



PSY 790 INTERNSHIP IN SCHOOL PSYCHOLOGY

COURSE SYLLABUS: Fall 2024

INSTRUCTOR INFORMATION

Instructor: Kendra Saunders, PhD, NCSP, Assistant Professor of School Psychology

Office Location: Henderson 234

Office Hours: Tuesdays 11am-3pm; By appointment

Office Phone: N/A

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University Email Address: kendra.saunders@tamuc.edu

Preferred Form of Communication: University Email

Communication Response Time: 24 to 48 hours, excluding weekends and holidays

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings

No Textbook(s) are required for this course; Software Required – D2L, Microsoft Office

Course Description

Student Learning Outcomes

(Should be measurable; observable; use action verbs)

The major goal of the school-based internship is to provide an integrated and coordinated series of learning experiences that will serve students with opportunities to: (a) practice and expand on previously held knowledge and learned skills; (b) develop new skills and knowledge; and (c) experience personal and professional growth and development. Through these experiences students will be contributing to their professional growth in becoming a competent school psychologist. Interns can expect to assist in serving various student populations, families, care providers, and school personnel (i.e., teachers, counselors, others).

Through your activities within the school environment, you will have opportunities to achieve the following objectives:

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1. Develop knowledge and skills in delivering services
2. Develop and demonstrate a commitment to evidence-based intervention procedures
3. Consult and collaborate across settings and care-providers
4. Receive exposure to a diversity of academic and behavioral concerns, student demographics, and students' special needs within the school environment
5. Develop knowledge related to academic, behavioral, and social emotional/mental health concerns within the school environment
6. Demonstrate a commitment to diversity and individual differences
7. Apply ethical decision making to work and research activities
8. Develop skills for applying school related research to practice

Links to the NASP 2020 Domains of Practice

Domain 1: Data-Based Decision Making School psychologists understand and utilize assessment methods for identifying strengths and needs; developing effective interventions, services, and programs; and measuring progress and outcomes within a multitiered system of supports. School psychologists use a problem-solving framework as the basis for all professional activities. School psychologists systematically collect data from multiple sources as a foundation for decision-making at the individual, group, and systems levels, and they consider ecological factors (e.g., classroom, family, and community characteristics) as a context for assessment and intervention.

Domain 2: Consultation and Collaboration School psychologists understand varied models and strategies of consultation and collaboration applicable to individuals, families, groups, and systems, as well as methods 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 effectively with others.

Domain 3: Academic Interventions and Instructional Supports School psychologists understand the biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curricula and instructional strategies. School psychologists, in collaboration with others, use assessment and data collection methods to implement and evaluate services that support academic skill development in children.

Domain 4: Mental and Behavioral Health Services and Interventions School psychologists understand the biological, cultural, developmental, and social influences on mental and behavioral health, behavioral and emotional impacts on learning, and evidence-based strategies to promote social-emotional functioning. School psychologists, in collaboration with others, design, implement, and evaluate services that promote resilience and positive behavior, support socialization and adaptive skills, and enhance mental and behavioral health.

Domain 5: School-Wide Practices to Promote Learning School psychologists understand systems structures, organization, and theory; general and special education programming;

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implementation science; and evidence-based, school-wide practices that promote learning, positive behavior, and mental health. School psychologists, in collaboration with others, develop and implement practices and strategies to create and maintain safe, effective, and supportive learning environments for students and school staff.

Domain 6: Services to Promote Safe and Supportive Schools School psychologists understand principles and research related to social–emotional well-being, resilience and risk factors in learning, mental and behavioral health, services in schools and communities to support multitiered prevention and health promotion, and evidence-based strategies for creating safe and supportive schools. School psychologists, in collaboration with others, promote preventive and responsive services that enhance learning, mental and behavioral health, and psychological and physical safety and implement effective crisis prevention, protection, mitigation, response, and recovery.

Domain 7: Family, School, and Community Collaboration School psychologists understand principles and research related to family systems, strengths, needs, and cultures; evidence-based strategies to support positive family influences on children’s learning and mental health; and strategies to develop collaboration between families and schools. School psychologists, in collaboration with others, design, implement, and evaluate services that respond to culture and context. They facilitate family and school partnerships and interactions with community agencies to enhance academic and social–behavioral outcomes for children.

Domain 8: Equitable Practices for Diverse Student Populations School psychologists have knowledge of individual differences, abilities, disabilities, and other diverse characteristics and the impact they have on development and learning. They also understand principles and research related to diversity in children, families, schools, and communities, including factors related to child development, religion, culture and cultural identity, race, sexual orientation, gender identity and expression, socioeconomic status, and other variables. School psychologists implement evidence-based strategies to enhance services in both general and special education 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 through an ecological lens across multiple contexts. School psychologists recognize that equitable practices for diverse student populations, respect for diversity in development and learning, and advocacy for social justice are foundational to effective service delivery. While equality ensures that all children have the same access to general and special educational opportunities, equity ensures that each student receives what they need to benefit from these opportunities.

Domain 9: Research and Evidence-Based Practice School psychologists have knowledge of research design, statistics, measurement, and varied data collection and analysis techniques sufficient for understanding research, interpreting data, and evaluating programs in applied settings. As scientist practitioners, school psychologists 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, and analysis to support effective practices at the individual, group, and/or systems levels.

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Domain 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 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 effective interpersonal skills, responsibility, adaptability, initiative, dependability, technological competence, advocacy skills, respect for human diversity, and a commitment to social justice and equity.

COURSE REQUIREMENTS

Minimal Technical Skills Needed

Using the learning management system (D2L), using Microsoft Office, using presentation and graphics programs.

Instructional Methods

Instructional methods in this course will include but may not be limited to discussion, instructor led group supervision, student led presentations, and attendance at professional development sessions. Since this is a field-based course, classes will meet to discuss experiences in the field as well as cover hot topics in the field to ensure further professional development. At times individual meetings will be more appropriate.

Student Responsibilities or Tips for Success in the Course

Regularly logging into the course website, organization of final paperwork, and regular communication with the instructor to ensure that the student is meeting requirements and making progress.

GRADING

Final grades in this course will be based on the following scale: This class is pass/fail. You must have a minimum of **160 points to pass the course**.

Assessments/Assignments	Points Possible
Self-Assessment, Goals, and PD Plan	10
Case Study + Reflection	60
Journal Entries	20
Attendance	60
Final Paperwork (Evaluations, Hours Logs, NCSP Exam Score)	50
Total Points for All Students	200

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Assessments/Assignments

There are several conditions that must be met in order for interns to receive credit for their internship that are in addition to the assignments listed below. In accordance with the requirements for licensure as a Licensed Specialist in School Psychology by the State Board of Examiners of Psychologists in Texas (TSBEP) students are required to obtain **1200 clock hours of supervised experience within a public-school setting (600 hours can come from a clinic setting)**. For internship, students register for three (3) semester hours of PSY 790 for at least two semesters. Credit for the three semester hours requires the student to work 600 clock hours per semester in the school environment. Supervision of the student practitioners is conducted by an appropriately credentialed site supervisor (with three years of practice in the public schools as an LSSP) and the university internship supervisor, Dr. Kendra Saunders.

- Each semester the intern must be able to document 600 hours (if full-time intern; 300 if part-time) of internship activities.
- The internship must be completed on a full-time basis over one year or on a half-time basis over two consecutive years.
- Interns must receive an average of at least two hours of field-based supervision per full-time week from an appropriately credentialed school psychologist.

Self-Assessment, Goals, and Professional Development Plan (10 pts)

At the beginning of the semester, you will prepare a statement assessing your current strengths/weaknesses as it relates to your preparation in each of the 10 domains of practice. Also, you should identify specific learning goals and plan of how to achieve these goals with your internship experiences (see minimum experiences below to assist in plan development). **These goals and plans will be submitted via your journal in D2L (make sure it is shared with the instructor).**

RUBRIC	Excellent = 3	Good/Acceptable = 2	Weak = 1
Strengths/ Weaknesses	Appropriately identified and well explained/described; demonstrates critical thinking and/or reflection	Appropriately identified but not well explained or described; shows some critical thinking and/or reflection	Weak identification of goals; minimally explained or described, showing minimal critical thinking and/or reflection
Goals/Objectives	Clearly defined goals, further delineated into sub-goals or objectives	Overarching goals well-identified, however sub-goals or objectives not clearly delineated	Poorly defined goals and objectives
Professional Development Plan	High quality plan; likely to facilitate substantial growth in identified goals	Fair plan; likely to facilitate some growth in identified goals but missing key elements/opportunities	Weak plan; ineffective means to facilitate growth in identified goals

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Link between S/W, Goals, and Plan	Yes = 1	No = 0
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Case Study + Reflection (60 pts): Texas A&M University– Commerce School Psychology students submit two case studies during the internship year, to be submitted near the end of each semester of the internship. **One case study must be academic and one must be behavioral.** Students should work closely with their university supervisors in the planning and execution of the case studies. These case studies must include intervention data collected over a minimum of 6 weeks, and with at least 8 data points. *Students are responsible for obtaining informed consent from parents for the internship case studies.* Students must also include the Goal Attainment Scale – see reading on D2L. The University Internship Supervisor evaluates the case study. At each review, the intern will present an organized compilation of services provided to one student. Case studies will be graded using the Internship Case Study rubric on p. 60 of the Internship Handbook and this will also be provided on D2L. Students provide status updates on case studies through D2L and will present the case review orally using PowerPoint in a class meeting (see course calendar) and in paper format to the University Internship Supervisor by the date outlined in the course calendar. Additionally, students must submit a reflection with their case study (guiding questions available on D2L).

Journal Reflections (5 pts each): One important way to benefit from the internship experience is to take time to write about and reflect on the experience. The goal of this assignment is to stop at regular intervals to think about what you are doing and how you are developing as a school psychologist. It is a way for you to assess your internship experience and the connections you are making. You will decide what to write about in your reflection.

Attendance at group supervision and internship symposia (30 pts each): The internship is considered a culminating training experience. Thus, you are expected to attend the scheduled symposia per semester. The dates for the symposia will be provided to you at the beginning of the semester. If you cannot attend a symposium you are required to complete 2-3 assigned readings and a project specified by Dr. Saunders or the person conducting the symposia. **We will also schedule group supervision around symposia.**

Final Paperwork (50 points):

1. **Intern Evaluation:** Students and their site supervisors are expected to complete the INTERN EVALUATION form at the midterm and end of each semester. This evaluation form is intended to provide an overview of the intern’s progress on internship. This form will be reviewed with the university supervisor at the site visits conducted at the middle and end of the semester. Adequate progress and skills must be documented at the end of the semester in order for the intern to receive a satisfactory grade. Phone/Zoom conferences may be conducted during the course of the semester as necessary to ensure the intern’s adequate progress.
2. **Internship Hours Log:** Students will be expected to document their activities completed on internship. **Progress reports will be turned in monthly.** To receive a satisfactory

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grade for the semester students must document 600 hours (if full-time intern; 300 if part-time) of internship activities as specified in the following pages. **Interns are required to submit summary logs, signed by their site supervisor, at the end of each semester.**

3. **NCSP Exam:** The NCSP Exam (National Certification of School Psychologists) must be passed prior to the end of the internship year and a copy of your scores submitted to the School Psychology Program. Only the School Psychology specialty exam must be taken. This is a PRAXIS exam so you must register for it in advance. It is highly recommended that you take this exam in the fall when demands at your site may be less than in the spring. Please make sure that you list A&M-Commerce, NASP, and TSBEP (Texas State Board of Examiners of Psychologists) as a recipient of your scores when you register for this exam.
4. **Internship Site Evaluation:** Students are expected to complete the INTERNSHIP SITE EVALUATION form at the end of their final semester at an internship site. This evaluation is intended to provide the program with information about the site including strengths and weaknesses. It will be used to help determine the appropriateness of given sites.

More information about Internship Activities

Responsibilities for School Psychology interns will usually include shadowing in the first few weeks of the first semester to gain more knowledge of the school system. By the midterm of the first semester the intern should be assisting with intervention/counseling (both individual and group, as well as behavioral management); consultation with teachers, parents, and other professionals; conducting the administration, scoring, interpretation, and assisting in report writing of psychological and psychoeducational diagnostic test batteries (including ED eligibility); participation in MDRs and ARD meetings, agency meetings, and in-service sessions; requested readings; and other activities appropriate for the particular agency. Attendance at professional association meetings may also be included.

The **minimum** number of activities in each of the areas listed below is required across two semesters of internship:

<u>Activity</u>	<u>Minimum</u>
Evaluation (conducting all phases-including reports)	
ED (2 initial evaluations; may include ADHD for a behavioral problem)	4
LD (may include ADHD for an academic problem)	4
OHI (ADHD academic/behavioral concerns)	4
FBA	3
BIPs/MDR	3
ID	1
AU	2
Early childhood (any diagnosis)	1
Participation in ARDs and/or MDRs	10

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Intervention (conducting-including IEP and Progress Notes)	
Counseling groups or individual cases (any)	3
Academic Intervention	1
Crisis intervention	1
Consultation (conducting):	
Pre-referral consultation-assistance team involvement	3
Teacher consultations (at least one academic and at least one behavioral)	3
Parent consultations	3
Training & Supervision:	
Conducting your own PowerPoint in-service training (research/present a topic)	1
Attendance at training program/in-service (regional or national)	3
Attendance at A&M-Commerce SSP Program Symposiums	4
Two hours/week supervision with field-based supervisor	

TECHNOLOGY REQUIREMENTS

LMS

All course sections offered by Texas A&M University-Commerce have a corresponding course shell in the myLeo Online Learning Management System (LMS). Below are technical requirements

LMS Requirements:

<https://community.brightspace.com/s/article/Brightspace-Platform-Requirements>

LMS Browser Support:

https://documentation.brightspace.com/EN/brightspace/requirements/all/browser_support.htm

Zoom Video Conferencing Tool

https://inside.tamuc.edu/campuslife/CampusServices/CITESupportCenter/Zoom_Account.aspx?source=universalmenu

ACCESS AND NAVIGATION

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@tamuc.edu.

Note: Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

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Technical Support

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778. Other support options can be found here:

<https://community.brightspace.com/support/s/contactsupport>

COMMUNICATION AND SUPPORT

If you have any questions or are having difficulties with the course material, please contact your Instructor.

Interaction with Instructor Statement

All Students should activate and regularly check their Leo Mail (e-mail account) and D2L accounts associated with this class. All assignments will be submitted on D2L (when applicable) unless otherwise instructed to do something differently by the instructor of this course. All class communication will be done through Leo Mail/D2L.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies

Attendance, Tardiness, & Leaving Class Early Students are expected to attend class as scheduled. Attendance is mandatory and excused absences will only be allowed in extreme circumstances. However, the instructor will consider this on a case-by-case basis. If you have to be absent from class due to extreme circumstances, please be prepared to provide adequate documentation upon returning to class. Students can only have up to 1 unexcused absence for the course. In addition to attendance, being prompt for class and staying for the entirety of the class is important and will be monitored.

Late Assignments: Late assignments/work will NOT be accepted without prior written notice and arrangements with the instructor. If a student needs additional time to submit an assignment, this must be addressed with the instructor in writing BEFORE the due date so that a new due date can be generated. Without prior notice, the student must provide adequate documentation allowing the late work to be excused (doctor's note in case of illness). In the event your absence/work is excused due to extenuating issues, the missing assignment or exam must be completed within 1 week of your return to class or the student will receive a grade of "F" for the assignment. Please note it is the student's responsibility to obtain information on any missed assignments. Semester grades of incomplete (I) will be given only under special circumstances (e.g., medical emergencies) and are provided at the instructor's discretion.

Syllabus Change Policy

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

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University Specific Procedures

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct can be found at <https://www.tamuc.edu/student-code-of-conduct/>.

If you believe someone has engaged in behaviors that do not align with the Code of Student Conduct or you have other concerns, please visit the File a Report page at <https://www.tamuc.edu/office-of-student-rights-and-responsibilities/concerns-incident-reporting/>

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: <https://www.britannica.com/topic/netiquette>

Academic Integrity

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

Undergraduate student academic dishonesty policy
[Undergraduate Academic Dishonesty 13.99.99.R0.03](#)

Undergraduate student academic dishonesty policy
[Undergraduate Student Academic Dishonesty Form](#)

Graduate student academic dishonesty policy:
<https://inside.tamuc.edu/aboutus/policiesproceduresstandardsstatements/rulesProcedures/13students/graduate/13.99.99.R0.10.pdf>

Graduate student academic dishonesty form:
<https://inside.tamuc.edu/academics/graduateSchool/faculty/GraduateStudentAcademicDishonestyForm.pdf>

TAMUC Attendance

For more information about the attendance policy please visit the [Attendance](#) webpage.

Artificial Intelligence

Texas A&M University-Commerce acknowledges that there are legitimate uses of Artificial Intelligence, Chatbots, or other software that has the capacity to generate text, or suggest replacements for text beyond individual words, as determined by the instructor of the course.

Any use of such software must be documented. Any undocumented use of such software constitutes an instance of academic dishonesty (plagiarism).

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Individual instructors may disallow entirely the use of such software for individual assignments or for the entire course. Students should be aware of such requirements and follow their instructors' guidelines. If no instructions are provided the student should assume that the use of such software is disallowed.

In any case, students are fully responsible for the content of any assignment they submit, regardless of whether they used an AI, in any way. This specifically includes cases in which the AI plagiarized another text or misrepresented sources.

Students with Disabilities-- ADA Statement

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Services
Velma K. Waters Library- Room 162

Phone (903) 886-5930

Fax (903) 468-8148

Email: StudentDisabilityServices@tamuc.edu

Website: <http://inside.tamuc.edu/campuslife/campusServices/StudentDisabilityServices/default.aspx>

Mental Health and Well-Being

The university aims to provide students with essential knowledge and tools to understand and support mental health. As part of our commitment to your well-being, we offer access to Telus Health, a service available 24/7/365 via chat, phone, or webinar. Scan the QR code to download the app and explore the resources available to you for guidance and support whenever you need it.



A&M-Commerce Supports Students' Mental Health

The Counseling Center at A&M-Commerce, located in the Halladay Building, Room 203, offers counseling services, educational programming, and connection to community resources for students. Students have 24/7 access to the Counseling Center's crisis assessment services by

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calling 903-886-5145. For more information regarding Counseling Center events and confidential services, please visit www.tamuc.edu/counsel

Nondiscrimination Notice

Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

Campus Concealed Carry Statement

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the [Carrying Concealed Handguns On Campus](#) document and/or consult your event organizer.

Web url:

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

A&M-Commerce Supports Students' Mental Health

Counseling Center Services

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Department or Accrediting Agency Required Content

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COURSE OUTLINE / CALENDAR

Week	Date	Topic(s)	Assignment Due
1	8/28	Self-Reflection, Strengths/Weakness, Semester Goals	
2	9/4	Review Goal Attainment Scale, Case Studies, Portfolio	
3	09/11	Group Supervision (5:00 – 6:00 pm) Topic: Getting Licensed – Applications and Juris Prudence Exam School Psychology Symposium (6:00 – 7:30 pm)	Journal
4	09/18	Case Study Check In	
5	9/25	Work on Case Studies	
6	10/2	Case Study Check In	
7	10/9	Work on Case Studies	Journal
8	10/16	Midterm Self-Reflection & Mid-term Site Contact	
9	10/23	Group Supervision (5:00 – 6:00 pm) School Psychology Symposium (6:00 – 7:30 pm)	
10	10/30	Work on Case Studies	
11	11/6	Work on Case Studies REMINDER: TASP Convention November 7 th – November 9 th	Journal
12	11/13	Work on Case Studies REMINDER: National School Psychology Week (NSPW) November 11-15, 2024	

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13	11/20	Case Study Presentations (5:30-7:30 pm) Via Zoom	
14	11/27	Week of Thanksgiving	Final Case Study Report Due (D2L)
15	12/4	Final Self-Reflection Evaluations Site Visits Hour Logs to Date Due to Dr. Saunders at Site Visit	Journal (Final Reflection)
16	12/11	Evaluations Site Visits Hour Logs to Date Due to Dr. Saunders at Site Visit	<ol style="list-style-type: none"> 1. Site Evaluations 2. Final Hour Logs & Signed Summary Form 3. Case Study Revisions Due (if applicable)

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Appendices

INTERN EVALUATION FORM School Psychology Program Texas A&M University-Commerce

School Psychology Intern: _____

Internship Site:

Site Supervisor:

Date: _____

INSTRUCTIONS

Interns - Please rate your competence level based on actual performance and/or information received from other school staff, families, students, etc. Each item should be rated independently by circling the number that best exemplifies your competencies.

Supervisors - Please rate the intern's competence level based on actual performance and/or evaluation of reports written by the intern and on information received from other school staff, families, students, etc. Each item should be rated independently by circling the number that best exemplifies the intern's competencies. **If a student is given a rating of 1, please provide comments supporting this rating.**

- 1 - Unsatisfactory**
- 2 - Needs Improvement**
- 3 - Satisfactory**
- 4 - Outstanding**
- N/O - Not Observed**

Data-Based Decision Making

1. Understands and utilizes assessment methods to identify strengths and needs.
2. Uses a problem-solving framework to inform all professional activities.
3. Systematically collects data from multiple sources (i.e., interviews, standardized tests/rating forms, behavioral observations, work samples, etc.) as a foundation for decision-making
4. Considers ecological factors (e.g., classroom, family, and community characteristics) as context for assessment and intervention
5. Generates appropriate interventions, services, or programs that are clearly based on assessment data
6. Implements intervention procedures with integrity
7. Collects and effectively interprets on-going data to measure intervention effectiveness
8. Observes and/or articulates assessment process and recommendations verbally, as needed (e.g., IEP/ARD meetings)

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9. Writes clearly about the assessment process and recommendations, as needed (e.g., report writing for eligibility determination)

Consultation and Collaboration

1. Possesses or demonstrates the ability to implement multiple consultation models
2. Effectively conducts consultation with school professionals (colleagues, school staff, etc.) to make decisions or solve problems
3. Effectively conducts consultation with parents and/or caregivers to make decisions or solve problems

Academic Interventions and Instructional Supports

1. Possesses or demonstrates knowledge of evidence-based curricula and instructional methods/interventions to support academic development
2. Possesses or demonstrates skill in selecting, carrying out, interpreting, and applying results related to the assessment of cognitive and/or academic abilities, in collaboration with others
3. Uses ongoing assessment methods to evaluate the effectiveness of academic intervention and support activities

Mental and Behavioral Health Services and Interventions

1. Possesses or demonstrates knowledge of evidence-based instructional methods/interventions to support social-emotional development
2. Demonstrates skill in selecting, carrying out, interpreting, and applying results related to the assessment of emotional, social, and/or functional skills, in collaboration with others.
3. Uses ongoing assessment methods to evaluate the effectiveness of emotional, social, and functional skill interventions

School-Wide Practices to Promote Learning

1. Understands systems-level functioning (i.e., systems' structures, organization, and theory)
2. Demonstrates knowledge about general and special education programming
3. Demonstrates knowledge about school-wide strategies to support academic, social, and emotional health of students
4. Works with others to promote the academic, social, and emotional health of students at a school-wide or system-wide level

Services to Promote Safe and Supportive Schools

1. Utilizes knowledge about resilience and risk factors related to academic, social, and emotional functioning in case conceptualization and treatment planning
2. Contributes to the provision of multi-tiered prevention and health promotion programs
3. Possesses or demonstrates knowledge of evidence-based crisis preparation, response, and/or recovery strategies

Family, School, and Community Collaboration

1. Demonstrates knowledge of family systems, strengths, needs, and culture to work effectively with students' families
2. Uses evidenced-based strategies to support positive family influences on children's learning and mental health

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3. Assists in the development and provision of services that facilitate family and school collaboration
4. Assists in the development and provision of services that facilitate interactions with community agencies for the academic and social/behavioral well-being of students

Equitable Practices for Diverse Student Populations

1. Demonstrates knowledge of individual differences, abilities, disabilities, and other diverse characteristics and the effects they have on development and learning.
2. Seeks out and applies evidence-based practices related to diversity in children, families, schools, and communities (e.g., factors related to language, culture/cultural identity, race, sexual orientation, gender identity/expression, socioeconomic status)
3. Demonstrates respect and appreciation for human diversity
4. Promotes equitable service delivery and social justice by advocating for all youth to learn in safe, supportive, inclusive environments

Research and Evidence-Based Practice

1. Effectively translates research to practice
2. Reads peer-reviewed literature on topics related to school psychology and student concerns
3. Can identify limitations in published research regarding transportability to specific situations.
4. Evaluates program effectiveness

Legal, Ethical, and Professional Practice

1. Is regularly prepared for work with the necessary materials
2. Is prompt in completing work and meeting deadlines
3. Is punctual and gives adequate notice for any absences
4. Demonstrates knowledge of ethical/legal standards in practice
5. Makes ethically and legally sound decisions
6. Seeks out consultation when unsure of ethics/law
7. Demonstrates honesty and integrity
8. Is adaptable and flexible
9. Keeps accurate, timely, and legal records, and is FERPA/HIPAA compliant

Interpersonal Skills

1. Establishes good rapport with supervisor, peers, and clients
2. Works effectively with supervisor, classmates, and clients
3. Accepts constructive criticism graciously
4. Demonstrates professional and personal maturity
5. Has the ability to manage stress
6. Is aware of personal strengths and weaknesses

SUMMARY

Strengths of intern:

Weaknesses of intern:

Suggestions to the university training program:

Site Supervisor

Date

Intern*

Date

University Supervisor

Date

**The signature here only indicates that this evaluation was discussed with the intern. It does not indicate that the intern agrees with the report in part or in whole.*

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INTERNSHIP LOG CODING SYSTEM

School Psychology Program Texas A&M University-Commerce

CODE

S

ACTIVITIES

Supervision. Supervision provided by an appropriately credentialed psychologist acting as the university program representative.

This includes:

- **Field Supervision.** Formal supervision provided by an appropriately credentialed professional, e.g. Licensed Specialist in School Psychology with three years of experience. *Note: The site supervisor's signature is required on the log to verify the other activities performed and listed.*
- **University Supervision.** Supervision provided by an appropriately credentialed psychologist acting as the university program representative. A minimum of one site visit per semester is required; however, regular communication and meetings are expected and should be documented.
- **Symposia.** Attendance at the scheduled symposia is required and counts as supervision as part of the internship course.

AS

Domain 3 Academic Interventions and Instructional Supports. School psychologists understand the biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curricula and instructional strategies. School psychologists, in collaboration with others, use assessment and data collection methods to implement and evaluate services that support academic skill development in children.

- **Assessment.** Activities having as a primary focus on the gathering of information to answer specific referral questions for both general and/or special education. These may include but are not limited to administrations and scoring of formal and informal tests, report writing, behavioral observations, review of cumulative records, interviews with parents, staff, agencies, teachers and data analysis and integration.
- **Intervention.** Activities having as the primary focus the development of appropriate behavioral, affective, adaptive, and social goals for students of varying abilities, disabilities, strengths, and needs; implement interventions to achieve those goals; and evaluate the effectiveness of interventions. Such interventions include, but are not limited to consultation, academic interventions, counseling for study skills, etc.

PP

Domain 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 provide services consistent with ethical, legal, and professional standards; engage in responsive ethical and

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professional decision-making; collaborate with other professionals; and apply professional work characteristics needed for effective practice as school psychologists, including effective interpersonal skills, responsibility, adaptability, initiative, dependability, technological competence, advocacy skills, respect for human diversity, and a commitment to social justice and equity.

This includes:

- **Observation/Orientation.** Non-assessment and non-intervention related observation related to the orientation to the general and special education school environment, including orientation meetings, introductions, observation of classrooms and programs.
- **Professional Development.** Specific activities which focus on the development of professional skills, including but not limited to attendance at local, state, national conferences, in services, professional reading, etc.

PRS

Domain 6 Services to Promote Safe and Supportive Schools.

School psychologists understand principles and research related to social-emotional well-being, resilience and risk factors in learning, mental and behavioral health, services in schools and communities to support multitiered prevention and health promotion, and evidence-based strategies for creating safe and supportive schools. School psychologists, in collaboration with others, promote preventive and responsive services that enhance learning, mental and behavioral health, and psychological and physical safety and implement effective crisis prevention, protection, mitigation, response, and recovery.

This includes:

- **Preventive and Responsive Service Implementation.** Activities of a non-assessment nature that involve observing, assisting, and/or directly working with the design, planning, implementation, and evaluation of prevention and intervention programs. Preferable activities will involve working face-to-face with students. These may include but are not limited to group or individual treatments, direct instruction, or feedback to students.
- **Symposia.** (See above)

DIV

Domain 8 Equitable Practices for Diverse Student Populations. School psychologists have knowledge of individual differences, abilities, disabilities, and other diverse characteristics and the impact they have on development and learning. They also understand principles and research related to diversity in children, families, schools, and communities, including factors related to child development, religion, culture and cultural identity, race, sexual orientation, gender identity and expression, socioeconomic status, and other variables. School psychologists implement evidence-based strategies to enhance services in both general and special education 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

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characteristics, cultures, and backgrounds through an ecological lens across multiple contexts. School psychologists recognize that equitable practices for diverse student populations, respect for diversity in development and learning, and advocacy for social justice are foundational to effective service delivery. While equality ensures that all children have the same access to general and special educational opportunities, equity ensures that each student receives what they need to benefit from these opportunities. This includes:

- **Observation/Orientation.** Non-assessment and non-intervention related observation related to the orientation to the general and special education school environment, including orientation meetings, introductions, observation of classrooms and programs.
- **Professional Development.** Specific activities that focus on the development of professional skills, including but not limited to attendance at local, state, national conferences, in services, professional reading, etc. for the purpose of enhancing sensitivity and skills related to diversity.

CC

Domain 2 Consultation and Collaboration.

School psychologists understand varied models and strategies of consultation and collaboration applicable to individuals, families, groups, and systems, as well as methods 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 effectively with others.

This includes:

- **Consultation.** Activities of a non-assessment nature that incorporate a model of consultation including but not limited to assistance with or directly consulting with teacher, staff, parents, agencies, etc. regarding intervention strategies, presentations, at staff development in services, meetings (ARDS), the dissemination of information, and other prevention/intervention activities.
- **Collaboration.** Activities involving observing, assisting, and/or directly working with others (colleagues, school staff, etc.) for the purpose of addressing individual, group, and system level concerns.

FSC

Domain 7 Family, School, and Community Collaboration. School psychologists understand principles and research related to family systems, strengths, needs, and cultures; evidence-based strategies to support positive family influences on children's learning and mental health; and strategies to develop collaboration between families and schools. School psychologists, in collaboration with others, design, implement, and evaluate services that respond to culture and context. They facilitate family and school partnerships and interactions with community agencies to enhance academic and social-behavioral outcomes for children.

This includes:

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- **Home and Community.** Activities involving observing, assisting, and/or directly working with families and/or community agencies for the purpose of addressing student concerns (e.g., disseminating information to families, public relations, phone calls/conferences, emails, interactions with agency staff, etc).
- **Service Delivery.** Activities that involve the establishment and application of knowledge related to family systems and its influence on service delivery (e.g., ARDS meetings, presentations, readings, recommendations, etc).

RPE

Domain 9 Research and Evidence-Based Practice. School psychologists have knowledge of research design, statistics, measurement, and varied data collection and analysis techniques sufficient for understanding research, interpreting data, and evaluating programs in applied settings. As scientist practitioners, school psychologists 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, and analysis to support effective practices at the individual, group, and/or systems levels.

This includes:

- **Research.** Participation in the design, data collection, analysis, and/or interpretation of research findings (e.g., case studies, analyzing archival data, progress monitoring, etc.), conducting program evaluations, etc.
- **Symposia.** (See above)
- **Readings.** Reading peer reviewed literature on topics related to school psychology and student concerns, interpreting study findings, evaluating the usefulness of findings, and identifying implications for practice.

MBH

Domain 4 Mental and Behavioral Health Services and Interventions. School psychologists understand the biological, cultural, developmental, and social influences on mental and behavioral health; behavioral and emotional impacts on learning; and evidence-based strategies to promote social-emotional functioning. School psychologists, in collaboration with others, design, implement, and evaluate services that promote resilience and positive behavior, support socialization and adaptive skills, and enhance mental and behavioral health.

This includes:

- **Assessment.** Activities having as a primary focus on the gathering of information to answer specific referral questions for both general and/or special education. These may include but are not limited to administrations and scoring of formal and informal tests, report writing, behavioral observations, review of cumulative records, interviews with parents, staff, agencies, teachers and data analysis and integration.
- **Intervention.** Activities having as the primary focus the development of appropriate behavioral, affective, adaptive, and social goals for students of varying abilities, disabilities, strengths, and needs; implement

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interventions to achieve those goals; and evaluate the effectiveness of interventions. Such interventions include, but are not limited to consultation, behavioral intervention, and counseling.

SWP

Domain 5 School-Wide Practices to Promote Learning. School psychologists understand systems structures, organization, and theory; general and special education programming; implementation science; and evidence-based, school-wide practices that promote learning, positive behavior, and mental health. School psychologists, in collaboration with others, develop and implement practices and strategies to create and maintain safe, effective, and supportive learning environments for students and school staff.

This includes:

- **Assessment.** Activities having as a primary focus on the gathering for needs assessments.
- **Intervention.** Activities having as the primary focus the development of school-wide practices to promote learning; implement interventions to achieve those goals; and evaluate the effectiveness of interventions.