The justification should be based on the results of the data collection (i.e., assessment) and a review of the research on relevant interventions. The discussion indicates that the Internship student took into consideration: (a) a broad-based understanding of the problem derived from the data collection, (b) relevant ecological factors, such as sociocultural aspects of the case and the classroom context, and (c) the individual characteristics of the student, including strengths, interests, and skill level. Description of case includes how parent(s) were involved with the plan, and how school personnel communicated with them about the plan and their child’s progress. Describe how the student’s/parents’ cultural background was taken into consideration in planning the intervention. The intervention plan includes appropriate methods for assessing the implementation of the intervention (treatment fidelity).

KS  F. Evaluation of Intervention
The evaluation part of the report includes a detailed description of the extent to which the intervention was implemented as planned. A summary of intervention outcomes is provided with respect to (a) goals, (b) individuals’ reactions to the intervention (at least the consultee and student), (c) individuals’ reactions to the overall consultation process (student’s, consultee’s, relevant others’), and (d) related effects. At a minimum, the evaluation of intervention effects should involve comparisons between the level and trend of data baseline and one or more intervention conditions. Three data points in the baseline phase is considered the minimal standard, though ideally baseline data collection will be continued until stable responding is demonstrated. Based on the available data, a judgment is made about to what extent any changes might be attributable to the intervention (i.e., impact of the intervention on the student). A description is provided of how and why the intervention plan will be modified as a result of the evaluation. In the Appendix of the report, there is a clearly labeled graph (using APA style) that compares baseline and intervention data with respect to intervention goals and an effect size is calculated.
G. Description and Critique of Process Issues

A description and critique of the process issues in this case are provided, including a self-reflection that considers the extent to which the Internship student:

- used a systematic and reflective approach to problem-solving;
- established a mutually rewarding and collaborative process;
- took other people’s ideas, concerns and constraints into consideration in designing the data collection and intervention plans;
- appropriately communicated with others during design, implementation, and evaluation of the consultation case.

The Internship student provided brief examples of his/her strengths and weaknesses with respect to the above behaviors.

H. Reference List of Articles Reviewed for Intervention Plan

At the end of the case report, a list of references provides empirical support for one or more of the intervention strategies. References should be relatively recent and relevant to the nature of the problem.

I. Appendix on Information Technology

Internship student summarizes how he/she appropriately used information technologies in this case. For example, information technology could be used in analyzing the data (e.g., graphing of data), developing forms for data collection or intervention, researching what interventions have empirical support, or communicating with teachers or parents.

J. Appendix on Ethical and Legal Issues

A description is provided of how the Internship student abided by relevant NASP ethical standards and laws in collaborating with others, conducting the assessment, and designing and implementing the intervention. Examples are provided and specific standards and laws are cited. A description is provided of what names or other possible identifying information were changed or omitted from the report to protect the anonymity of individuals.

Use succinct and clear language that is devoid of jargon, pejorative or judgmental language, grammatical problems, colloquial expressions, typographical and spelling errors. Sentences and ideas within and between sections are logically related to one another.

Overall Case Score

Above Expectations (3): Most sections were Above Expectations (3), and none were Below Expectations (1)
Meets Expectations (2): All sections Met Expectations (2), and none were Below Expectations (1)
Below Expectations (1): One or more sections were Below Expectations (1)

2. Consultation Case: Behavioral Problem

Scores (1 to 3) Required Components for Each Section

CO KS

A. Background and Context

Description includes (a) type of school and community, (b) relevant system factors (e.g., family or school) that might affect the case, and (c) the behavior setting(s) where the problem occurs (e.g., number of people, stressors, types of activities, demands, relevant interpersonal or group process variables in classroom, etc.)
### B. Description of Student

Description includes (a) student’s age, grade level, and educational placement, (b) reason for referral (s) in *specific, behavioral terms*, (c) student’s strengths, interests, and weaknesses, (d) relevant biological or developmental factors, and (e) relevant social, cultural or linguistic factors.

### C. Hypothesis Development

Discussion includes (a) previous attempts resolve the problem, (b) the conditions under which the problem does and does not occur, (c) possible causal factors which are potentially controllable by either the student or consultee (e.g., antecedent, consequence, setting event), and (d) hypothesis about possible function of the problem. Description indicates that the Internship student carefully considered the extent to which the problem reflects a skill and/or motivational deficit.

### D. Data Collection

Data collection methods are appropriate given the nature of the referral problem and hypothesis, and given the developmental level, strengths and needs of the student. The assessment process takes into account the influence of biological, cultural, family and other social factors on behavior and social skills. The data collection section must include a graphic display of baseline and intervention phase data and a detailed description and rationale for data collected. Includes all data collection forms. The description should include (a) direct and indirect data collection methods used to assess the problem and conditions functionally related to the problem, (b) dimensions (e.g., frequency) assessed, (c) who assessed what areas, (d) when assessments occurred, and (e) the extent to which the data collection plan was implemented as intended.

### E. Intervention Plan

Discussion includes (a) any revisions made to operational definition as a result of data collection, (b) results of data collection and relevance for hypothesis, (c) intervention goals and objectives that were derived from the data, and (d) a clear description, documentation, and justification of the intervention program. The justification was based on the results of the data collection (i.e., assessment), the student’s strengths and interests, consideration of a possible *keystone* variable, and a review of the research on relevant interventions. The documentation of data collection includes (a) a broad-based understanding of the problem and hypothesized function derived from the data collection, and (b) relevant ecological factors, such as relevant sociocultural aspects of the case and the classroom context, and (c) the individual characteristics of the student, including skill level. Description of case includes how school staff and parent(s) were involved with the plan plan’s development and were kept informed about the child’s progress. Describe how the student’s/parents’ cultural background was taken into consideration in planning the intervention. *The intervention plan includes appropriate methods for assessing the implementation of the intervention (treatment fidelity).*

### F. Evaluation of Intervention

The evaluation part of the report includes a detailed description of the extent to which the intervention was implemented as planned. A summary of intervention outcomes is provided with respect to (a) goals, (b) individuals’ reactions to the intervention (at least the consultee and student), (c) individuals’ reactions to the overall consultation process (student’s, consultee’s, relevant others’), and (d) related effects. At a minimum, the evaluation of
intervention effects should involve comparisons between the level and trend of data baseline and one or more intervention conditions. Three data points in the baseline phase is considered the minimal standard, though ideally baseline data collection will be continued until stable responding is demonstrated. Based on the available data, a judgment is made about to what extent any changes might be attributable to the intervention (i.e., impact of the intervention on the student). A description is provided of how and why the intervention plan will be modified as a result of the evaluation. In the Appendix of the report, there is a clearly labeled graph (using APA style) that compares baseline and intervention data with respect to intervention goals and an effect size is calculated.

### CO G. Description and Critique of Process Issues

A description and critique of the process issues in this case are provided, including a summary of the student’s, consultee’s and relevant others’ reactions to the overall consultation process. The discussion of process issues includes a self-reflection that considers the extent to which the Internship student:

- used a systematic and reflective approach to problem-solving;
- established a mutually rewarding and collaborative process;
- took other people's ideas, concerns and constraints into consideration in designing the data collection and intervention plans;

*The Internship student provided brief examples of his/her strengths and weaknesses with respect to the above behaviors.*

### CO H. Reference List of Articles Reviewed for Intervention Plan

At the end of the case report, a list of references provides empirical support for one or more of the intervention strategies. References should be relatively recent and relevant to the nature of the problem.

### CO I. Appendix on Information Technology: Internship student summarizes how he/she appropriately used information technologies in this case. For example, information technology could be used in analyzing the data (e.g., graphing of data), developing forms for data collection or intervention, researching what interventions have empirical support, or communicating with teachers or parents.

### CO J. Appendix on Ethical and Legal Issues: A description is provided of how the Internship student abided by relevant NASP ethical standards and laws in collaborating with others, conducting the assessment, and designing and implementing the intervention. Examples are provided and specific standards and laws are cited. A description is provided of what names or other possible identifying information were changed or omitted from the report to protect the anonymity of individuals.

### QW Overall Case Score

<table>
<thead>
<tr>
<th>Overall Case Score</th>
<th>Above Expectations (3): Most sections were Above Expectations (3), and none were Below Expectations (1)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Meets Expectations (2): All sections Met Expectations (2), and none were Below Expectations (1)</td>
</tr>
<tr>
<td></td>
<td>Below Expectations (1): One or more sections were Below Expectations (1)</td>
</tr>
</tbody>
</table>

Use succinct and clear language that is devoid of jargon, pejorative or judgmental language, grammatical problems, colloquial expressions, typographical and spelling errors. Sentences and ideas within and between sections are logically related to one another.
### 3. Counseling Case Study

<table>
<thead>
<tr>
<th>Scores (1 to 3)</th>
<th>Required Components for Each Section</th>
</tr>
</thead>
<tbody>
<tr>
<td>CO KS</td>
<td><strong>A. Referral Question / Problem:</strong> The referral question or problem was used as a basis for conceptualizing the case. Took the necessary steps to clarify the referral question.</td>
</tr>
</tbody>
</table>
| CO KS          | **B. Description of Student**
|                | Description includes (a) student’s age, grade level, and educational placement, (b) apparent problem(s) in *specific terms*, (c) student’s strengths, interests, and weaknesses, (d) relevant biological or developmental factors, and (e) relevant social, cultural or linguistic factors. |
| CO KS          | **C. Assessment of the Problem**
|                | Assessment methods are appropriate given the nature of the referral problem, and given the developmental level, strengths and needs of the student. The assessment process takes into account the influence of biological, cultural, family and other social factors on socio-emotional or behavioral functioning. |
| CO KS          | **D. Hypothesis Development**
|                | Discussion includes (a) previous attempts to resolve the problem, (b) the conditions under which the problem does and does not occur, and (c) possible causal factors which are potentially controllable by the student (e.g., antecedent, consequence, setting event, faulty thinking) |
| CO KS          | **E. Counseling Plan**
|                | The Internship student provides (a) counseling goals that were derived from the results of the assessment of the problem, (b) a description and justification for his/her theoretical approach to this case (e.g., cognitive-behavioral) and (c) a clear description, documentation, and justification of the counseling strategies that are linked to the goals. The justification is based on the results of the data collection (i.e., assessment), the student’s strengths and interests, and a review of the research of counseling interventions. The Internship student describes how the child and parent(s) were involved with setting the counseling goal/s and plan, and how the Internship student communicated with them about the goal/s and plan and the child’s progress. The Internship student provides a description of how the student’s/parents’ cultural background was taken into consideration in planning the counseling. If applicable, the case description should include the extent to which collaboration on this case included community agencies or might involve community agencies in the future. |
| CO KS          | **F. Evaluation of Counseling Outcome**
|                | The evaluation part of the counseling report includes a detailed description of the extent to which the counseling strategies were implemented as planned. A summary of counseling outcomes is provided with respect to (a) goals, (b) the student’s and others’ (e.g., teachers, parents) reactions to counseling, and (c) related effects. Based on the available data, the intern determined to what extent any changes might be attributable to the counseling (i.e., impact of the counseling on the student). A summary is provided of the student’s and relevant others’ reactions to the overall counseling process. A discussion is provided of if, how, and why the counseling plan will be modified as a result of the evaluation. In the
Appendix of the report, there is a clearly labeled graph (using APA style) that compares pre-counseling and post-counseling data with respect to counseling goals.

<table>
<thead>
<tr>
<th>CO</th>
<th>G. Description and Critique of Counseling Process Issues</th>
</tr>
</thead>
<tbody>
<tr>
<td>KS</td>
<td>A description and critique of the counseling process issues in this case are provided, including a self-reflection on the extent to which the intern</td>
</tr>
<tr>
<td></td>
<td>- co-established the counseling goal/s together with the counselee;</td>
</tr>
<tr>
<td></td>
<td>- used a systematic and reflective approach to problem-solving;</td>
</tr>
<tr>
<td></td>
<td>- established a therapeutic relationship;</td>
</tr>
<tr>
<td></td>
<td>- identified and built on the counselee’s strengths;</td>
</tr>
<tr>
<td></td>
<td>- was culturally sensitive;</td>
</tr>
<tr>
<td></td>
<td>- was able to perceive similarities and differences in communication styles between the Internship student and the child/adolescent, and adjusted the communication style accordingly;</td>
</tr>
<tr>
<td></td>
<td>- was mindful about issues of transference and counter transference;</td>
</tr>
<tr>
<td></td>
<td>- used the following fundamental microskills:</td>
</tr>
<tr>
<td></td>
<td>- ‘Door opener’</td>
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<tr>
<td></td>
<td>- Minimal encourager</td>
</tr>
<tr>
<td></td>
<td>- Paraphrasing</td>
</tr>
<tr>
<td></td>
<td>- Reflecting content</td>
</tr>
<tr>
<td></td>
<td>- Reflecting feeling</td>
</tr>
<tr>
<td></td>
<td>- Reflecting meaning</td>
</tr>
<tr>
<td></td>
<td>- Summarizing</td>
</tr>
<tr>
<td></td>
<td>- Noticing body language</td>
</tr>
</tbody>
</table>

*The Internship student provided brief examples of his/her strengths and weaknesses with respect to the above behaviors.* If some of the above skills were not developmentally appropriate for the case, the Internship student identified which ones were not used and discussed why they were not used.

<table>
<thead>
<tr>
<th>CO</th>
<th>H. Reference List of Articles Reviewed for the Counseling Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>KS</td>
<td>At the end of the case report, a list of references provides empirical support for one or more of the counseling strategies. References should be relatively recent and relevant to the nature of the problem.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CO</th>
<th>I. Appendix on Information Technology: Internship student summarizes how he/she appropriately used information technologies in this case. For example, information technology could be used in analyzing the data (e.g., graphing of data), developing forms for data collection or intervention, researching what interventions have empirical support, or communicating with teachers or parents.</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>CO</th>
<th>J. Appendix on Ethical and Legal Issues: A description is provided of how the student abided by relevant NASP ethical standards and laws in designing and implementing the counseling. Examples are provided, and specific standards and laws are cited. A description is provided of what names or other possible identifying information were changed or omitted from the report to protect the anonymity of individuals.</th>
</tr>
</thead>
</table>

**Overall QW**

Use succinct and clear language that is devoid of jargon, pejorative or judgmental language, grammatical problems, colloquial expressions, typographical and spelling
4. Prevention Case Study

This report can be in the traditional written case study format or an oral presentation combined with PowerPoint slides. If an oral presentation is used in conjunction with PowerPoint slides, it is the internship student’s responsibility to ensure that all required components are presented in a manner that clearly communicates or documents that the student’s work meets the criteria (i.e., CO, KS, QW) for the prevention case study. Both a prevention program for students and a professional development program for staff (e.g., in-service presentation) can be conceptualized as systems level prevention that can promote learning and positive development among children and prevent behavioral or academic problems. Internship students should provide a report about their involvement in the implementation of a prevention program, a program that promotes school-wide learning or a professional development program in their school or school system. The program could consist of any program delivered by the internship student, school personnel or community partners. Examples or prevention programs include: bullying prevention programs, training parents in behavior management, health promotion programs such as the promotion of good eating habits or programs designed to increase physical activity. Examples of activities that promote school-wide learning could be a program that aims to improve reading skills of all students through a three-tiered response-to-intervention model and school-wide activities promoting multicultural awareness and or multicultural education.

<table>
<thead>
<tr>
<th>Scores (1 to 3)</th>
<th>Required Components for Each Section</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CO</strong></td>
<td>A. Background and Context</td>
</tr>
<tr>
<td>KS</td>
<td>Relevant ecological context including school system or school issues was described. The program was described including its purpose, goals, methods, and intended service recipients. Relevant studies are cited supporting the efficacy of the prevention program and/or the information/ training provided to staff. Modifications of the program and the justification for these changes were discussed. Implementation barriers and the school’s readiness for change were discussed. Any efforts to facilitate readiness for change were discussed.</td>
</tr>
<tr>
<td><strong>CO</strong></td>
<td>B. Description of the General Problem Addressed by the Program</td>
</tr>
<tr>
<td>KS</td>
<td>The general problem area (e.g., injuries in the school yard) addressed by the prevention or training program was described. Discussion was provided about the process of determining that the problem was a high priority.</td>
</tr>
<tr>
<td><strong>CO</strong></td>
<td>C. Phase 1: Data Collection Plan</td>
</tr>
<tr>
<td>KS</td>
<td>A description of the needs assessment conducted for the program was provided (i.e., how it was determined that there is a need for the program). This might have occurred by means of</td>
</tr>
</tbody>
</table>
a questionnaire, interviews, observations, and/or a review of relevant documents or available data. Typically, the needs assessment is used to pinpoint specific needs (knowledge and skills) and how the content will be delivered.

<table>
<thead>
<tr>
<th>CO</th>
<th>D. Phase 2: Program Planning</th>
</tr>
</thead>
<tbody>
<tr>
<td>KS</td>
<td>Discussion includes:</td>
</tr>
<tr>
<td></td>
<td>1. Specific prevention / training goals (knowledge, skills) that were derived from the needs assessment data, and a clear description, documentation, and justification for the prevention program. The justification is based upon (a) empirically supported practices, (b) results of the needs assessment, and (c) relevant ecological factors, such as the available resources, the staff’s availability and readiness for change, and administrator/community support.</td>
</tr>
<tr>
<td></td>
<td>2. Information about how the school context (e.g., climate, leadership, organizational structure) influenced the plan.</td>
</tr>
<tr>
<td></td>
<td>3. The extent to which the strengths of the school, and factors related to student resilience and risk were taken into consideration in planning the program.</td>
</tr>
<tr>
<td></td>
<td>4. Any modifications of to an existing program and the justification for these changes.</td>
</tr>
<tr>
<td></td>
<td>5. The school’s readiness for change and any steps to promote readiness for change.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CO</th>
<th>E. Phase 3: Program Implementation</th>
</tr>
</thead>
<tbody>
<tr>
<td>KS</td>
<td>The Internship student describes the extent to which empirically supported activities (e.g., use of positive feedback, consultation, coaching, obtaining administrator support, staff training) were used to facilitate the implementation of the program. Program materials are included in the Appendix of the report.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CO</th>
<th>F. Phase 4: Evaluation of the Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>KS</td>
<td>The evaluation part of the report includes a description of the extent to which the activities were implemented as planned. Implementation barriers were discussed. The evaluation of the program’s outcomes provides a quantitative summary with respect to (a) goals, and (b) the participants’ (children and/or staff) reactions to the program. Possible next steps are described. On the basis of the evaluation, the logical next activities for improving or modifying the program are discussed. The appendix of the report includes relevant data collection forms.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CO</th>
<th>H. Description and Critique of the Collaborative Process of Planning and Evaluating Prevention Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>KS</td>
<td>A description and critique of the process issues in this case are provided, including a self-reflection that considers the extent to which the Internship student:</td>
</tr>
<tr>
<td></td>
<td>• used a systematic and reflective approach to problem-solving;</td>
</tr>
<tr>
<td></td>
<td>• established a mutually rewarding and collaborative process;</td>
</tr>
<tr>
<td></td>
<td>• took other people’s ideas, concerns and constraints into consideration;</td>
</tr>
<tr>
<td></td>
<td>• provided consultation to others.</td>
</tr>
<tr>
<td></td>
<td>The Internship student provided brief examples of his/her strengths and weaknesses with respect to the above behaviors.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CO</th>
<th>I. Reference List of Articles Reviewed for Prevention Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>KS</td>
<td></td>
</tr>
</tbody>
</table>
At the end of the case report, a list of references provides empirical support for one or more of the strategies used in the prevention program. References should be relatively recent and relevant to the nature of the problem.

| CO | I. Appendix on Information Technology: Internship student summarizes how he/she appropriately used information technologies in this case. For example, information technology could be used in analyzing the data (e.g., graphing of data), developing forms for data collection or intervention, researching what interventions have empirical support, or communicating with teachers or parents. |
| KS | J. Appendix on Ethical and Legal Issues: A description is provided of how the Internship student abided by relevant NASP ethical standards and laws in collaborating with others, conducting the assessment, and designing and implementing the prevention program to promote school-wide learning. Examples are provided, and specific standards and laws are cited. A description is provided of what names or other possible identifying information were changed or omitted from the report to protect the anonymity of individuals. |

Overall QW

Use succinct and clear language that is devoid of jargon, pejorative or judgmental language, grammatical problems, colloquial expressions, typographical and spelling errors. Sentences and ideas within and between sections are logically related to one another.

Overall Case Score

**Above Expectations (3):** Scores in most sections were Above Expectations (3), and *none* were Below Expectations (1)

**Meets Expectations (2):** Scores in all sections Met Expectations (2), and *none* were Below Expectations (1)

**Below Expectations (1):** Scores in *one or more* sections were Below Expectations (1)

5. Assessment Case Study

Check List

<table>
<thead>
<tr>
<th>Yes/No</th>
<th>Required Components for Each Section</th>
</tr>
</thead>
<tbody>
<tr>
<td>CO</td>
<td>A. Background and Context</td>
</tr>
<tr>
<td>KS</td>
<td>This section should include all relevant data: cultural (race, gender, age, class, identity) background, family, birth and developmental issues when relevant, education, academic performance, onset of difficulty, and prior intervention.</td>
</tr>
<tr>
<td>CO</td>
<td>B. Biological information: Hearing, vision, any health issues, physical disabilities, medications, family health history, when relevant.</td>
</tr>
<tr>
<td>KS</td>
<td></td>
</tr>
<tr>
<td>CO</td>
<td></td>
</tr>
</tbody>
</table>
### C. Reason for Referral and Choice of Assessment Measures:

The reason(s) for referral should be clearly stated. The purpose of the assessment should be phrased in terms of questions that can be answered. The assessment measures should be tailored to the referral question and to the client. Where there are constraints on the choice of instruments, justify your selection and explain the potential impacts on the quality of assessment in an Appendix. The latest versions of the instruments should be used. A comprehensive evaluation means that three or more of the following domains of functioning are assessed: (a) academic skills and performance, (b) behavior, (c) cognition, (d) social and emotional functioning, and (e) life skills. Data are derived from multiple assessment methods (interviews, tests, rating scales, direct observation, record review). All evaluations should include interviews with the child, parents, and teachers.

### D. Linking Data to Inferences:

Inferences must be based on valid representations of assessment data. Only make those inferences for which the assessment or test is valid. The link between the data collected, inferences, conclusions, and recommendations should be clear. The content of the assessment report should answer the referral question(s), provide a clear understanding of the strengths, deficits, interests, and general functioning of the client, and distinguish between aspects of the individual that appear to be certain from those that are questionable. The report should also provide alternative explanations for the findings, where relevant. Rather than provide all the data in detail, summarize what the data indicate with respect to the referral problem / initial hypothesis. The conceptualization should reflect an ecological perspective. In particular, the report should explicitly consider contextual factors that affect the individual, including cultural and linguistic factors. Explain the connection between the referral problem and contextual factors.

### E. Summary and Recommendations:

Summarize the important findings and provide recommendations. Recommendations should be linked to assessment data, background information, and contextual factors, such as cultural and linguistic factors.

Recommendations should take into consideration empirically-supported strategies. Recommendations should be both practical and specific. Recommendations should build upon the student’s strengths and/or interests, as well as his/her difficulties and also the opportunities and constraints in the student’s environment. In collaboration with others,

### F. Appendix on Information Technology:

Summarize what information technologies you used during the assessment (e.g., computer scoring program), analyzing the data (e.g., graphing of data), or writing the report (e.g., using digital databases to find research articles).

### G. Appendix on Ethical and Legal Issues:

Indicate how you abided by relevant NASP and APA ethical standards in conducting the assessment and reporting the results. Cite the specific standards. For example, taking adequate steps to protect anonymity: omit names of people, birthdates, towns, school systems, etc. Indicate how you abided by relevant state and national laws or regulations. Cite the specific laws or regulations.

### H. Appendix on Addressing IDEA Exclusionary Clauses:

Use the attached checklist to review how well you addressed IDEA exclusionary clauses.
| QW | I. Language: Use succinct and clear language that is devoid of jargon, pejorative or judgmental language, grammatical problems, colloquial expressions (e.g., mom), typographical and spelling errors. Sentences and ideas within and between sections are logically related to one another. Write in specifics rather than in overly broad generalizations. If a diagnostic category is used (e.g., attention deficit disorder), describe specifically what behaviors are relevant for this case. |
Checklist for Addressing IDEA’s Exclusionary Clause for Specific Learning Disability (SLD) Identification*

Psychoeducational assessment reports demonstrate consideration of cultural and linguistic issues in every section of the report. For example, in the background section, the child’s English language proficiency, language spoken at home, ethnicity, and other relevant information about cultural and ecological context should be included. When assessing a linguistically diverse child, language dominance and proficiency of English should be assessed before determining who (bilingual or monolingual school psychologist) should evaluate the child and what methods and tools should be used. In the section describing the assessment methods and tools used, the rationale for selecting the listed methods and instruments should be reported (briefly) along with the cultural validity of the instruments for the child and the referral question. Cultural and linguistic consideration should be evident in test administration and interpretation, case conceptualization, and intervention goals and strategies.

In determining SLD eligibility, the multidisciplinary team must rule out that the primary cause of the deficit is caused by (a) a visual, hearing, or motor disability, (b) mental retardation, (c) emotional disturbance, (d) cultural factors, (e) environmental or economic disadvantages, or (f) limited English proficiency.

How to establish these evidences for CLD students

<table>
<thead>
<tr>
<th>Inquiring:</th>
<th>Yes</th>
<th>No</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who made the referral for an evaluation of suspected learning disability and for what reason:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Whether the learning difficulty is related to English language proficiency</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>If so, whether the student’s teachers are cognizant of the process of second language acquisition and its implications for student learning in the classroom</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Whether the child has received appropriate instruction</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>What formal and informal interventions have been tried for how long, and what were the child’s responses to the interventions</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Whether parents/care-givers and teachers share the same concern about the child</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Collecting comprehensive background information on the child:

| | School history |
| | Developmental history |
| | Functioning at home and school, including relationships with family members, peers and teachers |
| | Mental and physical health including visual, hearing and motor functioning |
| | Cultural and linguistic information of the child and family, such as culture of origin, birth place, immigration, languages spoken by the child and |
parents at home
Environmental and socio-economic conditions at home

The information is collected from multiple sources, including a careful review of the school record, and interviews with the child, parents/care-takers and teachers.

Gauging English and native language proficiency and acculturation level especially before testing with nationally standardized norm-referenced instruments

**Addressing the IDEA exclusionary clause of inappropriate instruction**

Teacher perceptions of lack of academic progress: examine comparison standards:
- Is the ELL student compared to native English speakers?
- To what extent does the student understand teacher instruction?
- Does the instruction address the student’s needs?

**Addressing the IDEA exclusionary clause of emotional disturbance**

review the information from the referral source, school records, and interviews with the child, parents/care-takers and teachers

-If no concern about socio-emotional functioning from any source, no formal assessment in this area will be warranted.

-If there are concerns: Take into account the stressors from differential expectations between home and school. Conduct an assessment based on the IDEA criteria for emotional disturbance

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School Psychology Clinical Supervision

(Adapted from Swerdlik, M.E., & Simon, D.J. (2015) SCHOOL PSYCHOLOGY INTERNSHIP SUPERVISION CONTRACT)

Your clinical supervisor is an experienced professional with advanced training who is an over-seer of your school psychology internship activities and who is responsible, with you, for the quality of all of your clinical work and internship activities. Clinical supervision focuses on the services you provide to all clients including students, parents, and educators. Supervision responsibilities cover all aspects of client welfare as impacted by assessment, intervention, training, diagnostic, consultation, problem-solving, program development, and community referral activities. Supervision involves a broad array of training activities that include monitoring, consultation, training, direct instruction, and performance evaluation.

I. Purpose, Goals, and Objectives of Clinical Supervision
   a. To monitor and ensure welfare of clients seen by supervisee
   b. To structure the activities of the supervisee to insure they provide competent services
   c. To ensure that the unlicensed provider functions within their level of competence
   d. To facilitate the intern’s personal and professional development.
   e. To promote accountability
   f. To fulfill academic requirement for supervisee’s internship

II. Context of Services
   g. Supervision will revolve around clients seen at the primary school site, associated elementary or secondary school experience rotation sites, and all community venues linking with student services.
   h. A minimum of two hours of individual supervision will be provided weekly; the supervisor will also be available on an as-needed basis.
   i. Individual supervision will be conducted in the supervisor’s office on a mutually determined day/time.

III. Duties and Responsibilities of Supervisor and Supervisee

Your clinical supervisor is legally and ethically responsible, with you, for the services you provide and the manner in which you conduct yourself. It is therefore your responsibility to keep your supervisor well informed as to your activities. Openness with and trust in your supervisor will enhance your experience of supervision and your professional growth. A supervisor has full responsibility for the supervised work of the supervisee, including assessment, diagnosis, intervention, consultation, problem-solving, professional development, and community referral activities. It is particularly important that any intern activity that uncovers potential risk for harm to a client be immediately reported to the supervisor for consultation.

It is the supervisor’s role to do the following:

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1 Swedlik and Simon include a statement that supervisors will adhere to the DEP model of supervision. See note at end of intern’s responsibilities.
a. Provide a location and atmosphere for supervision that is safe enough for supervisees to lay out practice issues in their own way.

b. Conduct Formative and Summative Evaluation/Assessment of Intern Progress. To enhance intern growth and legitimize accuracy of intern progress evaluation, the supervisor will engage in direct observation of intern activities, review recordings of work, provide consultation and training in response to trainee questions and activity reviews, model and demonstrate appropriate school psychology skills, and review all reports, IEPs, and recordkeeping. The supervisor will also provide written and/or oral feedback on all aspects of your school psychology work highlighting strengths and making specific recommendations for professional growth. Formal written summative reviews will minimally occur on a quarterly basis. Throughout this process, the intern will be guided in developing self-monitoring skills. If the supervisee desires additional feedback at any time, it is his/her responsibility to request it from the supervisor.

c. Help the supervisee explore and clarify thoughts and feelings which underlie psychological practice.

d. Assist supervisee in anchoring assessment planning, diagnosis, interventions, consultation, and problem-solving in a theoretical approach.

e. Identify supervisee’s personal and/or professional blind spots.

f. Bring to the supervisee’s attention those personal difficulties of the supervisee that directly affect the supervisee’s clinical work and recommend a course of action to address these difficulties.

g. Present and model appropriate directives.

h. Intervene if client welfare is at risk.

i. Ensure that ethical guidelines of both the American Psychological Association (APA, 2002) and the National Association of School Psychologists (NASP, 2010) are upheld.

j. Conduct activities in accordance with the School District and University policies.

k. Sign off on all client documentation including psychological reports.

l. Maintain weekly “Supervision Notes”.

The supervisor will discuss any concerns regarding the supervisee’s performance in a timely fashion and will develop, in collaboration with the intern, a remediation plan if deficits/problems are identified.

It is the **intern’s role** as supervisee to do the following:

a. Be punctual, both at sessions with clients as well as at supervision. In the event that you are delayed for or unable to attend a supervision session, it is your responsibility to notify your supervisor and make alternate arrangements. If the individual appointment cannot be kept due to scheduling conflicts, an effort will be made to reschedule an alternate date/time; and a supervision session will only be cancelled upon the mutual agreement of the both the supervisee and supervisor.

b. Be prepared, both for sessions with clients as well as for supervision. You are expected to have client notes, protocols, and recordings ready to review, to have “scored” all formal psychological instruments administered and have prepared an agenda of issues that you need to have addressed, together with the files of the clients involved. As part of this advanced preparation, the supervisee will have completed an “Intern’s Supervision Session Planner” and shared this document with your supervisor prior to each supervisory session.

c. Provide summaries of all student, parent, educator, and other client contacts, interviews, and intervention activities for the supervisor. If a recording is required, it will be reviewed/critiqued by the intern and brought to the next supervisory session (keyed to a section that supervisee would like to review with the supervisor). The Supervisee is responsible for planning and documenting work with clients as required by the school district. The **Intern’s Client/Activity Session Planner** and the **Intern’s Client/Summary Progress Notes** can be helpful
tools to share with supervisors.
d. If the supervisee believes that client issues/concerns have not been adequately addressed during the regularly scheduled supervisory session, the supervisee will bring this to the attention of the supervisor and another session will be scheduled.
e. Share with the supervisor your learning goals for the training experience. This will require self-reflection and self-evaluation regarding your current level of clinical skill.
f. Be receptive to guidance and instruction from your supervisor, that is, be attentive to feedback and suggestions from your supervisor and follow through on such instruction promptly. It may be necessary to take notes during supervision in order to execute all instructions identified by your supervisor.
g. Inform your supervisor of any difficulties you are having in the areas of delivering services to clients, completing paperwork, or coordinating with other agencies or providers such as schools or independent practitioners.
h. As you establish a working relationship with your supervisor, it is hoped that you will become increasingly able to share issues and concerns you may have that impact your clinical work. Be open to feedback from others and monitor any tendency you may have toward defensiveness.
i. In consultation with your supervisor and after review of evidence-based literature, select a framework for integrating theory, research, and practice; formulate client case conceptualizations from this approach; and be ready to discuss the theoretical reasons and empirical supports for your assessment approaches, interventions, consultation, and problem-solving techniques.
j. The supervisee cannot engage in dual relationships with clients; that is, interns will not socialize with clients or their families, nor will they provide services to individuals they know from other contexts, such as friends or acquaintances. It is the intern’s responsibility to alert the supervisor of any instances where the intern has prior knowledge of a client or his/her family from beyond the school setting. Appropriate measures to protect confidentiality will be employed in these circumstances.
k. The intern is responsible for insuring that the parents/guardians of all clients are informed of the supervised nature of your work as a supervisee, and of the ultimate professional responsibility of the supervisor.
l. You are responsible for insuring that all evaluative letters and reports concerning clients are co-signed by your clinical supervisor before they are sent out to parents, educators, or other approved third parties, i.e., private practitioners, governmental agencies, etc. When required, it is also your responsibility to determine that an active Authorization for Release of Confidential Information form is present in the client’s file before presenting the letter/report to the supervisor for signature.
m. Assessment and intervention plans must be reviewed prior to implementation with the supervisor to determine appropriateness and monitored for effectiveness and potential revision on an ongoing basis. Supervisees must advise their clinical supervisor of all important changes related to a case, i.e., significant family events, disciplinary actions, legal issues, medical concerns, etc.
n. The intern must keep the supervisor informed about clients who are suicidal, homicidal, threatening to harm others, or engaged in any self-harm activities such as “cutting”, substance abuse, eating disorders, or other dangerous risk-taking behaviors. Any disclosure by a student or collateral informant of potential child abuse must be reported to the supervisor immediately. Notify your supervisor about clients who are involved in child custody disputes, Disability Determination assessments, or any other matter that affects the client’s legal status. Notify your supervisor immediately if you receive any summons to testify or you are told that you will be subpoenaed to testify. Do not under any circumstances release client information to an attorney or court or anyone else without a proper Authorization for Release of Confidential Information form signed by the client, legal guardian, and the supervisor as prescribed by regulation. In all circumstances, legal and ethical guidelines for the protection of client
Confidentiality must be followed. Do not communicate confidential information or identify clients in email communications other than in drafts of reports and intervention plans that are specifically noted to be drafts.

o. Seek supervision whenever you are uncertain about a situation. Make every attempt to reach your clinical supervisor before taking action with that client. If your supervisor cannot be reached, contact another staff school psychologist. You may also consult informally with more experienced clinicians on staff, but your clinical supervisor must be kept abreast of any and all emergencies.

In the event of emergency, the supervisee is to contact __________________ at his/her office at ______________, at home at ______________, or by cell at ______________. If unable to reach your supervisor, contact another psychology staff member. Follow the guidelines and procedures in the District and School Manuals for emergency situations.

p. Implement supervisory directives in subsequent psychological activities.

q. Uphold ethical APA and NASP principles in all client-related activities.

r. Be familiar with and follow the policies and procedures delineated in the District, School, and University manuals and documents. The supervisee agrees to complete all required reports and recordkeeping in a timely fashion for all cases and within guidelines specified in school and special education regulations. Drafts of psychological assessment reports and IEP paperwork should be submitted to the supervisor for review with enough time for review and editing prior to meetings.

s. Complete all professional tasks within time frames that address legitimate client needs and meet the requirements of all team participations.

Note on DEP Model:
The supervisor works within the framework of the Developmental/Ecological/Problem-solving (DEP) Model of supervision. The Developmental focus tailors supervision activity to the intern’s experience and skill level at each stage of training. This approach is committed to supporting the trainee’s growth from intensely monitored and supported practice to relatively independent functioning characteristic of an entry level professional. The Ecological focus accounts for contextual and systemic factors impacting the professional development of the intern. It recognizes that multiple systemic contexts must be considered when supporting students and faculty. Training will develop competency in understanding and supporting the full range of student diversity including multi-cultural factors. A variety of supervisor and supervisee tasks (e.g., skills in assessment and intervention planning, professional role and function, self-evaluation) and functions (e.g., monitoring, advising, consulting, and evaluation) are addressed within a developmental framework which is impacted by client, supervisee, supervisor and systemic/organizational contextual factors. The Problem-solving focus applies systematic analysis and data-based decision-making skills to all aspects of psychological intervention. It sets the foundation for choosing and implementing evidence-based practices for promotion of healthy psychological development and problem prevention, assessment, early intervention, crisis intervention, and therapeutic strategies. If the supervisee wishes, the supervisor is pleased to discuss any aspect of this supervision model with her/him.

This evaluation form is based on Best Practices Guidelines for School Psychology Intern Supervision and Mentoring, developed by the NASP Graduate Education Committee.

Name of Supervisor: ___________________________ Date: ___________________________
Name of Intern: ___________________________ Program: ___________________________
Dates of Supervision: ___________________________ Intern Signature: ___________________________

Please evaluate the school psychology intern field supervisor by selecting one rating for each item.

<table>
<thead>
<tr>
<th>I. Demonstrates commitment to supervising the intern</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>No Basis for Evaluation</th>
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</thead>
<tbody>
<tr>
<td>1.1 Shows willingness to give priority to the learning, development, and needs of the intern.</td>
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<td>1.2 Is accessible/available to the intern through a variety of means (e.g., face-to-face meetings, phone, e-mail, Skype, or FaceTime).</td>
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<td>1.3 Is open realistically answering questions about the placement site’s policies, practices, and decision-making process.</td>
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<td>1.4 Models appreciation for one’s own continuing professional development (i.e., shows interest in learning and trying new approaches).</td>
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<td>1.5 Committed to the internship as a significant part of the intern’s graduate preparation, and accepts responsibility for helping the intern acquire needed experience and competence.</td>
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<tr>
<th>II. Helps the intern obtain the resources, support, and experiences needed to complete requirements and be successful.</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>No Basis for Evaluation</th>
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<tbody>
<tr>
<td>2.1 Helps orient the intern to the department, schools, district, and community of the placement site.</td>
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<td>2.2 Works with personnel at the placement site to help acquire office, technical, and support resources needed by the intern.</td>
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<td>2.3 Serves as liaison with administrators and other staff at the placement site to help obtain experiences needed by the intern and required by the graduate program.</td>
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<td>2.4 Advocates for the intern, intervening with school and district staff if necessary.</td>
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<td>2.5 Helps the intern set professional development/learning goals and determine activities relevant to accomplishing those goals.</td>
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<td>2.6 Assures that the intern engages in a comprehensive breadth of training and experience across and acquires competence across NASP Practice Model domains, with no single major function predominating the intern’s time.</td>
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<td>2.7 Encourages intern participation in professional development opportunities beyond the intern placement, such as attendance at local, state, regional, and national conferences and workshops.</td>
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<td>2.8 Encourages and promotes self-care.</td>
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</table>
### III. Establishes a strong working relationship with the intern and graduate program.

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<th></th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>No Basis for Evaluation</th>
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<tbody>
<tr>
<td>3.1 Clarifies placement site requirements and expectations with the intern and graduate program.</td>
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<tr>
<td>3.2 Recognizes the importance of the internship objectives/requirements of the intern’s graduate program, and helps the intern balance program requirements and placements site needs.</td>
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<td>3.3 Provides appropriate structure and support to beginning interns.</td>
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<td>3.4 Communicates openly and frequently with the intern through scheduled meetings and in-the-moment discussions.</td>
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<td>3.5 Communicates in a manner that is clear to the intern.</td>
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<td>3.6 Builds trust and respect in his/her relationship with the intern, while establishing appropriate boundaries.</td>
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<td>3.7 Collaborates/communicates with faculty from the intern’s graduate program on a regular basis.</td>
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<td>3.8 If areas of needed remediation are identified, addresses them promptly and works closely with program faculty to devise a plan.</td>
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<td>3.9 Foster opportunities for the intern to collaborate with other staff and, as feasible, other interns.</td>
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<td>3.10 Provides an average of at least two hours of direct, scheduled individual supervision per full-time week.</td>
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### II. Models and promotes best practices and ethical principles.

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<th></th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>No Basis for Evaluation</th>
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<tbody>
<tr>
<td>4.1 Demonstrates knowledge of and compliance with the NASP Principles for Professional Ethics and other relevant professional ethical principles.</td>
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<td>4.2 Respects the confidentiality of communications with the intern as appropriate.</td>
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<td>4.3 Demonstrates knowledge of and compliance with relevant laws and regulations, and fosters the intern’s competence in their application.</td>
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<td>4.4 Models and fosters best practices in school psychology service provision by providing “comprehensive, integrative services” consistent with the NASP Model for Comprehensive and Integrated School Psychological Services.</td>
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<td>4.5 Models and demonstrates professional involvement through participation in local, state, and/or national professional associations or other opportunities for professional support and development.</td>
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<td>4.6 Recognizes the limitations of one’s own expertise and refers the intern to additional resources and other professionals for assistance and supervision as needed.</td>
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<td>4.7 Sets high but reasonable expectations for the intern.</td>
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<td>4.8 Assists the intern in meeting expectations, while being open to intern feedback regarding those expectations.</td>
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<td>4.9 Models respect for and collaboration with other staff and stakeholders in the placement site, and promotes intern’s development of effective relationships with others.</td>
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<td>4.10 Emphasizes evidence-based practice and the importance of “direct, measureable, positive impact,” and guides the intern in designing and implementing methods by which to assess such impact.</td>
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</table>
### V. Uses and encourages a goal-directed, problem-solving model.

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<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>No Basis for Evaluation</th>
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<tbody>
<tr>
<td>5.1 Assist the intern in setting goals for professional development and the internship in general.</td>
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<td>5.2 Encourage the intern to conceptualize problems and solutions from multiple perspectives and at various levels from the individual to the system.</td>
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<td>5.3 Help the intern use problem-solving processes to deal with challenging issues, including ethical dilemmas.</td>
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<td>5.4 Encourage the intern’s ongoing self-reflection, self-evaluation, and strategic planning.</td>
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<td>5.5 Guide the intern in effective use of supervision time.</td>
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### VI. Determines intern’s developmental levels and gears assignments and supervision to those levels.

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<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>No Basis for Evaluation</th>
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<tbody>
<tr>
<td>6.1 Provides an appropriate amount and level of supervision, with differentiated scaffolding in specific practice domains based on the intern’s needs and competency level.</td>
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<td>6.2 Assist in obtaining/assigning cases appropriate for the intern’s competency level (e.g., assigns less complex/challenging problems and cases to beginning interns and more complex/challenging ones to advanced interns).</td>
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<td>6.3 Provides opportunities for observations, role-playing, shadowing advanced practitioners, and collaborative work during early stages of internship.</td>
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<td>6.4 Monitor the intern's cases and assignments closely to ensure appropriate services are being provided.</td>
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<td>6.5 Encourage greater independence as appropriate to the intern’s development and skills.</td>
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### VII. Assesses intern performance, and provides feedback to both the intern and program.

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<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>No Basis for Evaluation</th>
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<tr>
<td>7.1 Effectively uses formative evaluation, including communication with program faculty, to assess intern needs.</td>
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<td>7.2 Provides effective feedback to the intern on a nonongoing basis and prioritizes summative evaluation.</td>
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<td>7.3 Focuses on intern areas of development and improvement and emphasizes positive qualities before providing critical feedback regarding deficits.</td>
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<td>7.4 Addresses issues and areas of concern about intern performance and needed improvements in a constructive manner, including communication with program faculty as warranted.</td>
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<td>7.5 Provides valid, open summative evaluation and, as necessary, suggestions for future development.</td>
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<td>7.6 Seeks evaluative data from multiple sources (e.g., intern self-report, observation, products) and individuals (e.g., other staff, clients).</td>
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<td>7.7 Fulfills graduate program and/or placement site requirements for formal internship evaluations.</td>
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### VIII. Demonstrates appreciation for and ability to address human diversity.

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<th>Strongly Agree</th>
<th>Agree</th>
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**Model cultural responsiveness, and promotes intern’s development of multicultural competence throughout all school psychology services.**

**Encourages and assists intern in becoming familiar with and responsive to the diverse needs and characteristics of the children, parents, school personnel, and community members with whom they work.**

**As appropriate, discusses issues regarding race, class, gender, social status, disabilities, sexual orientation, language, religion, and other aspects of human diversity in an open, respectful manner, and assists the intern in gaining knowledge and skills needed to work effectively with diverse populations.**

### IX. Promotes an effective transition from internship to entry-level school psychology practice.

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<th>Strongly Agree</th>
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**Encourage the intern’s active involvement in the school psychology community, such as participating in Listservs/online professional learning communities, attending professional meetings and conferences, and conducting research or contributing to scholarship.**

**Provides guidance, as requested, regarding career options/job search.**

**Assists the intern in understanding credentialing requirements and in completing relevant documentation for internship and supervision.**

**Provides suggestions for future professional development, including considerations for future professional support and mentoring.**

---

**Areas of Strength (Optional):**

**Suggestions for Improvement (Optional):**

**Overall Comments (Optional):**
# Matrix of NASP Standards & Our Training Goals/Assessment Areas

<table>
<thead>
<tr>
<th>NASP Standards</th>
<th>Northeastern University’s Training Goals*</th>
</tr>
</thead>
<tbody>
<tr>
<td>II. Data-Based Decision-Making and Accountability</td>
<td>PIB</td>
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<tr>
<td>III. Consultation and Collaboration</td>
<td>√</td>
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<tr>
<td>IV. (4.1) Interventions and Instructional Support to Develop Academic Skills</td>
<td>√</td>
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<tr>
<td>IV. (4.2) Interventions and Mental Health Services to Develop Social and Life Skills</td>
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<tr>
<td>V. (5.1) School-Wide Practices to Promote Learning</td>
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<td>V. (5.2) Preventive and Responsive Services</td>
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<td>VI. Family-School Collaboration services</td>
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<tr>
<td>VII. Diversity in Development and Learning</td>
<td>√</td>
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<tr>
<td>VIII. (8.1) Research and Program Evaluation</td>
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<tr>
<td>VIII. (8.2) Legal, Ethical, and Professional Practice</td>
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# Assessment of the Internship Student’s Progress

## Area 1: Professional Identity and Professional Behavior

(Question 1 of 17 - Mandatory)

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<tr>
<th></th>
<th>Much below expected level of a practicum student</th>
<th>Below expected level of a practicum student</th>
<th>At the expected level of a practicum student</th>
<th>Above expected level of a practicum student</th>
<th>Much above expected level of a practicum student</th>
<th>Not Observed/No Opportunity to Assess</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Uses theory and research to guide practice</td>
<td>1.0</td>
<td>2.0</td>
<td>3.0</td>
<td>4.0</td>
<td>5.0</td>
<td>0</td>
</tr>
<tr>
<td>2. Interacts appropriately with students and their families, and staff</td>
<td>1.0</td>
<td>2.0</td>
<td>3.0</td>
<td>4.0</td>
<td>5.0</td>
<td>0</td>
</tr>
<tr>
<td>3. Accurately perceives his/her own strengths and areas needing improvement</td>
<td>1.0</td>
<td>2.0</td>
<td>3.0</td>
<td>4.0</td>
<td>5.0</td>
<td>0</td>
</tr>
<tr>
<td>4. Knows when to seek assistance and responds well to feedback</td>
<td>1.0</td>
<td>2.0</td>
<td>3.0</td>
<td>4.0</td>
<td>5.0</td>
<td>0</td>
</tr>
<tr>
<td>5. Demonstrates an ability to initiate activities</td>
<td>1.0</td>
<td>2.0</td>
<td>3.0</td>
<td>4.0</td>
<td>5.0</td>
<td>0</td>
</tr>
<tr>
<td>6. Arrives to internship site and to meetings on time</td>
<td>1.0</td>
<td>2.0</td>
<td>3.0</td>
<td>4.0</td>
<td>5.0</td>
<td>0</td>
</tr>
<tr>
<td>7. Is motivated to improve (e.g., checks his/her work for errors)</td>
<td>1.0</td>
<td>2.0</td>
<td>3.0</td>
<td>4.0</td>
<td>5.0</td>
<td>0</td>
</tr>
<tr>
<td>8. Demonstrates empathy by being aware of, understanding, and appreciating the feelings of others</td>
<td>1.0</td>
<td>2.0</td>
<td>3.0</td>
<td>4.0</td>
<td>5.0</td>
<td>0</td>
</tr>
<tr>
<td>9. Is able to withstand adverse events and stressful experiences without getting overwhelmed</td>
<td>1.0</td>
<td>2.0</td>
<td>3.0</td>
<td>4.0</td>
<td>5.0</td>
<td>0</td>
</tr>
<tr>
<td>10. Has gained the trust of students, parents, and staff</td>
<td>1.0</td>
<td>2.0</td>
<td>3.0</td>
<td>4.0</td>
<td>5.0</td>
<td>0</td>
</tr>
</tbody>
</table>
During this semester, how many individual assessments has the graduate student observed

During this semester, how many individual assessments has the graduate student assisted in

During this semester, how many individual assessments has the graduate student conducted

(Question 3 of 17 - Mandatory)

During this semester, how many assessment reports has the graduate student written

During this semester, how many assessment reports has the graduate student used as a basis for making recommendations

During this semester, how many assessment reports has the graduate student orally presented at a meeting

(Question 4 of 17 - Mandatory)

<table>
<thead>
<tr>
<th></th>
<th>Much below expected level of a practicum student</th>
<th>Below expected level of a practicum student</th>
<th>At the expected level of a practicum student</th>
<th>Above expected level of a practicum student</th>
<th>Much above expected level of a practicum student</th>
<th>Not Observed/No Opportunity to Assess</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Interviews (teachers, parents, and students)</td>
<td>1.0</td>
<td>2.0</td>
<td>3.0</td>
<td>4.0</td>
<td>5.0</td>
<td>0</td>
</tr>
<tr>
<td>2. Administers, scores and interprets tests of cognitive abilities</td>
<td>1.0</td>
<td>2.0</td>
<td>3.0</td>
<td>4.0</td>
<td>5.0</td>
<td>0</td>
</tr>
<tr>
<td>3. Administers, scores, and interprets measures of academic achievement</td>
<td>1.0</td>
<td>2.0</td>
<td>3.0</td>
<td>4.0</td>
<td>5.0</td>
<td>0</td>
</tr>
<tr>
<td>4. Conducts functional behavior assessments</td>
<td>1.0</td>
<td>2.0</td>
<td>3.0</td>
<td>4.0</td>
<td>5.0</td>
<td>0</td>
</tr>
<tr>
<td>5. Uses broad-band rating scales (e.g., Behavior Assessment System for Children, Child Behavior Checklist)</td>
<td>1.0</td>
<td>2.0</td>
<td>3.0</td>
<td>4.0</td>
<td>5.0</td>
<td>0</td>
</tr>
<tr>
<td>6. Uses narrow-band rating scales (e.g., Children's Depression Inventory, Revised Children's Manifest Anxiety Scale)</td>
<td>1.0</td>
<td>2.0</td>
<td>3.0</td>
<td>4.0</td>
<td>5.0</td>
<td>0</td>
</tr>
<tr>
<td>7. Reviews relevant permanent products and records about the student</td>
<td>1.0</td>
<td>2.0</td>
<td>3.0</td>
<td>4.0</td>
<td>5.0</td>
<td>0</td>
</tr>
<tr>
<td>8. Conducts systematic direct observation of the student in the classroom and/or other natural settings</td>
<td>1.0</td>
<td>2.0</td>
<td>3.0</td>
<td>4.0</td>
<td>5.0</td>
<td>0</td>
</tr>
<tr>
<td>9. Conducts assessments of the instructional and classroom environment, and the match between the curriculum and the student's needs</td>
<td>1.0</td>
<td>2.0</td>
<td>3.0</td>
<td>4.0</td>
<td>5.0</td>
<td>0</td>
</tr>
<tr>
<td>10. Generates data-based and practical recommendations as a result of the assessment</td>
<td>1.0</td>
<td>2.0</td>
<td>3.0</td>
<td>4.0</td>
<td>5.0</td>
<td>0</td>
</tr>
</tbody>
</table>
### Area 3: Progress In Intervention - Counseling

(Question 6 of 17 - Mandatory)

<table>
<thead>
<tr>
<th></th>
<th>Much below expected level of a practicum student</th>
<th>Below expected level of a practicum student</th>
<th>At the expected level of a practicum student</th>
<th>Above expected level of a practicum student</th>
<th>Much above expected level of a practicum student</th>
<th>Not Observed/No Opportunity to Assess</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Exhibits a reflective and planned approach to counseling</td>
<td>1.0</td>
<td>2.0</td>
<td>3.0</td>
<td>4.0</td>
<td>5.0</td>
<td>0</td>
</tr>
<tr>
<td>2. Uses evidence-based strategies which are appropriate to the needs of the client or student</td>
<td>1.0</td>
<td>2.0</td>
<td>3.0</td>
<td>4.0</td>
<td>5.0</td>
<td>0</td>
</tr>
<tr>
<td>3. Demonstrates communication skills (e.g., open-ended questions, reflection of feelings, paraphrasing, and summarization, etc.)</td>
<td>1.0</td>
<td>2.0</td>
<td>3.0</td>
<td>4.0</td>
<td>5.0</td>
<td>0</td>
</tr>
<tr>
<td>4. Develops rapport with client</td>
<td>1.0</td>
<td>2.0</td>
<td>3.0</td>
<td>4.0</td>
<td>5.0</td>
<td>0</td>
</tr>
<tr>
<td>5. Uses data in making counseling decisions</td>
<td>1.0</td>
<td>2.0</td>
<td>3.0</td>
<td>4.0</td>
<td>5.0</td>
<td>0</td>
</tr>
<tr>
<td>6. Is aware of the strengths and limitations of counseling sessions</td>
<td>1.0</td>
<td>2.0</td>
<td>3.0</td>
<td>4.0</td>
<td>5.0</td>
<td>0</td>
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</table>
### Area 4: Intervention – Consultation (Question 9 of 17 - Mandatory)

<table>
<thead>
<tr>
<th></th>
<th>Much below expected level of a practicum student</th>
<th>Below expected level of a practicum student</th>
<th>At the expected level of a practicum student</th>
<th>Above expected level of a practicum student</th>
<th>Much above expected level of a practicum student</th>
<th>Not observed/no opportunity to assess</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Assesses and understands constraints and opportunities</td>
<td>1.0</td>
<td>2.0</td>
<td>3.0</td>
<td>4.0</td>
<td>5.0</td>
<td>0</td>
</tr>
<tr>
<td>2. Has knowledge of evidence-based academic, behavioral, and social skills interventions</td>
<td>1.0</td>
<td>2.0</td>
<td>3.0</td>
<td>4.0</td>
<td>5.0</td>
<td>0</td>
</tr>
<tr>
<td>3. Adapts evidence-based and practical interventions for consultee to use</td>
<td>1.0</td>
<td>2.0</td>
<td>3.0</td>
<td>4.0</td>
<td>5.0</td>
<td>0</td>
</tr>
<tr>
<td>4. Uses data to plan and evaluate interventions</td>
<td>1.0</td>
<td>2.0</td>
<td>3.0</td>
<td>4.0</td>
<td>5.0</td>
<td>0</td>
</tr>
<tr>
<td>5. Develops culturally sensitive collaborative relationships</td>
<td>1.0</td>
<td>2.0</td>
<td>3.0</td>
<td>4.0</td>
<td>5.0</td>
<td>0</td>
</tr>
<tr>
<td>6. Is aware of the strengths and limitations of consultation</td>
<td>1.0</td>
<td>2.0</td>
<td>3.0</td>
<td>4.0</td>
<td>5.0</td>
<td>0</td>
</tr>
<tr>
<td>7. Prepares for consultation meetings</td>
<td>1.0</td>
<td>2.0</td>
<td>3.0</td>
<td>4.0</td>
<td>5.0</td>
<td>0</td>
</tr>
<tr>
<td>8. Has knowledge of research related to family systems, strengths, needs, and culture</td>
<td>1.0</td>
<td>2.0</td>
<td>3.0</td>
<td>4.0</td>
<td>5.0</td>
<td>0</td>
</tr>
<tr>
<td>9. Has knowledge of research related to evidence-based strategies to support family influences on children’s learning, socialization, and mental health</td>
<td>1.0</td>
<td>2.0</td>
<td>3.0</td>
<td>4.0</td>
<td>5.0</td>
<td>0</td>
</tr>
<tr>
<td>10. Has knowledge of research related to developing collaboration between families and schools</td>
<td>1.0</td>
<td>2.0</td>
<td>3.0</td>
<td>4.0</td>
<td>5.0</td>
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</table>

### Area 5: Intervention – Prevention (Question 10 of 17 - Mandatory)

<table>
<thead>
<tr>
<th></th>
<th>Much below expected level of a practicum student</th>
<th>Below expected level of a practicum student</th>
<th>At the expected level of a practicum student</th>
<th>Above expected level of a practicum student</th>
<th>Much above expected level of a practicum student</th>
<th>Not observed/no opportunity to assess</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Has knowledge of multi-tiered approach to intervention</td>
<td>1.0</td>
<td>2.0</td>
<td>3.0</td>
<td>4.0</td>
<td>5.0</td>
<td>0</td>
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</tbody>
</table>
### Area 6: Progress in Program Evaluation and Applied Research

(Question 11 of 17 - Mandatory)

<table>
<thead>
<tr>
<th></th>
<th>Much below expected level of a practicum student</th>
<th>Below expected level of a practicum student</th>
<th>At the expected level of a practicum student</th>
<th>Above expected level of a practicum student</th>
<th>Much above expected level of a practicum student</th>
<th>Not Observed/No Opportunity to Assess</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Seeks opportunities to learn more about evidence-based practices</td>
<td>1.0</td>
<td>2.0</td>
<td>3.0</td>
<td>4.0</td>
<td>5.0</td>
<td>0</td>
</tr>
<tr>
<td>2. Shares knowledge about evidence-based practices through presentations, handouts for parents and staff, and other means</td>
<td>1.0</td>
<td>2.0</td>
<td>3.0</td>
<td>4.0</td>
<td>5.0</td>
<td>0</td>
</tr>
<tr>
<td>3. Systematically evaluates his/her work with respect to outcomes/goal attainment for students</td>
<td>1.0</td>
<td>2.0</td>
<td>3.0</td>
<td>4.0</td>
<td>5.0</td>
<td>0</td>
</tr>
<tr>
<td>4. Systematically evaluates his/her work with respect to implementation (treatment integrity)</td>
<td>1.0</td>
<td>2.0</td>
<td>3.0</td>
<td>4.0</td>
<td>5.0</td>
<td>0</td>
</tr>
<tr>
<td>5. Systematically evaluates his/her work with respect to satisfaction of stakeholders (e.g., students, staff, parents)</td>
<td>1.0</td>
<td>2.0</td>
<td>3.0</td>
<td>4.0</td>
<td>5.0</td>
<td>0</td>
</tr>
<tr>
<td>6. Systematically evaluates his/her work with respect to group intervention and prevention programs</td>
<td>1.0</td>
<td>2.0</td>
<td>3.0</td>
<td>4.0</td>
<td>5.0</td>
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</tbody>
</table>

### Area 7: Progress In Demonstration of Professional Ethics and Knowledge of Legal Issues

(Question 12 of 17 - Mandatory)
## NU’s School Psychology Internship

### Area 7: Practice in Special Education
(2 of 17 - Mandatory)

<table>
<thead>
<tr>
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<th>Much below expected level of a practicum student</th>
<th>Below expected level of a practicum student</th>
<th>At the expected level of a practicum student</th>
<th>Above expected level of a practicum student</th>
<th>Much above expected level of a practicum student</th>
<th>Not Observed/No Opportunity to Assess</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Evaluates reliability, validity, and fairness of assessments</td>
<td>1.0</td>
<td>2.0</td>
<td>3.0</td>
<td>4.0</td>
<td>5.0</td>
<td>0</td>
</tr>
<tr>
<td>2. Respects racial, sexual, social, and ethnic differences</td>
<td>1.0</td>
<td>2.0</td>
<td>3.0</td>
<td>4.0</td>
<td>5.0</td>
<td>0</td>
</tr>
<tr>
<td>3. Aware of biases</td>
<td>1.0</td>
<td>2.0</td>
<td>3.0</td>
<td>4.0</td>
<td>5.0</td>
<td>0</td>
</tr>
<tr>
<td>4. Conforms to ethical standards in assessment, intervention, consultation, evaluation, research, and information technology</td>
<td>1.0</td>
<td>2.0</td>
<td>3.0</td>
<td>4.0</td>
<td>5.0</td>
<td>0</td>
</tr>
<tr>
<td>6. Knows consequences of not following legal mandates</td>
<td>1.0</td>
<td>2.0</td>
<td>3.0</td>
<td>4.0</td>
<td>5.0</td>
<td>0</td>
</tr>
<tr>
<td>7. Informs children, parents, and staff of their legal rights and responsibilities</td>
<td>1.0</td>
<td>2.0</td>
<td>3.0</td>
<td>4.0</td>
<td>5.0</td>
<td>0</td>
</tr>
<tr>
<td>8. Conforms to appropriate legal mandates in assessment, intervention, prevention, evaluation, and research activities</td>
<td>1.0</td>
<td>2.0</td>
<td>3.0</td>
<td>4.0</td>
<td>5.0</td>
<td>0</td>
</tr>
<tr>
<td>9. Knows public policies that affect the practice of school psychology</td>
<td>1.0</td>
<td>2.0</td>
<td>3.0</td>
<td>4.0</td>
<td>5.0</td>
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</tbody>
</table>

### Area 8: Progress in Culture and Diversity
(Question 13 of 17 - Mandatory)

<table>
<thead>
<tr>
<th></th>
<th>Much below expected level of a practicum student</th>
<th>Below expected level of a practicum student</th>
<th>At the expected level of a practicum student</th>
<th>Above expected level of a practicum student</th>
<th>Much above expected level of a practicum student</th>
<th>Not Observed/No Opportunity to Assess</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Is aware of his / her own cultural background and its impact upon practice</td>
<td>1.0</td>
<td>2.0</td>
<td>3.0</td>
<td>4.0</td>
<td>5.0</td>
<td>0</td>
</tr>
<tr>
<td>2. Is aware of how culture, family, biology, developmental processes, and the learning environment interact to impact learning</td>
<td>1.0</td>
<td>2.0</td>
<td>3.0</td>
<td>4.0</td>
<td>5.0</td>
<td>0</td>
</tr>
<tr>
<td>3. Knows the cultural and social background of the children and families that he / she directly serves</td>
<td>1.0</td>
<td>2.0</td>
<td>3.0</td>
<td>4.0</td>
<td>5.0</td>
<td>0</td>
</tr>
<tr>
<td>4. Is sensitive to cultural and diversity issues in assessment, intervention, prevention, evaluation, and research activities</td>
<td>1.0</td>
<td>2.0</td>
<td>3.0</td>
<td>4.0</td>
<td>5.0</td>
<td>0</td>
</tr>
<tr>
<td>5. Informs others about the impact of culture and diversity on the functioning of students</td>
<td>1.0</td>
<td>2.0</td>
<td>3.0</td>
<td>4.0</td>
<td>5.0</td>
<td>0</td>
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</tbody>
</table>
### Area 9: Progress in Communication and Information Technology

(Question 14 of 17 - Mandatory)

<table>
<thead>
<tr>
<th></th>
<th>Much below expected level of a practicum student</th>
<th>Below expected level of a practicum student</th>
<th>At the expected level of a practicum student</th>
<th>Above expected level of a practicum student</th>
<th>Much above expected level of a practicum student</th>
<th>Not Observed/No Opportunity to Assess</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Demonstrates written communication skills by means of assessment and other reports</td>
<td>1.0</td>
<td>2.0</td>
<td>3.0</td>
<td>4.0</td>
<td>5.0</td>
<td>0</td>
</tr>
<tr>
<td>2. Demonstrates oral communications skills by means of presentations, such as presentations of assessment reports at team meetings or in-service presentations</td>
<td>1.0</td>
<td>2.0</td>
<td>3.0</td>
<td>4.0</td>
<td>5.0</td>
<td>0</td>
</tr>
<tr>
<td>3. Demonstrates appropriate use of e-mail and other communication or presentation media</td>
<td>1.0</td>
<td>2.0</td>
<td>3.0</td>
<td>4.0</td>
<td>5.0</td>
<td>0</td>
</tr>
<tr>
<td>4. Critically evaluates information obtained from different media, including the Internet</td>
<td>1.0</td>
<td>2.0</td>
<td>3.0</td>
<td>4.0</td>
<td>5.0</td>
<td>0</td>
</tr>
<tr>
<td>5. Uses information technology to locate evidence-based strategies, help make informed decisions, and solve problems</td>
<td>1.0</td>
<td>2.0</td>
<td>3.0</td>
<td>4.0</td>
<td>5.0</td>
<td>0</td>
</tr>
<tr>
<td>6. Makes appropriate use of software to analyze the results of assessments and interventions</td>
<td>1.0</td>
<td>2.0</td>
<td>3.0</td>
<td>4.0</td>
<td>5.0</td>
<td>0</td>
</tr>
</tbody>
</table>

Please list the graduate student’s strengths:  
(Question 15 of 17)


Please list areas needing improvement:  
(Question 16 of 17)


Suggestions for improving the graduate student’s proficiency:  
(Question 17 of 17)
Assessment of the Internship Field Site

Please rate the extent to which your site provided opportunities, prepared you and provided guidance to you in the areas listed below. These areas correspond to the program’s training goals. If you had more than one practicum site, fill out a separate form for each site. When completed, return form to your university supervisor.

Use the following scale: 1 = very dissatisfied, 2 = dissatisfied, 3 = neither satisfied nor dissatisfied, 4 = satisfied, 5 = very satisfied.

(Question 1 of 27 - Mandatory)

<table>
<thead>
<tr>
<th>Professional Identity and Professional Behavior</th>
<th>Very Dissatisfied</th>
<th>Dissatisfied</th>
<th>Neutral</th>
<th>Satisfied</th>
<th>Very Satisfied</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1.0</td>
<td>2.0</td>
<td>3.0</td>
<td>4.0</td>
<td>5.0</td>
</tr>
</tbody>
</table>

What is the field site’s strength in Professional Identity and Professional Behavior?  (Question 2 of 27)

What should the field site improve in Professional Identity and Professional Behavior?  (Question 3 of 27)
What is the field site’s strength in Assessment?  (Question 5 of 27)

What should the field site improve in Assessment?  (Question 6 of 27)

What is the field site’s strength in Intervention: Counseling?  (Question 8 of 27)

What should the field site improve in Intervention: Counseling?  (Question 9 of 27)

(Question 10 of 27 - Mandatory)
What is the field site's strength in Intervention: Consultation?  (Question 11 of 27)

What should the field site improve in Intervention: Consultation?  (Question 12 of 27)

(Question 13 of 27 - Mandatory)

<table>
<thead>
<tr>
<th></th>
<th>Very Dissatisfied</th>
<th>Dissatisfied</th>
<th>Neutral</th>
<th>Satisfied</th>
<th>Very Satisfied</th>
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</thead>
<tbody>
<tr>
<td>Intervention: Prevention</td>
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What is the field site's strength in Intervention: Prevention?  (Question 14 of 27)

What should the field site improve in Intervention: Prevention?  (Question 15 of 27)

(Question 16 of 27 - Mandatory)

<table>
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<tr>
<td>Program Evaluation and Applied Research</td>
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What is the field site's strength in Program Evaluation and Applied Research?  (Question 17 of 27)
What should the field site improve in Program Evaluation and Applied Research?  (Question 18 of 27)

(Question 19 of 27 - Mandatory)

<table>
<thead>
<tr>
<th>Professional Ethics and Knowledge of Legal Issues</th>
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<th>Neutral</th>
<th>Satisfied</th>
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<tbody>
<tr>
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<td>1.0</td>
<td>2.0</td>
<td>3.0</td>
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What is the field site’s strength in Professional Ethics and Knowledge of Legal Issues?  (Question 20 of 27)

What should the field site improve in Professional Ethics and Knowledge of Legal Issues?  (Question 21 of 27)

(Question 22 of 27 - Mandatory)

<table>
<thead>
<tr>
<th>Culture and Diversity</th>
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<th>Neutral</th>
<th>Satisfied</th>
<th>Very Satisfied</th>
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</thead>
<tbody>
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<td>2.0</td>
<td>3.0</td>
<td>4.0</td>
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</table>

What is the field site’s strength in Culture and Diversity?  (Question 23 of 27)
What should the field site improve in Culture and Diversity?  (Question 24 of 27)

(Question 25 of 27 - Mandatory)

<table>
<thead>
<tr>
<th>Communication and Information Technology</th>
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<th>Dissatisfied</th>
<th>Neutral</th>
<th>Satisfied</th>
<th>Very Satisfied</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1.0</td>
<td>2.0</td>
<td>3.0</td>
<td>4.0</td>
<td>5.0</td>
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</table>

What is the field site’s strength in Communication and Information Technology?  (Question 26 of 27)

What should the field site improve in Communication and Information Technology?  (Question 27 of 27)
Satisfaction with the School Psychology Program (Assessment of the University’s Support of the Internship Experience, to be completed independently both by field supervisor and graduate student)

<table>
<thead>
<tr>
<th>Subject:</th>
<th>Evaluator:</th>
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</thead>
<tbody>
<tr>
<td>Site:</td>
<td></td>
</tr>
<tr>
<td>Period:</td>
<td></td>
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<tr>
<td>Dates of Rotation:</td>
<td></td>
</tr>
<tr>
<td>Rotation:</td>
<td>Form Preview PRAC</td>
</tr>
<tr>
<td>Form:</td>
<td>Satisfaction with School Psychology Program</td>
</tr>
</tbody>
</table>

Directions: Please rate the extent to which you agree or disagree the statements below about Northeastern University’s School Psychology Program.

Use the following scale: 1 = strongly disagree, 2 = disagree, 3 = neither agree nor disagree, 4 = agree, 5 = strongly agree.

(Question 1 of 3 - Mandatory)

<table>
<thead>
<tr>
<th></th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neither Agree nor Disagree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Incorporates the most promising, recent developments and evidence-based practices of school psychology, psychology, and education into the curriculum.</td>
<td>5.0</td>
<td>4.0</td>
<td>3.0</td>
<td>2.0</td>
<td>1.0</td>
</tr>
<tr>
<td>2. Promotes awareness and skills with respect to providing ethically and legally appropriate services.</td>
<td>5.0</td>
<td>4.0</td>
<td>3.0</td>
<td>2.0</td>
<td>1.0</td>
</tr>
<tr>
<td>3. Promotes knowledge and skills with respect to assessment.</td>
<td>5.0</td>
<td>4.0</td>
<td>3.0</td>
<td>2.0</td>
<td>1.0</td>
</tr>
<tr>
<td>4. Promotes knowledge and skills with respect to intervention/prevention.</td>
<td>5.0</td>
<td>4.0</td>
<td>3.0</td>
<td>2.0</td>
<td>1.0</td>
</tr>
<tr>
<td>5. Promotes knowledge and skills with respect to program evaluation and applied research.</td>
<td>5.0</td>
<td>4.0</td>
<td>3.0</td>
<td>2.0</td>
<td>1.0</td>
</tr>
<tr>
<td>6. Promotes knowledge and skills with respect to providing services to diverse ethnic, cultural, and racial groups.</td>
<td>5.0</td>
<td>4.0</td>
<td>3.0</td>
<td>2.0</td>
<td>1.0</td>
</tr>
<tr>
<td>7. Promotes knowledge and skills with respect to communication and information technology.</td>
<td>5.0</td>
<td>4.0</td>
<td>3.0</td>
<td>2.0</td>
<td>1.0</td>
</tr>
<tr>
<td>8. Integrates theoretical knowledge and course work with fieldwork experiences.</td>
<td>5.0</td>
<td>4.0</td>
<td>3.0</td>
<td>2.0</td>
<td>1.0</td>
</tr>
<tr>
<td>9. Provides ongoing feedback and support to graduate students.</td>
<td>5.0</td>
<td>4.0</td>
<td>3.0</td>
<td>2.0</td>
<td>1.0</td>
</tr>
<tr>
<td>10. Helps graduate students develop a strong sense of professional identity.</td>
<td>5.0</td>
<td>4.0</td>
<td>3.0</td>
<td>2.0</td>
<td>1.0</td>
</tr>
<tr>
<td>11. Prepares graduate students to take on leadership roles within educational settings and professional organizations.</td>
<td>5.0</td>
<td>4.0</td>
<td>3.0</td>
<td>2.0</td>
<td>1.0</td>
</tr>
</tbody>
</table>

Please list the School Psychology Program’s strengths (Question 2 of 3)