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Introduction

Internship is a capstone experience for school psychology graduate students and occurs during Year 3 for masters students and during Year 5 or 6 for doctoral students. Because the internship is an integral part of students’ professional development, the time and effort spent prior to the internship year in planning and preparing for internship may pay a critical dividend in training. A positive internship experience at an excellent training site can help facilitate students’ career trajectories. On the other hand, students may be disappointed and frustrated with marginal training sites that do little to enhance their professional development. This handbook has been prepared to help students in the UO School Psychology Program plan and prepare for their internship year and complete program internship requirements. This handbook is designed for both masters and doctoral students in the program. Please direct questions about internship to the School Psychology Program’s Internship Coordinator, Dr. Laura Lee McIntyre.

Scope and Breadth of Internship Experience

Internship should provide students with a broad and in-depth training experience to sharpen and refine the professional skills acquired through coursework and practicum experiences, and to assist in the acquisition of the skills needed to be an independent professional. The type and level of professional practice in which students engage as an intern should be consistent with the aims of the University of Oregon School Psychology Program. We publicly refer to our program as being behaviorally-oriented, and prevention and intervention-focused. We consider ourselves to be a progressive program, and we do not consider regressive or archaic models of school psychology practice, such as working exclusively in a “test and place” model, to be appropriate internship experiences for our students. It is also important to remember that the internship should be a training experience, not just a work experience. Thus, we expect that interns will have sufficient opportunities for professional learning (such as mentoring, workshops, seminars, colloquia, research, observation of senior staff), and that interns will not be given the regular workload of a full-time psychologist.

The internship must be distinct and clearly unique from a student’s prior practica and fieldwork experiences. Students are encouraged to pursue internship experiences in systems other than where they completed their practicum training requirements. If a student desires to conduct part or all of their internship within a local school district where they have completed prior practicum training,
then the internship plan must make clear how the internship provides the student with a unique advanced professional training experience. Because of difficulties providing appropriate supervision and because of other inherent conflicts, University-based GTF positions are typically not appropriate for satisfying the non-school portion of an internship.

**Clock Hour Requirement**

Masters students must complete a minimum of 1200 clock hours of supervised internship training, which is the equivalent of about 33 to 34 clock hours per week over the course of a typical 36 week public school year. This clock hour requirement is based on the NASP internship training standards for specialist-level programs. It is expected that all masters students will complete school-based internships in P-12 settings.

Doctoral students must complete a minimum of 1500 clock hours of supervised internship experience. These clock hour requirements are based on the APA, APPIC, and NASP training and accreditation standards. The completion of 1500 hours usually requires 10 or more months. Some internships may require more than 1500 clock hours. APPIC sites that require 2000 clock hours over 11-12 months are not unusual.

As a general rule, doctoral students must complete at least 600 internship hours in a school setting, meaning that if doctoral students do not complete internship exclusively in a school setting, they may accept an internship in a consortium, clinic, hospital, research center, administrative/leadership setting, and so forth, so long as they have made arrangements to conduct at least 600 hours of the internship in a school setting. There is an exception to this rule: doctoral students who have previously earned a masters/specialist degree in school psychology including a 1,200 school-based internship (or who have subsequent full-time experience working as a school psychologist) may do their predoctoral internship in any appropriate setting, without having to comply with the 600 hour rule.

Although the internship experience is typically completed on a full-time basis corresponding to a traditional academic year or slightly longer, both NASP and APA internship standards allow for the internship to be completed on a half-time basis over the course of two academic years.

**Supervision Requirements**

Because our doctoral program is APA-accredited and NASP-approved, and because we have built our masters program to be consistent with NASP guidelines, we adhere to the training guidelines of these organizations. Nowhere are these guidelines more specific and critical than in the area of supervision. Please note the following supervision requirements for internships:

The internship must be conducted under the direct supervision of a field or site supervisor who is primarily responsible for the intern’s work, and who

1. Is a licensed or certified school psychologist
2. Who holds a doctoral degree in school psychology or a closely related field (doctoral students) or who holds a minimum of a masters or specialist degree (masters students)
3. Has at least two years of prior professional experience at the internship site

**For doctoral students only:** Our program does not mandate that field supervisors be board-licensed psychologists, so long as they have the appropriate education agency license or certificate to practice
as a school psychologist, a doctoral degree in psychology, and their credentials are appropriate for practice and supervision in the particular setting in which they supervise. It is important to note that students will not be able to count the internship experience as supervised experience for psychology board licensure if the field supervisor is not board-licensed. Students who intend to pursue board licensure as a psychologist in the future are strongly advised to only consider internship sites where field supervisors are board-licensed (all APPIC and APA accredited sites meet this criterion). If doctoral students complete a non-APPIC internship, they may wish to arrange supervision by a board-licensed psychologist as part of the internship experience.

**Masters and doctoral students must receive a minimum of two hours per week of direct, individual, face-to-face supervision with their field supervisors** that is focused on the professional services students are providing as interns, as well as overall progress and performance in the internship training. It is acceptable to split the individual supervision arrangements between two different supervisors, so long as this arrangement is part of the written internship plan (see below for a description of the written internship plan).

In addition to the individual supervision requirement, doctoral students must receive an additional two hours per week of structured, supervised didactic training. These additional two hours of training may occur in several forms, including: group supervision and case staffing meetings, seminars, workshops, observation of supervisory staff providing services, or other appropriate and approved activities that are conducted under supervision and are part of the student’s written internship plan.

It is generally not appropriate for UO School Psychology Program faculty to provide field or site supervision for students’ internship training. Such supervision is the responsibility of the organization that sponsors the internship.

**Written Internship Plan**

The intern, in conjunction with their on-site supervisor, develops an internship plan that specifies objectives, goals, and activities to complete during the internship year and during specific academic quarters. The program’s Internship Coordinator gives final approval to the internship plan, which must be submitted to the Internship Coordinator, signed by the field supervisor and intern, no later than the first day of internship or the beginning of Fall quarter classes, whichever is first. For students completing APPIC internships, contracts may be submitted to the Internship Coordinator within 1-week of the commencement of their internship. The written internship plan is different from an employment contract, which is usually issued by the employing agency, and specifies conditions of the appointment rather than the types of activities in which the intern will be engaged.

Each internship plan or contract should be unique and individualized according to the training interests of the intern, the opportunities, rotations, and demands of the internship site, and the specific assignment of the field supervisor. There is no language template that all internship plans must follow. All internship plans must include information on the following (please place this information in separate sections with appropriate headings):

- General description of internship site
- General goals for the internship year
- Specific goals for each academic quarter, such as rotations, site placement, etc.
- Specific, quantifiable objectives for your internship (e.g., types of services provided, populations and problems you will gain expertise with, activities you will engage in)
• Supervision; who will provide supervision, hours of supervision per week, and types of supervision (e.g., individual, group)
• Specification of educational or training components of the internship, such as supervision, groups, in-service training opportunities, research opportunities, etc.
• If applicable, specification of how much time per week will be released from service activities to allow the intern to work on their thesis or dissertation research
• A statement regarding procedures and timelines for evaluation of the intern’s performance

An Internship Plan Addendum should be submitted to the Internship Coordinator for students completing internships with multiple rotations (e.g., two 6-month rotations). At the beginning of the student’s second rotation, an addendum to the Internship Plan should be submitted to the Internship Coordinator that reflects additional information regarding the intern’s training goals, objectives, activities, and supervision. Sample internship plans may be viewed by contacting the program’s Internship Coordinator.

Case Study Requirement for M.S. Students

All master’s students will prepare a case study based on the National Association of School Psychologists (NASP requirements for the NSCP). The case study describes an actual case that has been completed by the intern using systematic and structured problem-solving procedures. Please see supplemental guidelines for completing the case study. The completed case study is due no later than Tuesday of finals week during spring quarter of internship year.

Remuneration

Internship experiences are typically paid with a stipend or salary. We do not encourage or advise our students to accept unpaid internships. Both masters and doctoral interns in school psychology are generally marketable to receive a stipend of a minimum of .50 to .75 of what an entry level psychologist at that site would earn. In some cases, internship stipends may be the same as full-time staff members, and include fringe benefits. The specific terms of financial and other remuneration for the internship experience are between the intern and the employing agency. The more flexibility you have geographically, the more likely it will be that you find an internship that not only provides good training, but also a reasonable stipend.

How Do Students Find Internships?

The primary means of locating an internship in school psychology are noted in this section. Be aware that the procedures for masters and doctoral internships differ significantly in some respects.

Doctoral Internships: The APPIC System

The Association of Psychological Postdoctoral and Internship Centers (APPIC) serves as the largest clearinghouse for psychology internships. The APPIC website at http://www.appic.org contains extensive information on the application process, accredited internship sites, timelines, etc. Most students in clinical and counseling psychology doctoral programs use the APPIC application process exclusively in their search for an internship. Although many APPIC and APA accredited internship sites are not appropriate for school psychology students (because they focus exclusively on adult populations or do not include a school or educational component), there are many APPIC sites that
are appropriate, including children’s hospitals, child guidance centers, community mental health organizations, some public school districts, and some consortiums that include a public school rotation within their training experience. APPIC internship sites have undergone a rigorous accreditation procedure, and follow established guidelines for selection and training of interns. APPIC internship sites require completion of a uniform application, which is available on their website and requires a detailed accounting of prior practicum experiences. APPIC sites usually accept applications during the Fall months (with an early November deadline), interview applicants in early Winter, and make selection decisions in February using a computer-matching process. As a general rule, all APA-accredited internship sites are also accredited by APPIC and are part of the APPIC system, but not all APPIC internships are APA-accredited.

**Masters and Doctoral Internships: Established School Psychology Internship Sites**

Although most school psychology internship sites are not formally accredited through the APPIC/APA system, there are many sites around the country that have established internship programs. Sites such as these may have a long history of training school psychology interns, and are more likely to have created training experiences that provide excellent supervision and opportunities for professional development. There is no central clearinghouse for identifying these sites, who may recruit at the NASP convention, advertise in the NASP *Communique*, send announcements to university training programs, or simply rely on referrals from school psychology faculty. Application deadlines for these types of internship sites tend to be late Winter or early Spring, with selection decisions in April or May.

**Masters and Doctoral Internships: Other School-Related Internships**

Although our strong preference is for UO School Psychology students to accept internships only at established internship training sites, many public school districts do not have established internship training programs, but are willing to consider hiring interns for their school psychology staff positions. Some sites will consider interns for any open school psychology position, whereas others will create specific internship positions. There is substantial variation among these types of sites. Some provide outstanding internship training, supervision, and professional development, whereas others simply view the intern as another (lower paid) employee, and do not provide adequate supervision and support. Like school districts in general, there is a wide variety of types of experiences to be had. Some places have a progressive model of school psychology, and others are test-and-place mills. Some school districts will pay interns on the regular professional salary scale, while others will expect the intern to work for free. The message here is: *caveat emptor* (buyer beware)! If students select an internship through this route, make sure that it will meet not only the program’s requirements for supervision and training, but student expectations as well.

**Research, Leadership, or Other Specialized Experiences**

Doctoral students who have arranged at least a half-time (600 hour minimum) internship in a school setting may fulfill the remainder of their internship hours by concurrently working in a research role at a research center (such as ORI, OSLC) in a leadership/administrative role in an educational agency such as a school district, regional educational laboratory, or state department of education. Other types of non-traditional roles are also possible. These types of appointments are usually individually-developed by the intern. Supervision requirements apply to these sites as well as traditional school
psychology sites. It is not appropriate for students to work on their own for this part of an individualized internship experience (i.e., as a private consultant or in a private practice); they must be connected to an established agency, group, or practice. Note that this practice of “split” internships (half-time at two different sites) is possible, but that it has unique challenges, and in most cases is not recommended as the best option.

**Prior Approval Required**

With the exception of doctoral internships that are part of the APPIC system and include a school training component, all internships in the UO School Psychology program are subject to the prior approval of the Internship Coordinator. Once students receive an internship offer, students should contact the Internship Coordinator immediately to discuss the conditions of the internship and make sure it is appropriate.

**Credit Registration**

Our program requires interns to earn a minimum of 9 credit hours of internship-related coursework. MS students register for 3 credits of SPSY 704 School Psychology Internship during Fall, Winter, and Spring quarters of their internship year. PhD students may earn 8 of their 9 credit hours of internship by registering for SPSY 605 (Reading in Pre-Internship Planning) during the year prior to completing their doctoral internship. PhD students must register for a minimum of 1 credit of SPSY 704 School Psychology Internship during the final term of their internship.

Students who choose to complete the internship requirement over a two-year period on a half-time basis must still register for 3 credits each term they are on the internship. This requirement means that students who do the internship in this manner may be required to complete 18 credits of SPSY 704 Internship. Students must follow the program requirements for direct face-to-face supervision (2 hours per week minimum), even if they are only at the internship sites 20 hours per week over a two-year period of time. The amount of effort required by the program to monitor and evaluate the internship is the same each quarter regardless of whether the internship is completed on a half-time or full-time basis. SPSY 704 Internship registration is currently offered on a letter grade basis only, without a Pass/No Pass option.

**Internship Evaluation Process**

An Intern’s performance is evaluated throughout the quarter, quarterly, and annually using multiple processes and products. The internship evaluation process is primarily between the student and the on-site supervisor, and it is not appropriate for UO faculty to serve as field supervisors for internship work.

A beginning of the year conference between the intern and program’s Internship Coordinator must be held during Fall term of the internship year. This conference may be conducted in-person, via telephone, or through other telecommunications (e.g., Skype). In addition, a conference between the intern, the supervisor, and the program’s Internship Coordinator must be held mid-term during each academic quarter that the intern is completing internship requirements. This conference is for the purpose of facilitating communication between the program and the internship site, ensuring that program standards and requirements are being met, and to support any consultation or problem-solving that is necessary for the student to have a successful experience. The mid-term conference may be conducted as a three-way conference call, a video conference, or an in-person meeting. The
The mid-term conference is scheduled sometime during weeks 4, 5, or 6 of the UO academic term. **It is the responsibility of the intern to work with his or her supervisor and the program’s Internship Coordinator to arrange a time and place for the conference.**

In addition to supervisory meetings throughout the quarter, on-site supervisors meet at the end of each quarter with the intern to complete and review evaluation forms. *All evaluation forms must be received by the School Psychology Program Internship Coordinator by the second day of finals week each quarter.* Summer term internship evaluation forms must be received by the Internship Coordinator no later than Tuesday of the 8th week of summer session. The specific due dates for each quarter are communicated by the Internship Coordinator to interns. The Internship Coordinator reviews all internship evaluation materials, assigns grades, and is responsible for organizing the involved professionals to settle any disagreements.

Interns and their field supervisors are required to submit the materials listed below to the UO School Psychology Internship Coordinator at the end of each academic quarter of the internship, no later than the second day of finals week for that quarter. These materials will be considered when assigning a letter grade to the intern:

- A completed UO Quarterly Intern Professional Behavior Evaluation Form (available on the program website), with the number of internship clock hours completed for that quarter and to date, signed by the intern and the field supervisor.
- Other relevant materials, such as any evaluation notes, summary letters, or internship site evaluation forms.
- A log on the intern’s clock hours, broken down by appropriate service and training categories, and signed by the intern and field supervisor.
- For the final term of internship, a log of the intern’s clock hours (preferably a cumulative weekly log), broken down by appropriate service and training categories, and signed by the intern and the field supervisor. The program’s internship log form is available on the program website.
- For interns completing **school-based internships**, three Professional Growth Assessments (PGAs; available on the program website) should be submitted over the course of the internship year. The intern should complete a PGA self-assessment during Fall quarter and the intern’s field supervisor should complete and submit PGAs during Winter and Spring terms.
- For interns completing **non-school-based internships**, two Professional Growth Assessments should be submitted over the course of the internship year. The intern’s field supervisor should complete and submit PGAs (available on the program website) during Winter and Spring terms.
- M.S. students are required to submit a full NASP/NCSP case study with supporting documents by finals week of the final term of internship. Supporting documentation should include a Microsoft Excel file with baseline and intervention data on the school-aged student’s learning or behavior, to enable calculation of a standardized effect size (recommended by NASP). The specification of the target behavior and associated operational definition should be included with the Excel file.

**Remediation Contracts**

Should there be areas of weakness or concern in an intern’s skills or performance, the intern, the on-site supervisor, and the program’s Internship Coordinator may develop a remediation contract. The
Program Director and the intern’s advisor must be notified and may work in cooperation with the Internship Coordinator and on-site supervisor to determine appropriate goals and actions to take. This contract may include more on-site supervised activity or hours. The program’s Internship Coordinator and field supervisors must approve any remediation activity that would require school fieldwork opportunities. The contract will specify how the remediation objectives will be accomplished and evaluated, as well as a timeline. The university will withhold internship grades until this plan is fulfilled to the satisfaction of all parties. Although each situation will be considered individually and remedial activities may be pursued, receiving a failing grade for internship may result in a student’s termination from the UO School Psychology Program.

**Evaluation Forms**

The next section contains the following evaluation forms:

- Log for internship hours
- Quarterly intern professional behavior evaluation form
- Professional Growth Assessment of Oregon Professional Standards for Initial School Psychologist Licensure
- Case study evaluation form (M.S. students)
- Tips for preparing your case study (M.S. students)
### UNIVERSITY OF OREGON SCHOOL PSYCHOLOGY PROGRAM

#### Log for Internship Hours

Student:  
Field Supervisor:  
Internship Site:  
Academic Year:  
Quarter and Year of Current Evaluation Period:

**Directions:** Complete this form at the end of each quarter (based on the UO academic calendar), and submit it with your internship professional behavior evaluation form by the specified due date. Record your internship activities in clock hour units using the general categories on this form. You should also keep (for your own records) a separate detailed log of your internship hours that is updated on a weekly basis and is designed to reflect your specific internship activities. Use the *summer* record columns only if your internship goes beyond a traditional 10 month academic year of mid-August through mid-June.

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>SUMMER</th>
<th>FALL</th>
<th>WINTER</th>
<th>SPRING</th>
<th>SUMMER</th>
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<tbody>
<tr>
<td>Screening and assessment, individual</td>
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<tr>
<td>Screening and assessment, group</td>
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<td>Direct intervention, individual</td>
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<td>Direct intervention, group</td>
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<td>Systems-level assessment and intervention</td>
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<td>Consultation: parents, teachers, other professionals</td>
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<td>Attend team meetings and staffings</td>
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<td>Collaborate with community agencies</td>
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<td>Provide in-service training</td>
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<td>Preparation time, file reviews, report writing, etc.</td>
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<td>Professional development activities</td>
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<tr>
<td>Research and program evaluation</td>
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<td>Supervision</td>
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<td>Other (specify):</td>
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<td>Other (specify):</td>
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<td>Other (specify):</td>
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**TOTAL CLOCK HOURS**

Cumulative Clock Hours to date for internship year: __________

__________________________
intern’s signature

__________________________
field supervisor’s signature

__________________________
date
### Quarterly INTERN Professional Behavior Evaluation Form

**University of Oregon School Psychology Program**

*Revised August, 2013*

<table>
<thead>
<tr>
<th>STUDENT: ___________________________</th>
<th>FIELD SUPERVISOR: ___________________________</th>
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<tbody>
<tr>
<td>INTERNSHIP SITE: ___________________</td>
<td>____________________________________________</td>
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<tr>
<td>QUARTER AND YEAR OF INTERNSHIP: _______</td>
<td>____________________________________________</td>
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**Supervisor:** Evaluate the intern's professional behavior according to these dimensions:

- **UNSATISFACTORY (U):** Does not display the required behaviors to the degree necessary for successful employment in schools at this time.
- **MARGINAL (M):** Has the necessary behaviors in repertoire but is inconsistent in employing.
- **SATISFACTORY (S):** Has the necessary behaviors and employs them appropriately.
- **EXEMPLARY (E):** Has the necessary professional behaviors and consistently engages in exemplary conduct appropriate for modeling by other professionals.

---

1. Evaluate the intern’s skill in using existing resources to acquire information necessary to solve problems.
   - **U**
   - **M**
   - **S**
   - **E**

   **Comments:**

---

2. Evaluate the intern’s reaction to feedback concerning her/his work.
   - **U**
   - **M**
   - **S**
   - **E**

   **Comments:**

---

3. Evaluate the intern’s acceptance of responsibility; accepts tasks and assignments and follows through.
   - **U**
   - **M**
   - **S**
   - **E**

   **Comments:**

---

4. Evaluate the intern’s timely performance of assignments.
   - **U**
   - **M**
   - **S**
   - **E**

   **Comments:**

---
5. Evaluate the intern's constructive contribution to group tasks: U M S E

Comments:________________________________________________________________________

6. Evaluate the intern's management of professional interpersonal relationships: U M S E

Comments:________________________________________________________________________

7. Evaluate the intern's soliciting feedback from others regarding his/her own work: U M S E

Comments:________________________________________________________________________

8. Evaluate the intern's ability to assume leadership roles: U M S E

Comments:________________________________________________________________________

9. Evaluate the intern's progress towards independence as a school psychologist: U M S E

Comments:________________________________________________________________________

Internship Clock Hours Logged: This quarter ____________ Total internship hours to date: ______________

FIELD SUPERVISOR'S SIGNATURE/DATE: ________________________ / ________________________
INTERN'S SIGNATURE/DATE: ____________________________ / ________________________
UNIVERSITY SUPERVISOR'S SIGNATURE/DATE: ________________________ / ________________________

After completing this evaluation form, discussing it with the intern, and including signatures of both the field supervisor and the intern, please mail or fax the completed form to: Laura Lee McIntyre, Ph.D., Internship Coordinator, School Psychology Program, 5208 University of Oregon, Eugene, OR 97403-5208. Fax: 541-346-0683. A PDF scan of the completed form may be emailed to lilmcinty@uoregon.edu.
# Professional Growth Assessment of Oregon Professional Standards for Initial School Psychologist Licensure

**Candidate’s Name:**

**Program:**

**Term/Year:**

**License Sought:**
- Initial School Psychologist Licensure

---

Program information reported on this form represents summary judgments by the candidate’s supervisors about performance on the TSPC-prescribed professional standards for knowledge, skills and abilities for the Initial School Psychologist License (OAR 584-017-0351).

Evidence of meeting the standards is assessed through classroom observations, work samples, interviews, conversations, professional interactions, and coursework. Using the key, mark the scale by each standard to attest to the candidate’s performance in that area.

## Scoring/Rating Key:

- **Missing Knowledge and Skill** = Candidate has had little or no exposure to or opportunity to use professional school psychology knowledge or skills in this area.

- **Developing Knowledge and Skill** = Candidate demonstrates knowledge of professional school psychology content and skills. Candidate may recognize good examples and non-examples, but is not consistently able to demonstrate the fundamental skills in practice when given the opportunity.

- **Initial Proficiency in Using Knowledge and Skill** = Candidate demonstrates appropriate knowledge and can use professional school psychology skills with close ongoing supervision. Candidate requires reminders, reviews, modeling, or other supports to produce acceptable and reasonably consistent results.

- **Proficiency in Using Knowledge and Skill** = Candidate demonstrates knowledge mastery and is able to provide school psychological services as a professional school psychologist with minimal supervision in the area.

- **Expanding Proficiency in Practicing Knowledge and Skill** = Candidate provides evidence that they are seeking advanced knowledge in this area and seeking ways to integrate new knowledge and skills to improve his/her practice.

- **Advanced Proficiency in Practicing Knowledge and Skill** = Candidate demonstrates a leadership role in sharing knowledge, improving skills of others, and promoting best practices in a school, district, or agency.

---

**Signed by:**

<table>
<thead>
<tr>
<th>Cooperating Professional</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>University Supervisor</td>
<td>Date</td>
</tr>
</tbody>
</table>

| Candidate | Date |
1. DATA-BASED DECISION-MAKING AND ACCOUNTABILITY

Candidates have knowledge and use models and methods as part of a systematic process to collect data and other information, translate assessment results into empirically-based decisions about service delivery, and evaluate the outcomes of service.

a. Candidates demonstrate skill in assessing or providing for assessments in the following areas: academic knowledge and achievement, intelligence and cognitive functioning, scholastic aptitude, personality, emotional status, social skills and adjustment, adaptive behavior, language and communication skills, sensory and neurological functioning, educational setting, and family/environmental influences.

b. Candidates demonstrate knowledge of assessment practices including components specifically designed to take into account cultural, ethnic, religious and other aspects of human diversity, and to prevent bias.

c. Candidates demonstrate knowledge of assessment strategies appropriate for the age range of birth to 21 years, including early intervention, and vocational-transitional approaches.
2. CONSULTATION AND COLLABORATION

Candidates have knowledge of behavioral, mental health, collaborative, and/or other consultation models and methods and of their application to particular situations. Candidates collaborate effectively with parents, school and outside personnel in planning and decision-making processes at the individual, group, and system levels.

### CONSULTATION AND COLLABORATION

<table>
<thead>
<tr>
<th>NOT MET</th>
<th>MET</th>
<th>ADVANCED</th>
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</thead>
<tbody>
<tr>
<td>Missing</td>
<td>Developing Knowledge</td>
<td>Initial Proficiency</td>
</tr>
</tbody>
</table>

Comments:

3. EFFECTIVE INSTRUCTION AND DEVELOPMENT OF COGNITIVE/ACADEMIC SKILLS

Candidates have knowledge of human learning processes, and in collaboration with others, develop appropriate cognitive and academic goals for students with different abilities, disabilities, strengths, and needs; implement interventions to achieve those goals; and evaluate the effectiveness of interventions (e.g., instructional interventions and consultation).

### EFFECTIVE INSTRUCTION AND DEVELOPMENT OF COGNITIVE/ACADEMIC SKILLS

Comments:

4. SOCIALIZATION AND DEVELOPMENT OF LIFE SKILLS

Candidates have knowledge of human developmental processes, and in collaboration with others, develop appropriate behavioral, affective, adaptive, and social goals for students of varying abilities, disabilities, strengths, and needs; implement interventions to achieve those goals; and evaluate the effectiveness of interventions (e.g., consultation, behavioral assessment/intervention, and counseling).

### SOCIALIZATION AND DEVELOPMENT OF LIFE SKILLS

Comments:

5. STUDENT DIVERSITY IN DEVELOPMENT AND LEARNING

Candidates have knowledge of individual differences, abilities, and disabilities and of the potential influence of biological, social, cultural, ethnic, experiential, socioeconomic, sexual orientation, gender-related, and linguistic factors in development and learning. Candidates demonstrate the sensitivity and skills needed to work with individuals of diverse characteristics and to implement strategies selected and/or adapted based on individual characteristics, strengths, and needs.

### STUDENT DIVERSITY IN DEVELOPMENT AND LEARNING

Comments:
6. SCHOOL AND SYSTEMS ORGANIZATION, POLICY DEVELOPMENT, AND CLIMATE

Candidates have knowledge of general education, special education, and other educational and related services. Candidates understand schools and other settings as systems. Candidates work with individuals and groups to facilitate policies and practices that create and maintain safe, supportive, and effective learning environments for children and others.

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
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<td>Initial Proficiency</td>
</tr>
</tbody>
</table>

Comments:

7. PREVENTION, CRISIS INTERVENTION, AND MENTAL HEALTH

Candidates have knowledge of human development and psychopathology and of associated biological, cultural, and social influences on human behavior. Candidates provide or contribute to prevention and intervention programs that promote the mental health and physical well-being of students. Candidates have knowledge of crisis intervention and collaborate with school personnel, parents, and the community in the aftermath of crises.

<table>
<thead>
<tr>
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</tr>
</tbody>
</table>

Comments:

8. HOME/SCHOOL/COMMUNITY COLLABORATION

Candidates have 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. Candidates work effectively with families, educators, and others in the community to promote and provide comprehensive services to children and families.

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<thead>
<tr>
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<tbody>
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<td>Developing Knowledge</td>
<td>Initial Proficiency</td>
</tr>
</tbody>
</table>

Comments:

9. RESEARCH AND PROGRAM EVALUATION

Candidates have knowledge of research, statistics, and evaluation methods. Candidates evaluate research, translate research into practice, and understand research design and statistics in sufficient depth to plan and conduct interventions (individual and/or program) for improvement of services.

<table>
<thead>
<tr>
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<td>Initial Proficiency</td>
</tr>
</tbody>
</table>

Comments:
10. SCHOOL PSYCHOLOGY PRACTICE AND DEVELOPMENT

Candidates have knowledge of the history and foundations of their profession; of various service models and methods; of public policy development applicable to services to children and families; and of ethical, professional, and legal standards. Candidates practice in ways that are consistent with applicable standards.

11. INFORMATION TECHNOLOGY

Candidates have knowledge of information sources and technology relevant to their work. Candidates accesses, evaluates, and utilizes information sources and technology in ways that safeguard or enhance the quality of services.
## Case Study Evaluation Form

**Name:** Student Name  
**Term Completed:** xx

### Section 1: Problem Identification

<table>
<thead>
<tr>
<th></th>
<th>Very Effective (score = 2)</th>
<th>Effective (score = 1)</th>
<th>Needs Development (score = 0)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1</td>
<td>□ The student’s behavior is defined in the context of appropriate grade and/or peer expectations (e.g., local norms)</td>
<td>□ The student’s behavior is operationally defined</td>
<td>□ The student’s behavior is identified but not operationally defined.</td>
</tr>
<tr>
<td>1.2</td>
<td>□ The problem is collaboratively defined</td>
<td></td>
<td>□ The problem is not collaboratively defined</td>
</tr>
<tr>
<td>1.3</td>
<td>□ The discrepancy between current and desired level of performance is explained.</td>
<td>□ The behavior is operationally defined or quantified in terms of both current and desired levels of performance.</td>
<td>□ The behavior is not operationally defined in terms of both current and desired levels of performance.</td>
</tr>
<tr>
<td>1.4</td>
<td>□ Baseline includes the student behavior and peer/grade norms and expectations with computed trend lines</td>
<td>□ A baseline for the student behavior is established using sufficient data</td>
<td>□ A baseline for the student behavior is not established or has insufficient data</td>
</tr>
<tr>
<td>1.5</td>
<td></td>
<td>□ The student behavior is identified as a skill and/or performance deficit.</td>
<td>□ The student behavior is not identified as a skill or and/or performance deficit</td>
</tr>
<tr>
<td>1.6</td>
<td></td>
<td>□ Parents/guardians and teachers and involved in the problem-identification process</td>
<td>□ Parents/guardians and teachers are not involved in the problem-identification process</td>
</tr>
</tbody>
</table>

### Section 2: Problem Analysis

<table>
<thead>
<tr>
<th></th>
<th>Very Effective (score = 2)</th>
<th>Effective (score = 1)</th>
<th>Needs Development (score = 0)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1</td>
<td>□ Hypotheses are generated through collaboration with teacher and/or parent</td>
<td>□ One or more hypotheses are developed to identify the functions that the behavior serves and/or the conditions under which the behavior is occurring or has developed in two or more of the following: child factors, curriculum, peers, teacher, classroom, home.</td>
<td>□ Hypotheses are not developed, hypotheses are developed in only one area and/or hypotheses are not measurable.</td>
</tr>
</tbody>
</table>
There are multiple sources of data that converge on each proposed hypothesis. There is evidence that appropriate data are collected to confirm or reject the proposed hypotheses. Appropriate data include one or more of the following: record review, interview, observation, testing, and self-report.

Appropriate data are not collected to confirm or reject the hypotheses.

Hypotheses reflect an awareness of issues of diversity (e.g., physical, social, linguistic, cultural). Hypotheses do not reflect an awareness of issues related to diversity (e.g., physical, social, linguistic, cultural).

<table>
<thead>
<tr>
<th>Section 3: Intervention</th>
<th>Very Effective (score = 2)</th>
<th>Effective (score = 1)</th>
<th>Needs Development (score = 0)</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1</td>
<td>Intervention is linked to observable, measurable goal statement(s)</td>
<td>Intervention is not linked to observable, measurable goal statement(s)</td>
<td></td>
</tr>
<tr>
<td>3.2</td>
<td>Intervention(s) selection is based on data from problem analysis and hypothesis testing</td>
<td>Intervention(s) selection is not based on data from problem analysis and hypothesis testing</td>
<td></td>
</tr>
<tr>
<td>3.3</td>
<td>Intervention(s) is evidence-based (e.g., research literature, functional analysis, single case design analysis)</td>
<td>Intervention(s) is not evidence-based (e.g., research literature, functional analysis, single case design analysis)</td>
<td></td>
</tr>
<tr>
<td>3.4</td>
<td>Intervention(s) is developed collaboratively</td>
<td>Intervention(s) is not developed collaboratively</td>
<td></td>
</tr>
<tr>
<td>3.5</td>
<td>Intervention(s) reflects sensitivity to individual differences, resources, classroom practices, and other system issues. Acceptability of intervention is verified</td>
<td>Intervention(s) does not reflect sensitivity to individual differences, resources, classroom practices, and other system issues. Acceptability of intervention is verified</td>
<td></td>
</tr>
<tr>
<td>3.6</td>
<td>Logistics of setting, time, resources and personnel are included in the intervention plan</td>
<td>Logistics of setting, time, resources and personnel are not included in the intervention plan</td>
<td></td>
</tr>
<tr>
<td>3.7</td>
<td>Intervention selection considers unintended outcomes or limitations</td>
<td>Intervention selection does not consider unintended outcomes or limitations</td>
<td></td>
</tr>
<tr>
<td>3.8</td>
<td>Intervention is monitored and data are provided to</td>
<td>Treatment integrity is not monitored</td>
<td></td>
</tr>
</tbody>
</table>
ensure that it is implemented as designed

### Section 4: Evaluation

<table>
<thead>
<tr>
<th></th>
<th>Very Effective (score = 2)</th>
<th>Effective (score = 1)</th>
<th>Needs Development (score = 0)</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.1</td>
<td>Charting includes student performance trend lines, and/or goal lines</td>
<td>Progress monitoring data are demonstrated on a chart</td>
<td>Progress monitoring data are not demonstrated on a chart</td>
</tr>
<tr>
<td>4.2</td>
<td>Progress monitoring data are demonstrated to be effective when compared to data generated from multiple sources/settings</td>
<td>Progress monitoring data are demonstrated to be effective when compared to baseline data</td>
<td>Intervention is not demonstrated to be effective through data comparison</td>
</tr>
<tr>
<td>4.3</td>
<td>Response to intervention data are used to inform problem solving and decision making. Single case design was specified (e.g., changing criterion, parametric, component analysis, multiple baseline, alternating treatment)</td>
<td>Data are used to inform further problem solving and decision making (i.e., continuation of intervention, modification of intervention, maintenance of intervention)</td>
<td>Data are not used to inform further problem solving and decision making</td>
</tr>
<tr>
<td>4.4</td>
<td>Strategies for transfer/generalizing outcomes to other settings are documented as effective</td>
<td>Strategies for transfer/generalizing outcomes to other settings are addressed</td>
<td>Strategies for transfer/generalizing outcomes to other settings are not addressed.</td>
</tr>
<tr>
<td>4.5</td>
<td>Modifications for future interventions are considered based upon collaborative examination of effectiveness data</td>
<td>Effectiveness of intervention is shared through collaboration with parents, teachers, and other personnel</td>
<td>Effectiveness of intervention is not shared or communicated</td>
</tr>
<tr>
<td>4.6</td>
<td>Strategies for follow-up are developed and implemented</td>
<td>Suggestions for follow-up are developed (e.g., continued progress monitoring, transition planning)</td>
<td>Suggestions for follow-up are not developed</td>
</tr>
</tbody>
</table>
**Scoring and Point Breakdown**

Problem Identification = \(x/9\)
- \(6/9\) in Problem Identification required to “Pass”

Problem Analysis = \(x/5\)
- \(3/5\) in Problem Analysis required to “Pass”

Intervention = \(x/8\)
- \(6/8\) in Intervention required to “Pass”

Evaluation = \(x/12\)
- \(8/12\) in Evaluation required to “Pass”

**Total Score: xx/34**
- “Pass” = 23-34 on Total Score and equal to or greater than the required number of points per section
- “No Pass” = \(\leq 22\) or fewer than the required number of points per section
- Any items marked as needs development need a remediation plan
Preparing Your Case Study for the NCSP Application: Tips for Applicants

1. As you choose your case study, remember that this is an intervention/problem solving case study. Case studies that focus on a traditional psychoeducational assessment for eligibility generally are not good choices unless you have put an intervention into place.

2. Follow the directions in the NCSP application booklet carefully.

3. To aid the Board in reviewing your case study, it is helpful if you divide your presentation into the six key areas listed in the case study directions in the application booklet. Labeling these sections also is helpful.

4. As you address each of the six areas, be sure to include discussion about the subparts listed for several of the areas.

5. Be sure to proofread and spell check your case study.

6. Be sure that any graphs, tables or figures are labeled.

7. Be sure to note the following as linked to the six areas:

Area 1: Background and Context

- It is not necessary to present a complete psychoeducational assessment report. Instead, focus on describing the presenting problem or referral question.
- Descriptions of the problem must be in observable measurable terms.
- Briefly describe the current level of performance and the expected level. The expected level can be determined through consultation with the teacher, observations of typical children, discussions with administrators, etc, depending on the referral question.
- You must provide baseline data that is directly related to the identified problem. The data collected must be collected in a reasonable manner along relevant dimensions. Remember that you will be comparing your outcome data to the baseline data at the end of the intervention.

Area 2: Description and Analysis

- Summarize the assessment methods used. Remember that these should be geared to providing additional, clarifying information about the identified problem and should be directly related to seeking answers to the identified problem.
• Discuss your hypotheses as the possible reasons for the problem and its occurrence. That is, present reasons about "why" the behavior is occurring as well as consider factors contributing to the problem. Interventions can only be developed when hypotheses are developed.

Area 3: Link Data with Goals

• Using the data you developed and your hypotheses, develop the goals for the intervention. Goals and interventions should be planned so that they can be implemented and have a high probability of success.
• The areas of intervention and goals must be consistent with regard to the problem analysis.
• The goals should be stated in explicit, measurable terms.

Area 4: Specific Description of the Intervention

• Specify how the intervention was implemented.
• Describe the intervention related to each goal in Area 3. Components of the intervention must be explained in sufficient detail that the reader would be able to put a similar intervention in place. The intervention steps must be manageable and realistic given the available resources.
• A description of how the intervention is being monitored also should be included.
• The intervention can be direct or indirect.

Area 5: Collaborative Efforts

• Describe how relevant members of the client(s)' environment were included in the case from step 1 on.
• Describe the role of each participant and what supports were in place for the participants.
• If attempts at collaboration were partially successful or unsuccessful, there should be an explanation of the attempts made and the potential effects. Consent is not considered to be collaboration.

Area 6: Outcome Data and Discussion of Results

• Data should be provided to illustrate the success of the intervention in addressing each goal.
• Data should be provided directly related to the change in behavior or skills by comparing the baseline data or assessment data with the outcome data.
• Data should be transformed from raw forms to allow determination of change.
• Progress towards meeting goals should also be discussed.
• Describe the progress, how it was monitored, factors that may have impeded progress, possible modifications and whether the problem has been solved or requires further or different intervention.