

**UNIVERSITY OF WISCONSIN-
WHITEWATER**

**SCHOOL PSYCHOLOGY
PROGRAM**

INTERNSHIP HANDBOOK

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Introduction

Welcome to the UW-Whitewater Internship. This is the culminating experience in your training, and collaboratively with the district, we can make it one that successfully integrates the knowledge and skill base you have acquired to date and brings you to a new level of competence, skill, and confidence as a professional.

The structure and content of the Internship is guided by four documents:

1. **The National Association of School Psychologists Standards for Training and Field Placement in School Psychology** (Appendix I)
2. **The UW-Whitewater School Psychology Program Internship Goals** (Appendix II)
3. **The Wisconsin Department of Public Instruction Pupil Services Standards** (Appendix III)
4. **The NASP Domains of Training Competency** (Appendix IV)

These documents provide the structure (*NASP Standards*), the training outcomes (*UW-W Internship Goals* and *DPI Pupil Services Standards*) and the training competencies to meet those outcomes (*NASP Domains of Training Competencies*). Together, they form an integrated guideline of training and experience that will define the internship experience.

- The NASP Standards provide a broad guideline that defines what must obtain for an internship in an accredited program.
- The UW-Whitewater Internship Goals define the training outcomes that the program expects its interns to have achieved as a result of the experience. These Goals will be addressed in the portfolio.
- The DPI Pupil Services Standards define the knowledge, skills and dispositions that the licensing agency expects all Wisconsin licensees in School Psychology to possess. It is essential that you understand and attend to these standards if you intend to pursue further licensing in Wisconsin.
- The NASP Domains of Training Competency have guided your training to this juncture and continue to form the basis for competency evaluation. Your portfolio will be segmented by these domains within which you will provide documentation of competency.

Internship Requirements

1. All interns will enroll in Psych 795 – Internship in School Psychology. The internship may be completed on a full-time basis over one academic year or a part-time basis over two years.
2. The internship shall be at least 1200 hours in duration, with at least 600 hours in a school-based setting.
3. Internships may only be completed at sites approved by the School Psychology Program Coordinator.
4. The designated representative from each internship site will sign the UW-Whitewater Internship Agreement Form prior to the beginning of the experience and a copy must be on file at the university.
5. All interns will participate in the Internship Seminar, held monthly throughout the academic year.
6. Interns will file monthly supervision logs, reflections, and semester summaries. Logs must document a minimum of two (2) hours per week of in-person professional supervision.
7. Professional Portfolios will be completed for the spring semester.
8. Internship supervisor evaluations will be completed for the fall and spring semesters.
9. The Internship may be lengthened at the discretion of the university supervisor in order for the intern to achieve and demonstrate competency.
10. A passing grade will be granted to those interns who meet all the requirements of the Internship.

Seminar:

All interns are required to be in attendance at monthly seminars to be held at the university. These seminars are important on at least three levels: First, they provide an opportunity for consultation with the supervisor and with peers; Second, they provide an opportunity for additional training in identified areas, and; Third, they facilitate the management of accountability paperwork. Seminars are typically held at 4:30 or later on Friday afternoons to facilitate attendance. Those interns who are in sites that are so distant as to prohibit attendance – a condition that requires agreement with the internship supervisor – will collaboratively develop an alternative plan with the university supervisor. Unanticipated scheduling problems, religious obligations, or illness/injury that will prohibit attendance should be communicated to the university internship supervisor at the earliest possible time. Cancellations due to weather will be communicated via email; check before you head out in potentially bad conditions.

Program Evaluation:

The program evaluation requirement is intended to provide a useful experience and allow you integrate knowledge and skills from Psych 715 – Research Methods and Program Assessment in School Psychology and your practicum experience into your internship. Choose an existing program in your school, perhaps your building consultation team, a bullying prevention program, or an AODTA prevention program, and evaluate it on an appropriate level. The evaluation and recommendations should be doable and should be of use to you and your district. Most evaluations consist of descriptive data (rather than more complex analysis) and may be the products of surveys and/or review of archival data, such as GPA, attendance, discipline referrals and so on. The results typically consist of descriptive statistics such as frequencies and percentages. The product of the evaluation will be a report that is consumable and useful. In essence, you will write a research mini-report that will consist of a title, a **brief** intro section on the purpose of the evaluation, a **brief** method-like section, a results section, and a brief summary. The text typically will be 3-5 pages and should be written in a manner that can be consumed by parents and teachers. The report should include at least one easy to interpret table or graph. Please provide me a written outline of your plan by the November seminar. This outline should be brief, yet provide enough information about the program you will evaluate and your plan for the evaluation – including the general idea of the assessment and statistics you will use. Copies of exemplar evaluations from previous students will be made available for review.

Accountability:

All interns are expected to maintain strict accountability logs for their experience. You will document the hours and type of supervision that you receive on a weekly basis. The Standard calls for an *average* minimum of two hours per week. This means that a lesser figure in one week may be made up with a greater figure in another. Those interns in small sites may need to secure appropriate supervision outside the district, at your own expense if necessary. *There are no other options to appropriate supervision.* Submit this completed form to your *field supervisor monthly for signature* and to the university supervisor monthly.

Ethics

Interns and supervisors are guided by the National Association of School Psychologists *Principles for Professional Ethics* (NASP, 2000). All concerns regarding issues of a legal or ethical nature should be brought to the attention of the field supervisor or when more appropriate, the university supervisor.

Internship Planning Form:

Contained in this packet is a copy of the **UW-Whitewater Internship Planning Form**. You will note that it is linked to the familiar Domains of Training Competency and to the UW-Whitewater Continuum of Competencies. In your planning, recall that the internship is a broadly-based training that builds upon and integrates your prior learning. Your plan must reflect intent for practice and growth in all areas. Find an appropriate time to meet with your field supervisor to fill out the plan prior to the second seminar. Retain the original and provide a copy to the university supervisor for review.

Internship Requirements Checklist

Intern: _____ **Year:** _____

Be certain to maintain copies of ALL documents!! Due dates MUST be followed or a failing grade will be assigned.

<u>Item</u>	<u>Due</u>
_____ Internship Agreement signed by administrator and supervisor	First Seminar
_____ Internship Planning Form	Second seminar
_____ Internship Hours Documentation	Each seminar
_____ Reflection Logs	Each seminar
_____ Program evaluation report: Outline	November seminar
_____ Field Supervisor Evaluation 1	December seminar
_____ Program evaluation report: Final	May seminar
_____ Field Supervisor Evaluation 2	May seminar
_____ Spring Semester Portfolio due	May Seminar
_____ Ed.S. Comprehensive Portfolio Review	TBA

INTERNSHIP PLANNING FORM
UW-Whitewater School Psychology Program

School District: _____

Date: _____

Intern: _____ Supervisor: _____

This form should be completed collaboratively between the field supervisor and the intern. Note that this is only a plan and that changes and adaptations are likely to occur. Note also that the competencies are linked to NASP training guidelines. Additionally, this certainly is not all that may occur during the internship experience. Accessing the rich diversity of the people, skills, and unexpected opportunities arising at each unique site is what makes the internship training experience dynamic and relevant.

The intern will provide a brief, written plan for achieving the competencies and then work with the field supervisor to finalize the plan. A copy of this form should be provided to the university supervisor. The intern will be required to provide documentation of the attainment of each of these competencies by the conclusion of the internship year at the final Ed.S. Portfolio Review in May.

I. Data Based Decision Making and Accountability

II. Interpersonal Communication, Collaboration, and Consultation

III. Effective Instruction and Development of Cognitive/Academic Skills

IV. Socialization and Development of Life Competencies

V. Student Diversity in Development and Learning

VI. School and System Structure, Organization, and Climate

VII. Prevention, Crisis Intervention, and Mental Health Services

VIII. Home/School/Community Collaboration

IX. Research and Program Evaluation

X. School-Based Practice and Development

XI. Information Technology

Appendix I:

National Association of School Psychologists Standards for Training and Field Placement in School Psychology

- Supervised practica and internship experiences are completed for academic credit or are otherwise documented by the institution. Closely supervised practica experiences that include the development and evaluation of specific skills are distinct from and precede culminating internship experiences that require the integration and application of the full range of school psychology competencies and domains.
- The internship is a collaboration between the training program and field site that assures the completion of activities consistent with the goals of the training program. A written plan specifies the responsibilities of the training program and internship site in providing supervision, support, and both formative and summative performance-based evaluation of intern performance.
- The internship is completed on a full-time basis over one year or on a half-time basis over two consecutive years. At least 600 hours of the internship are completed in a school setting.
- Interns receive an average of at least two hours of field-based supervision per full-time week from an appropriately credentialed school psychologist or, for non-school settings, a psychologist appropriately credentialed for the internship setting.
- The internship placement agency provides appropriate support for the internship experience including: (a) a written agreement specifying the period of appointment and any terms of compensation; (b) a schedule of appointments, expense reimbursement, 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 training experience.

Appendix II:

**University of Wisconsin – Whitewater
School Psychology Program
Internship Goals**

1. The intern will demonstrate that he/she is engaging in data-based service delivery in school psychology, including the use multiple forms of assessment and progress monitoring, indirect and direct service delivery, program evaluation, and inservice delivery;
2. The intern will demonstrate experience and increased gender-sensitive competencies with children and families of diverse cultural, ethnic, behavioral, and learning characteristics consistent with the demographics of the internship site;
3. The intern will demonstrate that he/she has obtained experience and competency in the application of rules and provision of services to pupils protected by state and federal special education, early childhood, and civil rights legislation;
4. The intern will demonstrate that he/she engages in effective collaboration with other professionals, works harmoniously with colleagues, engages in systems thinking, and constructively receives and applies professional supervision;
5. The intern will demonstrate that he/she has effective understanding of building and district level organization and decision-making structures and processes for delivery of educational services;
6. The intern will demonstrate that professional practices and personal behaviors were conducted in accordance with established ethical guidelines for school psychologists.

Appendix III:

The Wisconsin Department of Public Instruction Pupil Services Standards

PI 34.04 Pupil services standards. To receive a license in a pupil services category under s. PI 34.31, an applicant shall complete an approved program and demonstrate proficient performance in the knowledge, skills and dispositions under all of the following standards:

- (1) The pupil services professional understands the teacher standards under s. PI 34.02.
- (2) The pupil services professional understands the complexities of learning and knowledge of comprehensive, coordinated practice strategies that support pupil learning, health, safety and development.
- (3) The pupil services professional has the ability to use research, research methods and knowledge about issues and trends to improve practice in schools and classrooms.
- (4) The pupil services professional understands and represents professional ethics and social behaviors appropriate for school and community.
- (5) The pupil services professional understands the organization, development, management and content of collaborative and mutually supportive pupil services programs within educational settings.
- (6) The pupil services professional is able to address comprehensively the wide range of social, emotional, behavioral and physical issues and circumstances which may limit pupils' abilities to achieve positive learning outcomes through development, implementation and evaluation of system-wide interventions and strategies.
- (7) The pupil services professional interacts successfully with pupils, parents, professional educators, employers, and community support systems such as juvenile justice, public health, human services and adult education.

Appendix IV:

NASP Domains of Training Competency

Data-Based Decision-Making and Accountability

Consultation and Collaboration

Effective Instruction and Development of Cognitive/Academic Skills

Socialization and Development of Life Skills

Student Diversity in Development and Learning

School and Systems Organization, Policy Development, and Climate

Prevention, Crisis Intervention, and Mental Health

Home/School/Community Collaboration

Research and Program Evaluation

School-Based Practice and Development

Information Technology

Appendix V

Guidelines for Developing the Professional Portfolio

- Throughout the internship year, you will be collecting important materials that serve to document your internship activities, as well as to demonstrate the skill areas represented by the 11 training competencies and the UW-Whitewater School Psychology Internship Goals. The process of portfolio development is well known to you by now. Start collecting potential documents early in your internship and keep a reflective journal to remember how these documents contributed to your professional growth and accomplishments.
- This portfolio represents a carefully selected collection of exemplary documents that highlights your best work and accomplishments. There are many items that can be included in your portfolio, however, choose only those items that are critical and essential to the purpose of your portfolio. Ask yourself why this document/experience is worthy of having a place in your portfolio – *Think about quality rather than quantity*. At this phase of your training, it is essential that you focus on documentation of effectiveness. Your portfolio MUST provide data that documents the outcomes of each of your interventions.
- For the Professional Development Portfolio, you will organize the portfolio around the 11 training competencies, and integrate the Internship Goals and Wisconsin Pupil Services Standards in your documentation and Reflections. This structure will allow you to better reflect on the substance of your Professional Development Plan (PDP) necessary for your next licensure stage, the Professional Educator.
- At the beginning of the portfolio, you should include an *Introduction* that provides an overview of forthcoming materials. The introduction should include (1) your professional goals and commitments as well as your personal model of professional practice; (2) an overview of internship goals and their link to your professional goals; (3) rationales for the inclusion of the forthcoming documents; and (4) comments about how the documents support the personal objectives of your internship.
- Section your portfolio by the 11 Domains, and include the artifact in the appropriate section (rather than at the end, as done previously). You should preface each document selected for inclusion with identifying information, a rationale that justifies the value of the document and the experience it represents by asking the following questions:
 1. What is the document/artifact? (“What?”)
 2. How does it relate to this particular Domain or objective? (“So what?”)
 3. What does it say about my competence? (“Now what?”)

More specifically, summarize the document to answer the question “What?” Then reflect on what you learned and how this leads to meeting the internship objective, which answers the question “So what?” Finally, address implications for future performance and set forth refinements and/or adaptations, in order to answer the question “Now what?”

The “Now what?” question involves a highly complex thinking process that requires reflective and analytical thinking about what you are doing and the effects of your professional performance on children, youth, families, and other consumers. Writing reflective entries about personal thoughts,

feelings, and insights may be a difficult task for some individuals. The following sentence starters (keep in mind that these are only a few ways to begin a reflective entry) may facilitate your thinking and help you get started.

The reading intervention conducted with Jane Doe was effective because...
 I know my provision of counseling with John Doe has increased his social skills because...
 What I have learned from this experience is...
 What I think I will do differently is...
 As a result of this experience, I now...
 Some of the areas that I need to continue to gain experience are... because...
 I have gained considerable insight about...
 I now understand the importance of...
 Some questions that still remain in my mind are...
 This experience has helped me understand...
 After carefully considering... I think...

PORTFOLIO CONTENTS

- Your portfolio should include the following contents, in this order:
 - Professional Resume
 - Your **Introduction**, containing your internship goals and personal model of professional practice
 - **Professional Documents**, including school psychology license, PRAXIS exam results, and university transcript from WINS
 - Monthly logs, hours/supervision and reflections
 - An overall **Summary** -- can be bullet-pointed -- of activities for the semester/year to include some or all the following:
 - **Observation of School Programs:**
 - Regular Elementary, Middle/Junior and Senior High School classes.
 - Vocational school or occupational programs.
 - Remedial instructional programs.
 - Special classes and/or inclusionary settings for:
 - Children with a cognitive disability
 - Children with a hearing or visual disability
 - Children with an orthopedic disability
 - "Gifted," accelerated, Talented, or fast learners
 - Children with a behavior and/or learning disability
 - **Community Visits or Relationships:**
 - Medical clinics
 - Child guidance clinics
 - Residential treatment centers for children
 - Courts, police, probation services (Detention centers, Juvenile Court, etc.)
 - Family welfare services, family service agencies, children agencies
 - State training schools
 - State schools for the Blind or Deaf
 - Psychiatric hospitals

- Juvenile protective association (Big Brother, etc.)
 - Service clubs (Rotary, B'nai B'rith, etc.)
 - State vocational rehabilitation and employment agencies
 - Tutors, therapists and psychologists in private practice
 - YMCA, YWCA, settlement houses, recreation projects, etc.
- **Other Visits, including Special Assignments:**
- Observations of other school psychological service programs in other communities.
 - Assignment to different schools during the school year as a regular staff member in order to become closely acquainted with all aspects of the operation of the school.
 - Attendance at University seminars and workshops for psychologists in training.
 - Attendance at workshops sponsored by the Wisconsin School Psychologists Association, other state professional associations, the National Association of School Psychologists, other national associations
- **Attendance at School Conferences, Staff and Committee Meetings:**
- Board of Education meetings.
 - Team or staff meetings.
 - Pupil Personnel staff meetings.
 - Building principal and classroom teachers' staff meetings.
 - Special Education staff meetings.
 - Guidance Counselor staff meetings.
 - Special Committees: curriculum, evaluation, special education, pupil mental health, extra-curricular activities, health and welfare, teaching methods and classroom management, human relations, teacher personnel, employee's mental health, etc.
- **Individual Child Study:**
Experience evaluating a variety of types of children at various age levels, including children with identified or suspected:
- Cognitive disabilities
 - Learning disabilities
 - Orthopedic disabilities
 - Speech and language disorders
 - Emotional/Behavioral Disabilities
 - Developmental delays
 - Autism
 - Traumatic Brain Injury
 - Accelerated development
 - Visual disabilities
 - Auditory disabilities
- **Experience With a Variety of Referral Problems:**
- Evaluating eligibility for early admission to kindergarten or first grade
 - Evaluation of children with a variety of disabilities
 - Special class placement
 - Promotion

- Retention
 - Shifts in classroom, teachers or changes in academic program
 - Reading, spelling, written expression or mathematics disability
 - Underachievement
 - Children with behavior problems
- **Experience With a Wide Variety of Assessments In Each Category:**
- Cognitive Functioning
 - Special Assessments for Exceptional Children
 - Educational Achievement
 - Social-emotional
 - Communication Skills
 - Curriculum Based Measurement or Criterion Referenced
- **Conference and Consultation:**
- Conferences with teachers and building principals to discuss interventions and/or interpret results of assessments with individual children.
 - Case conferences with other specialists (social caseworkers, school counselors, speech and hearing therapists, etc.) to develop educational and intervention plans for children.
 - Conferences with representatives of community agencies concerning educational and therapeutic planning, referral, follow-up, etc.
 - Conferences with parents regarding their children
- **Interviewing/Supportive Relationships**
- Short-term counseling of individual pupils.
 - Group counseling, or leadership of play activity groups.
 - Parent counseling (short-term counseling relationship, particularly with parents of children with learning needs).
- **In-Service Training:**
- Participation in workshops or conferences sponsored by building principals, teachers, local school psychology associations, etc., on such topics as:
 - Psychological services of the school system
 - Child development
 - Planning interventions
 - Interpretation of assessment results
 - Administration and scoring of CBM or group tests
 - Limitations of various assessment techniques, etc.
 - Appraisal of case histories and case studies
 - Education planning, identification of gifted and other types of exceptional children
 - The emotional needs of children
 - Mental health of teachers and administrators
 - School and community resources for the mental health of pupils
 - Behavior management techniques
 - Serving as discussion-leader, public speaker, etc., before staff groups

- **Intervention:**
 - Identification, planning, implementation, and follow-up of interventions for a variety of concerns and settings.
 - **Research/Program Evaluation**
 - Conduct research or special studies of personal interest.
 - Participate in on-going research studies in the school, such as assisting in the preparation of summaries of system wide statistical data, reporting the results of group assessments and the implications for program development, evaluation of the effectiveness of the school program of psychological services, etc.
- Copies of at least four (4) *consultation intervention* case reports (two on behavioral and two on academic concerns). These cases must be children/groups that you are serving as primary consultant in intervention services (versus through a team-based system such as the IAP). The report may be either an actual report that you submitted for the school, if applicable, OR a report developed for your portfolio. In either case, include identifying information, problem identification, problem analysis, intervention development, progress monitoring, and problem evaluation. Include graphs, intervention scripts, and any associated materials with each of these cases as well. Please have all names and identifying information removed (blackened).
- Copies of five (5) reports that you have been responsible in conducting the evaluation (covering a variety of ages and problems). No more than two of these should be re-evaluations. Find the five best reports that would represent your work. Again, remove all identifying information.
- Blinded copies of group and/or individual *counseling* cases.
- A copy of your Program Evaluation.
- Copies of your field supervisor's intern evaluation forms.
- Any other information that provides detailed documentation of your best efforts during the internship. Remember, quality versus quantity.
- The Professional Portfolio must be submitted to the university supervisor at the end of the internship, by the specified due date. You should make two copies of your portfolio – one submitted to the university supervisor and one to keep yourself. The Program will archive your portfolio for at least one year.

Appendix VI:

**University of Wisconsin - Whitewater
School Psychology Program**

Evaluation of Intern Performance Documented Through the Professional Portfolio

Comments will be provided for all areas except “meets minimum competency”. Any area receiving a rating less than “meets minimum competency” may require additional activities and/or documentation prior to completion of internship.

Intern: _____

Goals/Personal model of professional practice

<u>Needs Attention in this Area to Meet Minimum Competency</u>	<u>Appropriate Progress Toward Minimum Competency</u>	<u>Meets Minimum Competency</u>	<u>Exceeds Minimum Competency</u>
_____	_____	_____	_____

Summary of activities for year-to-date

<u>Needs Attention in this Area to Meet Minimum Competency</u>	<u>Appropriate Progress Toward Minimum Competency</u>	<u>Meets Minimum Competency</u>	<u>Exceeds Minimum Competency</u>
_____	_____	_____	_____

Reports relating to re-evaluations

<u>Needs Attention in this Area to Meet Minimum Competency</u>	<u>Appropriate Progress Toward Minimum Competency</u>	<u>Meets Minimum Competency</u>	<u>Exceeds Minimum Competency</u>
_____	_____	_____	_____

Reports on cases not related to re-evaluation

<u>Needs Attention in this Area to Meet Minimum Competency</u> _____	<u>Appropriate Progress Toward Minimum Competency</u> _____	<u>Meets Minimum Competency</u> _____	<u>Exceeds Minimum Competency</u> _____
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Behavioral problem-solving/intervention cases

<u>Needs Attention in this Area to Meet Minimum Competency</u> _____	<u>Appropriate Progress Toward Minimum Competency</u> _____	<u>Meets Minimum Competency</u> _____	<u>Exceeds Minimum Competency</u> _____
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Academic problem-solving/intervention cases

<u>Needs Attention in this Area to Meet Minimum Competency</u> _____	<u>Appropriate Progress Toward Minimum Competency</u> _____	<u>Meets Minimum Competency</u> _____	<u>Exceeds Minimum Competency</u> _____
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Program Evaluation

<u>Needs Attention in this Area to Meet Minimum Competency</u> _____	<u>Appropriate Progress Toward Minimum Competency</u> _____	<u>Meets Minimum Competency</u> _____	<u>Exceeds Minimum Competency</u> _____
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Group and/or individual counseling case

<u>Needs Attention in this Area to Meet Minimum Competency</u> _____	<u>Appropriate Progress Toward Minimum Competency</u> _____	<u>Meets Minimum Competency</u> _____	<u>Exceeds Minimum Competency</u> _____
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Participation in professional activities

<u>Needs Attention in this Area to Meet Minimum Competency</u>	<u>Appropriate Progress Toward Minimum Competency</u>	<u>Meets Minimum Competency</u>	<u>Exceeds Minimum Competency</u>
_____	_____	_____	_____

Other documentation (PRAXIS scores, field supervisor's evaluations, internship logs, etc.)

<u>Needs Attention in this Area to Meet Minimum Competency</u>	<u>Appropriate Progress Toward Minimum Competency</u>	<u>Meets Minimum Competency</u>	<u>Exceeds Minimum Competency</u>
_____	_____	_____	_____

Reflections on internship documents

<u>Needs Attention in this Area to Meet Minimum Competency</u>	<u>Appropriate Progress Toward Minimum Competency</u>	<u>Meets Minimum Competency</u>	<u>Exceeds Minimum Competency</u>
_____	_____	_____	_____

Overall rating for portfolio

<u>Needs Attention in this Area to Meet Minimum Competency</u>	<u>Appropriate Progress Toward Minimum Competency</u>	<u>Meets Minimum Competency</u>	<u>Exceeds Minimum Competency</u>
_____	_____	_____	_____

School Psychology Program Coordinator (signed and dated)

_____ comments attached