

Rowan University
School Psychology Program
Appendix B:
Internship Guide

Revised August 2018

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Introduction

The Rowan University School Psychology Program is committed to educating students to provide high quality school psychological services. The internship is the culminating experience in the program and provides the school psychology student with the opportunity to demonstrate, under conditions of appropriate supervision, his/her professional competencies through the integration of knowledge and the application of skills. The internship is completed for academic credit and documented on the student's Rowan University transcript by completion of 12 credit hours of *SPSY 22634 Internship in School Psychology*. All course work and *SPSY 22630 Practicum in School Psychology* must be completed successfully prior to beginning internship.

During the internship, school psychology students are expected to demonstrate educational and mental health practices that lead to the resolution of individual, group, and system-level problems in schools, and to work toward positive impact of student learning for children and adolescents. The Rowan University School Psychology Program MA and EdS curriculum revolves around basic course work in psychological and educational foundations, professional school psychology knowledge and practices, problem solving model for intervention planning, psychoeducational assessment, consultation, and research. Field experiences are carefully sequenced to maximize the integration of academic course work, and to meet the graduate education standards of the National Association of School Psychologists (NASP). The internship is the culminating experience that integrates and applies the full range of school psychology competencies and domains.

Internship Description

The internship is a 1200-hour experience completed either on a full-time basis for one year, or on a half-time basis over two consecutive years. At least 600 hours of the internship is completed in a school setting. Students are placed in approved sites for their 1200 hours of supervised internship experience where they are supervised by an appropriately credentialed school psychologist. Interns receive at least two hours of field-based supervision per full-time week from a practicing school psychologist, who is responsible for no more than two interns at any given time. Interns are expected to attend scheduled Internship supervision meetings on the Rowan University campus.

The school-based internship experience is provided in a local educational agency. While the provision of internship credit and grade assignment is the responsibility of the university-based supervisor, primary responsibility for intern supervision rests with appropriately credentialed local educational agency personnel. University faculty supervisions are responsible for providing appropriate orientation and support to interns.

Local (field-based or school-based) supervision is provided by a person or persons holding a valid credential as a school psychologist and who has held such employment for a minimum of one year in that setting, and with a total of three years of professional experience as a school psychologist.

An internship contract is signed by the student, the field-based supervising school psychologist and the university-based supervisor delineating the responsibilities of each party and the collaboration between the training program and the internship site that assures the completion of activities consistent with the goals of Rowan University School Psychology Internship. The internship contract specifies: a) the period of appointment and any terms of compensation; b) a schedule of appointments, expense reimbursements, a safe and secure work environment, adequate office space, and support services consistent with that afforded agency school psychologists; c) provision for participation in continuing professional development activities; d) release time for internship supervision; and e) a commitment to the internship as a diversified learning experience.

Internship Goal and Objectives

The overall goal of the Rowan University School Psychology Program Internship is for the intern to develop proficiency in applying the problem-solving model as a scientist-practitioner. To achieve this goal, interns will demonstrate the following objectives that are consistent with the *NASP Domains of School Psychology Practice*:

1. Competence in applying data-based decision making and empirically-supported strategies and interventions that result in measurable academic, cognitive and behavioral positive change.
2. Competence in providing both direct and in-direct school psychological services including assessment, collaborative problem solving, prevention, mental health counseling, behavioral intervention, and consultation.
3. Competence as producers and consumers of research, including program evaluation and development.
4. Competence in ethical, legal, and responsible practice.
5. Competence in integrating technology and classroom-based learning, field-based experience, and practical application of psychological and educational foundations to school-based problems.
6. Competence to become an integral part of multidisciplinary teams capable of working collaboratively and forming partnerships with families, educators, and the community.
7. Competence in meeting the needs of students and families in the context of a multicultural, pluralistic society where individual differences in culture, ethnicity, gender, socioeconomic status, and sexual orientation are understood and respected.

Internship Training Plan

The 2010 NASP Standards for Graduate Preparation of School Psychologists require that an internship training plan be developed for all interns. The internship experience is guided by this written plan based upon NASP’s 10 *Domains of Practice*, that specifies the responsibilities of Rowan University and the internship site in providing supervision, support, and both formative and summative performance-based evaluation of intern performance.

The sample Internship Training Plan below delineates the appropriate activities and competencies to be completed during the internship. It is meant as a sample to guide in the development of an individual’s internship experience. The plan will represent an initial plan for accomplishing the internship requirements. The plan will be reviewed periodically and revised as necessary. Items to be completed are outlined in the plan and completion of all items is expected by the end of the internship year.

Internship Training Time Line
(Sample)

Intern: _____ School Year: _____
 Supervisor(s): _____
 School District: _____

Month	Experiences
September	Orientation Develop internship training timeline Clarify work days, hours and length of experience (school calendar) Establish specific time for supervisory conferences Obtain office space, mailbox and other supplies Become familiar with the school’s electronic data-based system Introduction to staff Become oriented to the school/district (e.g., maps, tour) Set guidelines for activities that require direct supervision and approval Obtain lists of school psychologists and school staff with room numbers, phone numbers, and e-mail addresses Become familiar with district curriculum, policies and procedures, and forms Become familiar with school psychology department forms, test materials, procedures and norms Clarify and resolve any issues that may arise due to multiple supervisors, and multiple school expectations Obtain information regarding special education population and programs Identify community resources that are available for children and families Review official (board approved) job description Become familiar with the special education referral process and the role of the school psychologist (e.g., parental permission for intern participation, time lines, determining test instruments, sharing results, report writing)

	<p>Establish evaluation procedures (e.g., dates for evaluation, names and numbers of assessments conducted, descriptions and evaluations of counseling activities, summary of consultation activities, summary of other responsibilities and professional development activities, narrative summary of internship experience)</p> <p>Review internship assignments</p> <p>Meet with university supervisor</p> <p>Attend first intern seminar</p>
October	<p>Participate in assessment activities</p> <p>Conduct student observations</p> <p>Conduct teacher, parent and student interviews</p> <p>Plan and begin to conduct assessments</p> <p>Participate in intervention activities</p>
November and December	<p>Conduct/lead individual or group counseling</p> <p>Write reports</p> <p>Work on internship assignments</p>
January and February	<p>Conduct/participate in In-Service presentation</p> <p>Participate in Intervention and Referral Services (I&RS) meetings (i.e., Building-level problem-solving team)</p>
March and April	<p>Observe and/or take part in evaluation of students with disabilities that have not yet been included in internship (e.g., low incidence handicaps, high school, preschool)</p> <p>Attend board of education meeting</p>
May and June	<p>Complete reports and other professional tasks</p> <p>Complete internship assignments</p> <p>Complete/present portfolio</p>

Assignments for the Internship in School Psychology	
A	Narrative Summary of Internship
B	Internship Log (Excel format)
C	Internship Contract
D	Written Training Plan
E	Academic Problem-Solving Case Study
F	Behavior Problem-Solving Case Study
G	Class, School or System Wide Universal Intervention
H	Counseling Case Study for Individual or Group
I	Consultation Case Study
J	Comprehensive Case Study
K	Child Study Team Determination of Eligibility Report
L	Individual Educational Program
M	Professional Development/Inservice Presentation or Universal Intervention
N	Internship Evaluation by Intern
O	Psychological and Psychoeducational Evaluation Samples
P	Self Reflection
Q	Two (2) Internship Evaluations by Field Supervisor (Formative and Summative)

R	Praxis II Review Materials (varies by student)
S	Intern Diversity Case Log
T	Praxis II School Psychology exam score (Official ETS Score Report)
U	Program Evaluation
V	Resume

**ROWAN UNIVERSITY
SCHOOL PSYCHOLOGY PROGRAM**

INTERNSHIP CONTRACT

The Rowan University School Psychology Program hereby enters into an agreement with _____ (an intern), and _____ (the local education unit), pursuant to a school psychology internship. The period of appointment is from _____ to _____ (dates) and the terms of compensation are as follows:

_____.

The purpose of this agreement is to set forth the conditions of the internship and to clarify the responsibilities of the parties to this agreement.

Intern

1. The intern has completed all program coursework.
2. The intern is responsible for notifying the university supervisor of any concerns regarding the internship that cannot be resolved in the placement setting.
3. The intern keeps a daily log of activities, totaling a minimum of 1200 hours, and a record of the number of hours of supervision per week. The supervision hours must average 2 hours per week.
4. The intern completes an evaluation of the internship experience.
5. The intern works with the psychological services staff, school personnel, students and families in activities that are consistent with school and district policies and consistent with internship requirements.
6. The intern will attend monthly, on-campus, intern seminars conducted by university faculty.

Supervisor

1. The supervisor must be an appropriately credentialed school psychologist in the state in which the training experience is offered.
2. The supervisor must have three years' experience as a school psychologist, with one of those years in the school setting in which the supervision will occur.

3. No more than two supervisors will provide supervision for the intern at any given time.
4. The supervisor will meet, on average, two hours per week with the intern during school time. A schedule these meetings will be developed by the supervisor and intern.
5. The supervisor has the responsibility of expeditiously notifying the university supervisor of any concerns about the intern's performance that cannot be resolved in the placement setting.
6. The supervisor will submit mid-year and final evaluations of the intern's performance to Rowan University, School Psychology Program.

School District

1. The school district will provide a safe and secure work environment and adequate, well-lighted office space that ensures confidentiality for consultation and assessment.
2. The school district will provide a lockable cabinet or other secure place for keeping confidential information.
3. The school district will provide all necessary assessment and intervention materials, including test scoring and report preparation resources comparable to those provided for certified/licensed school psychologists in the district.
4. The school district will provide support services and expense reimbursement consistent with that afforded agency school psychologists.
5. The school district will enable the intern to meet internship-training requirements including release time for intern supervisions, attendance at out-of-district meetings and participation in appropriate continuing professional development activities.
6. The school district will commit to providing the intern with a diversified training experience.

Rowan University

1. The Rowan University faculty supervisor will make periodic on-site visits during the academic year. Visits will be scheduled on a routine basis with additional visits upon request from the intern or field supervisor.

3. The Rowan University faculty supervisor will assist the intern and the field supervisor in problem solving when the intern or the field supervisor reports an unresolved issue.
4. The Rowan University faculty supervisor is responsible for assigning internship grades.

It is understood and agreed that the parties to this arrangement may revise or modify this agreement or the written plan for the field experience by written amendment upon mutual agreement to such amendments.

This agreement shall be effective when executed by all parties.

By: _____ Date: _____
School Psychology Program Supervisor

By: _____ Date: _____
Field- Based Supervisor

By: _____ Date: _____
School Psychology Intern

Rowan University
 School Psychology Program
 Internship in School Psychology

Sample Internship Log

Date:	Intervention (Specify counseling, consultations, IR&S meetings)	Evaluation (Specify observation, interviews, assessment, feedback, etc)	Supervision (Hours, specify group or individual)	Meetings or professional development (hours and description)	Other
Summary of Activities: Contact Hours:					
<p>Rowan University School Psychology Program Coordinator will provide interns with a sample Microsoft Excel file to help organize and summarize their daily/weekly/total number of hours.</p> <p>A summary of the total number of hours is required in the Excel file. This summary will be transformed into a graphic representation (pie graph) to represent the breakdown of the total 1200 hours into various categories.</p>					

Intern Diversity Case Log (sample)

Directions: To assure your Internship provides a diversity of experiences, please log the following on each case on which you are involved.

Student (1 st name only)	School	Grade	Gender	Race	Econ	Purpose / Type of Activity	Tier 1, 2, 3	Date Initiated	Initial/ Re- eval	Sp Ed Elig Deter- mined	Intervention Description

Key:

Race:

- AI/AN (American Indian/Alaskan Native)
- API (Asian/Pacific Islander)
- BNH (Black, Non-Hispanic)
- WNH (White Non-Hispanic)
- MR (Multi-Racial)

Econ = Economically Disadvantaged: Y or N

Tier Descriptions:

- Tier 1 services -Universal Services, such as, developing local norms using CBM/DIBELS, school-wide or grade level-wide Positive Behavior Supports
- Tier 2 services -Targeted Services, such as, group interventions for academic concerns, group interventions for social & behavioral
- Tier 3 services -Individual Services, such as, intervention planning and implementation, crisis counseling, assessment & evaluation

Intervention Description:

- A (Academic)
- B (Behavioral)
- C (Class-wide)
- IC (Individual Counseling)

School Psychology Internship Competencies

The Rowan University School Psychology Internship Competencies are documented on the format that follows in the next eight pages. The School Psychology Internship Competencies form provides an outline of competencies to be attained by the end of the internship. It reflects the competencies in the program's training and is consistent with the *2010 NASP Standards for Graduate Preparation of School Psychologists*. This document is also consistent with the Rowan University School Psychology Internship Evaluation form that is completed by the field-based supervisor.

Rowan University
School Psychology Internship Competencies

Performance Area

1 Data-Based Decision-Making and Accountability

1.1.) Demonstrates knowledge of varied models and methods of assessment that yield information useful in identifying strengths and needs, in understanding problems, and in measuring progress and accomplishments.

1.2.) Demonstrates effective development and implementation of academic and behavioral interventions that are based on data gathered from the team problem-solving (decision-making) and assessment process(es) and linked to goals and outcomes.

1.3.) Demonstrates effective problem-solving (decision-making process) skills and procedures at the individual, group and systems levels.

1.4.) Demonstrates effective skills in selecting appropriate measures to monitor and evaluate the success of individual, group and systems interventions that compare/contrast the desired goal(s) from the actual outcome(s).

1.5) Demonstrates an emerging knowledge base of problem-solving (decision-making) processes that are related to educational research and systems-level and/or building level concerns.

1.6.) Utilizes data to evaluate the outcomes of services.

Written Internship Assignment Related to NASP Domain 1: (*see chart Summary of Written Assignments Related to NASP Domains on page 21)

A Academic Response to Intervention (RTI) Case Study Report

B Behavioral Response to Intervention (RTI) Case Study Report

C Class-wide Response to Intervention (RTI) Case Study

E Consultation Case

F Comprehensive Case Study

G CST Determination of Eligibility Report

H Individual Educational Program

M Internship Evaluation by Field Supervisor

U Program Evaluation

2 Consultation and Collaboration

2.1) Demonstrates knowledge of behavioral, mental health, collaborative, and/or other consultation models and methods.

2.2) Collaborates effectively with others in planning and decision-making processes at the individual, group and systems level.

2.3) Communicates and collaborates effectively with school personnel.

2.4) Communicates and collaborates effectively with families.

2.5) Communicates and collaborates effectively with students.

2.6) Communicates and collaborates effectively with community professionals.

2.7) Collaborates effectively with others throughout the problem-solving and assessment process.

2.8) Collaborates with others at a universal systems level to develop prevention and intervention programs that help to create healthy learning environments.

Written Internship Assignment Related to NASP Domain 2*:

- | | |
|----------------------------------------------------------------------|----------------------------------------------------|
| A Academic Response to Intervention (RTI) Case Study Report | H Individual Educational Program |
| B Behavioral Response to Intervention (RTI) Case Study Report | M Internship Evaluation by Field Supervisor |
| C Class-wide Response to Intervention (RTI) Case Study | U Program Evaluation |
| E Consultation Case | |
| F Comprehensive Case Study | |
| G CST Determination of Eligibility Report | |

3 Interventions and Instructional Support to Develop Academic Skills

3.1) Demonstrates knowledge of human learning processes, techniques to assess these processes, and direct and indirect services applicable to the development of cognitive and academic skills.
3.2) Demonstrates knowledge of and skills in developing effective instructional strategies/intervention to promote learning of students at individual, group or systems levels.
3.3) Demonstrates skills in appropriately administering and interpreting assessment data.
3.4) Demonstrates skills in linking assessment data to development of instructional interventions.
3.5) Demonstrates in collaboration and consultation with others the ability to develop appropriate curricular or intervention strategies that are evidenced-based and intended to promote learning in students with diverse strengths and needs.
3.6) Utilizes intervention data to guide instructional decisions.
3.7) Assesses treatment integrity of intervention implementation.
3.8) Demonstrates skills in adhering to standardized procedures for administering standardized assessments of intelligence.
3.9) Demonstrates skills in adhering to standardized procedures for administering standardized assessments of academic achievement.
3.10) Demonstrates ability to conduct curriculum-based, progress monitoring or other authentic methods of assessments of academic skills.

Written Internship Assignment Related to NASP Domain 3*:

- | | |
|--------------------------------------------------------------------|----------------------------------------------------|
| A Academic Response to Intervention (RTI) Case Study Report | H Individual Educational Program |
| C Class-wide Response to Intervention (RTI) Case Study | M Internship Evaluation by Field Supervisor |
| E Consultation Case | |
| F Comprehensive Case Study | |
| G CST Determination of Eligibility Report | |

4 Intervention and Mental Health Services to Develop Social and Life Skills

4.1) Demonstrates knowledge of human developmental processes, techniques to assess these processes, and direct and indirect services applicable to development of behavioral, affective, adaptive and social skills.
4.2) Properly administers, analyzes, and interprets assessment strategies to measure behavioral, affective, adaptive and social domains.
4.3) Demonstrates skills in linking assessment data to development of behavioral interventions, including functional behavioral assessment under IDEA 2004.
4.4) Utilizes ecological and behavioral approaches when developing behavior change programs and other evidence-based interventions.
4.5) Demonstrates in collaboration and consultation with others the ability to develop appropriate behavioral, affective, adaptive and social goals/intervention strategies that are evidenced-based and intended to promote learning in students with diverse strengths and needs.
4.6) Appropriately evaluates outcomes of interventions and assesses treatment integrity of intervention implementation.
4.7) Utilizes intervention and progress monitoring data to guide instructional decisions.
4.8) Demonstrates skills in providing direct interventions, i.e., individual counseling, group counseling, applied behavior analysis, social problem solving skills, and other: _____.
4.9) Demonstrates skills in providing indirect intervention, i.e., collaborative consultation with teachers/support staff/parents.

Written Internship Assignment Related to NASP Domain 4*:

- B** Behavioral Response to Intervention (RTI) Case Study
- C** Class-wide Response to Intervention
- D** Counseling Case Study

- E** Consultation Case (if appropriate)
- F.** Comprehensive Case Study
- M.** Internship Evaluation by Field Supervisor

5 School-Wide Practices to Promote Learning

5.1) Demonstrates knowledge of general education, special education and other educational and related services.
5.2) Demonstrates an understanding of schools and other settings as systems.
5.3) Works with individuals and groups to facilitate policies and practices that create and maintain safe, supportive and effective learning environments.
5.4) Applies principles of systems theory to promote learning, to prevent problems and to create effective learning environments.
5.5) Participates in the development, implementation and/or evaluation of programs that promote safe schools.
5.6) Reviews roles and responsibilities of school personnel.
5.7) Reviews district/school policies and procedures, e.g., prevention, crisis intervention, suicide intervention, discipline, etc.

5.8) Reviews the school curricula.

5.9) Observes building-level intervention assistance team and reviews its procedures.

Written Internship Assignment Related to NASP Domain 6*:

- I** Professional Development/Inservice Presentation
- M** Internship Evaluation by Field Supervisor
- U** Program Evaluation

6 Prevention and Responsive Services

6.1) Demonstrates knowledge of human development and psychopathology and associated biological, cultural and social influences on human beings. Is aware of current theory and research in these areas.

6.2) Works collaboratively with others at the systems level to implement prevention and intervention programs that promote mental health and physical well being of students.

6.3) Demonstrates knowledge regarding crisis policies and procedures regarding collaboration with school personnel, parents and community in the aftermath of a crisis.

6.4) Demonstrates skills in providing direct interventions, i.e., individual counseling, group counseling, social problem solving skills and other: _____. (Indicate those that apply.)

6.5) Demonstrates skills in providing indirect intervention, i.e., collaborative consultation with teachers/support staff/parents.

Written Internship Assignment Related to NASP Domain 7*:

- C** Class-wide Response to Intervention
- I** Professional Development/Inservice Presentation (if appropriate)
- M** Internship Evaluation by Field Supervisor

7 Family-School Collaboration Services

- | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 7.1) Demonstrates knowledge of family systems, including family strengths and influences on student development, learning and behavior. |
| 7.2) Demonstrates knowledge of methods and strategies to involve families in education and service delivery. |
| 7.3) Establishes and maintains collaborative relationships with families, educators, and others in the community to promote and provide comprehensive services to children and families. |
| 7.4) Demonstrates skills to facilitate home-school communication and collaboration. |
| 7.5) Collaborates effectively with families, teachers, school personnel and others throughout the assessment process and during interventions. |
| 7.6) Demonstrates knowledge of school-based and community services and resources for children with diverse needs, and helps to create links between schools, families and community resources. |

Written Internship Assignment Related to NASP Domain 7*:

- H** Individual Educational Program
- I** Professional Development/In-service Presentation (if appropriate)
- M** Internship Evaluation by Field Supervisor
- U** Program Evaluation

8 Diversity and Development and Learning

- | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 8.1) Demonstrates knowledge of individual differences, abilities and disabilities and of the potential influence of biological, social, cultural, ethnic, experiential, socioeconomic, gender-related and linguistic factors in development and learning. |
| 8.2) Demonstrates the sensitivity and skills needed to work with individuals of diverse characteristics and implement strategies selected and/or adapted based on individual characteristics, strengths and needs. |
| 8.3) Demonstrates an awareness of school-based and community services for students with diverse needs. |
| 8.4) Demonstrates an understanding and appreciation for human diversity, including knowledge of the importance of differences in families, cultural backgrounds and individual learning characteristics of students. |
| 8.5) Demonstrates an awareness of and works to eliminate biological, social, cultural, ethnic, experiential, socioeconomic, gender-related and linguistic biases to ensure equal outcomes. |

Written Internship Assignment Related to NASP Domain 8*:

- G Child Study Team Determination of Eligibility
- H Individual Educational Program
- M Internship Evaluation by Field Supervisor

9 Research and Program Evaluation

- | |
|-----------------------------------------------------------------------------------------------------------------------------------------|
| 9.1) Demonstrates knowledge of and is able to translate evidence-based research, statistics and evaluation methods into practice. |
| 9.2) Understands research design and statistics to plan and conduct investigations and program evaluations for improvement of services. |
| 9.3) Selects and implements evidence-based assessment and intervention strategies. |
| 9.4) Collects and analyzes data to evaluate the effectiveness of interventions. |
| 9.5) Demonstrates knowledge of research and program evaluation. |

Written Internship Assignment Related to NASP Domain 9*:

- I Professional Development/Inservice Presentation (if appropriate)
- J Internship Evaluation by Intern
- L Self Reflection
- M Internship Evaluation by Field Supervisor
- U Program Evaluation

10 Legal, Ethical and Professional Practice

- | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 10.1) Understands and adheres to professional, ethical and legal standards in school psychology and education. |
| 10.2) Has knowledge of the history and foundations of school psychology, education, special education, health care and related fields and uses this understanding in working with children, parents and school personnel. |
| 10.3) Demonstrates reliable, responsible and dependable behaviors. |
| 10.4) Interacts with others in a professional manner. |
| 10.5) Presents information in writing and orally in a clear and professional manner. |
| 10.6) Responds appropriately to feedback from others and is flexible and open to suggestions. |
| 10.7) Appropriately prepares and utilizes supervision, including making effective use of feedback. |
| 10.8) Demonstrates a commitment to continued professional development and learning, self improvement and evaluation. |

Written Internship Assignment Related to NASP Domain 10*:

- G CST Determination of Eligibility Report
- J Internship Evaluation by Intern
- M Internship Evaluation by Field Supervisor

L Self Reflection

Professional Work Characteristics

Demonstrates respect for human diversity – respects racial, cultural, socioeconomic, religious, gender-related, sexual-orientation and other human differences; demonstrates the sensitivity and skills needed to work with diverse populations.
Demonstrates effective oral communication skills – speaks orally in an organized and clear manner.
Demonstrates effective written communication skills – writes in an organized and clear manner.
Demonstrates professional identity and ethical responsibility – appears to identify with the profession of school psychology; conducts self in an ethically responsible manner.
Demonstrates attending/listening skills – attends to important communications and listens effectively.
Demonstrates adaptability and flexibility – adapts effectively to the demands of a situation; is sufficiently flexible in dealing with change.
Demonstrates initiative and dependability – initiates activities when appropriate; can be counted on to follow through on a task once a commitment to it has been made; reliably completes assignments in a timely manner.
Demonstrates time management and organization – organizes work and manages time effectively.
Demonstrates effective interpersonal relations – relates effectively with colleagues, faculty, supervisor, and clients.
Responsiveness to supervision/feedback – is open to supervision/feedback and responds to such appropriately.
Demonstrates skills in data-based case conceptualization – is able to use data/information to conceptualize cases and generate hypotheses and possible solutions; uses evidence to evaluate outcomes.
Demonstrates systems orientation – understands that schools, families and organizations are systems; recognizes and effectively utilizes rules, policies and other characteristics of the system.
Demonstrates problem solving/critical thinking – thinks critically; effectively analyzes problem situations and conceptualizes alternative approaches and solutions.

Written Internship Assignment Related to NASP Professional Work Characteristics*:

M Intern Evaluation by Field Supervisors and University Supervisor

***Summary of Written Internship Assignment Related to NASP Domains**

Matrix of Rowan University School Psychology MA & EdS Courses by NASP Domains of Practice

NASP Domains of Practice	1	2	3	4	5	6	7	8	9	10
Master of Arts Courses										
SPED 08555 Educ & Psychology of the Exceptional Learner			x	x	x			x		x
PSY 05610 Social and Cultural Diversity							x	x		
LDTC 18520 Neuro Bases of Educ Disorders			x	x				x		
COUN 26526 Individual Counseling Procedures				x		x	x	x		
COUN 26509 Group Counseling			x	x	x	x	x			
PSY 09560 Lifespan Development			x	x	x			x		
PSY 03624 Psychopath of Child & Adol.				x		x		x		
PSY 06533 Tests and Measurements	x								x	
PSY 01570 Research Methodology & Statistics	x								x	
PSY 22600 Sem I: App Research in School Psych	x				x				x	
PSY 22601 Sem II: App Research in School Psych	x				x				x	
PSYCH 22601 Applied Research: School Psychology									x	
Educational Specialist Courses										
SPSY 08547 Professional Sch Psych	x	x	x	x	x	x	x	x	x	x
SPSY 06627 Cog Assess & DBDM	x		x					x		x
SPSY 06628 Psychoed Assess & DBDM	x		x		x			x	x	x
SPSY 06629 Behav-Social Assess & DBDM	x			x	x			x		x
SPSY 06632 Sch Psych: Consult, Collab & Intervention	x	x	x	x	x	x	x	x	x	x
SPSY 08545 Home, School,		x		x	x	x	X	x		

Community Collaboration										
EDSU 28546 Ed Org & Leadership					X	X				
CURR 29580 Fundamentals Curric Develop			X	X	X					X
SPSY 22630 Practicum in School Psych	X	X	X	X	X	X	X	X	X	X
SPSY 22634 Internship in School Psych (12 credits)	X	X	X	X	X	X	X	X	X	X

The Rowan University School Psychology Program has been designed to meet the National Association of School Psychologists' (NASP) *Standards for Graduate Preparation of School Psychologists* (NASP, 2010). These standards are integrated into courses, practicum and internship to ensure that graduates demonstrate entry-level competency in each of the following. Rowan University School Psychology curricula are designed in order that graduates gain knowledge and skills based on psychology and education, including theories, models, empirical findings and techniques in each domain. These domains are not mutually exclusive, and are fully integrated into graduate curricula, practica and internship. These standards outline the Domains of School Psychology Practice and are as follows:

1. Data-Based Decision Making and Accountability

- School psychologists have knowledge of varied methods of assessment and data collection methods for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes.
- As part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery, school psychologists demonstrate skills to use psychological and educational assessment, data collection strategies, and technology resources and apply results to design, implement, and evaluate response to services and programs.

2. Consultation and Collaboration

- School psychologists have knowledge of varied methods of consultation, collaboration, and communication applicable to individuals, families, groups, and systems and used to promote effective implementation of services.
- As part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery, school psychologists demonstrate skills to consult, collaborate, and communicate with others during design, implementation, and evaluation of services and programs.

3. Interventions and Instructional Support to Develop Academic Skills

- School psychologists have knowledge of biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curriculum and instructional strategies.

- School psychologists, in collaboration with others, demonstrate skills to use assessment and data-collection methods and to implement and evaluate services that support cognitive and academic skills.
- 4. Interventions and Mental Health Services to Develop Social and Life Skills**
- School psychologists have knowledge of biological, cultural, developmental, and social influences on behavior and mental health; behavioral and emotional impacts on learning and life skills; and evidence-based strategies to promote social–emotional functioning and mental health.
 - School psychologists, in collaboration with others, demonstrate skills to use assessment and data-collection methods and to implement and evaluate services that support socialization, learning, and mental health.
- 5. School-Wide Practices to Promote Learning**
- School psychologists have knowledge of school and systems structure, organization, and theory; general and special education; technology resources; and evidence-based school practices that promote academic outcomes, learning, social development, and mental health.
 - School psychologists, in collaboration with others, demonstrate skills to develop and implement practices and strategies to create and maintain effective and supportive learning environments for children and others.
- 6. Preventive and Responsive Services**
- School psychologists have knowledge of principles and research related to resilience and risk factors in learning and mental health, services in schools and communities to support multitiered prevention, and evidence-based strategies for effective crisis response.
 - School psychologists, in collaboration with others, demonstrate skills to promote services that enhance learning, mental health, safety, and physical well-being through protective and adaptive factors and to implement effective crisis preparation, response, and recovery.
- 7. Family–School Collaboration Services**
- School psychologists have knowledge of principles and research related to family systems, strengths, needs, and culture; evidence-based strategies to support family influences on children’s learning, socialization, and mental health; and methods to develop collaboration between families and schools.
 - School psychologists, in collaboration with others, demonstrate skills to design, implement, and evaluate services that respond to culture and context and facilitate family and school partnership/ interactions with community agencies for enhancement of academic and social–behavioral outcomes for children.
- 8. Diversity in Development and Learning**
- School psychologists have knowledge of individual differences, abilities, disabilities, and other diverse characteristics; principles and research related to diversity factors for children, families, and schools, including factors related to culture, context, and individual and role differences; and evidence-based strategies to enhance services and address potential influences related to diversity.
 - School psychologists demonstrate skills to provide professional services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds and across multiple contexts, with recognition

that an understanding and respect for diversity in development and learning and advocacy for social justice are foundations of all aspects of service delivery.

9. Research and Program Evaluation

- School psychologists have knowledge of research design, statistics, measurement, varied data collection and analysis techniques, and program evaluation methods sufficient for understanding research and interpreting data in applied settings.
- School psychologists demonstrate skills to evaluate and apply research as a foundation for service delivery and, in collaboration with others, use various techniques and technology resources for data collection, measurement, analysis, and program evaluation to support effective practices at the individual, group, and/or systems levels.

10. Legal, Ethical, and Professional Practice

- School psychologists have knowledge of the history and foundations of school psychology; multiple service models and methods; ethical, legal, and professional standards; and other factors related to professional identity and effective practice as school psychologists.
- School psychologists demonstrate skills to provide services consistent with ethical, legal, and professional standards; engage in responsive ethical and professional decision-making; collaborate with other professionals; and apply professional work characteristics needed for effective practice as school psychologists, including respect for human diversity and social justice, communication skills, effective interpersonal skills, responsibility, adaptability, initiative, dependability, and technology skills.

EdS Student Portfolio Requirements

Program Policy:

Students in the School Psychology EdS program are required to develop and maintain a portfolio reflecting their professional preparation. A portfolio is a systematic and organized collection of evidence concerning a student's professional competencies and personal growth. Portfolios will periodically be submitted for faculty review.

NASP Standards require that school psychology candidates demonstrate competency in each of the domains of professional practice. Competency requires evidence of both knowledge and skills. The following internship documents are required to be included in your EdS Portfolio:

Internship Documents and Items to be Included in Ed.S. Portfolio	
1. Narrative summary of internship*	12. Consultation case study*
2. Internship Logs (Excel format)	13. CST Deter. of Eligibility Rpt. written by intern
3. Internship Contract*	14. Individual Educational Program written by intern
4. Written Training Plan*	15. In-service presentation description
5. Intern evaluation of internship	16. Comprehensive Case Study
6. Academic problem-solving case study*	17. Praxis II Review Material*
7. Behavioral problem-solving (intervention-based) case study*	18. Two (2) Internship Evaluations completed by Supervisor
8. Class, school or system wide intervention	19. Self Reflection
9. Counseling plan for individual or group	20. Praxis II School Psychology exam score
10. Psych report sample(s)	21. Program Evaluation
11. Intern Diversity Case Log	22. Resume*

The table below outlines how each of the Internship portfolio assignments measure one of the 10 NASP Domains of Practice:

	Assignments	1	2	3	4	5	6	7	8	9	10
A	Academic RTI Case Study	X	X	X							
B	Behavioral RTI Case Study	X	X		X						
C	Class, School or System Wide Intervention	X	X	X	X		X	X	X		
D	Counseling Case				X						
E	Consultation Case	X	X	X	X						
F	Comprehensive Case Study	X	X	X	X						
G	CST Deter. of Eligibility Rpt	X	X	X		X					X
H	IEP	X	X	X		X			X		
I	Inservice Presentation						X	X	X	X	
J	Internship Eval by Intern	X	X	X	X	X	X	X	X	X	X
K	Psych. Eval Sample(s)	X		X							
L	Self Reflection									X	X
M	Intern Eval by Field Super	X	X	X	X	X	X	X	X	X	X
N	Praxis II Review Materials (varies by student)										
O	Program Evaluation	X	X				X		X	X	X

The required documents are described in this section along with the criteria to be used by the faculty to score each of them.

Academic/Social/Behavioral Assessment for Intervention Evaluation Rubric

Name: _____

Date: _____

Section 1.0 **Outcome goals:** Outcome goals were established for class.

	Needs Improvement = 1	Effective = 2	Very Effective = 3
1.1	<input type="checkbox"/> Teacher consultation did not occur	<input type="checkbox"/> Teacher consultation provided classwide behavioral and/or academic goals.	<input type="checkbox"/> Teacher consultation provided classwide behavioral and/or academic goals and a target date to accomplish the classwide goals.
1.2	<input type="checkbox"/> The class goal statement(s) was NOT written in observable, measurable terms	<input type="checkbox"/> The class goal statement(s) was written in observable, measurable terms	<input type="checkbox"/> The class goal statement(s) was written in observable, measurable terms, and was based on all of the following: <ul style="list-style-type: none"> <input type="checkbox"/> Review of curriculum for academic/behavioral goals, <input type="checkbox"/> Task analysis for academic and/or behavioral target goals, <input type="checkbox"/> Description of classwide instructional methods to address the academic and/or behavioral target goals
1.3	<input type="checkbox"/> Technology was NOT used in the gathering and synthesis of data		<input type="checkbox"/> Technology was used in the gathering and synthesis of data

Rating for 1.0		
<input type="checkbox"/> Needs Improvement: Some components in the Needs Improvement category are checked (1)	<input type="checkbox"/> Effective: The majority of components in the Effective category are checked (2)	<input type="checkbox"/> Very Effective: All components in the Very Effective and Effective categories are checked (3)

Section 2.0 **Problem Identification & Analysis:** The at-risk student and academic/behavioral concern(s) are identified and clarified.

	Needs Improvement = 1	Effective = 2	Very Effective = 3
2.1	<input type="checkbox"/> The at-risk student's academic and/or behavioral concern(s) is identified but NOT operationally defined using class goals or local norms	<input type="checkbox"/> The at-risk student's academic and/or behavioral concern(s) is identified and operationally defined using class goals OR local norm	<input type="checkbox"/> The at-risk student's academic and/or behavioral concern(s) is identified is operationally defined using class goals AND local norms
2.2	<input type="checkbox"/> The problem was NOT identified and defined collaboratively		<input type="checkbox"/> The problem was identified and defined collaboratively
2.3	<input type="checkbox"/> A baseline for the at-risk student is NOT established or is inappropriate	<input type="checkbox"/> A baseline for the at-risk student is established for the concern(s)	<input type="checkbox"/> A baseline for the at-risk student was established for the concern(s) and included multiple data points.
2.4	<input type="checkbox"/> No skill analysis was conducted, or analysis was inappropriate for the identified concern(s)	<input type="checkbox"/> Skill analysis was conducted and included one or more of the following: <input type="checkbox"/> Error analysis, <input type="checkbox"/> Direct observation of skill, <input type="checkbox"/> Criteria-based assessment, OR curriculum-based assessment	<input type="checkbox"/> Skill analysis was conducted and included all of the following: <input type="checkbox"/> Error analysis, <input type="checkbox"/> Direct observation of skill, <input type="checkbox"/> Criteria-based assessment, OR curriculum-based assessment
2.5	<input type="checkbox"/> No performance analysis was conducted, or analysis was inappropriate for the identified concern(s)	<input type="checkbox"/> Performance analysis was conducted and included one or more of the following: <input type="checkbox"/> Record review for historical documentation of pertinent information, <input type="checkbox"/> Student interview, <input type="checkbox"/> Direct observation (e.g., on-task) <input type="checkbox"/> Parent interview	<input type="checkbox"/> Performance analysis was conducted and included all of the following: <input type="checkbox"/> Record review for documentation of pertinent information, <input type="checkbox"/> Student interview, <input type="checkbox"/> Direct observation <input type="checkbox"/> Parent interview

Rating for 2.0		
<input type="checkbox"/> Needs Improvement: Some components in the Needs Improvement category are checked (1)	<input type="checkbox"/> Effective: The majority of components in the Effective category are checked (2)	<input type="checkbox"/> Very Effective: All components in the Very Effective and Effective categories are checked (3)

Section 3.0 **Hypothesis Testing:** Hypotheses were developed and tested

	Needs Improvement = 1	Effective = 2	Very Effective = 3
3.1	<input type="checkbox"/> Hypotheses were NOT generated through collaboration with teacher or parent	<input type="checkbox"/> Hypotheses were generated through collaboration with teacher and/or parent	<input type="checkbox"/> Hypotheses were generated through collaboration with teacher, parent and other relevant parties
3.2	<input type="checkbox"/> No hypotheses were developed	<input type="checkbox"/> A hypothesis was developed to identify the cause or source of each problem	<input type="checkbox"/> Multiple hypotheses were developed to identify the cause or source of each problem
3.3	<input type="checkbox"/> Hypothesis testing did not occur	<input type="checkbox"/> One hypothesis was tested to confirm the cause or source of the problem using one or more of the following methods: <input type="checkbox"/> Direct observation, <input type="checkbox"/> Functional assessment, <input type="checkbox"/> Self-monitoring assessment, <input type="checkbox"/> Other	<input type="checkbox"/> Each of the multiple hypotheses was tested to confirm the cause or source of the problem using one or more of the following methods: <input type="checkbox"/> Direct observation, <input type="checkbox"/> Functional assessment, <input type="checkbox"/> Self-monitoring assessment, <input type="checkbox"/> Other
3.4	<input type="checkbox"/> The hypothesis did NOT reflect awareness of individual differences (e.g., biological, social, linguistic, cultural)	<input type="checkbox"/> The hypothesis reflected awareness of individual differences (e.g., biological, social, linguistic, cultural)	<input type="checkbox"/> The hypothesis reflected awareness of individual differences (e.g., biological, social, linguistic, cultural) and the intervention acceptability of the hypothesis was verified for acceptability
3.5	<input type="checkbox"/> Hypothesis testing did NOT link the academic and/or behavioral problem(s) with the intervention	<input type="checkbox"/> Hypothesis testing linked the academic and/or behavioral problem(s) with the intervention	<input type="checkbox"/> Support was provided to justify the use of the intervention as evidence-based practice (research literature) that linked to the targeted problem

Rating for 3.0		
<input type="checkbox"/> Needs Improvement: Some components in the Needs Improvement category are checked (1)	<input type="checkbox"/> Effective: The majority of components in the Effective category are checked (2)	<input type="checkbox"/> Very Effective: All components in the Very Effective and Effective categories are checked (3)

Section 4.0 **Intervention:** Intervention was implemented and monitored

	Needs Improvement = 1	Effective = 2	Very Effective = 3
4.1	<input type="checkbox"/> Goal statement(s) was NOT written in observable, measurable terms		<input type="checkbox"/> Goal statement was written in observable, measurable terms
4.2	<input type="checkbox"/> Intervention(s) was NOT developed collaboratively		<input type="checkbox"/> Intervention(s) was developed collaboratively
4.3	<input type="checkbox"/> Intervention was NOT linked to referral question, hypothesis, and goal statement	<input type="checkbox"/> Intervention(s) logically linked to one or more of the following: the referral question, hypothesis and goal statement	<input type="checkbox"/> Intervention(s) logically linked to ALL of the following: the referral question, accepted hypothesis and goal statement
4.4	<input type="checkbox"/> Intervention(s) was NOT described in enough detail to ensure appropriate implementation	<input type="checkbox"/> Logistics of setting, time, resources and personnel required for intervention and data gathering were defined and implemented	<input type="checkbox"/> Intervention integrity checklist was developed prior to intervention implementation
4.5	<input type="checkbox"/> Intervention(s) was limited to determination of eligibility for special education services or referral for services external to the school and/or the home	<input type="checkbox"/> Intervention(s) was implemented	<input type="checkbox"/> Intervention(s) was implemented with integrity
4.6	<input type="checkbox"/> Intervention did NOT reflect sensitivity to individual differences, resources, classroom practices, and other system issues	<input type="checkbox"/> Intervention reflected sensitivity to individual differences, resources, classroom practices, and other system issues	<input type="checkbox"/> Acceptability of intervention by teacher, parent and child was verified
4.7	<input type="checkbox"/> Intervention(s) was NOT monitored	<input type="checkbox"/> Intervention(s) implementation was monitored	<input type="checkbox"/> Intervention was monitored and data were used to determine implementation integrity

Rating for 4.0		
<input type="checkbox"/> Needs Improvement: Some components in the Needs Improvement category are checked (1)	<input type="checkbox"/> Effective: The majority of components in the Effective category are checked (2)	<input type="checkbox"/> Very Effective: All components in the Very Effective and Effective categories are checked (3)

Section 5.0 **Evaluation and Recommendations:** Data were gathered and documented to demonstrate efficacy of intervention.

	Needs Improvement = 1	Effective = 2	Very Effective = 3
5.1	<input type="checkbox"/> Progress monitoring data were NOT plotted on a graph or chart	<input type="checkbox"/> Progress monitoring data were plotted on a graph or chart	<input type="checkbox"/> Graphed data indicated measurable, positive impact toward stated goal.
5.2	<input type="checkbox"/> Single-case design was NOT apparent	<input type="checkbox"/> Single-case design was implied by graphed data to prove efficacy of intervention	<input type="checkbox"/> Single-case design was specified to prove efficacy of intervention
5.3	<input type="checkbox"/> No evidence was provided in support of student's progress	<input type="checkbox"/> Evidence in support of student's progress from one of the following: <input type="checkbox"/> Direct observation <input type="checkbox"/> Rating scale <input type="checkbox"/> Peer comparison <input type="checkbox"/> Self-monitoring <input type="checkbox"/> CBM <input type="checkbox"/> Other	<input type="checkbox"/> Data were obtained through multiple methods and were presented in support of student's progress from two or more of the following: <input type="checkbox"/> Direct observation <input type="checkbox"/> Rating scale <input type="checkbox"/> Peer comparison <input type="checkbox"/> Self-monitoring <input type="checkbox"/> CBM <input type="checkbox"/> Other
5.4	<input type="checkbox"/> No evidence was provided in support of student's progress or methods were inappropriate		<input type="checkbox"/> Data were evaluated through one of the following methods and were presented in support of student's progress: <input type="checkbox"/> Visual analysis <input type="checkbox"/> Effect size <input type="checkbox"/> Nonoverlapping data points
5.5	<input type="checkbox"/> Effectiveness of intervention was not examined collaboratively		<input type="checkbox"/> Effectiveness of intervention were examined collaboratively

Rating for 5.0		
<input type="checkbox"/> Needs Improvement: Some components in the Needs Improvement category are checked (1)	<input type="checkbox"/> Effective: The majority of components in the Effective category are checked (2)	<input type="checkbox"/> Very Effective: All components in the Very Effective and Effective categories are checked (3)

Overall Rating for Case Study (A rating of Effective or higher is required to pass)

<input type="checkbox"/> Needs Improvement: Sections are only rated Needs Improvement	<input type="checkbox"/> Effective: The majority of sections of the Case Study are rated Effective	<input type="checkbox"/> Very Effective: All components in the Very Effective and Effective categories are checked
----------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------

Case study reviewed by: _____ Date: _____

**Rowan University
School Psychology Program**

**Internship in School Psychology
Evaluation of Class, School or System Wide Intervention
Universal Intervention Case Study**

Intern's Name: _____

Type of Intervention: Academic _____ Behavioral _____

Grade: _____ **School:** _____ **Date:** _____

	Needs Improvement	Effective	Very Effective
Conducts needs assessment	1	2	3
Selects evidence-based intervention	1	2	3
Designs intervention plan	1	2	3
Implements plan	1	2	3
Monitors intervention progress	1	2	3
Evaluates plan	1	2	3
Conducts follow-up	1	2	3
Collaborates with others in all phases of plan	1	2	3

Comments:

**Rowan University
School Psychology Program**

Evaluation of Counseling Case

Intern's Name: _____

Pupil: _____ **Grade:** _____ **Age:** _____

School: _____ **Date:** _____

	Needs Improvement	Effective	Very Effective
Summary includes background and history that enables faculty to understand the case.	1	2	3
Referral concerns are redefined in specific and measureable terms.	1	2	3
Multi-modal analysis is used for assessment and goal setting.	1	2	3
Multi-modal interventions are utilized.	1	2	3
Progress notes/case summary are included.	1	2	3
Impact of counseling intervention on functioning of the student or group in school and/or at home is documented.	1	2	3

Comments:

Signature of Evaluator

Date

Problem-Solving Consultation Evaluation

Consultant: _____ **Consultee:** _____

Date: _____ **School:** _____

Consultation Components		Comments (Include a comment for each component indicating a reason for rating of C, B, or N)	Ratings (circle one) C: Competent = 3 B: Basic = 2 N: Novice = 1
I. Introduction			C B N
School and classroom setting are described.	Yes No		
The consultee introduced and described the problem.	Yes No		
II. Problem identification			C B N
Objectives are established.	Yes No		
Performance measures are selected.	Yes No		
Data are collected and reported.	Yes No		
The discrepancy between current and desired performance is determined.	Yes No		
III. Intervention			C B N
Intervention plan is developed.	Yes No		
Intervention is implemented.	Yes No		
Procedures to monitor and evaluate intervention success are described.	Yes No		
IV. Implications for teaching strategies			
Implications are discussed.		Yes No	
V. Evaluation of Consultation Process			C B N
Objective measures of consultation process are used.	Yes No		
Evaluation of process is discussed.	Yes No		
Overall Rating of Consultation			C B N

Communication Skills

I. Communication Skills			C B N
The consultant listened more than talked.	Yes No		
Questioning was effective.	Yes No		
The consultant kept track of the comments made by the consultee, and efficiently integrated, paraphrased, and summarized the consultee's thoughts and concerns.	Yes No		
Appropriate affect was displayed by the consultant through empathy and validation.	Yes No		
Overall Rating of Communication Skills			C B N

Rowan University
School Psychology Program
Internship in School Psychology
COMPREHENSIVE CASE STUDY RUBRIC

Section 1: Elements of an Effective Case Study

	Very Effective = 3	Effective = 2	Needs Development = 1
1.1	<input type="checkbox"/> Demographics of the case are adequately described (e.g., age, type of class/school, grade, SES, disability, etc.).	<input type="checkbox"/> Demographics of the case are adequately in at least three areas.	<input type="checkbox"/> Demographic information does not include sufficient information.
1.2	<input type="checkbox"/> Unique individual characteristics are considered in assessment, intervention, and/or consultation practices.	<input type="checkbox"/> Unique individual characteristics are considered in more than one of the areas of assessment, intervention, and/or consultation practices.	<input type="checkbox"/> Unique individual characteristics are not considered in areas of assessment, intervention, and/or consultation practices.
1.3	<input type="checkbox"/> Collaboration with relevant stakeholders (e.g., parent/caregiver, teachers, students and other professionals) is evident throughout the process.	<input type="checkbox"/> Collaboration with at least two relevant stakeholders (e.g., parents/caregiver, teachers, students and other professionals) is evident throughout the process.	<input type="checkbox"/> Decisions regarding problem identification and intervention are made without consultation with relevant stakeholders.
1.4	<input type="checkbox"/> Steps of the problem-solving process are implemented coherently (i.e., sequential, goal directed, and flow logically based on evidence).	<input type="checkbox"/> Steps of the problem-solving process are implemented coherently and discussed.	<input type="checkbox"/> The steps of the problem-solving process are not followed.
1.5	<input type="checkbox"/> Professional practices of writing style, formatting, and graphing are present in the case study with no errors (i.e., clear succinct and well written text with clearly labeled graphs).	<input type="checkbox"/> Professional practices of writing style, formatting, and graphing are present in the case study with few errors (i.e., clear succinct and well written text with clearly labeled graphs).	<input type="checkbox"/> Errors in writing convention, style, and graphing interfere with readability and interpretation of data.

1.6	<input type="checkbox"/> Personal identifying information of the case study subject is redacted from the report.		<input type="checkbox"/> Personal identifying information is not redacted from the report.
RATING	<input type="checkbox"/> VERY EFFECTIVE	<input type="checkbox"/> EFFECTIVE	<input type="checkbox"/> NEEDS DEVELOPMENT

Comments:

Section 2: Problem Identification

	Very Effective = 3	Effective = 2	Needs Development = 1
2.1	<input type="checkbox"/> Information is gathered from all four sources (i.e., Record review, Interview, Observation, and Testing [RIOT]).	<input type="checkbox"/> Information is gathered from at least three sources (i.e., Record review, Interview, Observation, and Testing [RIOT]).	<input type="checkbox"/> Data are not gathered from multiple sources.
2.2	<input type="checkbox"/> The problem is operationally defined in observable, measurable terms (i.e., the referral concern is restated as an observable, measurable dependent variable).		<input type="checkbox"/> The problem is not operationally defined. (e.g., it is reported as a categorical/descriptive cause such as Autism, Depression, ADHD; or terms such as aggression, anxiety or hyperactivity).
2.3	<input type="checkbox"/> Expectations for the identified behavior are stated based upon an appropriate source for comparison (e.g., grade level standards, peer performance, normative data, etc.).	<input type="checkbox"/> The difference between actual and expected levels of performance is explicitly stated.	<input type="checkbox"/> Expected performance is not based on an appropriate source for comparison or is not included
2.4	<input type="checkbox"/> Adequate baseline data are graphed to depict the	<input type="checkbox"/> Baseline data include fewer than seven data points	<input type="checkbox"/> Baseline data are not graphed

	discrepancy between the case's performance relative to an appropriate comparison.	OR <input type="checkbox"/> Expected level of performance is included in the graph (i.e., aimline or goal line).	
RATING	<input type="checkbox"/> VERY EFFECTIVE	<input type="checkbox"/> EFFECTIVE	<input type="checkbox"/> NEEDS DEVELOPMENT

Section 3: Problem Analysis

	Very Effective = 3	Effective = 2	Needs Development = 1
3.1	<input type="checkbox"/> The problem behavior is hypothesized as a skill or performance deficit AND <input type="checkbox"/> Data are used to test the hypothesis.		<input type="checkbox"/> There is no hypothesis regarding skill or performance deficit. AND <input type="checkbox"/> Data are not used to test the hypothesis
3.2	<input type="checkbox"/> Additional hypotheses are formulated to address the problem across one or more of the following areas: curriculum, instruction, and environment.	<input type="checkbox"/> Additional hypotheses are formulated to address the problem across one of the following areas: curriculum, instruction, and environment.	<input type="checkbox"/> Multiple hypotheses are not developed OR <input type="checkbox"/> Hypotheses are untestable.
3.3	<input type="checkbox"/> Each hypothesis is stated in observable/measurable terms.		<input type="checkbox"/> Hypotheses are not stated in observable/measurable terms.
3.4	<input type="checkbox"/> Proposed hypotheses are empirically tested and/or other sources of data are used to confirm or reject each hypothesis.	<input type="checkbox"/> Proposed hypotheses are empirically tested.	<input type="checkbox"/> Hypotheses are not tested or appropriate sources of data are not used to confirm or reject each hypothesis.

3.5	<input type="checkbox"/> A conclusive statement following hypothesis testing and/or data collection is provided that formally describes the cause of the problem and informs intervention(s).		<input type="checkbox"/> A conclusive statement formally describing the cause of the problem is not included OR <input type="checkbox"/> Does not lead to a logical intervention.
RATING	<input type="checkbox"/> VERY EFFECTIVE	<input type="checkbox"/> EFFECTIVE	<input type="checkbox"/> NEEDS DEVELOPMENT

Comments:

Section 4: Intervention

	Very Effective = 3	Effective = 2	Needs Development = 1
4.1	<input type="checkbox"/> A single evidence-based intervention is implemented and linked to preceding sections. Citation(s) included.	<input type="checkbox"/> A single evidence-based intervention is implemented and linked to preceding sections.	<input type="checkbox"/> Intervention is not evidence-based. OR <input type="checkbox"/> Is not linked to preceding sections OR <input type="checkbox"/> Multiple interventions are implemented simultaneously.
4.2	<input type="checkbox"/> Acceptability of the intervention by multiple, relevant stakeholders (e.g., caregivers, teachers, etc.) is verified.	<input type="checkbox"/> Acceptability of the intervention by at least one stakeholder (e.g., caregivers, teachers, etc.) is verified.	<input type="checkbox"/> Acceptability of the intervention by one or more stakeholders is not verified.

<p>4.3</p>	<p><input type="checkbox"/> The intervention is replicable:</p> <p><input type="checkbox"/> Intervention components are clearly described (i.e., independent variable)</p> <p style="text-align: center;">AND</p> <p><input type="checkbox"/> Logistics are reported (e.g., who will implement, setting, duration and frequency of sessions, etc.)</p>		<p><input type="checkbox"/> The intervention is not replicable:</p> <p><input type="checkbox"/> Intervention components are not described (i.e., independent variable)</p> <p style="text-align: center;">OR</p> <p><input type="checkbox"/> Logistics are missing (e.g., who will implement, setting, duration and frequency of sessions, etc.)</p>
<p>4.4</p>	<p>Skill or performance goals are:</p> <p><input type="checkbox"/> Described using the same metric as the dependent variables</p> <p style="text-align: center;">AND</p> <p><input type="checkbox"/> Achievable based on research or other data.</p>		<p>Skill or performance goals are:</p> <p><input type="checkbox"/> Described using a different metric as the dependent variables</p> <p style="text-align: center;">OR</p> <p><input type="checkbox"/> Not achievable or not linked to research or other data.</p>

Section 4: Intervention (Continued)

	Very Effective = 3	Effective = 2	Needs Development = 1
<p>4.5</p>	<p><input type="checkbox"/> Progress is monitored and graphed for data-based decision making (formative evaluation).</p>		<p><input type="checkbox"/> Progress is not monitored.</p> <p style="text-align: center;">OR</p> <p><input type="checkbox"/> Progress data are not graphed.</p>
<p>4.6</p>	<p>Treatment integrity/fidelity data are:</p> <p><input type="checkbox"/> Collected and reported</p> <p style="text-align: center;">AND</p> <p><input type="checkbox"/> Includes an</p>	<p>Treatment integrity/fidelity data are:</p> <p><input type="checkbox"/> Collected and reported</p>	<p>Treatment integrity/fidelity data are not:</p> <p><input type="checkbox"/> Collected or reported</p> <p style="text-align: center;">OR</p>

	Very Effective = 3	Effective = 2	Needs Development = 1
	interpretation of intervention efficacy.		<input type="checkbox"/> Used to describe intervention efficacy.
RATING	<input type="checkbox"/> VERY EFFECTIVE	<input type="checkbox"/> EFFECTIVE	<input type="checkbox"/> NEEDS DEVELOPMENT

Comments:

Section 5: Evaluation (Summative)

	Very Effective = 3	Effective = 2	Needs Development = 1
5.1	<input type="checkbox"/> A single graph is depicted for the target behavior and includes all of the following elements: <input type="checkbox"/> Baseline data AND <input type="checkbox"/> Goal/Target indicator or aim line AND <input type="checkbox"/> Treatment/progress monitoring data with a trend line.	<input type="checkbox"/> A single graph is depicted for the target behavior and includes the following elements: <input type="checkbox"/> Baseline and progress monitoring data	<input type="checkbox"/> A single target behavior is presented on multiple graphs, or relevant graphs are not included. The following components are not included in the graph: <input type="checkbox"/> Baseline data OR <input type="checkbox"/> Goal/Target indicator or aim line OR <input type="checkbox"/> Treatment/progress monitoring data with a trend line.
5.2	<input type="checkbox"/> Adequate intervention data (i.e., typically 7 data points) are collected to demonstrate level and/or trend under intervention conditions.		<input type="checkbox"/> Insufficient data are collected to meaningfully interpret the results of the intervention.
5.3	<input type="checkbox"/> Visual analysis of the level, trend and variability and/or statistical analyses (e.g., effect size) demonstrate that the intervention was effective.		<input type="checkbox"/> Visual or statistical analyses were not used OR <input type="checkbox"/> The Intervention was ineffective.
5.4	<input type="checkbox"/> Strategies for generalizing outcomes to multiple settings	<input type="checkbox"/> Strategies for generalizing outcomes to at least one other	<input type="checkbox"/> Strategies for generalizing outcomes to other settings are

	are described.	setting are described.	not described.
5.5	<input type="checkbox"/> Strategies for follow-up are developed.		<input type="checkbox"/> Strategies for follow-up are not developed.
RATING	<input type="checkbox"/> VERY EFFECTIVE	<input type="checkbox"/> EFFECTIVE	<input type="checkbox"/> NEEDS DEVELOPMENT

Comments:

OVERALL RATING OF COMPREHENSIVE CASE STUDY

RATING	Very Effective = 3	Effective = 2	Needs Development = 1
	<input type="checkbox"/> All components in the Very Effective and Effective categories are checked.	<input type="checkbox"/> The majority of the sections of the case study are rated Effective.	<input type="checkbox"/> The majority of sections are rated Needs Development.

**Rowan University
School Psychology Program**

**Internship in School Psychology
Evaluation of Professional Development/In-service Program**

Intern's Name: _____

School: _____ **Topic:** _____

Date Presented: _____

	Needs Improvement	Effective	Very Effective
Collaborates in brainstorming possible needs for inservice	1	2	3
Designs needs assessment	1	2	3
Conducts needs assessment	1	2	3
Plans inservice	1	2	3
Prepares inservice	1	2	3
Prepares evaluation tool	1	2	3
Delivers Professional Development/Inservice using Power Point (technology).	1	2	3
Conducts evaluation of inservice	1	2	3
Summarizes results of evaluation	1	2	3

**Rowan University
School Psychology Program**

Internship in School Psychology

Intern Evaluation of Internship

Intern's Name: _____

Date: _____

Please rate your internship experience in the following areas:

Preparation for Internship through Course Work	Needs Improvement	Effective	Very Effective
Assessment			
Consultation			
Educational Foundations			
Psychological Foundations			
Legal and Ethical			
Interventions			

Availability and Support from the University Supervisor	Needs Improvement	Effective	Very Effective
Materials and forms found in the Field-Experience Manual			
Communication			
On-site visits			
Clarity of expectations			
Emotional support from the university supervisor			

Assessment of Field Supervision	Needs Improvement	Effective	Very Effective
Level of supervision			
Opportunity for independent work			
Range and diversity of training			

Support from Host School(s)	Needs Improvement	Effective	Very Effective
Initial orientation and welcome			
Explanation of rules, procedures, and policies			
Office space and access to support materials			
Access to secretarial support			
Opportunity for in-service training			
Coordination of activities, if more than one school			

Signature

EVALUATION RUBRIC FOR PSYCHOLOGICAL AND PSYCHOEDUCATIONAL REPORT LINKED TO INTERVENTION

Examiner:		Date:	
Examinee:		Rater:	

	Area Assessed:	Level of Competence:
1.	Reason for referral presents a clear guide for the evaluation. Referral questions offered.	<input type="checkbox"/> Beginning <input type="checkbox"/> Adequate <input type="checkbox"/> Advanced
	<i>Comments:</i>	
2.	Background information presents a thorough picture of the student and sets up a foundation for understanding his or her strengths and needs.	<input type="checkbox"/> Beginning <input type="checkbox"/> Adequate <input type="checkbox"/> Advanced
	<i>Comments:</i>	
3.	Observations are written clearly and in observable terms.	<input type="checkbox"/> Beginning <input type="checkbox"/> Adequate <input type="checkbox"/> Advanced
	<i>Comments:</i>	
4.	Interpretations of test scores are reasonable and accurate, and explain the individual's functioning on a given instrument.	<input type="checkbox"/> Beginning <input type="checkbox"/> Adequate <input type="checkbox"/> Advanced
	<i>Comments:</i>	
5.	Interpretation of tests scores include discussion of normative performance (e.g., Scaled Scores, Standard Scores, t-Scores, Percentile Ranks), as well as task and process analysis.	<input type="checkbox"/> Beginning <input type="checkbox"/> Adequate <input type="checkbox"/> Advanced
	<i>Comments:</i>	
6.	Interpretations of test scores are reasonable and accurate, and explain the individual's functioning and behaviors on a given task.	<input type="checkbox"/> Beginning <input type="checkbox"/> Adequate <input type="checkbox"/> Advanced
	<i>Comments:</i>	
7.	Interpretations of test scores are free of psychometric inaccuracies and/or conceptual misunderstandings.	<input type="checkbox"/> Beginning <input type="checkbox"/> Adequate <input type="checkbox"/> Advanced
	<i>Comments:</i>	
8.	Scores from standardized tests are tabled appropriately and located in a single table for easy reference.	<input type="checkbox"/> Beginning <input type="checkbox"/> Adequate <input type="checkbox"/> Advanced
	<i>Comments:</i>	

9.	Conclusions provide the essential information regarding the student, avoids introducing new data, and offers a summary of strengths and needs.	<input type="checkbox"/> Beginning <input type="checkbox"/> Adequate <input type="checkbox"/> Advanced
	<i>Comments:</i>	
10.	Conclusion answers the referral questions or addresses the reason for referral and guides interventions offered.	<input type="checkbox"/> Beginning <input type="checkbox"/> Adequate <input type="checkbox"/> Advanced
	<i>Comments:</i>	
10.	Report functions as a problem-solving assessment linking recommendations to interventions.	<input type="checkbox"/> Beginning <input type="checkbox"/> Adequate <input type="checkbox"/> Advanced
	<i>Comments:</i>	
11.	Recommendations are realistic and consistent with evaluation findings, and can be understood by the reader.	<input type="checkbox"/> Beginning <input type="checkbox"/> Adequate <input type="checkbox"/> Advanced
	<i>Comments:</i>	
12.	Report is readable, absent of jargon, consistent, and easy to understand.	<input type="checkbox"/> Beginning <input type="checkbox"/> Adequate <input type="checkbox"/> Advanced
	<i>Comments:</i>	
13.	Report is organized, logical, meaningful, and appropriate in length.	<input type="checkbox"/> Beginning <input type="checkbox"/> Adequate <input type="checkbox"/> Advanced
	<i>Comments:</i>	
14.	Content is free of typographical errors and misspellings.	<input type="checkbox"/> Beginning <input type="checkbox"/> Adequate <input type="checkbox"/> Advanced
	<i>Comments:</i>	
15.	Grammar and sentence structure are appropriate.	<input type="checkbox"/> Beginning <input type="checkbox"/> Adequate <input type="checkbox"/> Advanced
	<i>Comments:</i>	
16.	Report is signed and dated.	<input type="checkbox"/> Yes <input type="checkbox"/> No

Overall Rating of the Report:

Beginning Adequate Advanced

Additional Comments:

Rater's Signature	Date
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EVALUATION RUBRIC FOR BRIEF EXPERIMENTAL ANALYSIS (BEA)

Examiner:		Date:	
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	Area Assessed:	Level of Competence:
1.	Background includes information on the student, setting, and reason for assessment in the specific academic area.	<input type="checkbox"/> Needs Development <input type="checkbox"/> Effective
	<i>Comments:</i>	
2.	Experimental conditions explained.	<input type="checkbox"/> Needs Development <input type="checkbox"/> Effective
	<i>Comments:</i>	
3.	Baseline measures completed.	<input type="checkbox"/> Needs Development <input type="checkbox"/> Effective
	<i>Comments:</i>	
4.	Hypothesis 1 is stated and procedure for assessing is clearly described.	<input type="checkbox"/> Needs Development <input type="checkbox"/> Effective
	<i>Comments:</i>	
5.	Hypothesis 2 is stated and procedure for assessing is clearly described.	<input type="checkbox"/> Needs Development <input type="checkbox"/> Effective
	<i>Comments:</i>	
6.	Hypothesis 3 is stated and procedure for assessing is clearly described.	<input type="checkbox"/> Needs Development <input type="checkbox"/> Effective
	<i>Comments:</i>	
7.	Hypothesis 4 is stated and procedure for assessing is clearly described.	<input type="checkbox"/> Needs Development <input type="checkbox"/> Effective
	<i>Comments:</i>	
8.	Clear explanation of conclusions	<input type="checkbox"/> Needs Development <input type="checkbox"/> Effective
	<i>Comments:</i>	

9.	Data are graphed.	<input type="checkbox"/> Needs Development <input type="checkbox"/> Effective
	<i>Comments:</i>	

Overall Rating of the Report:

Needs Development Effective

Rater's Signature	Date
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Evaluation Design Scoring Rubric

Name:

Component	Very Effective (3)	Effective (2)	Needs Improvement (1)	Comments
Description of the program or services being evaluated	___ The paper provides a concise and insightful summary of the program being evaluated. Details are presented that enrich the program description without losing the focus on evaluation needs.	___ The paper provides a general overview of the program being evaluated.	___ The program description provided in the paper does not provide sufficient information to enable the reader to understand the purpose and operations of the program.	
Identification of stakeholder groups	___ The paper provides a concise and insightful description of the stakeholder groups who are most critical to the program; the paper reflects the different needs of these stakeholder groups with respect to the program being evaluated.	___ The paper provides an accurate description of the stakeholder groups who should be considered in planning the evaluation.	___ The paper does not address stakeholders, or does so in a very limited way.	
Program evaluation model (general approach used)	___ The paper provides a concise and insightful overview of the general approach to evaluation. The approach is appropriate to the type of program, and reflects a thoughtful and systematic approach to data collection.	___ The paper provides an accurate description of the general evaluation approach that is to be utilized; the approach is appropriate to the type of program being evaluated.	___ The paper does not describe the general approach to evaluation that is to be utilized; there is little evidence of a systematic evaluation process.	
Planned evaluation activities	___ The paper provides a concise and insightful description of evaluation activities; the activities are linked to the evaluation questions, and are appropriate for the type of evaluation being conducted.	___ The paper provides an appropriate description of evaluation activities.	___ The paper does not describe evaluation activities, or does so in a way that is disorganized or disconnected from the needs of the stakeholder groups.	
Data analysis methods	___ The paper provides a well-formulated description of the data analysis procedures to be used; specific examples are used where appropriate.	___ The paper provides a basic description of how evaluation data will be analyzed.	___ The paper provides little or no information regarding how evaluation data will be analyzed.	
Communicating results	___ The paper provides a well-formulated plan for communicating results, with specific data reporting activities targeted to various stakeholder groups	___ The paper provides an appropriate and workable plan for communicating the results of the program evaluation to clients and stakeholders.	___ The paper provides limited information about how evaluation results will be communicated to clients and stakeholders.	
Writing skills	___ The paper is an example of excellent professional writing, with good sentence structure, and appropriate grammar and spelling throughout. APA style is evident in citation of references.	___ The paper is organized according to the recommended format, and displays appropriate spelling and grammar. Any references that are used are cited according to APA style.	___ Frequent spelling and grammatical errors are present in the paper, which interferes with readability. Ideas are not organized in a logical manner.	

**School Psychology Internship
Student Self-Reflection Form**

Name: _____ Date: _____

Directions:

The purpose of this form is to provide a detailed summary of academic and professional accomplishments as well as to provide students with an opportunity to reflect upon personal and professional growth in areas central to the mission of the Rowan School Psychology Program. The information contained in this summary will be jointly reviewed by the student and his/her faculty advisor as one component of the process for assessing student learning outcomes. This information will be used in formulating specific goals for individual development and for recognizing attainment of program competencies. This reflection is part of the student portfolio.

1. List professional activities and association memberships (conferences attended, professional leadership positions, committees, papers, articles, workshops, etc)

2. Please describe how you have grown in each of the following areas during the past year:
 - A. Practice - knowledge of the understanding of the psychological foundations of school psychological practice, including the biological, social, affective and cognitive aspects of behavior, human development, and learning as well as the application of skills needed for effective school psychological service delivery.

 - B. Collaboration and Leadership - knowledge and application of collaboration models by effective leadership, planning and decision making at the individual, group and/or system level. Be sure to reflect upon effective interactions and

partnerships with families, teachers, administrators, health care providers, and the community.

C. Scholarship/Research/Program Evaluation – knowledge of research and evaluation methods by evaluating research, translating research into practice, and conducting investigations, as well as presenting findings.

D. Ethics – knowledge and application of the legal, ethical and professional foundations and behavior of psychological practice, and the obligations of professionalism in psychology.

E. Multicultural Competency – knowledge, respect, and responsiveness to differences in race, sexual orientation, culture, religion, ethnicity, and language.

3. Please discuss your areas of strength (include academic, as well as personal and interpersonal functioning, such as effective management of personal stress, engagement in wellness activities, openness to feedback, etc)

4. Please discuss areas you would like to enhance including specific suggestions (include academic as well as personal and interpersonal functioning, such as effective management of personal stress, engagement in wellness activities, openness to feedback, etc). Include in this discussion any feedback you may have received during the year from your advisor, professors, field supervisor(s), etc.

5. Provide your professional goals and plans for the next academic year 200__ - 200__

Student Signature: _____ Date: _____

Advisor Signature: _____ Date: _____

**Rowan University
School Psychology Internship Evaluation**

Intern Name: _____

Date of Evaluation: _____

Supervisor: _____

District: _____

Dates covered by this evaluation: From _____

To: _____

Please rate the intern on each of the following items:

Performance Area

Performance Rating

Practices That Permeate All Aspects of Service Delivery

Domain 1: Data-Based Decision-Making and Accountability				
1.1.) Demonstrates knowledge of varied models and methods of assessment that yield information useful in identifying strengths and needs, in understanding problems and in measuring progress and accomplishments.	Very Effective (3)	Effective (2)	Needs Improvement (1)	No Opportunity to Observe (NO)
1.2.) Demonstrates effective development and implementation of academic and behavioral interventions that are based on data gathered from the team problem-solving (decision-making) and assessment process (es) and linked to goals and outcomes.	Very Effective (3)	Effective (2)	Needs Improvement (1)	No Opportunity to Observe (NO)
1.3.) Demonstrates effective problem-solving (decision-making process) skills and procedures at the individual, group and systems levels.	Very Effective (3)	Effective (2)	Needs Improvement (1)	No Opportunity to Observe (NO)

1.4.) Demonstrates effective skills in selecting appropriate measures to monitor and evaluate the success of individual, group and systems interventions that compare/contrast the desired goal(s) from the actual outcome(s).	Very Effective (3)	Effective (2)	Needs Improvement (1)	No Opportunity to Observe (NO)
1.5) Demonstrates an emerging knowledge base of problem-solving (decision-making) processes that are related to educational research and systems-level and/or building level concerns.	Very Effective (3)	Effective (2)	Needs Improvement (1)	No Opportunity to Observe (NO)
1.6) Utilizes data to evaluate the outcomes of services.	Very Effective (3)	Effective (2)	Needs Improvement (1)	No Opportunity to Observe (NO)

Comments: _____

Domain 2: Consultation and Collaboration				
2.1) Demonstrates knowledge of behavioral, mental health, collaborative and/or other consultation models and methods.	Very Effective (3)	Effective (2)	Needs Improvement (1)	No Opportunity to Observe (NO)
2.2) Collaborates effectively with others in planning and decision-making processes at the individual, group and systems level.	Very Effective (3)	Effective (2)	Needs Improvement (1)	No Opportunity to Observe (NO)

2.3) Communicates and collaborates effectively with school personnel.	Very Effective (3)	Effective (2)	Needs Improvement (1)	No Opportunity to Observe (NO)
2.4) Communicates and collaborates effectively with families.	Very Effective (3)	Effective (2)	Needs Improvement (1)	No Opportunity to Observe (NO)
2.5) Communicates and collaborates effectively with students.	Very Effective (3)	Effective (2)	Needs Improvement (1)	No Opportunity to Observe (NO)
2.6) Communicates and collaborates effectively with community professionals.	Very Effective (3)	Effective (2)	Needs Improvement (1)	No Opportunity to Observe (NO)
2.7) Collaborates effectively with others throughout the problem-solving and assessment process.	Very Effective (3)	Effective (2)	Needs Improvement (1)	No Opportunity to Observe (NO)
2.8) Collaborates with others at a universal systems level to develop prevention and intervention programs that help to create healthy learning environments.	Very Effective (3)	Effective (2)	Needs Improvement (1)	No Opportunity to Observe (NO)

Comments: _____

Direct and Indirect Services for Children, Families and Schools
Student-Level Services

Domain 3: Interventions and Instructional Support to Develop Academic Skills				
3.1) Demonstrates knowledge of human learning processes, techniques to assess these processes and direct and indirect services applicable to the development of cognitive and academic skills.	Very Effective (3)	Effective (2)	Needs Improvement (1)	No Opportunity to Observe (NO)
3.2) Demonstrates knowledge of and skills in developing effective instructional strategies/intervention to promote learning of students at individual, group or systems levels.	Very Effective (3)	Effective (2)	Needs Improvement (1)	No Opportunity to Observe (NO)
3.3) Demonstrates skills in appropriately administering and interpreting assessment data.	Very Effective (3)	Effective (2)	Needs Improvement (1)	No Opportunity to Observe (NO)
3.4) Demonstrates skills in linking assessment data to development of instructional interventions.	Very Effective (3)	Effective (2)	Needs Improvement (1)	No Opportunity to Observe (NO)
3.5) Demonstrates in collaboration and consultation with others the ability to develop appropriate curricular or intervention strategies that are evidenced-based.	Very Effective (3)	Effective (2)	Needs Improvement (1)	No Opportunity to Observe (NO)
3.6) Utilizes intervention data to guide instructional decisions.	Very Effective	Effective	Needs	No Opportunity

	(3)	(2)	Improvement (1)	to Observe (NO)
3.7) Assesses treatment integrity of intervention implementation.	Very Effective (3)	Effective (2)	Needs Improvement (1)	No Opportunity to Observe (NO)
3.8) Demonstrates skills in adhering to standardized procedures for administering standardized assessments of intelligence.	Very Effective (3)	Effective (2)	Needs Improvement (1)	No Opportunity to Observe (NO)
3.9) Demonstrates skills in adhering to standardized procedures for administering standardized assessments of academic achievement.	Very Effective (3)	Effective (2)	Needs Improvement (1)	No Opportunity to Observe (NO)
3.10) Demonstrates ability to conduct curriculum-based, progress monitoring or other authentic methods of assessments of academic skills.	Very Effective (3)	Effective (2)	Needs Improvement (1)	No Opportunity to Observe (NO)

Comments: _____

Domain 4: Interventions and Mental Health Services to Develop Social and Life Skills				
4.1) Demonstrates knowledge of human developmental processes, techniques to assess these processes and direct and indirect services applicable to development of behavioral, affective, adaptive and social skills.	Very Effective (3)	Effective (2)	Needs Improvement (1)	No Opportunity to Observe (NO)

4.2) Properly administers, analyzes and interprets assessment strategies to measure behavioral, affective, adaptive and social domains.	Very Effective (3)	Effective (2)	Needs Improvement (1)	No Opportunity to Observe (NO)
4.3) Demonstrates skills in linking assessment data to development of behavioral interventions, including functional behavioral assessment under IDEA 2004.	Very Effective (3)	Effective (2)	Needs Improvement (1)	No Opportunity to Observe (NO)
4.4) Utilizes ecological and behavioral approaches when developing behavior change programs and other evidence-based interventions.	Very Effective (3)	Effective (2)	Needs Improvement (1)	No Opportunity to Observe (NO)
4.5) Demonstrates in collaboration and consultation with others the ability to develop appropriate behavioral, affective, adaptive and social goals/intervention strategies that are evidenced-based.	Very Effective (3)	Effective (2)	Needs Improvement (1)	No Opportunity to Observe (NO)
4.6) Appropriately evaluates outcomes of interventions and assesses treatment integrity of intervention implementation.	Very Effective (3)	Effective (2)	Needs Improvement (1)	No Opportunity to Observe (NO)
4.7) Utilizes intervention and progress monitoring data to guide instructional decisions.	Very Effective (3)	Effective (2)	Needs Improvement (1)	No Opportunity to Observe (NO)

4.8) Demonstrates skills in providing direct interventions, i.e., individual counseling, group counseling, applied behavior analysis, social problem solving skills.	Very Effective (3)	Effective (2)	Needs Improvement (1)	No Opportunity to Observe (NO)
4.9) Demonstrates skills in providing indirect intervention, i.e., collaborative consultation with teachers/support staff/parents.	Very Effective (3)	Effective (2)	Needs Improvement (1)	No Opportunity to Observe (NO)

Comments: _____

Direct and Indirect Services for Children, Families and Schools Systems- Level Services

Domain 5: School-wide Practices to Promote Learning				
5.1) Demonstrates knowledge of organizational development and systems theory to assist in promoting a respectful and supportive atmosphere for decision making and collaboration with others.	Very Effective (3)	Effective (2)	Needs Improvement (1)	No Opportunity to Observe (NO)
5.2) Demonstrates knowledge to incorporate evidence-based strategies in the design, implementation and evaluation of effective policies and practice in the areas of, e.g.; discipline, instructional improvement activities, program evaluation, student transitions, grading and home-school partnership.	Very Effective (3)	Effective (2)	Needs Improvement (1)	No Opportunity to Observe (NO)
5.3) Has opportunities to be involved in development and review of school improvement plans.	Very Effective (3)	Effective (2)	Needs Improvement (1)	No Opportunity to Observe

			(1)	(NO)
5.4) Demonstrates knowledge of evidence-based strategies when developing and delivering intervention programs to facilitate successful transition of students from one environment to another, (e.g., program to program, school to school, age-level changes and school to work transition).	Very Effective (3)	Effective (2)	Needs Improvement (1)	No Opportunity to Observe (NO)
5.5) Promotes the development and maintenance of learning environments that support resilience and academic growth, promote high rates of academic engaged time, and reduce negative influences on learning and behavior.	Very Effective (3)	Effective (2)	Needs Improvement (1)	No Opportunity to Observe (NO)
5.6) Helps to implement universal screening programs to identify students in need of additional instructional or behavioral support services and progress monitoring systems to ensure successful learning and school adjustment.	Very Effective (3)	Effective (2)	Needs Improvement (1)	No Opportunity to Observe (NO)
5.7) Works collaboratively with others to create and maintain a multi-tiered continuum of services to support all students' attainment of academic, social, emotional and behavioral goals.	Very Effective (3)	Effective (2)	Needs Improvement (1)	No Opportunity to Observe (NO)
5.8) Has knowledge and skills to apply the problem-solving process.	Very Effective (3)	Effective (2)	Needs Improvement (1)	No Opportunity to Observe (NO)

5.9) Observes building-level intervention assistance team (e.g., I&RS committee) and reviews its procedures.	Very Effective (3)	Effective (2)	Needs Improvement (1)	No Opportunity to Observe (NO)
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Comments: _____

Domain 6: Preventive and Responsive Services				
6.1) Has knowledge and promotes recognition of risk and protective factors vital to understanding and addressing systematic problems, such as school failure, truancy, dropout, bullying, youth suicide and school violence.	Very Effective (3)	Effective (2)	Needs Improvement (1)	No Opportunity to Observe (NO)
6.2) Has opportunities to participate on school crisis teams and use data based decision making methods , problem-solving strategies, collaboration and direct services in context of prevention, preparation, response and recovery.	Very Effective (3)	Effective (2)	Needs Improvement (1)	No Opportunity to Observe (NO)
6.3) Demonstrates knowledge regarding crisis policies and procedures including collaboration with school personnel, parents and community in the aftermath of a crisis.	Very Effective (3)	Effective (2)	Needs Improvement (1)	No Opportunity to Observe (NO)
6.4) Demonstrates skills in providing direct interventions, i.e., individual counseling, group counseling, social problem solving skills and other: _____.	Very Effective (3)	Effective (2)	Needs Improvement (1)	No Opportunity to Observe

(Indicate those that apply.)				(NO)
6.4) Demonstrates skills in providing indirect intervention, i.e., collaborative consultation with teachers/support staff/parents.	Very Effective (3)	Effective (2)	Needs Improvement (1)	No Opportunity to Observe (NO)
5.9) Observes building-level intervention assistance team (e.g., I&RS committee) and reviews its procedures.	Very Effective (3)	Effective (2)	Needs Improvement (1)	No Opportunity to Observe (NO)

Comments: _____

Domain 7: Family-School Collaboration Services

7.1) Has knowledge of evidence-based strategies to design, implement and evaluate effective policies and practices that promote family, school, and community partnerships to enhance students’ learning and mental health outcomes.	Very Effective (3)	Effective (2)	Needs Improvement (1)	No Opportunity to Observe (NO)
7.2) Identifies diverse cultural issues, contexts and other factors that have an impact on family-school partnerships and interactions with community providers.	Very Effective (3)	Effective (2)	Needs Improvement (1)	No Opportunity to Observe (NO)

7.3) Establishes and maintains collaborative relationships with families, educators, and others in the community to promote and provide comprehensive services to children and families.	Very Effective (3)	Effective (2)	Needs Improvement (1)	No Opportunity to Observe (NO)
7.4) Advocates for families and support parents/care givers in their involvement in school activities, for both addressing individual students' needs and participating in classroom and school events.	Very Effective (3)	Effective (2)	Needs Improvement (1)	No Opportunity to Observe (NO)
7.5) Educates the school community regarding influence of family involvement in school governance and policy development whenever feasible.	Very Effective (3)	Effective (2)	Needs Improvement (1)	No Opportunity to Observe (NO)
7.6). Helps to create linkages between schools, families and community providers, and help coordinate services when programming for children involves multiple agencies.	Very Effective (3)	Effective (2)	Needs Improvement (1)	No Opportunity to Observe (NO)
7.7) Helps to promote strategies for safe, nurturing and dependable parenting and home interventions to facilitate children's healthy development.	Very Effective (3)	Effective (2)	Needs Improvement (1)	No Opportunity to Observe (NO)
5.9) Observes building-level intervention assistance team (e.g., I&RS committee) and reviews its procedures.	Very Effective (3)	Effective (2)	Needs Improvement (1)	No Opportunity to Observe (NO)

Comments: _____

Foundations of School Psychological Service Delivery

Domain 8: Diversity in Development and Learning				
8.1) Demonstrates knowledge of individual differences, abilities and disabilities and of the potential influence of human diversity, e.g., biological, social, cultural, ethnic, experiential, socioeconomic, gender-related and linguistic factors in development and learning.	Very Effective (3)	Effective (2)	Needs Improvement (1)	No Opportunity to Observe (NO)
8.2) Demonstrates the sensitivity and skills needed to work with individuals of diverse characteristics and implement strategies selected and/or adapted based on individual characteristics, strengths and needs.	Very Effective (3)	Effective (2)	Needs Improvement (1)	No Opportunity to Observe (NO)
8.3) Demonstrates an awareness of and works to eliminate biological, social, cultural, ethnic, experiential, socioeconomic, gender-related and linguistic biases to ensure equal outcomes.	Very Effective (3)	Effective (2)	Needs Improvement (1)	No Opportunity to Observe (NO)
8.4) Observes building-level intervention assistance team (e.g., I&RS committee) and reviews its procedures.	Very Effective (3)	Effective (2)	Needs Improvement (1)	No Opportunity to Observe (NO)

Comments: _____

Domain 9: Research and Program Evaluation				
9.1) Demonstrates knowledge of and am able to translate evidence – based research, statistics, and evaluation methods into practice for improvement of services.	Very Effective (3)	Effective (2)	Needs Improvement (1)	No Opportunity to Observe (NO)
9.2) Applies principles of research design (quantitative and qualitative techniques) and single-case design.	Very Effective (3)	Effective (2)	Needs Improvement (1)	No Opportunity to Observe (NO)
9.3) Collects and analyzes data to evaluate the effectiveness of interventions at an individual, program or systems level (program evaluation).	Very Effective (3)	Effective (2)	Needs Improvement (1)	No Opportunity to Observe (NO)
9.4) Demonstrates knowledge of how to evaluate the fidelity and effectiveness of school-based intervention plans.	Very Effective (3)	Effective (2)	Needs Improvement (1)	No Opportunity to Observe (NO)
9.5) Understands how to incorporate various techniques for data collection including use of technology.	Very Effective (3)	Effective (2)	Needs Improvement (1)	No Opportunity to Observe (NO)

Comments: _____

Domain 10: Legal, Ethical and Professional Practice				
10.1) Practices in ways that are consistent with ethical, professional and legal standards and regulations.	Very Effective (3)	Effective (2)	Needs Improvement (1)	No Opportunity to Observe (NO)
10.2) Engages in effective, collaborative and ethical professional relationships.	Very Effective (3)	Effective (2)	Needs Improvement (1)	No Opportunity to Observe (NO)
10.3) Demonstrates reliable, responsible and dependable behaviors.	Very Effective (3)	Effective (2)	Needs Improvement (1)	No Opportunity to Observe (NO)
10.4) Interacts with others in a professional manner.	Very Effective (3)	Effective (2)	Needs Improvement (1)	No Opportunity to Observe (NO)
10.5) Presents information in writing and orally in a clear and professional manner.	Very Effective (3)	Effective (2)	Needs Improvement (1)	No Opportunity to Observe (NO)
10.6) Responds appropriately to feedback from others and is flexible and open to suggestions.	Very Effective	Effective	Needs Improvement	No Opportunity

	(3)	(2)	t (1)	to Observe (NO)
10.7) Appropriately prepares and utilizes supervision, including making effective use of feedback.	Very Effective (3)	Effective (2)	Needs Improvement (1)	No Opportunity to Observe (NO)
10.8) Demonstrates a commitment to continued professional development and learning, self- improvement and self-evaluation.	Very Effective (3)	Effective (2)	Needs Improvement (1)	No Opportunity to Observe (NO)
10.9) Accesses and utilizes information sources and technology in ways that safeguard and enhance the quality of services and responsible record keeping.	Very Effective (3)	Effective (2)	Needs Improvement (1)	No Opportunity to Observe (NO)
10.10) Assists administrators teachers and school personnel and parents in understanding and adhering to legislation and regulations relevant to general and special education.	Very Effective (3)	Effective (2)	Needs Improvement (1)	No Opportunity to Observe (NO)

Comments: _____

Professional Work Characteristics				
Demonstrates respect for human diversity – respects racial, cultural, socioeconomic, religious, gender-related, sexual-orientation and other human differences; demonstrates the sensitivity and skills needed to work with diverse populations.	Very Effective (3)	Effective (2)	Needs Improvement (1)	No Opportunity to Observe (NO)
Demonstrates effective oral communication skills – speaks orally in an organized and clear manner.	Very Effective (3)	Effective (2)	Needs Improvement (1)	No Opportunity to Observe (NO)
Demonstrates effective written communication skills – writes in an organized and clear manner.	Very Effective (3)	Effective (2)	Needs Improvement (1)	No Opportunity to Observe (NO)
Demonstrates professional identity and ethical responsibility – appears to identify with the profession of school psychology; conducts self in an ethically responsible manner.	Very Effective (3)	Effective (2)	Needs Improvement (1)	No Opportunity to Observe (NO)
Demonstrates attending/listening skills – attends to important communications and listens effectively.	Very Effective (3)	Effective (2)	Needs Improvement (1)	No Opportunity to Observe (NO)
Demonstrates adaptability and flexibility – adapts effectively to the demands of a situation; is sufficiently flexible in dealing with change.	Very Effective (3)	Effective (2)	Needs Improvement (1)	No Opportunity to Observe (NO)

	(3)	(2)	(1)	(NO)
Demonstrates initiative and dependability – initiates activities when appropriate; can be counted on to follow through on a task once a commitment to it has been made; reliably completes assignments in a timely manner.	Very Effective (3)	Effective (2)	Needs Improvement (1)	No Opportunity to Observe (NO)
Demonstrates time management and organization – organizes work and manages time effectively.	Very Effective (3)	Effective (2)	Needs Improvement (1)	No Opportunity to Observe (NO)
Demonstrates effective interpersonal relations – relates effectively with colleagues, faculty, supervisor, and clients.	Very Effective (3)	Effective (2)	Needs Improvement (1)	No Opportunity to Observe (NO)
Responsiveness to supervision/feedback – is open to supervision/feedback and responds to such appropriately.	Very Effective (3)	Effective (2)	Needs Improvement (1)	No Opportunity to Observe (NO)
Demonstrates skills in data-based case conceptualization – able to use data/information to conceptualize cases and generate hypotheses and possible solutions; uses evidence to evaluate outcomes.	Very Effective (3)	Effective (2)	Needs Improvement (1)	No Opportunity to Observe (NO)
Demonstrates systems orientation – understands that schools, families and organizations are systems; recognizes and effectively utilizes rules,	Very Effective	Effective	Needs Improvement	No Opportunity

policies and other characteristics of the system.	(3)	(2)	nt (1)	to Observe (NO)
Demonstrates problem solving/critical thinking – thinks critically; effectively analyzes problem situations and conceptualizes alternative approaches and solutions.	Very Effective (3)	Effective (2)	Needs Improvement (1)	No Opportunity to Observe (NO)

Based on National Association of School Psychologists’2010 Model for Comprehensive and Integrated School Psychological Services

Overall Rating

Very Effective = 3	Effective = 2	Needs Improvement = 1
<input type="checkbox"/> Majority of components in the Very Effective and Effective categories are checked	<input type="checkbox"/> The majority of sections of the case study are rated Effective	<input type="checkbox"/> Sections are only rated Needs Improvement

Supervisor’s signature

Date

Intern’s signature

Da

**Rowan University
School Psychology Internship Evaluation
of Professional Work Characteristics (Dispositions)
by Faculty**

Intern Name: _____

Date of Evaluation: _____

Supervisor: _____

District: _____

Dates covered by this evaluation: From _____

To: _____

Please rate the intern on each of the following items using the following scale:

- 3 Very Effective – Well-developed proficiency in the skill area; occasional supervision sufficient
- 2 Effective – Competent in the skill area; regular supervision is sufficient
- 1 Needs Improvement – Minimal skills; needs direct supervision
- NO No opportunity to observe – No opportunity for intern to demonstrate this skill

Performance Area

Performance Rating

Professional Work Characteristics				
Demonstrates respect for human diversity – respects racial, cultural, socioeconomic, religious, gender-related, sexual-orientation and other human differences; demonstrates the sensitivity and skills needed to work with diverse populations.	Very Effective (3)	Effective (2)	Needs Improvement (1)	No Opportunity to Observe (NO)
Demonstrates effective oral communication skills – speaks orally in an organized and clear manner.	Very Effective (3)	Effective (2)	Needs Improvement (1)	No Opportunity to Observe

			(1)	(NO)
Demonstrates effective written communication skills – writes in an organized and clear manner.	Very Effective (3)	Effective (2)	Needs Improvement (1)	No Opportunity to Observe (NO)
Demonstrates professional identity and ethical responsibility – appears to identify with the profession of school psychology; conducts self in an ethically responsible manner.	Very Effective (3)	Effective (2)	Needs Improvement (1)	No Opportunity to Observe (NO)
Demonstrates attending/listening skills – attends to important communications and listens effectively.	Very Effective (3)	Effective (2)	Needs Improvement (1)	No Opportunity to Observe (NO)
Demonstrates adaptability and flexibility – adapts effectively to the demands of a situation; is sufficiently flexible in dealing with change.	Very Effective (3)	Effective (2)	Needs Improvement (1)	No Opportunity to Observe (NO)
Demonstrates initiative and dependability – initiates activities when appropriate; can be counted on to follow through on a task once a commitment to it has been made; reliably completes assignments in a timely manner.	Very Effective (3)	Effective (2)	Needs Improvement (1)	No Opportunity to Observe (NO)
Demonstrates time management and organization – organizes work and manages time effectively.	Very Effective (3)	Effective (2)	Needs Improvement (1)	No Opportunity to Observe (NO)
Demonstrates effective interpersonal relations – relates effectively	Very	Effective	Needs	No

with colleagues, faculty, supervisor, and clients.	Effective (3)	(2)	Improvement (1)	Opportunity to Observe (NO)
Responsiveness to supervision/feedback – is open to supervision/feedback and responds to such appropriately.	Very Effective (3)	Effective (2)	Needs Improvement (1)	No Opportunity to Observe (NO)
Demonstrates skills in data-based case conceptualization – able to use data/information to conceptualize cases and generate hypotheses and possible solutions; uses evidence to evaluate outcomes.	Very Effective (3)	Effective (2)	Needs Improvement (1)	No Opportunity to Observe (NO)
Demonstrates systems orientation – understands that schools, families and organizations are systems; recognizes and effectively utilizes rules, policies and other characteristics of the system.	Very Effective (3)	Effective (2)	Needs Improvement (1)	No Opportunity to Observe (NO)
Demonstrates problem solving/critical thinking – thinks critically; effectively analyzes problem situations and conceptualizes alternative approaches and solutions.	Very Effective (3)	Effective (2)	Needs Improvement (1)	No Opportunity to Observe (NO)