



**Doctoral Internship in School Psychology
Internship Evaluation Protocol**

Name	Signature
<i>University Supervisors:</i>	
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<i>District/Agency:</i>	
<i>Administrator:</i>	
<i>Intern Supervisor(s):</i>	
<i>Intern:</i>	

This *Internship Plan and Evaluation Protocol* provides an outline of competencies to be attained by the close of the internship, including a time line for experiences intended to facilitate competency attainment. It reflects the competencies in the program's training paradigm, and is consistent with *Standards for Training and Field Placement Programs in School Psychology* (NASP, 2000). This document includes a protocol for evaluating the intern's progress toward the development of competencies, and can be used by all parties to facilitate discussion during evaluation conferences.

All parties agree to cooperate in the internship experience, and to comply with guidelines of the Ohio IUC for School Psychology, the *Operating Standards for Ohio's Schools Serving Children with Disabilities*, and the *Model Procedures and Forms for the Education of Children with Disabilities*. It is further agreed that the training experience will be comprehensive across the age range of students served, disability conditions, and school psychological services.

This form contains the (check appropriate line):

- Pre-internship Self-assessment (due May 31, prior to internship)**
 Mid-year Evaluation (due January 31)
 Year-end Evaluation (due June 15)

Description of the Internship Experience

The internship is expected to provide a comprehensive training experience that will enable the intern to:

- Be exposed to relevant activities in all 11 domains of competence reflected on this *Internship Plan and Evaluation Protocol*;
- Have experience with students representing a variety of ages and abilities;
- Provide both direct (e.g., counseling) and indirect (e.g., consultation) intervention services;
- Be involved in both prevention and intervention services.

The intern must prepare and submit to the University Supervisor by June 15 at the conclusion of the internship year a *Portfolio of Internship Exemplars* that contains the following products:

- a) *Assessment services* as reflected in an evaluation team report that contains a summary of assessment(s), including results of the student's progress in the general curriculum and instructional implications to ensure progress; conclusions regarding disability determination; and the basis for eligibility determination
- b) Description and results of an *academic intervention* for an individual student, with outcomes expressed in goal attainment scaling;
- c) Description and results of a *behavioral intervention* for an individual student, with outcomes expressed in goal attainment scaling;
- d) Description and results of a *class wide intervention*, with outcomes expressed in goal attainment scaling;
- e) Description and results of *counseling services* for an individual student, with outcomes expressed in goal attainment scaling;
- f) Description and results of a *professional development/training activity* for parents or educators.

Conditions for Supervision

Intern supervisors will provide individual, face-to-face supervision to the intern for at least 2 hours per week throughout the internship year, with additional supervision time provided as the need arises.

The university supervisor will conduct site visits with the intern supervisor and intern at least once per academic term to provide feedback about performance and progress in the internship. Additional site visits will occur as deemed necessary by the intern, intern supervisor, and/or university supervisor.

The university supervisor will conduct periodic seminars held on-campus for purposes of supervision, instruction, and evaluation of progress. The intern will provide the field supervisor with a schedule of these on-campus seminars for the following academic year by May 15 of the spring prior to internship.

The intern will maintain a log of internship activities using a form provided by the university and will submit copies of these, signed by the intern supervisor, to the university supervisor every two weeks throughout the course of the internship. These logs will contain information about the numbers and demographic characteristics of students served in each school, as well as the types of services provided.

Procedures for Evaluation of the Intern's Performance and Progress

This *Internship Evaluation Protocol* reflects the competencies in the program's training paradigm, and is consistent with *Standards for Training and Field Placement Programs in School Psychology* (NASP, 2000) and the *Archival Description of School Psychology* (APA, 1998). This document provides a protocol for evaluating the intern's progress toward the development of competencies and associated objectives. It is intended to provide a structure for the evaluation of the intern's performance as outlined in the *Letter of Internship Agreement*. This *Internship Plan and Evaluation Protocol* must be completed, signed by the intern supervisor, and provided to the university supervisor on three occasions, as described below:

1. Prior to the beginning of internship, the intern will conduct a Pre-Internship Self-Assessment using this form and provide a copy to the intern supervisor. Based on this information, the intern supervisor will complete the section entitled Initial Expectations for Internship Experience on p. 15 of this form. The intern supervisor will sign and date the form, and the intern will provide a copy of the signed Pre-Internship Self-Assessment to the university supervisor by **May 31, prior to the internship year**.
2. At the conclusion of the first academic semester, the intern supervisor will assess the intern's progress toward the attainment of objectives and complete a written evaluation of the intern's performance using this form. A signed copy of the **mid-year evaluation** must be submitted to the university supervisor by **January 31**.
3. At the conclusion of the second academic semester, the intern supervisor will assess the intern's progress toward the attainment of objectives and complete a written evaluation of the intern's performance using this form. A signed copy of the **final evaluation** must be submitted to the university supervisor by **June 15**.

Should problems arise during the course of the internship, it is the responsibility of the university supervisor(s), intern supervisors, and intern to communicate about such problems and cooperate in efforts to resolve them. In such instances, it is the responsibility of the university supervisor(s) to initiate and lead a "best practices" problem-solving intervention. The intern will be provided with a copy of the *Policy for Addressing Concerns about Student Performance or Functioning*, which includes a description of due process procedures.

Procedures for Evaluation of the Internship Experience

The intern must complete two Evaluations of the Internship Experience, as follows:

- a formative evaluation of the internship experience, due on **January 31**, and
- a summative evaluation of the internship experience, due on **June 15**

Both evaluations should include the intern's narrative description of the breadth and depth of internship experiences and opportunities for learning available on the internship, as well as a description of any special competencies that have been developed. These evaluations should be reviewed with the intern supervisor, and a copy provided to the university supervisor by the dates indicated.

Evaluation Key

- 4 = Demonstrated: Mastery**
3 = Demonstrated: Satisfactory
2 = Demonstrated: Developing
1 = Demonstrated: Unsatisfactory
N/O = Not Yet Demonstrated: No/inadequate opportunity

1. Data-Based Decision-Making and Accountability

The intern is able to define current problem areas, strengths, and needs (at the individual, group, and system level) through assessment, and measure the effects of the decisions that result from the problem solving process.

Competency/Skill/Activity	Entry	Evaluation Midterm	Final
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Overall rating and comment: _____

Specific Skills:

a) Select and apply appropriate assessment methods:

Comments: _____

- Test administration and interpretation (norm-referenced, criterion-referenced)
- Behavioral assessment: Interviewing; systematic direct observation; functional assessment/analysis
- Curriculum-based assessment:
- Ecological/environmental assessment (home, classroom, school, community):
- Assessment of student characteristics (cognitive, emotional, and motivational factors affecting performance)
- Assessment of components of instructional environment that facilitate/impede learning/behavior change
- Permanent products inspection (e.g., work products, school records)
- Integrates assessment results in written reports

b) Understanding and using assessment in a problem-solving context:*Comments:* _____

- Use data to demonstrate student problems/needs
- Use data to demonstrate student outcomes

c) Understanding and using assessment in an accountability context:*Comments:* _____

- Use assessment to identify system-level needs (e.g., classwide intervention; improved parent school communication; more effective problem-solving team functioning; less reliance on testing)
- Use assessment to identify outcomes of system-level practices, activities, and projects

2. Consultation and Collaboration

The intern must be able to listen well, participate in discussions, convey information, and work together with others at an individual, group, and systems level. The intern has knowledge of behavioral, mental health, collaborative, and/or other consultation models and methods and of their application to particular situations.

Competency/Skill/Activity	Evaluation		
	Entry	Midterm	Final

Overall rating and comment: _____
_____***Specific Skills:*****a) Displays appropriate interpersonal communication skills***Comments:* _____

- Listens attentively to others
- Displays appropriate empathy
- Paraphrases, summarizes, and questions appropriately
- Participates in group discussions
- Displays appropriate communication with educational personnel and parents

b) Conveys information accurately and effectively*Comments:* _____

- Writes clearly, coherently, and effectively
- Speaks clearly, coherently, and effectively

c) Works collaboratively with others

Comments: _____

- Solicits and considers the viewpoints of others
- Establishes trust in relationships; is reliable
- Promotes collaboration through modeling and facilitative skills

d) Displays knowledge and skill in consultative problem solving

Comments: _____

- Models support for problem solving initiatives at individual, school, and system levels
- Applies a complete and systematic problem solving process that includes:
 - Identification and clarification of problem situation
 - Analysis of factors related to the problem
 - Implementation and monitoring of interventions
 - Evaluation of outcomes and follow-up

3. Effective Instruction and Development of Cognitive/Academic Skills

The intern has knowledge of human learning processes, techniques to assess these processes, and direct and indirect services applicable to the development of cognitive and academic skills

Competency/Skill/Activity	Evaluation		
	Entry	Midterm	Final

Overall rating and comment: _____

Specific Skills:**a) Interprets, recommends, and supports accountability standards and procedures**

Comments: _____

- Is familiar with federal, state, and local accountability standards and procedures (e.g., proficiency testing; standardized group testing program; “handicapped count”, SIR)
- Recommends and assists with appropriate procedures for demonstrating attainment of standards

b) Knows when and how to use empirically validated academic intervention strategies

Comments: _____

- Knows empirically validated components of effective academic intervention (e.g., immediate feedback, opportunities to respond, contingencies for accuracy)
- Knows empirically validated instructional interventions (e.g., peer-assisted learning, listening previewing, practice strategies)

c) Suggests and is able to apply appropriate intervention monitoring methods

Comments: _____

- Understands intervention acceptability as a factor influencing use of interventions
- Supports intervention integrity through development of appropriate monitoring techniques
- Assists in designing and implementing data collection procedures that are appropriate to the nature of the intervention, its goals, and relevant child- and environmental factors

4. Socialization and Development of Life Competencies

The intern has knowledge of human developmental processes, techniques to assess these processes, and direct and indirect services applicable to the development of behavioral, affective, adaptive, and social skills.

Competency/Skill/Activity	Evaluation		
	Entry	Midterm	Final

Overall rating and comment: _____

Specific Skills:

a) Knows when and how to use empirically validated behavioral intervention strategies

Comments: _____

- Knows empirically validated components of effective behavioral intervention (e.g., cueing, reinforcement, skill-training)
- Knows empirically validated behavioral interventions (e.g., reinforcement plans, self-regulation, problem-solving routines)

b) Knows when and how to use one or more short-term counseling approaches*Comments:* _____

- Develops and implements appropriate counseling plans for individual students
- Develops and implements appropriate counseling plans for groups of students

c) Suggests and is able to apply appropriate intervention monitoring methods*Comments:* _____

- Understands intervention acceptability as a factor influencing use of interventions
- Supports intervention integrity through development of appropriate monitoring techniques
- Assists in designing and implementing data collection procedures that are appropriate to the nature of the intervention, its goals, and relevant child- and environmental factors

5. Student Diversity in Development and Learning

The intern has knowledge of individual differences, abilities, and disabilities and of the potential influence of biological, social, cultural, ethnic, experiential, socioeconomic, gender-related, and linguistic factors in development and learning. The intern evidences sensitivity and the ability to work effectively with a wide variety of people.

Competency/Skill/Activity	Evaluation		
	Entry	Midterm	Final

Overall rating and comment: _____

- Possesses adequate knowledge base regarding age, race, ethnicity, gender, disability, sexual orientation, and culture-related issues
- Demonstrates respect for diversity and awareness of own biases and their impact on one's own behavior
- Able to identify needs and appropriate modifications related to student diversity

6. School and Systems Organization, Policy Development, and Climate

The intern has knowledge of general education, special education, and other educational and related services.

Competency/Skill/Activity	Evaluation		
	Entry	Midterm	Final

Overall rating and comment: _____

Specific Skills:

a) Knows components of effective problem-solving team structure and operation

Comments: _____

- Is familiar with components and operating procedures characteristic of effective school based teams (membership, agenda, observing time limits, written record, action plans, frequency/length of meetings)
- Demonstrates effective "process" skills in team activities (inviting, re-directing, conflict management, summarizing, eliciting agreements, role assignments)

b) Able to conceptualize change-related phenomena (resistance, crisis, etc.) in "systems" terms, and to recommend/implement corresponding and effective strategic responses

Comments: _____

- Avoids "joining" resistance (blaming, giving up, fault-finding); maintains professional objectivity
- Describes behavioral phenomena in "system terms" (power relationships, healthy/unhealthy resistance, crisis response, etc.)
- Suggests/implements strategies to respond to change-related system phenomena (e.g., enhancing ownership, demonstrating need/results, "just do it")

c) Conducts training activities for professional staff and parents/caregivers

Comments: _____

- Assesses potential training needs
- Develops training plan
- Conducts/assists with training, working toward an effective presentational style
- Evaluates training impact/outcomes

d) Facilitates the development of attitudes and practices that foster a positive school climate

Comments: _____

- Demonstrates knowledge of effective disciplinary policies and practices (classwide; schoolwide)
- Demonstrates knowledge of institutional practices that foster positive school climate (shared decision-making, frequent communication, parent involvement, high standards, etc.)
- Participates, when feasible, in activities and programs to foster positive school climate

7. Prevention, Crisis Intervention, and Mental Health

The intern has knowledge of human development and psychopathology and of associated biological, cultural, and social influences on human behavior.

Competency/Skill/Activity	Evaluation		
	Entry	Midterm	Final

Overall rating and comment:

Specific Skills:

- Knows and recognizes behaviors and personal risk factors that are precursors to conduct and other disorders or threats to wellness
- Familiar with prevention and risk-reduction programs and activities
- Knows and is able to apply principles for responding to crises (suicide, death, natural disaster, murder, violence, sexual harassment)

8. Home/School/Community Collaboration

The intern has knowledge of family systems, including family strengths and influences on student development, learning, and behavior, and of methods to involve families in education and service delivery.

Competency/Skill/Activity	Evaluation		
	Entry	Midterm	Final

Overall rating and comment: _____

Specific Skills:

- Knows how family characteristics and practices affect patterns of attitudes, feelings, and behavior
- Accommodates parent/caregiver needs, preferences, values, and cultural characteristics
- Promotes home-school collaboration through effective communication with parents/caregivers
- Assesses potential parent/caregiver training needs; develops/implements/evaluates training program
- Creates and strengthens linkages with community-based agencies and resources

9. Research and Program Evaluation

The intern knows current literature on various aspects of education and child development, is able to translate research into practice, and understands research design and statistics in sufficient depth to conduct investigations relevant to own work

Competency/Skill/Activity	Evaluation		
	Entry	Midterm	Final

Overall rating and comment: _____

Specific Skills:

- Knows basic principles of research design, including single-subject designs
- Accurately distinguishes between good and inadequate research
- Understands measurement practices and outcomes to be able to recommend and explain them to others (teachers, parents)
- Able to design an evaluation or investigation relevant to own work

10. School Psychology Practice and Professional Development

The intern takes responsibility for developing as a professional and practicing in ways that meet all appropriate ethical, professional, and legal standards to enhance the quality of services, and to protect the rights of all parties.

Competency/Skill/Activity	Evaluation		
	Entry	Midterm	Final

Overall rating and comment: _____

Specific Skills:

a) Knows and applies law and regulations governing special education identification and placement activities

Comments: _____

- Is familiar with special education eligibility criteria under IDEA and Ohio *Operating Standards for the Education of Children with Disabilities (OS)*.
- Is familiar with parent and child rights under IDEA and Ohio OS.
- Is familiar with due process and procedural safeguards provisions of IDEA and Ohio OS.
- Is familiar with requirements related to evaluation activities and IEP development per IDEA and Ohio OS

b) Knows and applies pertinent legal and ethical standards in professional activities

Comments: _____

- Familiar with/observes the codes of ethics of state and national professional associations
- Familiar with/observes laws pertaining to the delivery of professional services (e.g., child abuse reporting, status offenses, confidentiality, informed consent, etc.)

c) Participates in appropriate professional development activities (e.g., state and local professional association meetings; conferences)

Comments: _____

- Attends conferences, meetings, etc.
- Engages in continuous learning (readings, class participation, seminars, etc.)

d) Displays appropriate attitudes and behavior related to professional and employment status

Comments: _____

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- Identifies own strengths/weaknesses
 - Shows respect for the expertise/contributions of other professionals
 - Accepts responsibility for own behavior (acknowledges errors; works toward improvement)
 - Accepts and responds constructively to criticism and suggestions
 - Cooperates with directives of intern supervisor
 - Persists in completing assigned tasks with minimal oversight (locates and obtains needed information and materials; follows through on tasks/needs without reminders; etc.)
 - Employs effective organizational strategies (calendar, caseload tracking and management, prioritizing, time management)
 - Flexible in altering routines to meet novel demands
 - Returns telephone calls and responds to communication promptly
 - Recognizes own limitations; seeks advice and information as circumstances dictate
 - Respects authority of Intern supervisor, school administrators, etc.
 - Adheres to district policies and procedures (attendance and punctuality; dress and personal hygiene; case-related policies/procedures; employment-related policies/procedures)

11. Information Technology

The intern has knowledge of information sources and technology relevant to the practice of School Psychology. The intern is able to access, evaluate, and utilize information sources and technology in ways that safeguard and enhance the quality of services.

Competency/Skill/Activity	Evaluation		
	Entry	Midterm	Final

Overall rating and comment: _____

Specific Skills:

- Is familiar with electronic information resources available via the internet and world wide web.
- Knows how to use electronic technology for communication purposes, and to access information relevant to professional practice.
- Knows how to locate, evaluate, and make appropriate use of software supporting professional activities (e.g., test scoring, statistical analysis, reporting, computer-assisted instruction).

Documentation of Involvement with Diverse Populations

	Bldg./Site	Timeline	Evaluation (Key: 1= Exposed or Observed; 2 = Served)
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By age/grade level:

- Early childhood (Age 0-4)	_____	_____	_____
- Primary (Grade K - 3)	_____	_____	_____
- Intermediate (Grade 4 - 6)	_____	_____	_____
- Junior High (Grade 7 - 9)	_____	_____	_____
- Secondary (Grade 10 - 12)	_____	_____	_____

By population:

- Regular (general) education	_____	_____	_____
- Developmentally delayed	_____	_____	_____
- Emotionally disturbed	_____	_____	_____
- Learning disabled	_____	_____	_____
- Multiple disabilities	_____	_____	_____
- Sensory impaired (vision, hearing)	_____	_____	_____
- Orthopedic/health impaired	_____	_____	_____
- Gifted/talented	_____	_____	_____
- Low incidence (autism, TBI, etc.)	_____	_____	_____
- Other: _____	_____	_____	_____

**Initial Recommendations for the Internship Experience
(Due May 31 prior to internship year)**

Results of this evaluation for _____ suggest that the following competencies/skills/activities should be emphasized during the early months of the internship:

University Supervisor Date

Intern Supervisor Date

Intern Date

Intern Supervisor Date

**Midterm Recommendations for the Internship Experience
(Due January 31 of internship year)**

Results of this evaluation for _____ suggest that the following competencies/skills/activities should be emphasized during the next phase of the internship:

University Supervisor Date

Intern Supervisor Date

Intern Date

Intern Supervisor Date

**Year-End Evaluation
Certification of Satisfactory Completion
of School Psychology Internship
(Due June 15 at conclusion of internship year)**

It is the professional judgment of the University Supervisor and the Intern Supervisor that _____ has completed the activities and experiences planned for the School Psychology Internship, and that s/he has achieved a satisfactory level of performance in the skills and competencies specified herein.

University Supervisor Date

Intern Supervisor Date

Intern Date

Intern Supervisor Date