



**Educational Specialist**  
**Field-Based Training Experiences**  
**in**  
**School Psychology**

*A Handbook for Students, Supervisors, and Faculty*

NASP-Approved Program in School Psychology  
College of Education  
Lehigh University  
Revised: September 2007

## Overview

As part of the training curriculum, students enrolled in the Lehigh University School Psychology Program are required to successfully complete a number of practica and an internship experience. These experiences begin when the student enters the School Psychology Program and generally continue until the student graduates from the program. These field-based experiences are designed to provide each student with a wide range of supervised practical experiences that will enhance each student's growth and expertise as a school psychologist.

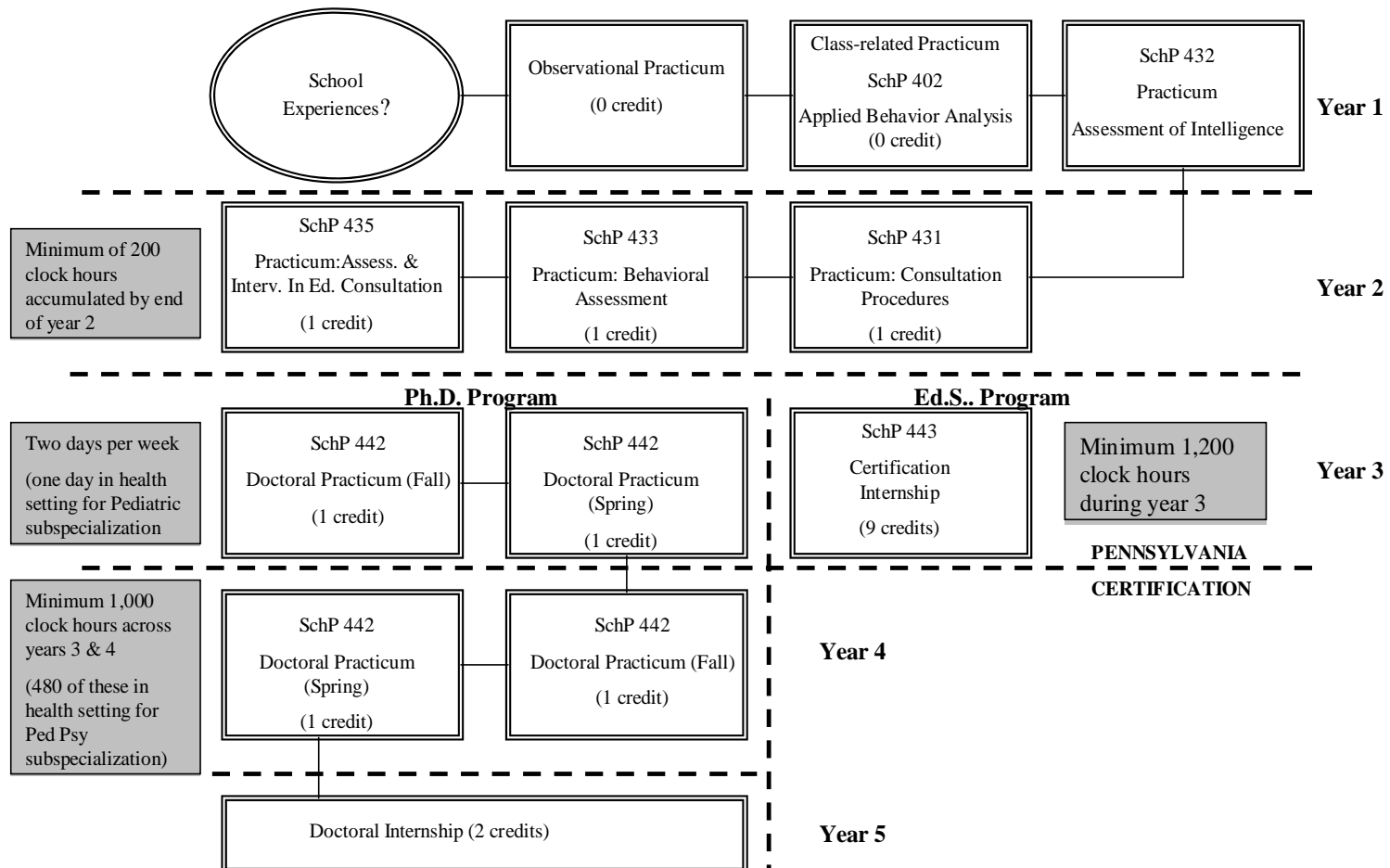
Each semester of the first year in the program, students may be required to take a non-credit observational practicum. This practicum is designed to give students with little or no school experience an orientation to the roles and environment of the school psychologist. This requirement can be waived by the Program Coordinator if the student is engaged in significant school-based activities during the first year of the program or enters the program with school-based experience that demonstrates that they are comfortable within school settings.

Several of the classes that students typically take their first and second year of the program require field-based projects or experiences. In some of the courses, the practicum projects are integrated into the course requirements and no additional University academic credit hours are awarded. In four courses extensive field-based experiences are required. As students take each of these courses, they will also take a one credit hour practicum in conjunction with the academic course work.

During the final year of enrollment in the program, a student will be on internship. The internship is a full-year (academic or calendar) full-time field-based placement that is designed to serve as a culminating training experience.

A schematic representation of the entire clinical training experience throughout the program is provided in Figure 1.

# School Psychology Program Field Experiences



Students in the Lehigh School Psychology Program will be required to successfully complete non-credit and credit practica. All formal practicum experiences are documented on the Lehigh University School Psychology Program Student Activity Log (Appendix A), including class-related practica. There are two types of non-credit practica in the school psychology program.

### Non-Credit Practica

Observational Practica. Students will be required to take observational practica during their first academic year at Lehigh. The purpose of these practicum experiences is to increase the student's understanding of the school psychologist's role and function in applied settings. The exact location and times for these practica will vary according to the faculty adviser's assessment of the student's specific practica needs. The required time for these practica will not exceed eight hours per week. Unless prior arrangements are made, each student enrolled in the observational practica will be supervised by his/her assigned faculty advisor. During this practicum students will be required to complete the tasks listed in Appendix B. Those first year students whose form of support includes significant school-based experiences may have this requirement waived by the Program Coordinator. Students are expected to complete this requirement on their own by the beginning of their second year of the program and submit to their adviser a signed-off version of Appendix B.

Applied Practica in Coursework. Several of the courses in the school psychology curriculum require students to complete classwork assignments in applied settings. These assignments are designed to teach students practical applications of the course content and to give students introductory experiences in the role and function of the school psychologist. The supervision of each student involved in applied project practica will come from the faculty member teaching the course.

### Course-Based Credit Practica (SchP 431, 432, 433, 435)

Four courses in the school psychology student's professional core (SchP 412 - Consultation Procedures, SchP 423 - Behavioral Assessment, SchP 422 - Assessment of Intelligence, and SchP 425 - Assessment & Intervention in Educational Consultation) require students to be enrolled in a one-credit practicum. Across the four practica, students are required to attain at least 200 clock hours of experience. These practica are generally taken the second semester of the first year and throughout the second year of the program. Supervision of each student involved in these practica will come from the faculty member teaching the course. . Performance based activities occurring within these coursebased practica are displayed in Table 1 which shows the link between courses in the program, NASP Standards, the specific LU Program Domains/Competencies covered in courses, as well as the typical methods of assessment in each course.

Table 1. Table of Core Coursework for Students in Ed.S. School Psychology Program

(Table does not include the elective courses in Counseling and/or Special Education, nor the LID Subspecialization in the School Psychology Program)

Course #/Title	NASP Domain (primary)	LU Program Domain/Competencies	Format	Assessment Requirement/Methods
SchP/SpEd 402- Applied Behavior Analysis	2.1, 2.4	Domain B: 1 Domain C1: 4, 6 Domain E: 1	-Lecture/discussion -Applied experience under supervision	-Case study, FBA #1 -Written examinations (2) -Student presentations
SchP 404- Historical & Contemporary Issues in School Psychology	2.5, 2.6, and 2.10.	Domain A: 4, 5 Domain D: 1, 2, 3, 5 Domain E: 1, 2, 4	-Lecture/discussion -Presentation	-Culturally different case scenario -Written paper -Student led discussion
SchP 407- Crisis Management in the Schools	2.6, 2.7	Domain C2: 7, Domain C3: 3 Domain D: 1, 4	-Lecture/discussion -Presentation	-Written exam -Written paper -Crisis intervention manual -Presentation of manual
SchP 412/431 Consultation Procedures and Practicum in Consultation Procedures	2.1, 2.2, 2.3, 2.4, 2.5, 2.9	Domain C2: 1, 2, 3, 4, 5, 6, 8 Domain E: 1, 2, 4	-Lecture/discussion -Applied experience under supervision	-Report on case study -Audiotapes of interviews -Student presentation -Student reflection paper
SchP 422/432- Assessment of Intelligence & Practica in Assessment of Intelligence	2.1, 2.3, 2.11	Domain C1: 1, 2, 3, 4, 9 Domain C3: 1 Domain D: 2	-Lecture/discussion -Applied experience under supervision	-Mastery demonstration of test administration -Grading of reports -Presentation
SchP 423/433 Behavioral Assessment & Practicum in Behavioral Assessment	2.1, 2.4, 2.8, 2.11	Domain C1: 2, 4, 5, 6, 7 Domain C2: 2, 3 Domain C3: 1, 2, 8 Domain D: 1, 3, 4 Domain E: 1, 2	-Lecture/discussion -Simulated cases with online discussion -Applied experience under supervision	-Simulation case assignments (2) -Written reports of cases (2) -Written exams

Course #/Title	NASP Domain (primary)	LU Program Domain/Competencies	Format	Assessment Requirement/Methods
SchP/SpEd 402- Applied Behavior Analysis	2.1, 2.4	Domain B: 1 Domain C1: 4, 6 Domain E: 1	-Lecture/discussion -Applied experience under supervision	-Case study, FBA #1 -Written examinations (2) -Student presentations
SchP 404- Historical & Contemporary Issues in School Psychology	2.5, 2.6, and 2.10.	Domain A: 4, 5 Domain D: 1, 2, 3, 5 Domain E: 1, 2, 4	-Lecture/discussion -Presentation	-Culturally different case scenario -Written paper -Student led discussion
SchP 407- Crisis Management in the Schools	2.6, 2.7	Domain C2: 7, Domain C3: 3 Domain D: 1, 4	-Lecture/discussion -Presentation	-Written exam -Written paper -Crisis intervention manual -Presentation of manual
SchP 412/431- Consultation Procedures and Practicum in Consultation Procedures	2.1, 2.2, 2.3, 2.4, 2.5, 2.9	Domain C2: 1, 2, 3, 4, 5, 6, 8 Domain E: 1, 2, 4	-Lecture/discussion -Applied experience under supervision	-Report on case study -Audiotapes of interviews -Student presentation -Student reflection paper
SchP 422/432- Assessment of Intelligence & Practica in Assessment of Intelligence	2.1, 2.3, 2.11	Domain C1: 1, 2, 3, 4, 9 Domain C3: 1 Domain D: 2	-Lecture/discussion -Applied experience under supervision	-Mastery demonstration of test administration -Grading of reports -Presentation
SchP 423/433- Behavioral Assessment & Practicum in Behavioral Assessment	2.1, 2.4, 2.8, 2.11	Domain C1: 2, 4, 5, 6, 7 Domain C2: 2, 3 Domain C3: 1, 2, ,8 Domain D: 1, 3, 4 Domain E: 1, 2	-Lecture/discussion -Simulated cases with online discussion -Applied experience under supervision	-Simulation case assignments (2) -Written reports of cases (2) -Written exams
SchP 425/435- Assessment & Intervention in Educational Consultation & Practicum	2.1, 2.2, 2.3., 2.4, 2.11	Domain C1: 6, 8, 9 Domain C2: 2, 3, 8 Domain C3: 1 Domain D: 1, 3, 4 Domain E: 1, 2	-Lecture/discussion -Applied experience under supervision -Student presentation	-Written exam -Case study Curriculum based assessment (2) -Case study academic intervention -Manual of academic intervention -Presentation of academic intervention manual

Course #/Title	NASP Domain (primary)	LU Program Domain/Competencies	Format	Assessment Requirement/Methods
SchP 426- Family and School Interventions	2.4, 2.7, 2.8	Domain A: 5 Domain C2: 1, 2, 5, 8	-Lecture/discussion	-Reaction papers -Written exams (2) -Research paper and presentation
SchP 434- Applied Research Practicum	2.9, 2.11	Domain A: 5 Domain B: 1, 2, 3, 4	-Serve as member of research team	-Written comprehensive literature review -Presentation at student colloquia
SchP 443- Certification Internship	2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.10, 2.11	Domain A: All Domain C1: All Domain C2: All Domain C3: All Domain D: All Domain E: All	-1200 clock hours minimum of experience in schools under joint faculty/field supervision	-Field supervisor performance appraisals -Portfolio evaluated by faculty
Educ/Psy 402- Developmental Psychology	2.3, 2.4, 2.8	Domain A: 1	-Lecture/discussion	-Examinations -Papers
Educ 403- Research	2.9	Domain B, 1, 2, 3, 4	-Lecture/discussion	-Written exams -Written proposal/literature review
Educ 408- Introduction to statistics	2.9	Domain B: 2	-Lecture/discussion	-Examinations -Homework assignments
Educ 409- Analysis of experimental data	2.9	Domain B: 2	-Lecture/discussion	-Examination -Homework assignments
Educ 451- Applied Principles of Cog Psy	2.3, 2.5., 2.8	Domain A: 2 Domain E, 1, 2, 3, 4	-Lecture/discussion -Presentation	-Applied observation -Research paper -Class leadership -Weekly reading reflections
Educ 491- Adv Seminar: Psychopharmacology	2.4, 2.7	Domain A: 3	-Lecture/discussion	-Examinations -Written paper -Class presentations
Psy/Bios 402- Behavioral Neuroscience	2.4, 2.7	Domain A: 3	-Lecture/discussion	-Examinations -Written paper -Class presentations
CPsy 471- Diversity & Multicultural Perspective	2.5	Domain C1: 9 Domain C2: 8 Domain E: 1, 2, 3, 4	-Lecture/discussion	-Otherness paper -Written examination -Class participation

## Certification Internship (SchP 443)

During the third year of the educational specialist program, students are required to successfully complete 1200 hours in a school setting as a school psychology intern. Students are committed to their internship site from the first day of professional activities in the fall through the end of the school year in June. During that time, students follow the school district calendar rather than the calendar of Lehigh University. Students typically spend the entire academic year, full-time in one site.

Students may elect to complete their certification internship in two calendar year, half-time each year. Students considering this option must discuss this with their advisor and the program coordinator early in their program.

### Experiences During Internship

Appendix D provides a list of the goals and objectives of the internship experience. Students are expected to complete all the activities listed in this appendix during the course of their year-long internship. At a minimum, during the year long internship, students are expected to participate in the following activities, and produce products that represent evidence of the completion of the activities:

- Participation in professional development within the district;
- Provide some form of professional development within the district;
- Conduct a process impacting system or school-wide variables (e.g., normative data collection, data analysis, facilitation of an RtI plan);
- Conduct at least one evaluation for a student referred for special education eligibility; · Conduct at least one assessment for a behavior problem (e.g., functional behavioral assessment);
- Conduct at least one curriculum-based assessment for a student referred for academic skills problems;
- Conduct at least one assessment for a student with a low-incidence disability (e.g., autism);
- Conduct at least one consultation/intervention program for a student with an academic skill problem;
- Conduct at least one consultation/intervention program for a student with a behavior problem.

As these experiences are completed, students must get their faculty and/or field supervisor to sign off on the experiences. The signoff sheet, along with evidence substantiating the activity, are to be included in the student's final portfolio.

### Supervision

The intern will receive supervision from a field supervisor and a university supervisor.

Field Supervisor. The supervisor for the internship must be certified as a school psychologist in Pennsylvania with at least 3 years of experience and must have a minimum of an Educational Specialist or equivalent degree. Supervision and the principal responsibility for the internship will depend upon the contractual agreements between the Lehigh University School Psychology Program and each internship site. However, the training of each student will be a joint responsibility of the field supervisor and the Lehigh University School Psychology supervisor.

The field supervisor will provide a minimum of two hours of supervision per week. One hour is

through individual face-to-face meetings, and the other hour occurs through frequent meetings throughout the remainder of the week that accumulate to more than one hour. Each student's work will be evaluated during the internship in writing at least once a semester using the Lehigh University Internship Rating Form (Appendix C). Weekly meetings with the Lehigh University supervisor in individual or small group seminars (or on-line), will be held for the purpose of case review, and discussion of professional, ethical/legal issues related to the internship experiences.

### Portfolio Assessment

Implementation of a portfolio assessment process for the EdS program has three objectives. First, the EdS portfolio provides students in this program with an opportunity to reflect upon their training and identify the knowledge and skills that they have met as a result of this training. Second, the portfolio provides the faculty with an assessment for evaluating a student's competencies prior to their anticipated graduation from the program. Third and finally, the portfolio provides faculty with data for evaluating the alignment of curriculum with training objectives to ensure that students are receiving the best education possible.

To meet these objectives, the EdS portfolio requires students to identify how permanent products resulting primarily **from their internship experiences** demonstrate their mastery of the competencies identified for students who successfully complete the EdS program at Lehigh University. Specifically, an EdS portfolio will **follow a best evidence approach. As such, the products reflected in the portfolio should be selected as representative of the skills attained across LU competencies and NASP standards. As noted below, each of these activities is linked to the NASP Standards of School Psychology Training and Practice.** Specifically, examination of Table 7 shows the linking of each of these requirements to LU Domains/Competencies which are in turn linked to specific NASP Standards. The portfolio will consist of the following:

- An introductory 2-page statement summarizing clinical competencies that the student has achieved to this point in their professional development.
- A professional resume highlighting relevant work and clinical experiences.
- Two *best* work samples from across the entire program (e.g., papers, projects) that demonstrate the integration of competencies in the Lehigh University Core Psychological Knowledge and Research Design & Applications domains. These activities would provide evidence across the NASP Standards 2.1, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.10, and 2.11.
- A written statement in which the student describes how each piece of evidence provided integrates attainment of skills across the specific NASP Standards linked to the LU Domain and how each piece of evidence illustrates the student's impact on the lives of children, youth, families, and the community. This activity also provides evidence for NASP standard 4.3.
- Two reports \*\* from clinical cases completed during the internship year that reflect the student's *best* clinical work and demonstrate the integration of competencies across LU Domains Psychological Applications – Assessment, Consultation & Intervention, and Communication. These activities

would provide evidence across the NASP Standards 2.1, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.10, and 2.11.

- A written statement in which the student describes how each piece of evidence provided integrates attainment of skills across the specific NASP Standards linked to the LU Domain and how each piece of evidence illustrates the student's impact on the lives of children, youth, families, and the community. This activity also provides evidence for NASP standard 4.3.
- Two reports \*\* from clinical cases completed during the internship year that reflect the student's *best* clinical work and demonstrate the integration of competencies specifically related to LU Domains Professional Responsibility and Diversity & Multicultural Perspective. These activities would provide evidence across all the NASP Standards with special attention to Domain 2.5 : Student Diversity in Development and Learning.
- A written statement in which the student describes how each piece of evidence provided integrates attainment of skills across the specific NASP Standards linked to the LU Domain and how each piece of evidence illustrates the student's impact on the lives of children, youth, families, and the community. This activity also provides evidence for NASP standard 4.3.
- Signoff sheet for minimum experiences during internship along with evidence to support the completion of each activity.
- " 1/8oncluding statement (2-page maximum) that identifies goals for future professional training and experiences.

By the middle of March during the Internship year, a student submits her or his portfolio for review by a committee of three faculty. The faculty committee includes the student's advisor and two other members of the school psychology faculty. Each of the faculty reviews the portfolio within 2 weeks of the submission date. Each faculty reviewer then assigns a grade for each competency domain using the following 4-point scale and rubric:

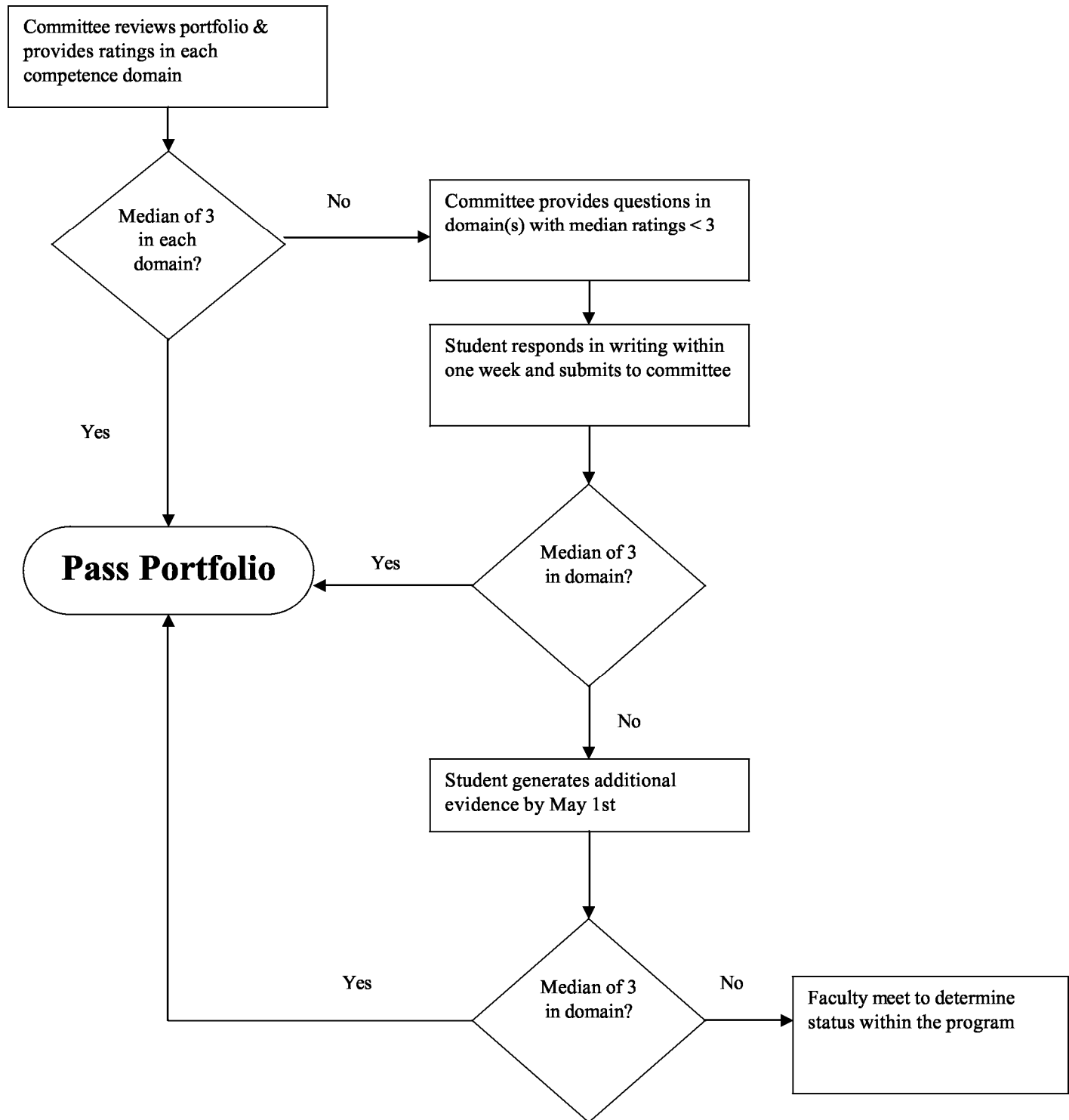
- |   |   |
|---|---|
| 4 | evidence exceeds expectations for an entry-level school based practitioner              |
| 3 | evidence is commensurate with expectations for an entry-level school based practitioner |
| 2 | evidence is below expectations for an entry-level school based practitioner             |
| 1 | evidence is far below expectations and in need of substantial revision                  |

Table 7. Linking of LU Domains to NASP Standards

LU Domain	NASP Standards	Score	Comments
A. Core Psychological Knowledge	2.1, 2.3, 2.4, 2.5, 2.6., 2.7, 2.8, 2.10, 2.11		
B. Research Design and Application	2.1, 2.9, 2.11		
C1, C2, & C3 Psychological Applications- Assessment	2.1, 2.2, 2.3., 2.4, 2.5, 2.6, 2.7., 2.8, 2.9., 2.11		
D & E. Professional Responsibility/ Diversity & Multicultural Perspective	2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.10, 2.11 <b>(attention to 2.5)</b>		

To pass the portfolio, the student must achieve a median rating of 3 across the faculty ratings in each LU program domain. If the student does not achieve this standard, the committee will provide the student with specific questions (no more than 3) to ensure that he/she has mastered competencies corresponding to both our program's and NASPS domains related to the area not receiving a median rating of 3. The student must provide brief written responses (2 pages maximum) to each question (along with additional evidence, if requested) within one week of receipt. Using the scoring guidelines stated above, the faculty then has one week to evaluate the cumulative evidence and provides an updated grade for the domain(s) in question. If the mean rating for the domain still falls below 3, the student must submit additional evidence supporting the mastery of the competency domain for review by the committee before the conclusion of the academic semester (May 1st). This evidence could be case-based; however, the student may submit an alternative piece of evidence (e.g., research paper) if it addresses the area of need identified in the portfolio process. The faculty again has one week to review the additional evidence. If the median rating for the evidence still falls below three, then program faculty will meet to determine the student's status within the program.

\*\*Students may choose to include additional documents to enhance their case reports. Such documents might include (but are not limited to): an assessment (or intervention plan), list of resources used in the designing an assessment (or intervention), a summary of relevant legal or ethical issues related to the case, supervisors evaluations/comments, etc.



University Supervisor. Administrative tracking of the internship rests with the university supervisor. The University supervisor will meet with the intern at least weekly, and if practical, will visit the internship site at least once each semester. Weekly meetings may be held on-line, especially during years when students are completing internships in sites outside of the Lehigh Valley.

## Internship Goals

Although each student's experiences during this internship sequence will not be identical, there are some common experiences that each student must complete. A list of the required goals that must be completed during these experiences appear in the Lehigh University School Psychology Program Internship Goals (Appendix D). At the end of each semester, the student's university supervisor should review the goals with the student and sign and date the goal to verify completion. The signed copy of the Goals form is placed into each student's academic folder in the School Psychology Program Office.

## Internship Seminar

Throughout the internship year, interns will meet weekly either through on-line or live attendance with their University supervisor. The intern seminar is designed to provide students with opportunity to discuss and explore topics relevant to the practice of school psychology including ethics, school law, special education law, professional issues, case conceptualization, school organization, school wide models of change, and other topics selected by the faculty member serving as the University supervisor.

## Eligibility

A student may begin the Certification Internship in School Psychology when the following criteria are met:

1. successful completion of the Masters of Education or its equivalent and
2. successful completion of the following courses or their equivalents:
  - (a) Consultation Procedures (SchP 412) and its practicum (SchP 431),
  - (b) Assessment of Intelligence (Schp 422) and its practicum (SchP 432), (c) Behavioral Assessment (SchP 423) and its practicum (SchP 433),
  - (d) Assessment and Intervention in Educational Consultation (SchP 425) and its practicum (SchP 435).

## Site Selection

Students may desire to fulfill part or all of the internship requirements by working for the school district in which they are presently employed. **This type of internship experience is not permitted.** The experiences of the faculty and former school psychology interns have indicated that the learning experiences of the internship are compromised when former school district employees attempt to function as interns. Previous job roles and responsibilities inhibit the educational freedoms needed by the intern to explore the new niches filled by school psychologists.

Students may be interested in applying for competitive, paid Ed.S. level internships outside the region serviced by Lehigh University. **Such internships MUST be approved by the Program Coordinator prior to the student accepting offers from such internship sites.**

Students wishing to complete their internship requirements outside of the local area, must make such a request to the program coordinator by February 1 of the year prior to starting their internship. Requests to complete the internship outside of the region are discussed by the program faculty. Because the resources and support of the program cannot be made available to the student on a frequent basis due to geographic location, decisions to allow a student to complete their internship outside the area are very carefully considered. Students must have demonstrated strength in their acquisition of the clinical competencies, show skills that allow the student to function at a near independent level, and a strongly developed sense of professionalism that will allow the student to handle potential conflicts effectively without the immediate support of the faculty. Certainly, students who are permitted to complete their internships elsewhere are provided with opportunities for telephone and email contact as frequently as needed. Additionally, a site visit by the faculty supervisor will be made twice per year if feasible. **Students who are considering this option should speak to their advisor and the program coordinator near the beginning of the second year in the program.**

### Student Ratings of the Internship

An important administrative facet of each student's internship is an evaluation of: (a) the appropriateness of the internship site and (b) the quality of the field-based supervision. Therefore, at the conclusion of the internship each student will complete the Internship Site and Supervision Rating Forms (see Appendices E and F). The completed forms will be given to the intern's university supervisor and then shared with the field supervisor.

### Internship Logs

Students are required to log all hours on the Lehigh University Internship Logs (Appendix G). These must be signed by the field site supervisor and submitted by the 5<sup>th</sup> of every month to the university supervisor.

Appendix A  
Lehigh University  
School Psychology Program  
Student Activity and Class Practicum

# Student Activity Log

Student's Name

Student's Signature

- Fall \_\_\_\_
- Spring \_\_\_\_
- Summer 1 \_\_\_\_
- Summer 2

- Observational Practicum
- Course Practicum
- SchP 429     SchP 433
- SchP 431     SchP 434
- Schp 432     SchP 435

Date	Time From – To	Worksite	Description of Activity	Hours

Supervisor's Name

Total Hours for this Page

Supervisor's  
Signature

Appendix B  
Observational Practicum Requirements

Lehigh University  
 School Psychology Program  
 Observational Practicum Requirements

STUDENT'S NAME \_\_\_\_\_

ADVISOR \_\_\_\_\_

	Location	Date	Sign Off - Initials
1. observe a multidisciplinary meeting			
2. observe a special education class for students with high incidence disabilities - learning support needs			
3. observe a special education class for students with high incidence disabilities - emotional support needs			
4. observe a special education class for students with low incidence disabilities			
5. observe as special education program for students with visual impairments			
6. observe as special education program for students with hearing impairments			
7. observe a class of preschoolers with developmental delays			
8. observe a class of general education students in the kindergarten to third grade			
9. observe a class of general education students in the fourth to sixth grade level			
10. observe a class of general education students in the 7th to 12th grade level			

11. observe a school psychologist in his/her routine duties for an entire day			
12. observe a behavioral assessment			
13. observe a curriculum- based assessment			
14. observe a psychologist interviewing a teacher			
15. observe a school faculty meeting			
16. observe school recesses			
Others as determined by advisor			

Appendix C  
Educational Specialist Internship Evaluation Form

**Lehigh University School Psychology Program  
Educational Specialist Internship Evaluation**

Student Name: \_\_\_\_\_

Supervising Psychologist \_\_\_\_\_

Placement: \_\_\_\_\_

Date: \_\_\_\_\_ Mid Year: \_\_\_\_\_ End of Year: \_\_\_\_\_

Please rate the intern on each item based on the scale below:

- 4: Superior ability. Demonstrates skill equivalent to that of an experienced school psychologist.
- 3: Competent without supervision at an entrance level or better for school psychologist; can function independently in this area.
- 2: Competent with some additional supervision at an entrance level for school psychologists; needs some general guidance in this area.
- 1: Minimally competent with much supervision at an entrance level for school psychologists; needs continued, direct supervision in this area.
- 0: Not competent at an entrance level for school psychologists in this area.
- N/A: Not applicable or not available during practicum placement.

**NASP Standard 2.1: Data-Based Decision-Making and Accountability**

Score M	E	Item
		1. Demonstrates accuracy in scoring and administering basic psychological tests. (WISC-IV, WPPSI-III, Binet IV, etc.)
		2. Demonstrates knowledge of problem-solving processes and effective problem-solving skills for data-based decision making.
		3. Demonstrates knowledge of wide variety of testing instruments for various purposes including identifying strengths and weaknesses, monitoring progress, and understanding problems.
		4. Demonstrates ability to master and utilize new standardized testing instruments.
		5. Demonstrates appropriate selection of assessment methods based on individual cases.
		6. Demonstrates ability to conduct curriculum-based assessments of academic skills.
		7. Demonstrates ability to conduct direct observations in classroom settings.
		8. Demonstrates ability to use behavioral assessment instruments.
		9. Demonstrates ability to make accurate decisions about eligibility for special education from assessment results.
		10. Demonstrates ability to make meaningful and practical recommendations based on assessment results, including recommendations for goals and interventions for both academic and behavioral problems.
		11. Demonstrates the ability to utilize data to evaluate outcomes.
		12. Demonstrates ability to communicate findings of assessments through written reports.
		13. Demonstrates ability to accurately graph results of assessment.

		14. Demonstrates ability to recognize the need for related services and evaluations in areas such as physical disabilities, sensory disabilities, language disorders, etc.
Comments:		
<b>NASP Standard 2.2 Consultation and Collaboration</b>		
Score		Item
M	E	
		1. Demonstrates ability to effectively conduct a problem identification interview with teacher/parent.
		2. Demonstrates ability to effectively conduct a problem analysis interview and collect baseline data.
		3. Demonstrates ability to effectively consult with teacher/parent regarding intervention plan.
		4. Demonstrates ability to effectively graph and display results of consultation.
		5. Demonstrates ability to effectively communicate in writing and verbally the results of the consultation process to appropriate school/parent personnel.
		6. Demonstrates ability to effectively consult with and learn from multi-disciplinary team personnel such as reading specialists, speech therapists, instructional support teachers, etc.
		7. Demonstrates ability to effectively consult with and learn from agency personnel outside the school district (intermediate unit).
		8. Demonstrates ability to consult effectively with and learn from school administrators.
		9. Demonstrates ability to consult effectively with and learn from classroom teachers.

		10. Demonstrates ability to consult effectively with and learn from parents and caregivers.
Comments:		
<b>NASP Standard 2.3 Effective Instruction and Development of Cognitive/Academic Skills</b>		
Score		Item
M	E	
		1. Demonstrates knowledge of human learning processes and techniques to assess these processes.*
		2. Demonstrates knowledge of an ecological approach to academic skill development.
		3. Demonstrates knowledge and skills in developing effective instructional strategies and interventions to promote and maximize student learning at the individual and group level.
		4. Effectively utilizes intervention data to guide instructional decisions.
		5. Demonstrates consideration for issues of intervention acceptability and integrity.
		6. Demonstrates ability to work collaboratively with others in addressing academic skill development.**
*For information regarding specific assessment techniques please refer to NASP Standard 2.1.		
**For more information regarding specific consultation skills please refer to NASP Standard 2.2		
Comments:		
<b>NASP Standard 2.4 Socialization and Development of Life Skills</b>		
Score		Item
M	E	
		1. Demonstrates knowledge of human developmental processes and techniques to assess these processes.*

		2. Demonstrates knowledge of an ecological approach to behavioral, affective, adaptive, and social skill development.
		3. Demonstrates knowledge and skills in developing effective strategies and interventions to support behavioral, affective, adaptive, and social skill development.
		4. Effectively utilizes intervention data to guide intervention decisions.
		5. Demonstrates consideration for issues of intervention acceptability and integrity.
		6. Demonstrates ability to work collaboratively with others in addressing behavioral, affective, adaptive, and social skill development.**
		7. Demonstrates ability to effectively build a therapeutic rapport with children.
		8. Demonstrates skills in providing direct interventions with individuals.
		9. Demonstrates skills in providing direct interventions with groups.
* For more information regarding specific assessment techniques please refer to NASP Standard 2.1		
** For more information regarding specific consultation skills please refer to NASP Standard 2.2		

Comments:

|

NASP Standard 2.5 Student Diversity in Development and Learning		
Score		Item
M	E	
		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.
		2. Demonstrates sensitivity and necessary skills to work with individuals of diverse characteristics.
		3. Demonstrates an understanding and appreciation for human diversity, including differences in families, cultures, and individuals.
		4. Demonstrates awareness of biases related to biological, social, cultural, ethnic, experiential, socioeconomic, gender, and/or linguistic differences; works to eliminate bias and promote equity in service delivery and outcomes.
		5. Demonstrates working knowledge of resources available both within the school and community for students and families with diverse characteristics.

Comments:

**NASP Standard 2.6 School and Systems Organization, Policy Development, and Climate**

Score		Item
M	E	
		1. Demonstrates knowledge of general education, special education, and other educational and related services.
		2. Demonstrates an understanding of schools and other settings that reflects a systemic perspective.
		3. Participates in systems level efforts to create and maintain safe, supportive, and effective learning environments for children and others.
		4. Demonstrates an understanding of systems theory and its application to educational environments.

		5. Demonstrates an understanding of district/school policies and procedures.
		6. Demonstrates an understanding of the legal rights of parents and students.

Comments:



**NASP Standard 2.7 Prevention, Crisis Intervention, and Mental Health**

Score		Item
M	E	
		1. Demonstrates knowledge of human development and psychopathology and of associated biological, cultural, and social influences on human behavior.
		2. Contributes to prevention and intervention programs that promote the mental health and physical well-being of students.
		3. Demonstrates knowledge of crisis policies and procedures.
		4. Demonstrates ability to effectively build a therapeutic rapport with children.
		5. Demonstrates ability to effectively identify appropriate goals for therapeutic intervention.
		6. Demonstrates ability to use effective therapeutic interviewing strategies during counseling sessions.
		7. Demonstrates ability to effectively handle crisis counseling situations with children.

Comments:

<b>NASP Standard 2.8 Home/School Community Collaboration</b>		
Score		Item
M	E	
		1. Demonstrates knowledge of family systems, including family strengths and influences on student development, learning, and behavior.
		2. Demonstrates knowledge of various methods to involve families in education and service delivery.
		3. Develops collaborative relationships with families, educators, and other professionals to promote and provide comprehensive services to children and families.
		4. Demonstrates skills in facilitating home-school collaboration.
		5. Demonstrates effective interpersonal skills with families that reflect sensitivity to individual differences.
		6. Demonstrates working knowledge of resources available for students and families both within the school and community.
Comments:		
<b>NASP Standard 2.9 Research and Program Evaluation</b>		
Score		Item
M	E	
		1. Demonstrates the ability to evaluate research and effectively translate research into practice.
		2. Demonstrates knowledge of program evaluation research and design.
		3. Demonstrates skill in utilizing methods for evaluating interventions.

Comments:

**NASP Standard 2.10 School Psychology Practice and Development**

Score		Item
M	E	
		1. Demonstrates familiarity with laws and ethical standards affecting the role and function of school psychologists.
		2. Applies appropriate standards in practice.
		3. Demonstrates professionalism in interactions with educators, families, and community members.
		4. Participates in professional development.
		5. Demonstrates receptivity to criticism.
		6. Demonstrates ability to integrate the recommendations of supervisor into practice.
		7. Demonstrates ability to recognize the need for supervision when appropriate.
		8. Demonstrates ability to work independently.

Comments:

**NASP Standard 2.11 Information Technology**

Score		Item
M	E	

M	E	
		1. Demonstrates knowledge of information sources and technology relevant to school psychology.
		2. Effectively utilizes word processing and spreadsheets.
		3. Effectively communicates through electronic mail.
		4. Effectively utilizes technology in professional presentations.
		5. Effectively uses computer software for test scoring and interpretation.
		6. Demonstrates awareness of ethical and practical issues in technology as related to confidentiality and other student issues.
		7. Demonstrates knowledge of adaptive technology for students with disabilities.
Comments:		

Would you recommend this student for certification as a School Psychologist in Pennsylvania?

Yes      No      With Additional Supervision

Appendix D  
Checklist for Completion of Minimum Internship Activities

Checklist for Completion of Minimum Internship Activities

Required Activity	Actual Activity	Date Completed	Intern Supervisor Signature & Comments
Participation in professional development within the district			
Provide some form of professional development within the district			
Conduct a process impacting system or school-wide variables (e.g., normative data collection, data analysis, facilitation of an RtI plan)			
Conduct at least one evaluation for a student referred for special education eligibility			
Conduct at least one assessment for a behavior problem (e.g., functional behavioral assessment)			
Conduct at least one curriculum-based assessment for a student referred for academic skills problems			
Conduct at least one assessment for a student with a low-incidence disability (e.g., autism)			
Conduct at least one consultation/intervention program for a student with an academic skill problem			
Conduct at least one consultation/intervention program for a student with a behavior problem			

## Grade Assessment

Using the anchor points noted below, please indicate your estimation of a grade for internship for this semester. Consider student progress in relationship to expected levels of progress through the last five months of the internship.

In considering the grade assignment, this is an overall judgment that incorporates a student's professionalism, interpersonal relationships, skills, and responsiveness to supervision.

### **A**

Student has met or exceeded all goals set for the semester and has performed at a level clearly expected for a first/second semester certification intern. A grade of "A" indicates the student meets the criteria at a level of excellent to superior, a grade of "A-" indicates that the student meets the criteria at a strong level.

### **A-**

### **B**

Student has not met all goals set for the semester and has performed at a level below expectations for a first/second semester certification intern. However, the student has shown that they will be likely to reach entry level competency by the end of the internship period in June. A grade of "B" indicates some deficiencies in the criteria, a grade of "B-" indicates significant deficiencies in the criteria.

### **B-**

### **C**

Student has not met all goals set for the semester and has performed at a level far below expectations for a first/ second semester certification intern. The deficiencies are severe enough that some question may be raised as to whether the student is likely to reach entry level competency by the end of the internship period in June.

Appendix D  
Lehigh University  
Internship Goals and Objectives

Lehigh University

Certification Internship Goals and Objectives

Student's Name: \_\_\_\_\_

Internship Supervisor: \_\_\_\_\_

Orientation to Public School Organization

Goal 1: The student will demonstrate a broad understanding of the organizational framework of the school district.

Goal 2: The student will be introduced to the administrative functioning of the school district.

Goal 3: The student will be introduced to the various roles and functions of specialists on the school staff.

Community Resources

Goal: The student will demonstrate the ability to locate community support resources for various academic and behavioral problems.

Consultation & Intervention

Goal: The will demonstrate proficiency in conducting consultation for intervention for academic and behavior problems.

Direct Service Delivery

Goal 1: The student will demonstrate the ability to provide direct service for academic problems.

Goal 2: The student will demonstrate the ability to provide direct service for behavioral problems.

Goal 3: The student will demonstrate the ability to provide direct counseling services for students in crisis situation.

Assessment

Goal 1: The student will demonstrate the ability to conduct a parent interview.

Goa12: The student will demonstrate the ability to conduct a teacher interview.

Goa13: The student will demonstrate the ability to conduct a curriculum-based assessment. Goa14: The

student will demonstrate the ability to conduct an intellectual assessment. Goa15: The student will demonstrate the ability to conduct a behavioral assessment. Goa16: The student will demonstrate the ability to make social education determinations.

### Systems Impact & Prevention

Goal 1: The student will develop and implement a program focused on system level consultation (class wide, school wide, or district wide level).

Goa12: The student will develop and implement at least one program focused on prevention of a academic and/or behavioral problem.

### Written Communication

Goal 1: The student will demonstrate the ability to write psychological reports.

Goa12: The student will write at least one summary of the MDT report as consistent with the requirements of the site.

Goa13: The student will demonstrate the ability to contribute to the continued growth of school psychology.

Appendix E

Lehigh University Internship Site Rating Form

Lehigh University Internship Site Rating Form

Placement: \_\_\_\_\_ Supervisor: \_\_\_\_\_

Student: \_\_\_\_\_ Dates of Internship: \_\_\_\_\_

Part I: Please rate each statement according to the following scale:

1 = Never      2 = Sometimes      3 = Frequently      4 = Always

1. Supervision

- \_\_\_\_\_ Offers criticism found helpful in fostering growth as a psychologist
- \_\_\_\_\_ Available for consultation
- \_\_\_\_\_ Fostered independence
- \_\_\_\_\_ Open to other points of view

2. Organizational Structure

- \_\_\_\_\_ School psychologist's role clearly defined in district (IU)
- \_\_\_\_\_ Roles of other pupil personnel staff clearly defined in district (IU)
- \_\_\_\_\_ Pupil personnel staff works effectively together
- \_\_\_\_\_ District (IU) provides pleasant atmosphere in which to work.
- \_\_\_\_\_ District (IU) provides atmosphere in which psychologists can be effective

Part II: Please check those activities in which you had the opportunity to engage at least once during the semester. Write N/A if you did not have any opportunity to perform the activity.

- \_\_\_\_\_ Test Administration (traditional: IQ, projectives)
- \_\_\_\_\_ Test Administration (neurological)
- \_\_\_\_\_ Curriculum-based assessment
- \_\_\_\_\_ Classroom observation prior to assessment
- \_\_\_\_\_ Classroom observation without doing assessment

Evaluated children with:

- \_\_\_\_\_ learning support needs
- \_\_\_\_\_ emotional support needs
- \_\_\_\_\_ life skills needs
- \_\_\_\_\_ hearing impairments
- \_\_\_\_\_ visual impairments
- \_\_\_\_\_ other health impairments
- \_\_\_\_\_ other exceptionalities, please specify \_\_\_\_\_

Exposed to variety of testing instruments other than traditional measures, please specify instruments: \_\_\_\_\_

Exposed to variety of testing instruments other than commonly used measures (e.g., UNIT, Bayley, NEPSY, etc.). Specify instruments:

Worked with:

- Preschool age
- Elementary age
- Secondary age
- Team Based Evaluations
- Independent Evaluations

- Exposed to community resources
- Opportunity for independent research
- Engaged in individual counseling
- Opportunities to learn about law in relation to functioning of school psychologist

Part III:

1. Did you have the use of a permanent office and/or desk?

Yes      No

2. Were testing conditions acceptable throughout the district buildings?

Yes      No

3. Were all testing materials available in the district?

Yes      No

If no, what materials did you have to provide?

4. How much travel was involved?

(a) < 1 hr day      (b) 1-2 hrs per day      (c) > 2 hrs. per day

5. Was support readily available for report preparation?

Yes                      No

6. Was computer support for scoring available?

Yes      No



Part V:

1. Overall, how would you rate your experience?

1

2

3

4

5

Inadequate  
Preparation

Adequate  
Preparation

Extraordinary  
Preparation

Comments:

Appendix F

Internship Site and Supervision Rating Form

Lehigh University School Psychology Program  
Internship Site and Supervision Rating Form

Internship Site: \_\_\_\_\_

Field Supervisor: \_\_\_\_\_

Student Intern: \_\_\_\_\_ Date: \_\_\_\_\_

- |   | Agree | Do Not<br>Agree |
|---|-------|-----------------|
| 1. My experiences in this internship site were important to my professional growth . . .    |       |                 |
| 2. I would recommend this internship site to other Lehigh interns . . . . .                 |       |                 |
| 3. Getting adequate supervision was not a problem . . . . .                                 |       |                 |
| 4. The internship site has reasonable expectations for the interns . . . . .                |       |                 |
| 5. I would recommend my internship field supervisor to other interns . . . . .              |       |                 |
| 6. My field supervisor seemed genuinely concerned about my professional growth . . .        |       |                 |
| 7. This internship site provided me with valuable learning experiences . . . . .            |       |                 |
| 8. At times I had some concerns about the professional ethics of my field supervisor . .    |       |                 |
| 9. Most of the time I felt like the internship site was glad that I was working there . . . |       |                 |
| 10. My field supervisor provided me with an adequate amount of face-to-face supervision     |       |                 |

Comments:

## Appendix G

### Lehigh University Internship Log

