

Baylor University

School Psychology Program

*Ed.S. Internship Handbook
2023-2024*



*Department of Educational Psychology
Baylor University
Waco, Texas*

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Internship in School Psychology Handbook

The purpose of the Ed.S. Handbook is to provide information for individuals enrolling in School Psychology Internship courses. It is both descriptive and regulatory as it explains the developmental structure leading to the internship and the requirements for all participating parties: student, internship settings, and university.

I. Internship Guidelines

A. Internship

The Internship in School Psychology is the component of the training program where the student engages in full time school psychologist practice that is closely supervised and comprehensive in scope. The internship provides an opportunity for the intern to develop a clear professional identity and explore the full responsibilities of a practicing school psychologist while having solid supervisory and/or consultative support from an experienced field supervisor. The Internship is that point of training that fully integrates all previous training experiences. It is designed to meet the specific training objectives of the National Association of School Psychologists (NASP) and the Texas State Board of Examiners of Psychologists (TSBEP). The internship occurs at or near the end of the formal training period and shall be on a full-time basis over a period of one academic year or on a half-time basis over a period of two consecutive academic years. The internship should be at least 1,200 hours for Ed.S. students with at least 600 hours occurring in a school setting.

The following course work and experiences are required prior to the start of internship for the Ed.S. students*:

- EDP 5393 Cultural Issues with Children & Families
- EDP 5340 Measurement and Evaluation
- EDP 5367 Psychopathology of Individuals and Families
- EDP 5366 Psychology of the Exceptional Child
- EDP 5333 Psychology of Learning, Cognition, and Affect
- EDP 5328 Psychological Assessment of Children & Adolescents I: Cognitive
- EDP 5337 Psychological Assessment of Children & Adolescents II: Psychoeducational
- EDP 5394 Psychological Assessment of Children & Adolescents III: Social-Emotional
- EDP 5356 Psychological Interventions with Children & Adolescents I: Behavior
- EDP 5360 Psychological Interventions with Children & Adolescents II: Counseling
- EDP 5362 Psychological Interventions with Children & Adolescents III: Academic
- EDP 5363 Psychological Interventions with Children & Adolescents IV: CBT
- EDP 5370 Consultation, Collaboration, and Family-School Partnerships
- EDP 5341 Professional Practice, Law, and Ethics for School Psychologists
- EDP 5V78 Practicum in School Psychology Sequence
- PSY 5323 Biological Foundations of Behavior
- EDP 5327 Educational Evaluation

*Note: There may be an exception made to this requirement, but only under very rare circumstances.

II. Purpose of the Internship Experience

The internship should be viewed as a culminating/capstone experience where you, the intern, can apply knowledge and techniques acquired throughout the program under supervision. This intern should be able to receive a broad range of experiences within the internship setting. For Ed.S. students, this typically means within a school district. The goal is for the intern to have the opportunity to provide direct and indirect services for children and adolescents including, but not limited to assessment, group and individual psychotherapy, consultation, professional development, and program development. Further, the intern should have the opportunity to demonstrate an orientation as a data-based problem solver/evaluator/researcher. This orientation will be evidenced by activities related to prevention and intervention programs, problem resolution research, and program evaluation. The intern should have the chance to demonstrate an orientation as an advocate/catalyst for the development of human potential in children and adolescents within a multicultural context.

III. Objectives for Internship in School Psychology

A. The intern will demonstrate proficiencies and knowledge acquired during formal training in the School Psychology Program at Baylor University as previously listed and described in the *School Psychology Handbook*.

1. The intern will demonstrate knowledge of broad psychological foundations.
2. The intern will acquire knowledge of educational foundations.
3. The intern will demonstrate skills in the processes of psychological evaluation.
4. The intern will demonstrate skills in indirect delivery of services.
5. The intern will demonstrate skills in the direct delivery of services.
6. The intern will demonstrate knowledge and applicable skills in scientific methodologies.
7. The intern will demonstrate knowledge of the foundations of professional school psychology.
8. The intern will demonstrate positive personal characteristics, high ethical standards, and sensitivity toward cultural and ethnic groups and toward individuals with exceptionalities.

B. The intern will demonstrate professional school psychology competence by the pursuit and obtaining of appropriate professional credentials.

1. The intern will pass the National School Psychology Certification exam administered by the Educational Testing Service.
2. The intern will complete all contractual agreements with the internship site and complete all University Program requirements.

3. The intern will apply for and receive institutional certification from the University as having completed an Educational Specialist degree in School Psychology in School Psychology.
4. The intern will make successful application to the Texas State Board of Examiners of Psychologists (TSBEP) for Licensure as a Licensed Specialist in School Psychology (LSSP)*.

*Note: An exception to #4 can be made if the student moves to another state and provides evidence that they intend to apply for licensure/credential in that state.

IV. Intern Competencies and Activities

The Field-Based Supervisor (FS) and University Supervisor (US) in consultation with the Intern will determine a program of activities individually prescribed to meet the needs of the intern student. (*NOTE: The intern is not expected to experience all the activities listed below. Instead, this should be used as a guide to pursue opportunities while on internship.*). The student is included in this planning process and will have developed a set of individual goals and objectives to be achieved. In addition to the Minimum Competencies for Internships, the intern and FS should create an addendum of activities based on the Internship Activities Checklist (see pages 20-23).

Internship Skills/Competency Checklist

1. The intern will obtain experiences and demonstrate knowledge of the orientation to the “School Setting” in the following areas:

- A. Classroom observations (special education and general education classrooms).
- B. Professional teacher programs and meetings.
- C. Administrator-staff meetings.
- D. In-service education.
- E. Meetings of special services personnel (eligibility committees, screening committees).
- F. IEP (Assessment Review and Dismissal -ARD in Texas) Committee meetings.
- F. School Board meetings.
- G. PTA meetings.
- H. Regional Education Agency meetings

2. The intern will obtain experience and demonstrate knowledge of regular and special education policies and procedures related to the education of exceptional learners in the following areas:

- A. Referral for special education
- B. Operation of the interdisciplinary team (ARD in Texas)
- C. Placement in least restrictive environments
- D. Development of individual education plans
- E. School discipline policies

3. The intern will obtain experience with various instructional arrangements with diverse ethnic/cultural populations by direct observation in the following learning environments:

- A. General education classroom
- B. Special education resource room
- C. Self-contained classroom for special education
- D. Alternative learning environments

4. The intern will obtain experience and awareness of the characteristics of exceptional learners by observation and/or performance of indirect/direct services with the following populations:

- A. Learning Disabled
- B. Serious Emotionally Disturbed
- C. Intellectually Disabled
- D. Visually Impaired
- E. Hearing Impaired
- F. Orthopedic Impairment
- G. Other Health Impaired
- H. Autism Spectrum Disorder
- I. Developmentally Delayed
- J. Gifted/Talented
- K. Early Childhood
- L. Traumatic Brain Impairment

5. The intern will obtain experience and knowledge of intervention service in the following areas:

- A. Data gathering interviews with students, parents, and teachers.
- B. Interpretive conferences with students, parents, and teachers, involving communication of evaluation, programming, placement, and/or management information or recommendations.
- C. Involvement in formal and informal teacher and parent conferences and groups.
- D. Supervised individual and group counseling of pupils.
- E. Development of effective and consistent follow-up activities to case work management.
- F. Supervised participation in preparation of proposals for special education programs, mental health activities in the schools, in-service training programs, etc.
- G. Discussion and implementation of findings at various professional groups (at meetings, at case conferences, etc.).
- H. Development of effective relations with community agencies for referral, placement and follow-up.
- I. Development of awareness of the interrelation of special education, guidance services, and other child study specialists, each with a valuable contribution to

make to the school setting.

6. The intern will obtain experience and demonstrate proficiency in the administration, scoring, interpretation of psycho-educational tests for the evaluation of the following populations:

- A. Comprehensive Individual Assessment for learning disabilities (initial evaluation)
- B. Comprehensive Individual Assessment for learning disabilities (re-evaluation)
- C. Comprehensive Individual Assessment for intellectual disability (initial evaluation)
- D. Comprehensive Individual Assessment for mental disability (re-evaluation)
- E. Use a variety of psychometric instruments, as appropriate.

7. The intern should demonstrate positive personal characteristics in the performance of their duties in the following areas:

- A. Dependability/reliability
- B. Communication skills (verbal)
- C. Communication skills (written)
- D. Cooperation
- E. Independence
- F. Motivation
- G. Personal stability
- H. Productivity
- I. Professional ethics
- J. Professional image/appearance

8. The intern should obtain experience by direct observation and/or indirect/direct service delivery of services to “at-risk” populations in the following areas:

- A. Developmental delays
- B. Attention disorders
- C. Cultural, gender, ethnic and age differences

9. The intern will obtain experience and demonstrate proficiency in administration, scoring, and interpretation of assessment instruments for evaluation of the following populations:

- A. Seriously emotionally disturbed
- B. Autism Spectrum Disorder

10. The intern will obtain experience and demonstrate knowledge of instructional remediation by assisting in the development of individual education plans for the following areas:

- A. Reading
- B. Math
- C. Written Language
- D. Listening Comprehension
- E. Oral Expression

11. The intern will obtain experience and demonstrate skill in the following non-traditional assessment areas:

- A. Response to Instruction (RTI)
- B. Multi-Tiered Systems of Support (MTSS)
- C. Criterion-referenced testing
- D. Curriculum-based assessment
- E. Non-biased alternative batteries for linguistically and culturally diverse students

12. The intern will be provided opportunities to obtain experiences in the following research and professional development:

- A. Research problem solving such as library search when appropriate.
- B. Apply research skills as warranted.
- C. Show evidence of professional growth and responsibility through involvement in professional associations and organizations.
- D. Develop routine office procedures such as: record keeping, report writing, forms, bulletins, folders, file systems, correspondence, test supplies and orders, logs, etc.

V. Internship Structure

The internship experience is a cooperative venture among three primary entities: 1) the University training program (the university supervisor: US), 2) field-based supervisor (FS), and 3) the intern student. The program is designed to offer flexibility for the student as well as the cooperating agencies. These guidelines provide an overview of the types of experiences in which a student should be trained and identify areas in which the student is expected to participate. It is expected that within the internship the role and function of the school psychologist should be comprehensive and well balanced. It is important to discuss the extent to which the internship site is to provide the training opportunities delineated in this document prior to the signing of the internship contract. The primary consideration in intern placement is the adequacy of a training site, though the needs of the local system must also be taken into consideration. The following considerations provide general criteria for intern placement for Ed.S. students:

Ed.S. Internship: There should be one individual in the school district directly responsible for the supervision of the student. This representative can change throughout the internship, but the intern should know their main contact. For example, the school district

might change supervisors at the mid-point of the school year or need to reassign responsibilities during the year.

The on-site supervisor shall be responsible for no more than two (2) intern students. This person should have at least 3 years of experience as a licensed or certified school psychologist. In Texas, this would be a person licensed by the Texas State Board of Examiners of Psychologists (or equivalent in other states). ***The University Supervisor (US), in collaboration with the School Psychology Faculty, must approve the internship site and subsequent supervising field psychologist.*** (See Responsibilities of US below).

Adequate facilities for supervisors and Ed.S. interns are an important consideration to ensure maximum efficiency in testing, interviewing, and other intern activities. Office, secretarial, and other professional support must be provided. The school division should provide mileage and other professional expenses. While there are opportunities for numerous contacts between the intern, university supervisor, and field supervisor, at least two formal contacts will occur. These include:

1. Initial or Orientation contact during which an internship contract is negotiated and signed. This contact will typically be via the telephone or email.
2. Mid-Year Evaluation, during which the progress of the student in meeting contract goals are evaluated, and modifications are made as necessary.
3. End-of-Year Evaluation during which the progress of the student in meeting contract goals is evaluated, and the site and supervisor are evaluated by the student.

A. Description and Responsibilities of the University Supervisor (US)

The University Supervisor (US) is a representative of the School Psychology Program at Baylor University. The responsibilities of the US include the following:

1. Documenting the quality of the internship site and supervisor(s). This process occurs in the semester prior to the internship year, typically spring semester, and is coordinated between the prospective intern and US. See Program Handbook for additional details.
2. Be responsible for ensuring that the district/site has a commitment to the internship as a training experience.
3. Monitor the internship plan to ensure it is consistent with Program goals and objectives.
4. Limit supervision to no more than 12 intern students at any time.
5. Maintain an ongoing relationship with the intern and the intern's field-based supervisor (FS) and provide at least one field-based contact per semester for each intern.
6. Be available to interns to provide mediation of difficulties, technical assistance, and any additional services deemed appropriate by the field-based supervisor and/or intern.

7. Be responsible for documenting that the intern is meeting the Program objectives in a manner that is consistent with current legal/ethical standards of the profession.
8. The US will visit the site at least once during the internship if the site is within 100 miles of the Baylor campus and set up a distance communication (phone or teleconference) for interns more than 100 miles from campus.
9. Provide documentation to the University when the student has completed all requirements of the internship. This includes determining the final grade for the internship experience for the university records. This grade will be arrived at with consultation from the student, field supervisor, and other designated consumers of service at the internship site.

B. Description and Responsibilities of the Field-based Supervisor

The Field-based Supervisor (FS) for the Ed.S. intern is required to have at least three years of experience as a school psychologist/LSSP and hold a valid credential from the state in which they are employed (the TSBEP as a Licensed Specialist in School Psychology, LSSP, if working in Texas).

Other personnel may work in a supervisory capacity with an intern student (social workers, diagnosticians, clinical psychologists, special educators, and other health care professionals), but must be members in good standing in their respective professional organizations and certified by appropriate state agencies in their area of expertise.

The FS is expected to fulfill the following responsibilities:

1. Create, in consultation with the intern, an internship plan that is consistent with the goals and objectives of the Program. This should include a review of the Intern Activities Checklist (see pg. 20), which should provide a better guide to experiences.
2. Be responsible for no more than two interns at any given time.
3. Provide an average of 2 hours of direct supervision each week for each intern.
4. Be responsible for systematically evaluating whether the intern has met the specific training objectives of the Program and of the field-based site. This may be done by:
 - a. Regular review of casework through direct observation and/or video or audio tapes.
 - b. At least weekly review of the Log of Professional Experience, verifying experience by signature and countersigning any written records.
5. Provide the intern with as broad a range of professional experiences as possible.
6. Contact the US if any significant problem occurs with the intern's assignment.
7. Participate in and complete two formal evaluations of the student's progress: Mid-point and End-point Formal Evaluations.

8. Conduct supervision in a manner that is consistent with current legal/ethical standards of the profession.

C. Description and Responsibilities of the Intern

The Intern must have completed the coursework required by the Program and communicated to the Program Director the desire to complete an internship. The student is expected to fulfill the following responsibilities:

1. Review with the FS the conditions specified in this handbook and Internship Contract (pg. 16/17). The intern must complete, sign, and have their supervisor sign one contract per supervisor. The signed contract must be provided no later than the on-site orientation/contract meeting at the beginning of the internship placement if satisfactorily reviewed by prior communication. These credentials will be kept on file with the US for review by accreditation teams and will be updated periodically. Once a field supervisor's credentials have been verified, that person may serve as a supervisor on a continuing basis.
2. The intern and FS(s) should review the Intern Activities Checklist and determine what is reasonable to accomplish during the internship year. The Intern should contact their US if there are significant concerns about the depth and breadth of the internship remembering that it is not a requirement to complete all activities. Both parties (intern and supervisor[s]) must have a clear understanding of intern duties, supervision, work hours, assigned office space, secretarial support, provision of materials, etc.
3. Review and jointly create with the FS an internship plan that is consistent with this handbook.
4. Complete the Professional Practice Logs (see pg. 18) and have it signed by the FS on a weekly basis. Your logs should be submitted electronically to the Internship Director.
 - a. *It is important to note the difference between Direct and Indirect Hours. Direct hours include any activity that involves contact with school personnel (including students, teachers, parents, administrators, etc.). Indirect hours include activities that involve preparation for direct services (including reviewing documents, student records, research, report writing). It is important to note that your weekly Field Supervision should be documented as indirect hours, because you are not providing direct services.*
5. Seek evaluation from the FS each semester and submit the completed Internship Evaluation Form (pg. 24) to the US.
6. Be responsible to complete the Supervisor/General Internship Data form (pg. 45) and return to the US by the end of the first semester.
7. Complete the Case Studies (pg. 36). This will be discussed in more detail during the internship class.
8. Participate in the monthly internship class/conference as noted in the intern syllabus.
9. Complete the Intern Site Evaluation Form (pg. 47) by the last Friday in April for Ed.S. students.

10. Be responsible for notifying the US of any major change of assignment(s), problems, or difficulties.
11. Provide proof of professional liability insurance if requested by FS.
12. Adhere to all applicable policies and standards of the internship site.
13. Maintain confidentiality of internship site matters.

VII. Issues/Concerns about the Internship

A. In the judgment of the field and university supervisors, or internship experience is grossly deficient and the job description monitoring agreement is not being fulfilled as promised by the mid-semester evaluation, the student may be required to do one or more of the following:

1. Complete course work or research in areas of weakness
2. Complete a supervised practicum in areas of weakness
3. Complete workshops in areas of weakness
4. Be dismissed from the site.

The decision will be made by consensus of the FS and US, following consultation with the intern. Once a decision has been reached, a time will be specified for successful completion of the requirement, at which time the US and FS will review the results with the intern.

B. If improvement is not reported by the FS after the student has completed all recommendations for remediation of weaknesses, the US and FS will consult and make further recommendations. In the unlikely event that the internship agency is not fulfilling its contractual agreements, the student will not be penalized for these organizational difficulties. Alternative placements will be considered.

C. If a student finds that the internship site is not fulfilling training needs, the US should be contacted concerning termination. This should be done only in circumstances that are considered not in the best interest for the student's development. Examples might include the following:

1. Restricted training opportunities,
2. Ethical or criminal improprieties,
3. A serious mismatch of personal goals to agency requirements.

Attempts at remediation will be negotiated with the FS and pursued first. If problems continue despite remediation efforts, the intern and US may terminate the contract and begin negotiations with another agency.

VIII. Internship Expectations

You should expect the following:

1. *Stipends* - Most people are hired as a regular staff member and receive salaries consistent with state and local funds for the agency. In a school district the average salary for an Ed.S. intern School Psychologist is \$20,000 to \$25,000 for a 10-month contract. Each district pays some portion above the state limit. Each district has the option of employing students for 11 or 12 months.

2. *Benefits* – Some school districts and clinical settings provide opportunities to purchase group medical insurance, retirement funds, sick days, personal business days, and other options.

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Baylor University
Contract for Ed.S. Internship for
School Psychologist

Date: _____

I, _____
(Typed Supervisor's Name)

(Certification, Licensure, Degrees)

agrees to supervise _____
(Intern's Name)

in fulfilling the requirements for 1,200 clock hours primarily involved in the direct delivery of school psychological services, 600 of which must be in a "school setting." The specific requirements are found in the Guidelines for Meeting Internship Criteria and the Minimum Expectations for Internship (see attached pages). I accept responsibility for arranging the required experiences and for being available to the intern student for regular discussion and evaluation sessions.

Internship Information

Beginning and Ending Dates:

From: _____ To: _____

Site description: (e.g., school district, co-op, medical, combination)

University Supervisor:

Name: Eric L. Robinson

Signature: *Eric L. Robinson*

Address: One Bear Place #97301
Waco, TX 76798-7301

Phone: (254) 710-4796

Field Supervisor:

Name: _____

Signature: _____

Address: _____

Phone: _____

Baylor University
Contract for Ed.S. Internship for
School Psychologist

Date: _____

I, _____
(Typed Supervisor's Name)

(Certification, Licensure, Degrees)

agrees to supervise _____
(Intern's Name)

in fulfilling the requirements for 1,200 clock hours primarily involved in the direct delivery of school psychological services, 600 of which must be in a "school setting." The specific requirements are found in the Guidelines for Meeting Internship Criteria and the Minimum Expectations for Internship (see attached pages). I accept responsibility for arranging the required experiences and for being available to the intern student for regular discussion and evaluation sessions.

Internship Information

Beginning and Ending Dates:

From: _____ To: _____

Site description: (e.g., school district, co-op, medical, combination)

University Supervisor:

Name: Kendra Hamilton
Signature: *Kendra Hamilton*
Address: 333 N. Washington Ave, #400
Dallas, TX 75246
Phone: (254) 710-3278

Field Supervisor:

Name: _____
Signature: _____
Address: _____
Phone: _____

Baylor School Psychology Internship

Professional Practice Log Codes

Miscellaneous

100	Organize day, lunch, visiting in teacher's lounge, etc.
-----	---

Documentation / Research

210	Logs (this one or any log required by school district)
220	Scoring/Report Writing (Behavior plans, psychological reports, case notes, record of classroom observation, etc.)
230	Research (data collection/analysis)
240	Preparation for Service Delivery (reviewing student records, reviewing one's own previous class notes, reviewing referral packet forms)
250	Other (miscellaneous paper work – school log, billing)

Supervision / Training

310	Direct Supervision from designated on-site supervisor
320	Direct Supervision not related to school psychology from supervisor(s) assigned by school district.
330	In-Service/Training Activities (NASP, APA, TPA, TASP, assigned or case-related readings, library work, conferences, workshops, preparing for in-service presentations)

Consultation

410	Parent/Family (telephone interviews, in-person interviews)
420	School Personnel/Professional Staff
430	Other (physician, community-based psychologist, social worker, case worker, other interns or practicum students)

Meetings

510	Pre-Assessment ARD meeting
520	ARD (Assessment, Review, and Dismissal) meeting
530	Administrative (faculty/staff meetings)
540	Informal staffing on individual student
550	Miscellaneous (community, PTA)
560	Other Campus-Based Group Meetings (Intervention Assistance Team; Core Team)

Other Direct Services

610	Observation of Student or Classroom (direct observation related to a specific referral)
620	Standardized Assessment 920.1 Initial Assessment 920.2 Three –year comprehensive evaluation
630	Informal Assessment (criterion referenced, curriculum-based, informal reading inventories, behavioral assessment)
640	Individual –Based Intervention (individual /family therapy, parent training, child therapy, etc.)
650	Group-Based Intervention (communication group, social skills group, divorce group, career orientation group, etc.)

**Baylor University
School Psychology
Internship Activities Checklist**

Name: _____ School Year: _____
 School District: _____ Supervisor's Name: _____

Directions: Complete the checklist below by indicating (Yes or No) as to completion or non-completion of the activity. In addition, use the comment section to provide information the program would need to better understand your experiences. Finally, as appropriate, list the information requested.

<i>Activity</i>	<i>Completed Y or N</i>
ASSESSMENT*	
Learning Disabilities	
Autism/ Pervasive Developmental Disorder	
Emotional Disturbance	
Intellectual Disability	
Visually Impaired**	
Hearing Impaired**	
Orthopedic Impairment**	
Other Health Impaired	
Developmentally Delayed	
Gifted/Talented**	
Early Childhood	
Traumatic Brain Impairment**	
Attention Deficit/ Hyperactivity	
Completed Cross-Battery Assessment	
Criterion-referenced testing	
Curriculum-based assessment	
Non-biased alternative batteries for linguistically and culturally diverse students	
Response to Intervention (RTI) or Multi-Tiered Systems of Support (MTSS)	
Other (describe)	
Other (describe)	

**Note: Student did not have to qualify as disabled for you to report completion of assessment. Instead, the referral question indicated an assessment in this category*

***Note: Answer "Yes" if you assisted in the assessment of these categories and describe in comments below.*

Comments: _____

List assessment measures used above (e.g., WISC, Vineland) _____

<i>Activity</i>	<i>Completed Y or N</i>
SCHOOL/COMMUNITY PARTICIPATION	
Participated in School Administrator-Staff meeting	
In-service training/education	
Regional Education Agency meeting	
Attended PTA meeting	
Attended School Board Meeting	

Comments: _____

<i>Activity</i>	<i>Completed Y or N</i>
REPRESENTATION IN SCHOOL SYSTEM	
Member of “pre-referral team”	
Leader of “pre-referral team” meeting(s)	
Assist with IEP development	
Member of the interdisciplinary team (IEP team/ARD)	
Leader of the interdisciplinary team (IEP team/ARD) meeting	
Assist with least restrictive environment placement	
Assist with 504 Placement	
Participated in “manifest determination” meeting(s)	
Completed a presentation in a faculty meeting	

Comments: _____

<i>Activity</i>	<i>Completed Y or N</i>
DIVERSITY/CULTURAL EXPERIENCE	
Regular education classroom observation	
Special education resource room observation	
Self-contained classroom for special education observation	

Alternative learning environments observation	
Consulted with teachers that are ethnically diverse (List category of ethnic diversity <i>and number of students</i> : AA=African American; H=Hispanic; AS=Asian; PI=Pacific Islander; O=Other ----- describe _____)	
Conference/met with culturally diverse parents (List category of ethnic diversity <i>and number of students</i> : AA=African American; H=Hispanic; AS=Asian; PI=Pacific Islander; O=Other ----- describe _____)	
Implemented an intervention program with an ethnically diverse student (List category of ethnic diversity <i>and number of students</i> : AA=African American; H=Hispanic; AS=Asian; PI=Pacific Islander; O=Other ----- describe _____)	
Completed psycho-educational assessment with an ethnically diverse student (List category of ethnic diversity <i>and number of students</i> : AA=African American; H=Hispanic; AS=Asian; PI=Pacific Islander; O=Other -----describe _____)	
Completed psychological assessment with an ethnically diverse student (List category of ethnic diversity <i>and number of students</i> : AA=African American; H=Hispanic; AS=Asian; PI=Pacific Islander; O=Other ----- describe _____)	

Comments: _____

<i>Activity</i>	<i>Completed Y or N</i>
INTERVENTION	
Interviewed parents/families	
Interviewed students	
Interviewed teachers	
Participated in individual counseling with students	
Participated in group counseling sessions with students	
Created therapeutic goals for students in counseling setting	
Implemented counseling goals	
Collected outcome data on designated goals of counseling	
Implemented a single case design project	
Implemented an intervention program with an individual student	
Implemented an intervention program with a group	
Collected outcome data on intervention program	
Consulted with teachers on specific behaviors of students	
Created goals for students in consultation setting	
Implemented consultation goals	
Collected outcome data on designated consultation goals	

Directed conferences with parents and school personnel	
Created recommendations for IEP (independently)	
Created recommendations for IEP (with school staff as a team)	
Followed up to see if IEP recommendations were implemented	
Member of crisis team at campus/district level	
Developed effective relations with community agencies	
Developed awareness of the interrelation of special education, guidance services, and other child study specialists	
Other (describe)	

Comments: _____

<i>Activity</i>	<i>Completed Y or N</i>
PROFESSIONAL DEVELOPMENT	
Attendance at local/ state conferences/workshops	
Attendance at national conferences/workshops	
Completed presentation at in-service meetings/district wide workshops	
Other (describe)	
Other (describe)	

Describe: _____

Please list any activities/experiences that were not addressed above and report the number of times completed. _____

Signature: _____

Date: _____

INTERNSHIP EVALUATION FORM
School Psychology Program
Baylor University

Date: _____ Semester: _____ Year: _____

Student: _____ Supervisor: _____

To the Field Supervisor: *Please complete this evaluation form and review it with the Intern in a personal conference. Use a beginning school psychologist (or licensed school psychologist if in Texas) as your comparison when rating and provide as much specific feedback as possible. Thank you for your time in supervising this student. If you have any questions about your intern from our Dallas campus, please contact Kendra Hamilton Ph.D. at Kendra_Hamilton@Baylor.edu. If you have any questions about your intern from our Waco campus, please contact Eric L. Robinson, Ph.D. (Waco) at Eric_Robinson@baylor.edu.*

PROFESSIONAL CONDUCT

1. General Interpersonal Skills

(Circle number that best corresponds to the student's skills)

1	3	5	7	9
Interpersonal skills have negative effect on others		Displays adequate interpersonal skills		Displays exceptional interpersonal skills

2. Punctuality

1	3	5	7	9
Missed at least one deadline or appointment		Missed deadline but made appropriate arrangements		Punctual

3. Makes Use of Feedback

1	3	5	7	9
Overly defensive to appropriate feedback or fails to change behavior as a result		Somewhat defensive or does not change behavior adequately		Receptive to feedback and makes behavior changes

4. Ethical Behavior

1	3	5	7	9
Engaged in unethical behavior		Engaged in questionable behavior		Engaged in ethical behavior

5. Learned New Skills

1	3	5	7	9
Has made no effort to develop skills beyond those already known		Has made an effort to acquire skills but did do so in a way which was ineffective or which resulted in little new learning		Has made consistent efforts to learn new approaches, styles, etc.

ASSESSMENT SKILLS

6. Intern follows standardized testing procedures during assessment

1	3	5	7	9
Strongly Disagree				Strongly Agree

7. Interpretation of Psychological Evaluation Results

1	3	5	7	9
Unclear presentation of results, no integration		Presents results clearly but without integration		Well integrated interpretation/presentation

8. Ability to integrate information into a written report.

1	3	5	7	9
Is not able to integrate information		Adequate ability to integrate information		Exceptional ability to integrate information

9. Ability to create cognitive and academic goals for student based on assessment.

1	3	5	7	9
Unable to create goals		Adequate ability to create goals		Exceptional ability to create goals

10. The intern is able to implement interventions and achieve designated goals based on the assessment.

1	3	5	7	9
Unable to implement interventions		Adequate ability to implement interventions		Exceptional ability to implement interventions

11. The intern is able to evaluate the effectiveness of interventions developed from the designated goals.

1	3	5	7	9
Unable to evaluate effectiveness		Adequate ability to evaluate effectiveness		Exceptional ability to evaluate effectiveness

12. Ability to integrate assessment information orally (to parents, teachers, etc.)

1	3	5	7	9
Unable to integrate information		Adequate ability to integrate information		Exceptional ability to integrate information

PREVENTION/INTERVENTION SKILLS

Note to Supervisor: The follow section is divided into three parts: Counseling, Consultation, and General Intervention.

13. General COUNSELING skills with students

1	3	5	7	9
Poor	Fair	Average	Above Average	Excellent

14. Ability to create therapeutic goals for students in counseling setting.

1	3	5	7	9
Unable to create goals		Adequate ability to create goals		Exceptional ability to create goals

15. The intern is able to implement interventions and achieve designated goals in counseling setting.

1	3	5	7	9
Unable to implement interventions		Adequate ability to implement interventions		Exceptional ability to implement interventions

16. The intern is able to evaluate the effectiveness of interventions developed from the designated goals in counseling.

1	3	5	7	9
Unable to evaluate effectiveness		Adequate ability to evaluate effectiveness		Exceptional ability to evaluate effectiveness

17. The intern is able to create a positive relationship with parents/families in order to increase the effectiveness of interventions.

1	3	5	7	9
Unable to create a positive relationship		Adequate ability to create a positive relationship		Exceptional ability to create a positive relationship

18. General CONSULTATION skills with teachers and other school personnel

1	3	5	7	9
Poor	Fair	Average	Above Average	Excellent

19. Ability to create goals for students in consultation setting.

1	3	5	7	9
Unable to create goals		Adequate ability to create goals		Exceptional ability to create goals

20. The intern is able to implement interventions and achieve designated goals in consultation setting.

1	3	5	7	9
Unable to implement interventions		Adequate ability to implement interventions		Exceptional ability to implement interventions

21. The intern is able to evaluate the effectiveness of interventions developed from the designated goals in consultation.

1	3	5	7	9
Unable to evaluate effectiveness		Adequate ability to evaluate effectiveness		Exceptional ability to evaluate effectiveness

22. General INTERVENTION skills with students.

1	3	5	7	9
Poor	Fair	Average	Above Average	Excellent

23. Ability to create intervention goals for students.

1	3	5	7	9
Unable to create goals		Adequate ability to create goals		Exceptional ability to create goals

24. The intern is able to implement interventions and achieve designated intervention goals.

1	3	5	7	9
Unable to implement interventions		Adequate ability to implement interventions		Exceptional ability to implement interventions

25. The intern is able to evaluate the effectiveness of interventions.

1	3	5	7	9
Unable to evaluate effectiveness		Adequate ability to evaluate effectiveness		Exceptional ability to evaluate effectiveness

26. Intern demonstrates the sensitivity and skills to create, implement, and evaluate effective strategies among individuals with diverse characteristics (e.g., ethnic, cultural, SES).

1	3	5	7	9
No sensitivity		Adequate sensitivity		Exceptional Sensitivity

HOME/SCHOOL/COMMUNITY COLLABORATION

27. The intern is able to facilitate a collaborative relationship between the school and community.

1	3	5	7	9
Unable to collaborate effectively		Adequate ability to collaborate effectively		Exceptional ability to collaborate effectively

28. The intern is able to facilitate a collaborative relationship with parents/families.

1	3	5	7	9
Unable to collaborate effectively		Adequate ability to collaborate effectively		Exceptional ability to collaborate effectively

29. The intern is able to facilitate a collaborative relationship with parents/families from diverse backgrounds (e.g., ethnic, cultural, SES).

1	3	5	7	9
Unable to collaborate effectively		Adequate ability to collaborate effectively		Exceptional ability to collaborate effectively

30. The intern showed the ability to appropriately intervene in a crisis situation.

1	3	5	7	9	NA
Unable to intervene effectively		Adequate ability to intervene effectively		Exceptional ability to intervene effectively	No opportunity to intervene

31. The intern revealed knowledge on how to appropriately intervene in a crisis situation.

1	3	5	7	9	NA
Revealed no knowledge		Revealed adequate knowledge		Revealed outstanding knowledge	No Opportunity to reveal knowledge

32. The intern is able to create a positive relationship with parents/families in order to increase the effectiveness of interventions.

1	3	5	7	9
Unable to create a positive relationship		Adequate ability to create a positive relationship		Exceptional ability to create a positive relationship

33. Rate the intern's general knowledge/skills in research and program evaluation.

1	3	5	7	9
Poor	Fair	Average	Above Average	Excellent

34. Rate the intern's general knowledge/skills in policy development.

1	3	5	7	9	NA
Poor	Fair	Average	Above Average	Excellent	No opportunity to practice policy development

GENERAL FOUNDATIONAL KNOWLEDGE AND IMPACT

35. Rate the intern's general knowledge of the field of school psychology

1	3	5	7	9
Poor	Fair	Average	Above Average	Excellent

36. In general, rate the intern's ability to translate assessment results into empirically based decisions and evaluate the outcomes of services.

1	3	5	7	9
Poor	Fair	Average	Above Average	Excellent

37. Rate the intern's general knowledge of psychological foundations needed in school psychology (i.e., child development, learning)

1	3	5	7	9
Poor	Fair	Average	Above Average	Excellent

38. Rate the intern's general knowledge of educational foundations needed in school psychology (i.e., role of special education, role and function of school systems, role and function of administrators)

1	3	5	7	9
Poor	Fair	Average	Above Average	Excellent

39. Rate the intern's ability to facilitate policies and practices that create and maintain a safe, supportive, and learning environment for children and others in the school system.

1	3	5	7	9
Poor	Fair	Average	Above Average	Excellent

40. Rate the intern's knowledge of information sources and technology relevant to their work

1	3	5	7	9
Poor	Fair	Average	Above Average	Excellent

41. Rate the intern's access and application of sources and technology in ways that safeguard or enhance the quality of services

1	3	5	7	9
Poor	Fair	Average	Above Average	Excellent

42. Rate the intern's positive impact on the school environment.

1	3	5	7	9
Poor	Fair	Average	Above Average	Excellent

43. Rate the intern's overall ability to function as a school psychologist.

1	3	5	7	9
Poor	Fair	Average	Above Average	Excellent

COMMENTS:

After the conference, please have the intern scan and email the completed form to:
Eric Robinson, Ph.D. (Eric_Robinson@baylor.edu) – Waco Campus Intern Supervisor
Kendra Hamilton, Ph.D. (Kendra_Hamilton@baylor.edu) – Dallas Campus Intern Supervisor

Baylor University

GUIDELINES FOR MEETING INTERNSHIP CRITERIA IN SCHOOL PSYCHOLOGY*

1. An internship is designed to provide the trainee with a sequence of experiences designed to enhance professional attitudes, responsibility, communication skills, critical judgment, and technical skills. The internship is the culminating training experience and follows a programmed sequence of experiences, including practice and field experiences. The program must allow the intern the opportunity for carrying out major professional functions under appropriate supervision.
2. The internship provides training in a range of assessment and intervention activities conducted with and for children and youth needing psychological services.
3. The internship agency employs a clearly designated actively licensed/certified psychologist, who is responsible for the integrity and quality of the internship program. It is not essential, however, for this person to be the one providing the supervision described below.
4. Internship supervision should be provided by a professional school psychologist, which includes a licensed or certified school psychologist in the state they practice. This supervisor should be a staff member of the internship agency or may be an affiliate of that agency who carries responsibility for cases being supervised and have at least 3 years of professional experience. When necessary, this supervisor can change procedures and techniques for the intern and provide input to the agency staff. The supervisor may be provided by the school (agency) or the sending graduate program. When internship supervision is provided by an affiliate of that agency, a regular member of the agency staff must be responsible for providing administrative review (See 3 above).
5. Reports by the intern to consumers must be cosigned by the psychologist responsible for the intern or issued with a cover letter stating that the report has been "reviewed and approved by" the responsible (supervising) psychologist.
6. The internship includes an average of at least two hours per week of regularly scheduled, formal, face-to-face individual supervision with the specific intent of dealing with school psychological services rendered directly by the intern. The mentor (described in 4 above) must provide an average of one hour a week of supervision but may delegate other supervision to appropriate members of the psychological service unit.
7. In addition to individual supervision (as described in 6 above), there is an additional average of at least two hours per week in scheduled learning activities such as: case conferences involving a case in which the intern is actively involved, seminars dealing with professional issues, in-service training, etc. These activities may be in conjunction with professionals other than school psychologists and may include such planned

activities as attending agency board meetings and observing units in delivery of health and/or child-care services.

8. Supervision and education as described in 6 and 7 above will account for at least 10% (120 hours for Ed.S. student) of the intern's time. Some of the activities may occur at times other than the "regular" workday.

9. The total internship experience for the Ed.S. student may occur in more than one setting but must include a minimum of 1,200 hours and must be completed within 24 months. At least 600 of the 1,200 total hours must be completed in a "school setting."

10. At least 25% (300 hours for Ed.S.) of the intern's time is in direct client contact.

11. The intern shall have an opportunity to interact professionally with persons from other disciplines and other agencies.

12. The internship agency, preparing institution, and intern have a written agreement that describes the goals and content of the internship including clearly stated expectations for the nature of experiences offered in the agency and for the quantity and quality of work. Each intern should have a written statement about salary, benefits, reimbursable travel, holidays, etc.

* School psychology internships require a full-time experience for either the academic or calendar year or a half-time experience for two years.

** School setting is defined as any public or private educational institution

Portfolio Requirements & Evaluation

General Directions: Your portfolio will consist of seven parts. Each part is listed below. In addition, related scoring criteria and rubrics have been provided. At least two faculty members will evaluate each intern's portfolio and scores will be averaged. Interns must submit a complete portfolio and demonstrate at least "satisfactory" performance on all graded elements. Please see below for details.

- I. Resume - Provide a copy of your updated resume.
- II. Examples of Reports (one example per category)
 1. Learning Disability
 2. Emotional Disability
 3. Intellectual Disability
 4. Other
- III. Field Experiences Evaluation Form
 1. Internship Evaluation Form (Final)
- IV. Oral Presentation
 1. Oral Presentation Document (e.g., power point; paper report)
 2. Feedback Report (provided by professors)
- V. Official Praxis Score Report (provide a copy of the entire report)
- VI. Internship Activities Checklist
- VII. Case Studies (see below)

Portfolio Evaluation:

Your portfolio will be evaluated using 3 sets of rubrics found on pages 38-45. The first is:

1. Professional Portfolio Rubric – the assessment focuses on completion of your portfolio and is a credit/no credit evaluation.
2. Oral Presentation Rubric – the assessment focuses on your oral examination and follows the outline provided below.
3. Case Studies Rubric – the assessment focuses on the depth of your 3 case studies and emphasizes the outline provided on page 37. You must average a "2" across each of the 3 case studies to pass this portion of the portfolio.

The Portfolio summary is found on page 45 and reveals you need at least a minimum of 7, 9, and 142 points to pass your portfolio.

Oral Presentations

Interns will answer questions provided in an oral format. The main questions will be provided to you two weeks prior to your presentation but there might be some follow-up questions generated during the presentations. In general, each intern is asked to do the following:

Section A: You will complete the first portion individually. Faculty will decide prior to the presentation who will go 1st, 2nd, etc...., allotting approximately 10 minutes per intern for this section. You will be asked to provide a general overview of your internship experience. This should include, but is not limited to:

- Size of district (square miles, number of schools, number of students, number of school psychologists)
- Type of district (urban, suburban, etc.)
- SES of district
- Week-in-the-life as an intern
- Schools where you were primarily located.
- Highlight of typical tasks completed.
- Unique characteristics of your role
- Experience with diversity

Anything unique about your district

Section B: Once all interns are done with Section A, we will shift to a panel discussion format for Section B. During this section, a question will be proposed to the entire intern cohort, and you will take turns answering that question before we move to the next one. Respond thoughtfully to each question. Keep your answers succinct and listen closely to other intern's responses so you will not repeat what has been said. We will alternate the order of response so you will not always go first or last. Be prepared to think about your case studies in response to some questions but also to reflect on evidence-based interventions, ethical issues, multicultural experiences, and other related topics. Allot approximately 60 minutes for this section as there will be a minimum of 4 questions asked each intern. Below are a few examples of potential questions:

- Give an example of how you used evidence-based interventions to assist a student/teacher and what were the interventions?
- Give us an example of an ethical/legal dilemma you experienced and how you came up with your solution.
- Give us an example of a situation where your knowledge of multicultural and diversity considerations assisted you in working through a situation.
- What was the most challenging part of your internship? What was the most rewarding part of your internship?

Case Studies

YOU ARE REQUIRED TO COMPLETE 3 CASE STUDIES DURING INTERNSHIP.

One case must be submitted for each of the following categories: (a) academic intervention, (b) behavioral intervention, and (c) assessment-driven intervention (i.e., you were introduced to the client/student because you completed an evaluation with them). Please note, the student does not have to qualify for SPED to be an assessment-driven case.

All case studies for EdS students must be turned in by the last Friday in April of your internship year. Your case studies should include the following elements:

- A. Introduction to client/student
- B. Reason for referral
- C. Background information
- D. Baseline data
- E. Intervention used and evidence-base
- F. Explanation of data collection process
- G. Results
 - a. Provide pre-post or time series data with results
 - b. Explain process of data collection
 - c. Provide some type of analytical data (e.g., PND, PAND, etc.)
- H. Interpretation of findings
- I. Strengths and weaknesses of the intervention process
- J. Self-Reflection of your strengths and weaknesses (regarding intervention process)

Portfolio Rubrics

PROFESSIONAL PORTFOLIO DOCUMENTS:		
<p>Faculty will document whether interns provided the documents listed below using the following scale:</p> <p>0 = No Credit 1 = Credit</p>		
Category	Notes	Credit Earned (0/1)
Resume		
Sample Reports		N/A (see below)
LD		
ID		
ED		
Other:		
Field-Based Evaluation Form		
Internship Activities Checklist		
Praxis Report		
TOTAL SCORE*		
Passing score =7		

ORAL PRESENTATIONS:

For Section A of the oral presentations, credit will be earned for addressing each area of the general overview (i.e., 1 point for answering, 0 points for unaddressed areas). However, for Section B, the faculty reviewers will rate answers according to the following scale:

1 = Unsatisfactory: does not meet expectations for level of training; the student needs much more practice and supervision than most students at this same level of training.

2 = Satisfactory: meets expectations for level of training; it is understood that continued practice and supervision are recommended.

3 = Competent: student demonstrates mastery, requiring little or no additional supervision in this area.

Category	Notes	Credit Earned
Section A		0/1 Points
1. Size of District		
2. Type of District		
3. SES of District		
4. Unique Features		
Section B		1/2/3 Points
Question 1		
Question 2		
Question 3		
Question 4		
TOTAL SCORE*		
Passing score = 9		

CASE STUDIES: CASE 1

The reviewer will note whether each component is present and rate the quality of the required elements according to the following scale.

1 = Unsatisfactory: does not meet expectations for level of training; the student needs much more practice and supervision than most students at this same level of training. Component is not present in the case study.

2 = Satisfactory: meets expectations for level of training; it is understood that continued practice and supervision are recommended.

3 = Competent: student demonstrates mastery, requiring little or no additional supervision.

Category	Credit Earned (1/2/3)
Background Information	
1. Background history of the student is clearly reviewed (including diagnosis and previous interventions, as appropriate).	
2. Presenting problem and its context are clearly described.	
3. Sensitivity to diversity (cultural, ethnic, gender) is demonstrated.	
Problem Solving Process and Intervention	
1. Referral question(s) is/are clearly identified and described.	
2. Problem behavior/academic issue is clearly identified and described.	
3. Problem is appropriately assessed (e.g., if a formal assessment was conducted, the methods to gather data were appropriate for the case).	
4. Problem is analyzed clearly and sufficiently.	
5. Problem solving process is collaborative.	
6. Appropriate methods are used to collect and analyze data.	
7. Goals for intervention are clear, linked to contributing factors, and appropriate for the case.	
8. Intervention is clearly described (e.g., who did what, where, when, with whom, and how).	
9. Intervention is linked to results of formal and informal methods of problem-solving assessment.	
10. Intervention addresses the referral question.	
11. Intervention is supported by theory and/or research.	
12. Positive outcomes are linked to the intervention.	
13. Demonstrated ability to facilitate policies and practices that create and maintain safe, and an effective learning environment.	
14. Cultural and diversity considerations were accounted for throughout the intervention process.	
Critique of Problem-Solving Process and Intervention	
1. Accurately identifies strengths of the problem-solving process and	

intervention.	
2. Accurately identifies weaknesses of the problem-solving process and intervention.	
3. Suggests ways that identified weaknesses might have been avoided and/or addressed.	
4. In general, cases were well written (i.e., qualities of excellent writing are demonstrated, such as organization, clarity, grammar, etc.).	
TOTAL SCORE*	
Passing score = 42	

Note: Parts of this rubric were adapted from the University of Delaware School Psychology Program

Additional Comments:

CASE STUDIES: Case 2

The reviewer will note whether each component is present and rate the quality of the required elements according to the following scale.

1 = Unsatisfactory: does not meet expectations for level of training; the student needs much more practice and supervision than most students at this same level of training. Component is not present in the case study.

2 = Satisfactory: meets expectations for level of training; it is understood that continued practice and supervision are recommended.

3 = Competent: student demonstrates mastery, requiring little or no additional supervision.

Category	Credit Earned (1/2/3)
Background Information	
1. Background history of the student is clearly reviewed (including diagnosis and previous interventions, as appropriate).	
2. Presenting problem and its context are clearly described.	
3. Sensitivity to diversity (cultural, ethnic, gender) is demonstrated.	
Problem Solving Process and Intervention	
1. Referral question(s) is/are clearly identified and described.	
2. Problem behavior/academic issue is clearly identified and described.	
3. Problem is appropriately assessed (e.g., if a formal assessment was conducted, the methods to gather data were appropriate for the case).	
4. Problem is analyzed clearly and sufficiently.	
5. Problem solving process is collaborative.	
6. Appropriate methods are used to collect and analyze data.	
7. Goals for intervention are clear, linked to contributing factors, and appropriate for the case.	
8. Intervention is clearly described (e.g., who did what, where, when, with whom, and how).	
9. Intervention is linked to results of formal and informal methods of problem-solving assessment.	
10. Intervention addresses the referral question.	
11. Intervention is supported by theory and/or research.	
12. Positive outcomes are linked to the intervention.	
13. Demonstrated ability to facilitate policies and practices that create and maintain safe, and an effective learning environment.	
14. Cultural and diversity considerations were accounted for throughout the intervention process.	
Critique of Problem-Solving Process and Intervention	
1. Accurately identifies strengths of the problem-solving process and	

intervention.	
2. Accurately identifies weaknesses of the problem-solving process and intervention.	
3. Suggests ways that identified weaknesses might have been avoided and/or addressed.	
4. In general, cases were well written (i.e., qualities of excellent writing are demonstrated, such as organization, clarity, grammar, etc.).	
TOTAL SCORE*	
Passing score = 42	

Additional Comments:

CASE STUDIES: Case 3

The reviewer will note whether each component is present and rate the quality of the required elements according to the following scale.

1 = Unsatisfactory: does not meet expectations for level of training; the student needs much more practice and supervision than most students at this same level of training. Component is not present in the case study.

2 = Satisfactory: meets expectations for level of training; it is understood that continued practice and supervision are recommended.

3 = Competent: student demonstrates mastery, requiring little or no additional supervision.

Category	Credit Earned (1/2/3)
Background Information	
1. Background history of the student is clearly reviewed (including diagnosis and previous interventions, as appropriate).	
2. Presenting problem and its context are clearly described.	
3. Sensitivity to diversity (cultural, ethnic, gender) is demonstrated.	
Problem Solving Process and Intervention	
1. Referral question(s) is/are clearly identified and described.	
2. Problem behavior/academic issue is clearly identified and described.	
3. Problem is appropriately assessed (e.g., if a formal assessment was conducted, the methods to gather data were appropriate for the case).	
4. Problem is analyzed clearly and sufficiently.	
5. Problem solving process is collaborative.	
6. Appropriate methods are used to collect and analyze data.	
7. Goals for intervention are clear, linked to contributing factors, and appropriate for the case.	
8. Intervention is clearly described (e.g., who did what, where, when, with whom, and how).	
9. Intervention is linked to results of formal and informal methods of problem-solving assessment.	
10. Intervention addresses the referral question.	
11. Intervention is supported by theory and/or research.	
12. Positive outcomes are linked to the intervention.	
13. Demonstrated ability to facilitate policies and practices that create and maintain safe, and an effective learning environment.	
14. Cultural and diversity considerations were accounted for throughout the intervention process.	
Critique of Problem-Solving Process and Intervention	
1. Accurately identifies strengths of the problem-solving process and	

intervention.	
2. Accurately identifies weaknesses of the problem-solving process and intervention.	
3. Suggests ways that identified weaknesses might have been avoided and/or addressed.	
4. In general, cases were well written (i.e., qualities of excellent writing are demonstrated, such as organization, clarity, grammar, etc.).	
TOTAL SCORE*	
Passing score = 42	

Additional Comments:

SUMMARY		Intern Score
Professional Portfolio Documents	Passing score = 7	
Oral Presentations	Passing score = 9	
Case Studies (n=3X42 = 126)	Passing score = 126	
Grand Total*		

*Interns must have a passing score in each of the 3 categories.

INTERN SUPERVISOR/GENERAL INFORMATION FORM
School Psychology Program
Baylor University

Intern Name: _____ Academic Year: _____
School District: _____ District Phone #: _____
Address: _____

Supervisor Information

Please provide the following information about your supervisor or supervisors. Note that you need to provide information about the psychologist that provides your primary supervision and not about other school psychologists that you may consult with on a single case. In addition, provide information below if you have more than one primary supervisor.

Supervisor's Name: _____ Highest Degree Earned: _____
Years Experience: _____ Type of License/Certification: _____
License/Certification #: _____

Supervisor's Name: _____ Highest Degree Earned: _____
Years Experience: _____ Type of License/Certification: _____
License/Certification #: _____

General Information

Please provide the following information about your internship.

Annual Salary: _____ Number of Schools/Settings Assigned: _____

Start/Stop Date of Internship: From _____ to _____

Names of Schools/ Campuses/Settings: _____

Office Space Description (include access to computer, email, whether you share a desk and/or office, etc.): _____

Number of students on your caseload: _____

Do you receive reimbursement for travel between schools/settings (Circle One)?

Yes No

If yes, what is the mileage rate? \$_____

Professional Development Opportunities (describe):

INTERN SITE EVALUATION FORM
School Psychology Program
Baylor University

Date: _____ Semester: _____ Year: _____

Student: _____ Supervisor: _____

To the Intern: *This provides you an opportunity to give the program faculty feedback on your internship experience. Please note that you should have shared any significant intern-related issues with your field supervisor followed by your university supervisor. Complete and return to your university internship supervisor by **the first Monday in May for Ed.S. students.** Provide as much specific feedback as possible. If you have any questions, contact either Eric L. Robinson, Ph.D., at (254) 710-4796 or by e-mail: Eric_Robinson@baylor.edu. or Kendra Hamilton, Ph.D., at (254) 710-3278 or by email: Kendra_Hamilton@baylor.edu.*

1. Your internship site provided you a wide range of professional experiences

1	3	5	7	9
Strongly Disagree	Disagree		Agree	Strongly Agree

2. Your supervisor provided you the opportunity to accomplish your internship goals.

1	3	5	7	9
Strongly Disagree	Disagree		Agree	Strongly Agree

3. Your supervisor provided the opportunity for you to share your thoughts and ideas about cases.

1	3	5	7	9
Strongly Disagree	Disagree		Agree	Strongly Agree

4. Your supervisor showed interest in providing you a wide range of professional experiences.

1	3	5	7	9
Strongly Disagree	Disagree		Agree	Strongly Agree

5. Your supervisor was willing to listen as you “worked” your way through individual cases.

1 3 5 7 9
Strongly Disagree Disagree Agree Strongly Agree

6. Your supervisor treated you as a professional.

1 3 5 7 9
Strongly Disagree Disagree Agree Strongly Agree

7. Your supervisor gave you constructive criticism.

1 3 5 7 9
Strongly Disagree Disagree Agree Strongly Agree

8. Your supervisor gave you good feedback on cases even if you did not agree with her/him in every situation.

1 3 5 7 9
Strongly Disagree Disagree Agree Strongly Agree

9. The school personnel (administrators, staff, teachers) treated you with respect.

1 3 5 7 9
Strongly Disagree Disagree Agree Strongly Agree

10. Most of the tasks you completed on your internship were directly related to your job as a school psychologist.

1 3 5 7 9
Strongly Disagree Disagree Agree Strongly Agree

Comments: _____

