

THE OHIO INTERNSHIP IN SCHOOL PSYCHOLOGY: *GUIDELINES AND OPERATING MANUAL*

Ohio Department of Education,
Office for Exceptional Children

Inter-University Council for Ohio School Psychology (IUC)

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OHIO INTER-UNIVERSITY COUNCIL FOR SCHOOL PSYCHOLOGY

Ohio benefits from a collaborative network of faculty representing university School Psychology training programs located in the state. The Inter-University Council (IUC) meets two to three times per year to discuss issues such as internship standards and training practices, credentialing, and professional leadership needs. The Ohio Department of Education, Office for Exceptional Children, has authorized the IUC to conduct preliminary internship-related activities on its behalf, including internship training site approvals, review of application materials for temporary licensure, planning for the annual Intern Conference, and the annual Evaluation of the Internship Program.

MISSION OF SCHOOL PSYCHOLOGICAL SERVICES IN OHIO

The mission of Ohio school psychologists (<http://codes.ohio.gov/oac/33-1-24>) is to serve the citizens of Ohio by working collaboratively with all learners, families, educators, and others to address the diverse learning and mental health needs of children and youth.

In order to enhance learner performance and functioning, the school psychologist uses a knowledge base that integrates education, human development, mental health, assessment, and group process to:

- identify learner needs;
- assess numerous factors that influence the learning and adjustment of all students;
- use assessment data to develop and implement evidence-based interventions within a multi-tiered system of supports;
- monitor the impact of interventions and services upon student learning;
- promote collaboration among educators and/or parents; and
- assist in the evaluation of program outcomes using research-based practices.

Ohio School Psychologists accomplish this mission through a variety of competency domains, which are designed to meet the National Association of School Psychologists (NASP), *Standards for the Graduate Preparation of School Psychologists* (2010). Specifically, knowledge and skills are developed across ten domains of training and practice. These competencies include:

1. Data-Based Decision Making and Accountability

- School psychologists have knowledge of varied methods of assessment and data collection methods for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes.

- As part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery, school psychologists demonstrate skills to use psychological and educational assessment, data collection strategies, and technology resources and apply results to design, implement, and evaluate response to services and programs.

2. Consultation and Collaboration

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

3. Interventions and Instructional Support to Develop Academic Skills

- School psychologists have knowledge of biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curriculum and instructional strategies.
- School psychologists, in collaboration with others, demonstrate skills to use assessment and data-collection methods and to implement and evaluate services that support cognitive and academic skills.

4. Interventions and Mental Health Services to Develop Social and Life Skills

- School psychologists have knowledge of biological, cultural, developmental, and social influences on behavior and mental health; behavioral and emotional impacts on learning and life skills; and evidence-based strategies to promote social-emotional functioning and mental health.
- School psychologists, in collaboration with others, demonstrate skills to use assessment and data-collection methods and to implement and evaluate services that support socialization, learning, and mental health.

5. School-Wide Practices to Promote Learning

- School psychologists have knowledge of school and systems structure, organization, and theory; general and special education; technology resources; and evidence-based school practices that promote academic outcomes, learning, social development, and mental health.
- School psychologists, in collaboration with others, demonstrate skills to develop and implement practices and strategies to create and maintain effective and supportive learning environments for children and others.

6. Preventive and Responsive Services

- School psychologists have knowledge of principles and research related to resilience and risk factors in learning and mental health, services in schools and communities to support multi-tiered prevention, and evidence-based strategies for effective crisis response.
- School psychologists, in collaboration with others, demonstrate skills to promote services that enhance learning, mental health, safety, and physical well-being through protective and adaptive factors and to implement effective crisis preparation, response, and recovery.

7. Family–School Collaboration Services

- School psychologists have knowledge of principles and research related to family systems, strengths, needs, and culture; evidence-based strategies to support family influences on children’s learning, socialization, and mental health; and methods to develop collaboration between families and schools.
- School psychologists, in collaboration with others, demonstrate skills to design, implement, and evaluate services that respond to culture and context and facilitate family and school partnership/interactions with community agencies for enhancement of academic and social–behavioral outcomes for children.

8. Diversity in Development and Learning

- School psychologists have knowledge of individual differences, abilities, disabilities, and other diverse characteristics; principles and research related to diversity factors for children, families, and schools, including factors related to culture, context, and individual and role differences; and evidence-based strategies to enhance services and address potential influences related to diversity.
- School psychologists demonstrate skills to provide professional services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds and across multiple contexts, with recognition that an understanding and respect for diversity in development and learning and advocacy for social justice are foundations of all aspects of service delivery.

9. Research and Program Evaluation

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

10. Legal, Ethical, and Professional Practice

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

Further information regarding the standards of practice for training students in school psychology can be found within the [*Standards for Graduate Preparation of School Psychologists*](#) (NASP, 2010).

THE OHIO INTERNSHIP IN SCHOOL PSYCHOLOGY

The ability to respond to the diverse and complex needs of the children and youth in Ohio's schools depends on the availability of adequate numbers of highly trained school psychologists. The knowledge and skills needed by school psychologists to work with preschoolers, children, adolescents, families, teachers, and other school personnel require comprehensive and intensive graduate-level preparation.

Because of the wide range of problems to which school psychologists must respond, carefully planned and supervised practice and experience are an essential part of their training. The supervised internship experience may represent the most critical element in the preparation of school psychologists.

Under the close supervision and guidance of credentialed and highly qualified school psychologists and in close cooperation with an approved university training program, the internship provides the school psychology trainee with a full year of experience and advanced training in actual work with students, their families, and other school and community professionals.

The internship enables the prospective school psychologist to integrate, apply, and advance the knowledge and skills introduced during graduate-level courses and practices. This intensive and comprehensive year of supervised professional experience also affords the opportunity for field and university supervisors to closely evaluate the professional competence of the intern and to determine his or her preparedness and qualification to enter professional practice as a credentialed school psychologist in the State of Ohio.

DESCRIPTION. The Ohio internship training program relies upon the cooperative partnership of local school districts, universities, and the Ohio Department of Education. Through collaboration and commitment to common goals, this partnership strives to guarantee the preparation of school psychologists thoroughly qualified to meet the diverse needs of Ohio's learners.

The Ohio internship training program provides students from state approved school psychology training programs with applied learning experiences in an approved educational setting that takes place on a full-time basis over at least a nine-month period.

The purpose of the internship is to provide an opportunity for integrating, applying, and expanding competencies, attitudes, and values under the direction of a supportive mentor which leads to the provision of comprehensive school psychological services.

The value placed on this training experience by the Ohio Department of Education is reflected in its long history of providing funding for the internship, which enables interns to devote themselves fully to the demands and opportunities of the internship year. Funding continues to be provided by the Ohio Department of Education to ensure that the learners attending Ohio schools receive highly effective school psychological services. ***When interns agree to accept the financial support provided by the State of Ohio, they agree to repay Ohio's investment in them by providing quality school psychological services to Ohio's learners for a minimum of one year following the internship.***

INTENDED OUTCOMES OF THE INTERNSHIP PROGRAM. The internship program in Ohio exists to ensure that specific long-term outcomes are achieved. Specifically, the state-funded program:

- trains individuals in school psychology so they may enter the field as competent practitioners;
- advances the field of school psychology by allowing individuals the opportunity to practice with competent mentors for a one year period;
- ensures school districts that entry level school psychologists will be able to apply assessment skills to intervention design, counseling, and consultation;
- ensures that learners with disabilities and those at risk have uninterrupted psychological services in schools to meet their psycho-educational and emotional needs;
- improves academic and behavioral outcomes for Ohio learners across all tiers of support;
- provides a resource to the community to assist in the development of school based programs for families, businesses, and the community at large; and
- prepares school psychologists to meet the mandates of federal and state laws ensuring that primary and secondary interventions are implemented for at risk learners and students with disabilities.

STANDARDS OF UNIVERSITY SCHOOL PSYCHOLOGY TRAINING PROGRAMS

NASP/NCATE STANDARDS. A college or university desiring to prepare school psychologists exceeds the standards of the *National Council for the Accreditation of Teacher Education* (NCATE) and the *National Association of School Psychologists* (NASP). The institution may be approved either by the Unit Accrediting Board of NCATE or by the State Board of Education, which will use NCATE standards in evaluating institutions. Approval by the State Board of Education is based on the following criteria:

- *standards of the National Council for the Accreditation of Teacher Education;*
- *performance standards for teacher licensure specified in the Ohio Administrative Code;*
- *consideration of learned society guidelines; and*
- *consideration of the Instructional Standards for Ohio Schools.*

In addition to state and national training standards, compliance with internship guidelines is considered in determining the allotment of internship funding for students in each university. State and national training standards and internship guidelines reflect a consensus of the profession about what is necessary in the preparation of future school psychologists.

RESPONSIBILITIES OF THE UNIVERSITY. Each university that trains individuals for licensure as school psychologists is responsible for maintaining and following a program of studies approved by the Division of Professional Development and Licensure of the Ohio Department of Education. Universities are further committed to full compliance with the guidelines and standards set forth by state and national professional organizations.

RESPONSIBILITIES OF THE UNIVERSITY COORDINATOR. One faculty member from each university is designated as the coordinator of the school psychology internship program. The placement of interns, contact with the administrative staff of the training school district, and internship-related liaison work with IUC and the Office for Exceptional Children are the responsibility of the university coordinator. The university coordinator, while directly responsible to the university, works in close cooperation with IUC and the Office for Exceptional Children of the Ohio Department of Education.

STUDENT TO FACULTY RATIOS. The university coordinator will be responsible for ensuring that the plan for supervision during the year of internship is carried out. The university coordinator may assign this activity to other school psychology faculty members. Faculty assigned responsibility for field supervision possess at least two years of experience as a school psychologist in a school setting, and have engaged in ongoing field experiences relevant to their responsibilities. However, no faculty member should directly supervise more than twelve (12) interns at any one time.

The university coordinator also is responsible for maintaining the approved ratio of program faculty to total number of students enrolled in the program. **This ratio should not exceed one faculty to every twelve graduate students in school psychology** (NASP 4.2, 2010). In determining this ratio, program faculty are defined as full-time faculty when teaching at least half time in the program. Determination of total student enrollment may be based on full time equivalents (FTEs) in recognition of part time students (e.g., doctoral students completing dissertations).

ALLOCATION OF INTERNSHIP SLOTS TO UNIVERSITIES. The allocation of internship funding provided by the Ohio Department of Education is affected by a number of factors, including the total amount budgeted for this purpose; whether there is a shortage or surplus of school psychologists statewide or regionally; and the total number of interns anticipated in a given year within and across universities. IUC has adopted general standards for the allocation of funded internship positions among Ohio's universities; this plan can be modified on the basis of temporary or long-standing changes in resources on the part of school districts and universities.

Seven (7) internship positions are allotted to each university meeting the NASP program standard of a minimum of 2 full-time school psychology program faculty. Beyond this initial allocation, an additional 3 positions may be allotted for each faculty member up to and including 4 faculty; with 2 additional positions added for a fifth faculty member. Adjustments to this standard may be made by the IUC, in consultation with the Ohio Department of Education.

OBJECTIVES OF UNIVERSITY CURRICULUM. The university curriculum is delivered within the context of a comprehensive program framework "in which its philosophy/mission is represented in explicit goals and objectives for school psychology competencies that candidates are expected to attain and in which human diversity is emphasized" (p. 2; NASP, 2010). Furthermore, university training programs require courses and related activities designed to address, assess, and demonstrate that students attain basic knowledge and skills across a range of school psychological service delivery.

The training program also will facilitate access to state licensure and national certification by including coursework in training experiences required for such credentials. In addition, university training programs will encourage students to join and become active participants in appropriate professional associations. By so doing, university programs ensure that each student, at the successful conclusion of the internship, is prepared for the professional practice of school psychology, which includes licensure and membership in professional organizations.

TRAINING SITE APPROVAL PROCESS

APPROVING NEW SITES. The interest of a school district in becoming a partner in the cooperatively administered internship program is made known when the school superintendent notifies the IUC, the Office for Exceptional Children, or a university coordinator of the district's interest in obtaining approval as a training site. Upon receipt of such notification, the university coordinator should schedule an appointment with the superintendent or his/her designee to

review the district's program of school psychological services. The university coordinator should determine whether the service program meets the standards for comprehensive training in the prevailing best practice standards of the school psychology profession. This on-site review will result in the university coordinator's completion of the **Training Site Appraisal** (see **Appendix A**).

Standards for Intern Training Site Approval. The Ohio Department of Education (ODE) maintains administrative authority for final training site approval and the assignment of funding consistent with state fiscal responsibilities. On its behalf, the IUC will review the school district/agency request and the university's recommendation for evidence of the following:

- *The school district has a comprehensive program of school psychological services which can provide an appropriate variety of experiences for the intern across age ranges, student need areas, psychological services and service delivery models.*
- *The school district provides a comprehensive special education program and system of pupil personnel services so as to ensure that the intern will be knowledgeable about the full range of available services.*
- *The school district agrees to provide the intern and field facilitator release time to attend conferences associated with the internship as well as those necessary to promote continuous professional development.*
- *The school district has a good working relationship with representative community agencies so that the intern will acquire an understanding of and skills in school-community collaboration.*
- *The school district employs at least one more full-time school psychologist than the number of interns assigned to the district so as to ensure the intern's exposure to diverse professional styles and individual strengths in service delivery*
- *The supervising school psychologist agrees to serve as a field facilitator and has at least two years of successful full-time experience as a school psychologist, one of which must be as an employee in the present school system. This requirement is designed to ensure that the intern acquires an understanding of and perspective on the professional role that is acquired through actual experience.*

In addition to these requirements, the school district must demonstrate a commitment to (a) planning, delivering, and evaluating comprehensive interventions for students at risk, and (b) including interns in intervention-related activities as a significant proportion of their assigned activities. A district's commitment is evidenced by their commitment to intervention-based services, demonstrated by, but not limited to, the following:

- Data-based intervention teams operating in school buildings, holding regular meetings and applying a systematic intervention procedure;
- Meaningful academic and/or behavioral intervention for children at risk, prior to (and as part of) evaluation for suspected disabilities;

- Data collection practices suitable for use in a referral system, tiered, and problem-solving process, including direct observation and measurement of academic skills;
- For field facilitators (supervisors), participation in professional development activities that promote and strengthen skills in direct assessment and intervention.

Initial Approvals. Initial approval of an intern training site is for one year. Universities should maintain files containing documentation of approval-related activities. Based on the results of the on-site review process, the university coordinator will forward recommendations to the IUC representative for site approvals by April 15th of the year preceding the school year during which the school district will serve as a training site. This request must include the following:

- *Copy of the completed and signed training site appraisal;*
- *Written request from the **Superintendent** of the district requesting **Initial Approval** as an intern training site (see sample letter in **Appendix B**);*
- *Written request from the **University** internship coordinator attesting to the district's satisfactory evaluation and seeking **Initial Approval** as an intern training site (see sample letter in **Appendix C**).*

IUC will provide appropriate notification of findings regarding approval of districts/agencies as training sites, and will issue recommendations for approval of training sites to the Ohio Department of Education.

Near the conclusion of the first year, district personnel including the field facilitator, along with the university supervisor, review the training experiences provided by the district. The review is based upon procedures described in the preceding section of these guidelines.

Renewal of Approval. Change inherent in any system necessitates ongoing examination of training districts. Re-approval of internship sites will be submitted with the Internship Grant Request completed by the District and Training Program each year.

- Written requests from District and Training Program (see template Scope of Work in Appendix D)

If an approved District has not hosted an intern for three years, an appraisal of each training site should occur, following the procedures identified for initial site approval.

Distribution of Intern Funds. Intern funding will be assigned to the school district on a yearly basis. Funds are released by the Ohio Department of Education to districts designated by the universities to serve as fiscal agents. Although the internship training experience is designed and monitored by the university in collaboration with the district serving as a training site,

interns typically enter into an employment agreement with the district serving as a fiscal agent (which may be the same district in which intern training occurs).

In those instances where the fiscal agent is not the training site, only the training site must meet the standards for site approval. Particular attention must be paid to those instances where county boards serve as both fiscal agent and training site. If an intern operates in only one district rather than multiple districts within the board's purview, that district must independently meet all requirements of a training site.

Formal Agreement with School District. Once the district assignment has been finalized, a formal agreement specifying expectations of supervision and released time for interns should be signed by the university and district representatives. (see **Sample Memorandum of Agreement** in **Appendix G**). The written agreement includes, at a minimum:

- *Minimum state teacher's salary for the intern;*
- *Benefits consistent with prevailing district policy for school psychologists, to the extent possible in light of internship funding allocations;*
- *Released time for intern and field facilitator attendance at required state and/or university seminars and meetings, as well as state and regional intern conferences, OSPA conferences, and other meetings and activities that support professional growth.*
- *Time for the intern to acquire the required intern competencies;*
- *Assurance that the training experience offered the intern by the school district has training as the primary focus and that field facilitators are given released time to ensure the quality of the internship experience; and*
- *Provision of an appropriate work environment for the intern (e.g. desk, access to computer/internet service, locked file cabinets, telephone access) in a setting appropriate to confidentiality in accordance with program standards.*

It is essential that school districts are aware of the training requirements specified in these guidelines when signing the school district-university agreement and accepting internship funding. Signatures on this agreement indicate that all parties understand and commit to the conditions deemed essential for ensuring best practices in school psychology training. Amendments to the contract can be made in instances when the agreement violates existing collective bargaining contracts.

FIELD FACILITATOR IDENTIFICATION

The ability of the field facilitator to provide quality supervision is the most important factor contributing to the success of the internship experience. Consequently, the identification of highly qualified field facilitators should result from collaboration between Ohio training programs and school districts. The awarding of internship funding will occur only for those

school districts having at least one field facilitator who has been identified as a supervisor through this collaborative process, , and to whom the intern will be assigned.

FIELD FACILITATOR IDENTIFICATION PROCESS. Individual universities maintain responsibility for the development and implementation of a Field Facilitator identification process that takes the following principles into account:

- *The identification process should include provisions for periodic review and renewal of approval;*
- *The university is responsible to notify the school district and prospective Field Facilitators of the standards and procedures for identification, and of the expectations for performance as a Field Facilitator;*
- *The renewal process is based on the same standards as those established for initial identification.*

This identification process is necessary to ascertain whether the field facilitator will serve as qualified mentor of best practices as evidenced by exemplary professional service delivery. Establishing an approved field facilitator status helps ensure that interns are provided with quality supervision, and also acknowledges and recognizes the professional expertise of the school psychologist selected as field facilitator within his/her district and the profession. The university is responsible for selecting as training sites only those districts that place responsibility for supervision with a highly qualified field facilitator.

FIELD FACILITATOR QUALIFICATIONS

In determining field facilitator identification, the university and partner school district evaluates the field facilitator according to a number of specific criteria. Most germane are the field facilitator's:

- *Philosophy regarding provision of school psychological services as evidenced through his/her own delivery of service, which should reflect a commitment to the planning and delivery of evidence-based interventions;*
- *Ability to demonstrate best practice;*
- *Understand the training process;*
- *Ability to articulate and teach relevant concepts and skills related to performance based service delivery;*
- *Ability to implement change within the school district;*
- *Quality of relationships with administration, staff, parents and learners;*
- *Employment in a school setting with full time responsibilities as a school psychologist;*
- *Range of services being provided;*
- *Length of experience in school psychology and in the district;*
- *Sensitivity to issues of diversity (religion, gender, culture, race, sexual orientation, gender identity, etc.);*

- *Active participation in ongoing professional development activities, including those that promote and strengthen skills in direct assessment and intervention;*
- *Ethical and professional behavior; and*
- *Membership in at least one regional, state or national professional association related to school psychology.*

Finally, it should be noted that in the event a field facilitator transfers to another district, he/she maintains status as an identified field facilitator, however, the new district also must be approved for that facilitator to be used. Once approved, this individual may supervise interns from any university in Ohio. However, identified status does not guarantee that the field facilitator will receive an intern in any given year.

PROFESSIONAL DEVELOPMENT FOR FIELD FACILITATORS AND UNIVERSITY TRAINERS

It is essential that all field supervisors and faculty of university school psychology programs engage in continuous professional development. Professional development standards for an Ohio education license state that:

“Professional development shall be required for continued licensure for all educators. It shall be guided by the learning needs of all students and the axiom that all students can learn. It shall include current theory on the learning needs of educators and shall incorporate a planned progression for improvement on a continuing basis” (3301-24-06 Teacher Licensure Standards).

STANDARDS FOR PROFESSIONAL DEVELOPMENT. As a part of, or in addition to, these standards, school psychologists desiring to be approved as an intern field facilitator engage in professional development based upon the need to:

- *Continuously demonstrate best practice in the delivery of school psychological services;*
- *Accurately interpret current state and federal requirements for serving learners; and*
- *Contribute to the statewide initiative to provide excellent school psychological services to all learners throughout the state.*

Ongoing Professional Development of University Trainers and Field Facilitators. In order for field facilitators and university trainers to remain current about issues pertaining to the training of interns, the Association of Field Facilitators of Intern Competencies (AFFIC), the Inter-University Council (IUC), individual training universities, the Ohio School Psychologists Association (OSPA), and the Office for Exceptional Children provide timely and relevant learning opportunities.

At the same time, it is incumbent upon field supervisors and university trainers to seek out and take advantage of professional growth opportunities, and for their respective employers to grant sufficient release time for such opportunities.

In order to stay current and focused upon statewide training initiatives, field supervisors and university trainers will be expected to participate in various conferences designed to address issues related to Ohio's internship program.

University Role in Assisting Field Facilitators. Importantly, regional or statewide professional development programs should not serve as a substitute for ongoing training by the university. The university assists approved field facilitator in their efforts to gain the required knowledge and skills necessary to supervise intern practice in:

- *Consultation and problem solving;*
- *Psycho-educational assessment leading to the design of interventions;*
- *Implementation of intervention strategies;*
- *Counseling (individual, group and family);*
- *Evaluation of educational programming, services and interventions; and*
- *Training and development.*

Justification for this assistance is twofold: (1) supervision is a highly complex process which involves a sophisticated knowledge base as well as unique interpersonal skills; and (2) each service involves specific expertise and ongoing training as necessary for the development of these skills. Finally, each approved field facilitator has different educational needs; consequently, the training should reflect these individual differences.

In order for universities to provide such an active continuing professional development program for practicing school psychologists, it is imperative that the program faculty also engage in continuing professional development to ensure their own currency with regard to knowledge and skills necessary for the delivery of comprehensive school psychological services. University supervisors must be committed to the role of modeling professional behavior and also possess the most current knowledge and skills necessary for providing ongoing professional development and training.

ADMISSION TO THE SCHOOL PSYCHOLOGY PROGRAM

University school psychology programs apply specific published criteria, both objective and qualitative, for the assessment and admission of candidates to the program.

ADMISSION STANDARDS MUST REFLECT COMMITMENT TO DIVERSITY. University admissions policy and decisions should reflect a commitment to non-discrimination and cultural diversity in both the recruitment and the retention of students whose characteristics in terms of sex, race, culture, disability, sexual orientation, and socioeconomic status will ultimately enhance diverse representation in the profession.

COMMITMENT TO SERVING OHIO'S LEARNERS. It is important that applicants for the School Psychology training programs clearly understand all the commitments associated with training requirements. At the time individuals apply for admission to school psychology training programs, applicants should be advised by the university coordinator that the program requires successful completion of all program coursework, a full-time, nine month academic year internship in an educational setting, and *at least one year* of school psychological service to Ohio's learners. The university internship coordinator is responsible for insuring that applicants understand all program requirements, and that they agree to be available for employment as a school psychologist to provide service to Ohio's learners for one year following the internship.

The applicant should, upon acceptance to a training program, typically at new student orientation be asked to sign a statement of intent to work for at least one year as a school psychologist in Ohio following the internship year, when that internship occurs in Ohio. Program applicants unable to commit to this post-internship year of service should discuss with the university coordinator options for securing an internship in the state in which they do intend to be employed.

Requirements for Out-of-State Students. Any student seeking to transfer into an Ohio training program from an out-of-state program (or to enroll as a guest/transient student for purposes of internship) must provide evidence of training commensurate with all requirements of Ohio training programs. The university coordinator is responsible for assuring that the student's prior training meets all Ohio standards and guidelines.

- Prospective interns must meet the following eligibility requirements **prior to their acceptance for internship** by an Ohio "host" university:
 - Successful completion (up to the point at which the internship year would be served) of a specialist-level School Psychology training program that is Approved by the National Association of School Psychologists;
 - Eligibility for Ohio Department of Education Temporary License

- A score that meets or exceeds the cut-off standard established by the Ohio Department of Education on the Praxis Exam for School Psychology;
 - Successful interview with School Psychology program faculty at the Ohio “host” university, including a determination that the prospective intern meets entrance requirements of the School Psychology program at the host university;
 - Two-year commitment to provide School Psychological services in Ohio subsequent to the completion of the internship;
 - Evidence of adequate preparation in tiered intervention-based approaches to School Psychological services, and willingness to become familiar with the *Operating Standards for Ohio School Serving Children with Disabilities*, in a manner prescribed by the host university.
- Ordinarily, the application procedure will occur as follows:
 - Prospective intern and/or School Psychology program advisor contact the prospective Ohio host university to indicate interest in serving a School Psychology internship in Ohio, and to discuss conditions under which this might occur;
 - Host university program advisor notifies the Ohio Inter-University Council for School Psychology, to confirm availability of funds for the proposed internship;
 - Home university program advisor provides verification of that the program is approved by the National Association of School Psychologists;
 - Prospective intern provides host university program advisor with a current transcript reflecting relevant coursework and degree(s). The prospective intern also may be asked to furnish materials (course descriptions or syllabi) that will assist the host university in evaluating the nature of pre-internship preparation;
 - Host university program advisor evaluates the prospective intern’s transcript and supporting material to ensure that requirements (coursework and degree status) for temporary licensure in Ohio have been met;
 - Prospective intern arranges an interview with the host university program advisor, who will determine whether requirements for university and program entrance have been satisfied, and whether the prospective intern is a suitable candidate for internship;
 - Host university program advisor collaborates with the home university program advisor (by exchanging lists of internship objectives and other relevant policies) to develop a supervision plan that will attempt to incorporate the training priorities of the home university. However, responsibility for the internship plan, supervision arrangements, and evaluation procedures lies with the Ohio host university, and may not be assumed by the out-of-state home university;
 - When notified of acceptance for internship by the Ohio host university, the prospective intern completes administrative procedures for obtaining

admission to the host university or for securing authorization to enroll in courses related to the internship. Host university program advisor informs prospective intern of course enrollment requirements, which may, at the discretion of the host university program advisor, include all courses, as well as tuition and other fees that are required of all interns enrolled in the host university's School Psychology program. The home university may, at its discretion, require additional, separate enrollment in coursework offered by that university.

POLICY REGARDING INTERNSHIP SUPERVISION OUTSIDE OF STATE-APPROVED INTERNSHIP PROGRAM. It is the policy of the Ohio Inter-University Council for School Psychology that no member institution will provide supervision to an out-of-state student serving an internship in Ohio outside of the provisions of the funded Ohio internship program described in this manual.

DETERMINATION OF INTERN ELIGIBILITY

PREREQUISITE SKILLS REQUIRED. The university assures that prerequisite student outcomes have been attained prior to the student's candidacy for the internship. In addition to the completion of university coursework, a satisfactory degree of competency in the NASP content standards should be evident. Evidence of adequate preparation for the internship should be in the form of performance-based indicators, in addition to university transcripts certifying completion of required coursework.

LICENSURE FOR THE SUPERVISED INTERNSHIP EXPERIENCE

COURSEWORK COMPLETION. All coursework for the Temporary Child Study License, and for the university's program of study, must be completed before candidates may begin the internship experience. In training programs requiring thesis, the research project should be completed, though not necessarily defended, before the internship is scheduled to begin. The intern's focus during the year must not be divided but rather focused solely on the acquisition of required competencies. Should an unusual situation occur that would prevent a student from completing all thesis and coursework requirements before the scheduled internship, the Ohio Inter-University Council for School Psychology should be contacted by the university coordinator. In such rare situations, approval from the Office for Exceptional Children and the Division of Professional Development and Licensure would be required for the student to begin the internship.

TEMPORARY CHILD STUDY LICENSE. Licensure by the Ohio Department of Education is required before an individual can be employed by a school district for the internship. The Temporary Child Study license is granted for this purpose. Coursework requirements for this license are identical to the coursework requirements for licensure in school psychology, with the exception of the successfully completed internship.

PROCEDURES FOR PLACING INTERNS IN SCHOOL DISTRICTS

UNIVERSITY COORDINATOR ARRANGES INTERVIEWS. The university coordinator refers candidates for the internship to an approved school district for an interview. Interviews will be arranged only through the university coordinator. If a school psychology student initiates contact with a school district for the purpose of applying for an internship, the district should instruct the student to contact the university coordinator.

Prior to the interview, the university will provide the district information regarding the prospective intern's past performance, strength, needs and areas of interest. This will help

district personnel in formulating interview questions, making a decision whether to accept the prospective intern, and determining who ought to be involved in the interview process.

DISTRICT INTERVIEWS CANDIDATE. In all cases, the district or agency person(s) directly responsible for intern supervision should be involved in the interview of school psychology interns. The selection of interns represents more than a personnel selection decision. It is expected that persons involved in intern supervision are knowledgeable of the purposes and goals of the internship experience. Following to the interview, the superintendent, or designee, of the school district will notify the university coordinator whether the candidate is acceptable.

Generally, placement for the internship should not occur in a school district in which the intern has been a student or has served in another capacity (e.g. teacher, counselor, administrator). This is to both expand the intern's knowledge of a variety of educational environments and prevent prior experiences and relationships from limiting intern effectiveness and/or scope of experience. However, exceptions may be made for very large school districts that can provide experiences that are not related to prior experiences. Length of time between current and previous work also is a consideration in this decision. In cases of exceptions, the potential complications should be discussed at the time of the interview.

DISTRICTS ROLE IN SELECTION OF INTERNS. The school district has the option to agree or disagree to employ the individuals recommended by the university for placement as interns in the school district.

STEPS FOLLOWED WHEN CANDIDATE IS NOT SELECTED. If a candidate is not accepted by the school district where initially referred, the student will be permitted to interview elsewhere, as arranged by the university coordinator. Non-approval by one school district may well be a function of idiographic characteristics of the school district and/or of the intern rather than an issue of intern deficiencies or lack of adequate preparation.

If a school district does not find the prospective intern(s) acceptable, the university may elect not to send an additional candidate to that district for an interview. This policy is intended to prevent the competition among interns and school districts that would more appropriately characterize the pursuit of employment, rather than training. Similarly, in regions where more than one university places interns in school districts, the coordinators of the universities' school psychology programs will devise and follow a policy ensuring that competition between universities for internship placements is discouraged.

FACTORS THAT DETERMINE THE BEST MATCH BETWEEN THE INTERN AND TRAINING SITE

In determining the best match between an intern and a particular training site, several factors need to be considered. The factors include, but are not limited to the following:

- *The particular professional strengths of the field facilitator and the needs and/or interests of the intern;*
- *The personalities and personal style of both the intern and the field facilitator;*
- *The opportunity for diversity of training experiences;*
- *The comprehensiveness of the school system's services for students, families and staff;*
- *Number and quality of psychologists and other professionals;*
- *Intern pre-internship field training experiences (i.e., practica, previous employment)*
- *The commuting distance from the intern's residence;*
- *The willingness of the district to provide released time for the intern and field facilitator to attend intern training related conferences; and*
- *The ability of the district to establish and maintain appropriate personnel policies and practices (i.e., employment contracts, salaries, etc.).*

NUMBER OF INTERNS A FIELD FACILITATOR CAN SUPERVISE

The primary consideration at all times when arranging the placement will be the potential quality of the supervised experience as a teaching/learning situation. Consideration should be given to the intern-to-school psychologist ratio in order to enhance quality control, recognition, and utilization of districts that are able to better facilitate successful internship outcomes. As such, ***field facilitators are responsible for providing supervision to no more than two interns at any given time.***

WRITTEN AGREEMENT BETWEEN UNIVERSITIES AND DISTRICTS

Placement will be contingent upon a written agreement between the school district and the university which insures that the district is committed to the internship as a training experience and that the training provided will be consistent with state and national standards, guidelines, and ethical principles of the profession. A mutual agreement between the university and cooperating school district(s) is important and necessary to ensure that all parties responsible for the training experience are aware of, and have agreed to, the conditions and responsibilities that are to characterize the internship experience. (See **Appendix G** for a sample **Memorandum of Agreement**.) The agreement must incorporate all factors specified in the section of this manual entitled **Standards for Training Site Approval (Appendix A)**.

POLICY REGARDING INTERN SERVICE DURING LABOR STRIKES

Both the university and the school district agree that, in the event of a labor strike or lockout in the district of placement, the intern will not be assigned administrative duties that require the intern to cross picket lines. Instead, the intern will be assigned responsibilities related to internship activities, though not necessarily in buildings in the school district that are affected

by the strike. The university will have final authority over decisions about the intern's activities during labor strikes.

INTERNSHIP OUTSIDE OF UNIVERSITY REGION

As a function of specific professional interests or extenuating circumstances, a student may petition to do his/her internship in a region of the state other than that where his/her training institution is located. If another regional institution provides supervision of the internship, a collaborative agreement is developed between the training institution and the institution providing supervision for the internship. Requirements regarding the intern's responsibility for registration for coursework at each university should be made in advance. Submission of documentation supporting the intern's applications for Temporary Child Study and Initial Provisional License is the responsibility of the intern's "home" training institution.

APPLICATION FOR TEMPORARY PUPIL SERVICES LICENSE IN SCHOOL PSYCHOLOGY

In order for students to apply for and receive their Temporary Pupil Services license, they must create a SAFE account that links to the Cononnected Ohio Records for Educators (CORE). Explicit **directions for application for the Temporary Pupil Services License in School Psychology** are provided in **Appendix H**.

All processes necessary for the successful awarding of the Temporary Pupil Services License must be made no later than mid-June of the year the internship is to begin. Although each supervising university is not responsible for the submission of documents to the Ohio Department of Education, the following documents should be prepared and retained:

- *An official transcript of completed coursework for each intern;*
- *A copy of the letter for each intern certifying the intern's readiness for internship;*
- *An outline of behavioral objectives and planned experiences (including substantial opportunities for involvement in intervention-based services) for the supervised experience signed by the intern, field facilitator, and university coordinator;*
- *The plan for supervision by the university indicating the number of contact hours in the school district and at the university;*
- *A signed statement of agreement from the intern indicating the following:*
 - *An intent to work as a school psychologist in the state of Ohio for at least one year following the successful completion of the supervised experience;*
 - *An awareness of Ohio court decisions regarding ineligibility for unemployment compensation if a subsequent position is not available; and*
 - *An agreement to terminate the employment contract with the school district in the event that the internship is discontinued by the university.*
- *A cover page listing the names, demographic, and placement information for all interns seeking certification and placement (see **Appendix I**).*

In anticipation of the mid-June deadline for application materials, the following materials are to be processed as early as possible in the period preceding the internship:

- Fingerprints Sent to BCI:
 - Individuals who have lived continuously in Ohio for the past five years:
 - *Fingerprint impression on BCI (civilian state) card;*
 - *Payment to the Treasurer, State of Ohio*
 - Individuals who have **not** lived continuously in Ohio for the past five years:
 - *Fingerprint impression on BCI (civilian state) card;*
 - *Fingerprint impression on FBI (applicant) card, and*
 - *Payment to the Treasurer, State of Ohio, in an amount specified for both the state and federal fees.*

STUDENT COMMITMENTS

ONE YEAR OF SERVICE. Acceptance of an Ohio funded school psychology internship obligates the intern to repay Ohio's investment in his/her training by agreeing to serve the learners of Ohio for at least one year. The intern's signature on an agreement testifies to having been fully advised of this policy, and agreeing to provide the required term of service.

CONTRACTUAL AGREEMENT AND TERMINATION OF INTERNSHIP UNDERSTANDING. Both the internship fiscal agent (ESC or school district) and the intern sign a written contractual agreement. The contractual agreement specifies the time period for employment and the salary provided. Contractual agreements do not obligate the district to continue employing the intern beyond employment for the internship, nor may any contractual agreement require the intern to remain in the employment of the school district beyond employment for the internship. Hence, in the event that personal reasons or unsatisfactory performance necessitate termination of the internship experience, neither the intern nor the school district are obligated to maintain the employment relationship, and the contracted agreement can be terminated. In such cases, the university is not responsible for providing an alternative internship opportunity to the student. The intern's signature on the agreement referenced above indicates that he/she understands that his/her employment will be discontinued at the time that the university terminates the internship experience.

INELIGIBILITY FOR UNEMPLOYMENT COMPENSATION. Employment by a school district for the internship does not include any provision for, or give any assurance of continued employment once the internship is completed. Unemployment compensation following the internship has been previously denied in the court systems of Ohio. The intern's signature on the agreement referenced above indicates that he/she has been fully advised of the fact that, and understands that he/she is ineligible for unemployment compensation for a period of one year following conclusion of the internship.

PLAN FOR THE INTERNSHIP

The university coordinator, in collaboration with the school administration and the field facilitator, develops a plan for the internship that should include:

- An outline of planned training experiences including:
 - *Internship competencies, as described in the NASP training content standards;*
 - *A description of appropriate experiences for the achievement of the competencies, and*
 - *An evaluation plan for assessing the attainment of each competency;*

- An outline for supervision including:
 - *A delineation of supervision responsibilities for both the university and the field facilitator; and*
 - *A specific plan for supervision by both field facilitator and university internship coordinator.*

PLANNED EXPERIENCES FOR THE INTERN. Universities will provide the school district with comprehensive information pertaining to the intern's past experiences and performance to assist in the development of an individualized plan for the intern's training experience in the district. Benchmarks for the attainment of competencies will be provided to all parties.

This outline will include the specific competencies that the intern will attain during the internship and will delineate measurable objectives for attaining these outcomes. These outcomes are reflected in performance-based indicators and culminating performance-based evidence that meet or exceed standards agreed upon by IUC (as promulgated in NASP content standards), AFFIC, and ODE.

ASSESSING INDIVIDUAL TRAINING NEEDS OF THE INTERN. The outline of planned experiences will be based upon an assessment of the intern's individual training needs, including level of experience with various populations, intern competencies, and educational settings, and provide opportunities for experience consistent with current Ohio *Operating Standards*.

This assessment, along with the competency checklist reviewed with the field facilitator, will be used to monitor intern progress throughout the year in order to maximize the timely development of intern skills.

STATEMENT OF AGREEMENT TO COOPERATION IN THE INTERNSHIP EXPERIENCE. The university coordinator, the field facilitator(s), and the intern will sign the plan for the internship. In the case of multiple placements, the field facilitator from each district will sign, indicating his/her agreement to adhere to and coordinate the plan. This signed plan constitutes an official statement of

agreement to cooperate in the intern experience and must be included with the application materials for Temporary Licensure submitted to the Office for Exceptional Children.

ONGOING EVALUATIONS OF INTERN DEVELOPMENT. Evaluation procedures must include a process that allows for periodic evaluations that occur at least twice during the academic term, as opposed to any single evaluation occurring at the end of the experience. This evaluation process is the combined responsibility of all parties involved, including local field facilitators, interns and university coordinators. The process facilitates the development of a supportive mentoring experience that provides opportunities for modeling appropriate behaviors, and insures the intern's acquisition of required competencies.

STRUCTURE OF THE INTERNSHIP

ACTIVITIES DURING THE INTERNSHIP. The internship occurs on a full-time basis extending across one school year. It may not extend into any part of a second year. The intern will be granted a *Temporary License in Child Study*, which is a valid Ohio educational license. Therefore, the intern must be afforded the same considerations as any other certificated employee of that school district. The imposed parameters of the training experience are designed to insure an intensive and comprehensive learning opportunity. This experience, at a minimum, occurs in accordance with NASP standards for internship experiences.

The intern will be involved in all of the activities needed to fulfill outcome requirements. Activities that are unrelated to the outcome profile, and that do not enhance the role of the intern as a school psychologist will not be assigned. This assures that the intern, field facilitator, and the university coordinator are protected in pursuit of their mutual goal of providing a quality internship experience. It is understood that special requests will be addressed and acted upon according to individual needs.

INTERN CONFERENCE REQUIREMENT. The school system will recognize that the internship is a training experience and, therefore, will support the attainment of the competencies through the following experiences offered outside of the district: Attendance at the Fall/Spring OSPA conferences, attendance at the annual Intern Conference, attendance at in-service trainings, attendance at university seminars, visitations to community agencies and related service settings, and other activities deemed necessary to fulfill all competency requirements. If circumstances warrant special consideration, the university coordinator will consult with the field facilitator and school district officials, as appropriate, before deciding how such circumstances may be accommodated,. Reimbursement for travel may be available as a matter of school district policy, and school districts are encouraged to make funds available to interns for this purpose. Ordinarily, the internship funds disbursed to districts by the Ohio Department of Education can be used for this purpose.

INTERN CASELOAD. The Ohio School Psychology Internship emphasizes intern services across the tiers. It is expected that interns will provide services for student in general education in Tier 1, Tier 2, and Tier 3, and as well as students in special education. Although it is not possible to

specify the size of the caseload of students served by interns, typical intern caseloads reflect services to _____ students at Tier 1, _____ students at Tier 2, _____ students at Tier 3, and _____ students in special education. A general guideline of reasonable caseloads is a combination of practices that include: assessment (i.e., standardized, criterion-referenced); data-based and tiered intervention-based student and system service delivery across multiple environments; counseling; and consultation-related services.

ASSIGNMENT OF BUILDING RESPONSIBILITIES. In order for the intern to display the ability to function autonomously as a school psychologist, it is expected that he/she will be given a building assignment prior to the end of the school year. This practice allows the intern to demonstrate his/her ability to offer comprehensive school psychological services, while providing the field facilitator, the university coordinator, and the intern with data to: a) evaluate mastery of “end of internship” knowledge and skills, and b) predict future job performance in situations affording less formal supervision.

In the event that it is not possible to assign building responsibilities to the intern, an alternative plan must be developed to permit the intern to demonstrate such independence. The plan must be approved by the university coordinator and the field facilitator, and include data that will later be used to justify the determination that the intern will be able to independently provide effective school psychological services.

COMPETENCY LOG AND PORTFOLIO. Universities specify the nature and extent of documentation maintained by interns to demonstrate that competency has been attained in each domain of service. Ordinarily, this will consist of a log of experiences and a portfolio. This documentation permits the university coordinator and the field facilitator to determine the extent to which appropriate, high quality experiences have been provided during the internship.

RESEARCH PROJECTS. Interns will be given the opportunity, and will be encouraged to participate in innovative projects to enhance the training experience and provide a useful service for the school district. The school system may provide support for this form of service by arranging released time for project activities. District and university guidelines for research will be followed in any research undertaken by the intern. Such experience provides an opportunity for interns to integrate all of their knowledge and skills in a practical and beneficial manner. Requests for interns to become involved in innovative service and research projects will be reviewed and acted on based upon individual needs.

ON-SITE VISITATION BY UNIVERSITY SUPERVISOR. The university coordinator will schedule on-site supervisory visits during each period of registration for the internship. Inter-university reciprocity for supervision may be considered to alleviate logistical difficulties associated with on-site supervision. Such arrangements must insure coordination among supervisors, well-articulated monitoring of intern progress, and the development and implementation of an intern experience in accordance with state and national standards and guidelines.

SUPERVISION BY THE SCHOOL DISTRICT. While an intern may work directly or indirectly with a number of practicing school psychologists during his/her year of internship, a single field facilitator will be designated and acknowledged by the appropriate university training program as being the field facilitator directly responsible for the scope and evaluation of the intern's program and experience. This designated field facilitator is responsible for services to the school district in which the intern will be working. The school district provides the facilitator with released time from other duties for activities necessary for the direct supervision of the intern. Released time may vary based upon the needs of the intern, and will require necessary accommodation in caseload expectations for the designated field facilitator. Field facilitators provide each intern with a minimum average of two (2) hours of face-to-face supervision per week, recognizing that there are differential needs for mentoring as a function of the stage of intern development.

Supervision sessions include the following: modeling and teaching of competencies, direct observation, monthly review of intern competencies, case review, constructive feedback by both parties regarding the progress of the internship, facilitation of the development of a mentoring relationship, and provisions for helping the intern integrate intra- and extra-school system experiences.

The supervision process is essential to: 1) ensure that quality time is devoted to assessing the needs and monitoring the progress of the intern; 2) document that services are being provided by the intern in a legal and ethical manner; 3) assure the continuity of service delivery to the learners, parents, and school personnel following completion of the intern's supervised experience; 4) assure continuous and open communication so that the supervisor is able to identify and address concerns regarding the intern's performance as early in the experience as possible; 5) provide a documented forum for performance appraisal, (this is particularly important in the event that termination of the internship experience is necessary); 6) provide the university supervisor with a comprehensive overview of the intern's performance to serve as a basis for grading and recommendations for future employment and 7) integrate the intern into the culture of the district and ensure that district policies and procedures are followed.

Finally, while the field facilitator is clearly recognized as the professional responsible for supervision, input from other school personnel (e.g. principals, teachers), as well as parents, should be solicited to ensure comprehensive feedback regarding the intern's progress.

EVALUATION OF INTERNSHIP SITE. Near the conclusion of the internship year, interns are expected to evaluate their internship experience, in collaboration with university coordinators and field facilitators. The evaluation should address all significant aspects of the internship experience, including the following:

- The experiences provided by the local educational agency;
- The quality of local supervision;
- Outcomes for the intern;
- The suitability of the setting for future internships; and
- The completeness of the intern's preparation for the internship.

This cooperative evaluation will provide the opportunity for modeling collaboration, and will insure the maintenance and/or enhancement of quality internships as changes and modifications are identified and implemented.

EVALUATION BY PROGRAM GRADUATES AND ALUMNI. The university training program is responsible for the periodic, ongoing solicitation of feedback from its graduates. The intent is to develop the retrospective evaluative data regarding training programs, as well as the degree to which alumni have succeeded in addressing the needs of Ohio's learners.

UNIVERSITY RESPONSIBILITY FOR COORDINATING COMMUNICATION

Throughout the internship experience, the university is responsible for providing a formal mechanism to insure ongoing communication and collaboration between field supervisors and program faculty regarding the preparation of students for the internship, as well as the internship itself. Ongoing communication and collaboration are essential for coordinating and ensuring the comprehensiveness of the intern's training experience.

ANNUAL EVALUATION OF THE INTERNSHIP PROGRAM BY THE IUC

The Inter-University Council conducts an annual evaluation of the internship program that is reported to the Office for Exceptional Children of ODE. This evaluation consists of student outcome data (describing the impact of the intern's services to students), as well as enumerative data regarding the number of students served by demographic categories and according to the three "tiers" of service (primary, secondary, and tertiary prevention). The third component of the annual Evaluation is a record of evaluation results across specific key competencies for each intern (see **Appendix J**). Each university is responsible for coordinating the collection of these data and submitting it to the IUC on an annual basis.

EVALUATION OF INTERNS

Interns enter the field experience with basic didactic knowledge and skills provided through university coursework, practica and prior personal experience. The intern field experience occurs along a continuum intended to enhance professional capabilities and expertise in delivering a full range of school psychological services.

To measure progress in professional growth, each intern receives an assessment of skills and abilities appropriate to the profession of school psychology as prescribed by accepted standards of practice. This assessment should (a) encompass the performance-based objectives specified in the standards for school psychologists and (b) be conducted continuously throughout the internship.

The evaluation process will address levels of growth consisting of: cognitive awareness; entry-level exposure; interpretation of dynamics (analysis); functional application; and mastery.

SHARED RESPONSIBILITY FOR EVALUATION. The university coordinator and the field facilitator share responsibility for evaluating the intern's progress toward licensure. A suggested set of seven (7) measures has been developed to guide the evaluative process:

1. The instrument incorporated in the Internship Plan drives evaluation of the intern for licensure. This instrument assures that the intern will participate in a comprehensive experience for preparation as a quality school psychologist.
2. The university coordinator conducted at least three (four, if feasible) on-site reviews in order to assess the intern's progress across all competency areas. The suggested time frame for these reviews is as follows:
 - a. *First meeting* – (August-September) as soon as the intern is assigned to a district, a meeting consisting of university coordinator, field facilitator, and intern is held in order to review growth levels or performance indicators, develop a plan and timeline as to when, where, and how competencies will be met;
 - b. *Second meeting* (November-January) – university coordinator, field facilitator, and intern meet to review progress of intern across competency areas, and revise timeline if needed. Additionally, should the intern demonstrate any serious problems with attainment of competencies at this juncture, structured planning for the timely attainment of competencies should occur among the university coordinator, field facilitator and intern.
 - c. *Third meeting* (March-April) – field facilitator, university coordinator, and the intern will meet to review ongoing progress of intern and revise timeline if needed; and
 - d. *Fourth meeting* (Final) – the field facilitator, university coordinator and the intern will meet to review and agree upon the extent to which competencies were attained across all areas.

This process is intended to ensure ongoing open communication and collaboration among the university coordinator, the field facilitator and the school psychology intern. The process also ensures that the competencies are being addressed and a quality experience is being provided for the intern. Based on university schedules and school calendars, meeting times may be altered. Individual needs may require adjustments to suggested timelines.

3. If a competency area cannot be fulfilled within an assigned district, it is the responsibility of the university coordinator to make other arrangements to ensure that the intern will have experience in the needed competency area(s). Such arrangements are necessary to ensure that the intern is provided the comprehensive experience that is needed for preparation as a quality school psychologist.
4. Each Internship Plan contains an agreement that the university supervisor, the field facilitator, and the intern agree to participate in the experiences that are outlined in the profile. Alterations or substitutions are not encouraged.

5. Recognizing the internship experience as a cooperative, collaborative endeavor where all parties must agree that the competencies have been fulfilled, each Internship Plan contains an *agreement clause* in which the field facilitator, university coordinator, and the intern agree that competency areas have been assessed and fulfilled, and that the intern is eligible for licensure. If a competency area has not been addressed, then it is the responsibility of the university coordinator and the field facilitator to place in writing the reasons for the area not being fulfilled. The university coordinator and the field facilitator must decide whether the intern has the foundational skills necessary to fulfill duties as a school psychologist licensed by the Ohio Department of Education.
6. Determination of grade assignments or internship credit, which fulfills university requirements for course of study and licensure, are based upon input from the field facilitator. However, the final responsibility for such determination rests with the university.
7. Recognizing that the university is required to implement the process for licensure, the university coordinator maintains responsibility for completing all necessary paperwork for licensure of the intern as a school psychologist upon completion of the internship.

RESOLVING CONFLICTS

Absolute adherence to the above guidelines does not guarantee total avoidance of problematic situations. Despite prescribed procedures, problems may arise when (a) the intern is not fulfilling requirements and is “at-risk” for removal; (b) a field facilitator and/or the school district is not providing experiences that will lead to the intern’s acquisition of essential competencies; or (c) the field facilitator and intern have a conflict that jeopardizes the intern’s ability to have a quality intern experience. In the event that any one or more of the above situations arise, the university coordinator is responsible for initiating and leading interventions that are modeled after best practices in collaborative problem solving. In doing so, personnel policies of the school district as well as university policies and procedures must be followed. The university coordinator is ultimately responsible for ensuring adherence to procedural safeguards and due process.

APPLICATION FOR A PROVISIONAL LICENSE IN SCHOOL PSYCHOLOGY

The supervising university submits the following materials to the Division of Professional Development and Licensure upon the intern’s successful completion of the supervised internship experience:

- *A completed, online application and payment through the student’s SAFE account;*
- *A recommendation by the dean or head of teacher education or a designee at an institution approved to prepare school psychologists;*

- *An official copy of the applicant's transcript, including evidence of a passing score on the Praxis exam and a passing grade for the internship; and*
- *Fingerprint impressions on BCI card (and FBI card if applicant had not resided continuously in Ohio during the past five years).*

The university must also provide evidence of:

- *Successful completion of an approved program of preparation, and*
- *Recommendation by the dean or head of teacher education or the designee at an institution approved to prepare school psychologists.*

APPENDIX A

SCHOOL DISTRICT/AGENCY TRAINING SITE APPRAISAL

Training Site Appraisal

(To be completed by the University Coordinator following on-site review of the proposed training site.)

Date

School District/Agency Requesting Approval

University Program Coordinator

Training Site's Compliance with Requirements of *The Ohio Internship in School Psychology*

Yes	No	Does the training site have a comprehensive program of school psychological services which can provide an appropriate variety of experience for the intern across age ranges, student need areas, psychological services, and service delivery models?
Yes	No	Does the training site district provide a comprehensive special education program and system of pupil personnel services so as to insure that the intern will be knowledgeable about the full range of available service?
Yes	No	Does the training site agree to provide the intern and field facilitator released time to attend conferences associated with the internship as well as those necessary to promote continuous professional development?
Yes	No	Does the training site have a good working relationship with representative community agencies so that the intern will acquire an understanding of and skills in school-community collaboration?
Yes	No	Does the training site employ at least one more full-time school psychologist than the number of interns to be assigned to the district so as to insure the intern's exposure to diverse professional styles and individual strengths in service delivery?
Yes	No	Does the training site demonstrate a commitment to (a) planning, delivering, and evaluating comprehensive interventions for students at risk, and (b) including interns in intervention-related activities as a significant proportion of their assigned activities, as evidenced in the following: <ul style="list-style-type: none">- Multidisciplinary problem-solving teams operating in school buildings, holding regular meetings and applying a systematic problem-solving procedure;- Meaningful academic and/or behavioral intervention for children at risk, prior to (and as part of) evaluation for suspected disabilities;- Data collection practices suitable for use in a problem-solving process, including direct observation and measurement of academic skills;- For field facilitators (supervisors), participation in professional development activities that promote and strengthen skills in direct assessment and intervention.

Field Facilitator of Intern Competencies (Direct Intern Supervisor)

- Yes No Does the Field Facilitator (Intern Supervisor) agree to serve as a field facilitator?
- Yes No Does the Field Facilitator vet least two years of successful full-time experience as a school psychologist?
- Yes No Does the proposed supervisor have at least one year of full time service in this district/setting?

Field Facilitator (Supervisor) Name _____

No. years of experience _____

No. years in district _____

- Yes No Will the proposed supervisor be given released time for supervision? (Guidelines specify a minimum of 2 hours of face-to-face direct supervision per week)

- Yes No Does the proposed supervisor have administrative duties other than intern supervision? If so, please describe:

Other School Psychologists Who May Participate in the Intern's Training

Name: _____ No. Years Experience: _____
Buildings assigned: Elementary School Middle School High School

Name: _____ No. Years Experience: _____
Buildings assigned: Elementary School Middle School High School

Name: _____ No. Years Experience: _____
Buildings assigned: Elementary School Middle School High School

Name: _____ No. Years Experience: _____
Buildings assigned: Elementary School Middle School High School

Place a checkmark in each column to indicate the populations of children with whom the intern will have experience:

Special Education Category	Preschool	Elementary	Middle	High School
Cognitive Disability/Mental Retardation				
Specific Learning Disability				
Emotional Disturbance				
Sensory Impairment				
Multiple Disabilities				
Traumatic Brain Injury; Autism				
Orthopedic & Other Health Impairment				
Gifted & Talented				
Other: _____				

Agreements between the Training Site, University, and Office for Exceptional Children

- Yes No Throughout the period of approval. the training site will maintain supervising staff and programs at or above the level in effect at the time of this approval.
- Yes NO The training site will provide a salary to the intern equivalent to the State Teacher’s Minimum salary level.
- Yes No The training site will allow the intern and field facilitator to attend required state and/or university seminars and meetings.
- Yes No The training site will make provisions for released time for the intern to attend state and regional intern conferences, OSPA conferences, and other meetings that support professional growth.
- Yes No The training site will provide ample time, opportunity, and resources for the intern to acquire the intern competencies outlined in the intern’s Outline of Behavioral Objectives and Planned Experiences.
- Yes No Officials of the training site will include the proposed field facilitator in the initial interview of an intern proposed for a given school year.
- Yes No The training site provides assurance that the training experience offered the intern has training as the primary focus, and that field facilitators are given released time to ensure the quality of the internship experience.
- Yes No The training site demonstrates a commitment to continued professional development as related to the responsibilities associated with intern supervision for both the intern and the field facilitator.
- Yes No The training site provides an appropriate work environment for the intern in a setting that provides adequate space, secretarial assistance, supplies, telephone access, and confidentiality as may be required for various professional activities.
- Yes No The superintendent or chief officer of the training site will provide to the university a written letter requesting approval of the district or agency as an intern training site.

Summary Recommendation

- _____ Recommended for approval (No. of interns to be assigned: _____)
- _____ Recommended for approval under the following conditions: _____
- _____ Not recommended at this time. The following components of the intern training experience need to be strengthened: _____

_____	_____	_____
University Representative Signature	Title	Date
_____	_____	_____
School District/Agency Representative Signature	Title	Date
_____	_____	_____
Other	Title	Date

APPENDIX B

**SAMPLE LETTER FROM SUPERINTENDENT REQUESTING
INITIAL INTERNSHIP SITE APPROVAL**

School Psychology Intern: Superintendent’s Letter (Initial Approval)

Ohio Department of Education
Ohio Inter-University Council for School Psychology
c/o _____ (University School Psychology Program Coordinator)
_____ (University Address)

Dear _____:

This letter is intended to convey our interest in serving as a training site for a School Psychology Intern. Our district /agency employs a total of ___ school psychologists, who are funded through the following sources (% of funding from each source, or FTEs funded from each source) ___ via state funds; ___ via VI-B funds; ___ via local funds; and ___ via auxiliary funds. We are willing to train ___ intern(s) under the supervision of a School Psychologist who has completed at least two years of service as a School Psychologist, with at least one of those years in service to our district/agency. _____ University will coordinate the internship training experience, and **(District/entity serving as fiscal agent)** will serve as the fiscal agent for this internship placement.

(Name of district/agency) agrees to comply with guidelines of *The Ohio Internship in School Psychology*, and other policies as implemented by the Inter-University Council for School Psychology and the Office for Exceptional Children, and with the *Operating Standards for Ohio’s Schools Serving Children with Disabilities*. We further agree to provide comprehensive training experiences across age groups and across both high and low incidence disability conditions in the areas of problem-solving consultation, direct assessment and intervention; counseling of parents of children with disabilities; and counseling children with disabilities as individuals or in groups. We will ensure that the School Psychology intern is assigned on a regular basis to provide services to at least one school building that is actively engaged in a program of team-based problem-solving consultation.

Thank you for your consideration of our request for approval as a training site for School Psychology interns. We look forward to hearing from you. [If notification of approval should be sent to any person other than this superintendent: “Please send additional notification of approval to _____”].

Sincerely,
[Superintendent]

cc: [Other person to whom notification of approval should be sent]

APPENDIX C

SAMPLE LETTER FROM UNIVERSITY REQUESTING INITIAL INTERNSHIP SITE APPROVAL

School Psychology Intern: University Letter (Initial Approval)

Ohio Inter-University Council for School Psychology
c/o _____
(Address of IUC Designee for Site Approval)

Dear _____:

This letter is to request initial approval of the _____ School District/agency as a training site for School Psychology interns. We have conducted a site visit and completed the Training Site Appraisal, and have concluded that the district/agency meets all of the requirements to qualify as a training site, as specified in *The Ohio Internship in School Psychology*.

We have enclosed a copy of the *Training Site Appraisal* for their review. A letter from the Superintendent/Chief Officer of the _____ School District/agency requesting initial approval as an intern training site also is enclosed.

Sincerely,

_____ (University School Psychology Program Coordinator)

APPENDIX D

SAMPLE SCOPE OF WORK TEMPLATE FROM SCHOOL DISTRICT AND UNIVERSITY TRAINING PROGRAM

Scope of Work

Name of LEA (District or ESC): _____
(also referred to as Fiscal Agent)

University Partner: _____

By our submission of this document the district/ESC affirms that we have reviewed and adopt the principles outlined in this Scope of Work and confirm our desire for re-approval as an Ohio School Psychology Internship Training Site.

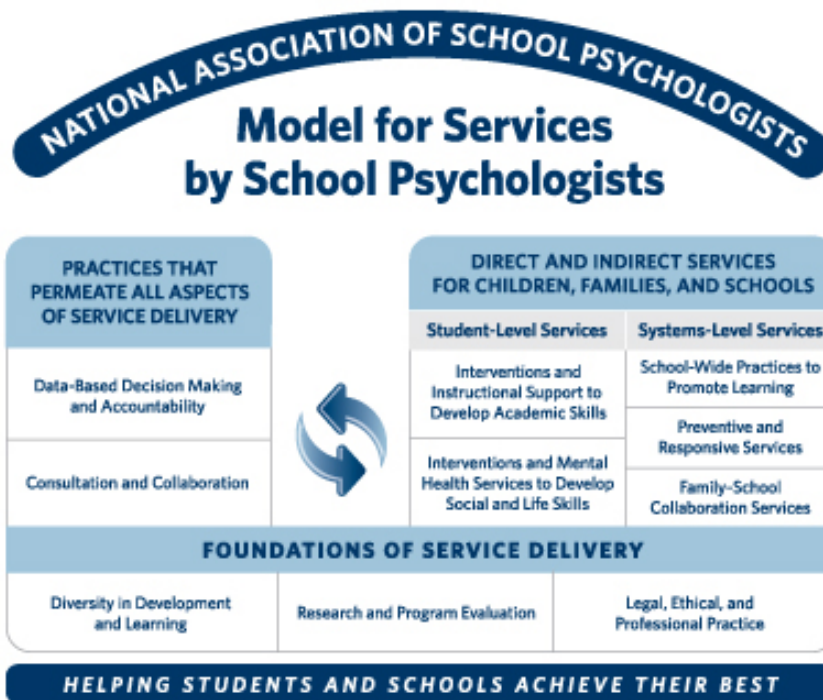
Districts/ESCs must provide additional information in Sections H & I.

- A. Please describe the program’s major objectives, as they align to the indicators as identified in Ohio’s Annual Performance Report (APR). Objectives must be measured and must include data elements that will be used to measure progress towards completion of the objective.

The Ohio Internship Program is a collaborative graduate preparation effort among all Ohio school psychology programs, the Ohio Department of Education, and the Ohio School Psychologists Association. School psychology internships are governed through the *Ohio Internship Manual* (Ohio Department of Education, 2009) and are designed to be consistent with the National Association of School Psychologists’ (2010) *Standards for Graduate Preparation of School Psychologists* and the prevailing best practice standards of the school psychology profession.

For more than 40 years, Ohio has provided state funding for internships through the Ohio Department of Education, Office for Exceptional Children to school districts that are approved by the state on criteria adopted by Inter-University Council for School Psychology (a group comprised of faculty from the state’s school psychology programs).

The major objective of the Ohio Internship Program in our district/ESC is to ensure school psychology interns complete their graduate preparation with a nine-month (1200-hour/Ed.S., 1500-hour/Ph.D.) school-based internship resulting in measureable gains for the school psychology interns and the students they serve. Our district/ESC serves as a state-approved internship site in collaboration with our University partner. School psychology interns receive direct supervision from appropriately credentialed, field-based school psychologists in the development of competencies identified in the National Association of School Psychologists’ *Model for Services by School Psychologists*.



The NASP Practice Model recognizes that school psychologists are uniquely qualified to support teacher’s ability to teach and children’s ability to learn (NASP, 2010). While the NASP Practice Model refers to the broad practice domains of school psychology services, emphasis on the academic skill of reading is directly associated with 8 of the 10 domains and indirectly associated with 2 others. Acquisition of early literacy and reading fluency skills enable students to develop critical thinking and advanced communication and problem-solving skills. In essence, acquiring a foundation in literacy helps children move from *learning to read* to being able to *read to learn*, thus enhancing children’s ability to learn. Children who struggle to learn to read experience increased risk for school drop-out, overall lower achievement, behavioral, and socialization problems. Persistent achievement gaps in reading skills across diverse student populations exacerbate the risk for poor and minority students. School psychological student and system- level services which target children’s reading enhances school climate, student learning, and empowers teachers to prepare students for the advanced skills they need to succeed in the 21st century.

The NASP Model also corresponds with the ODE alignment for emphasis on early literacy for Ohio’s learners. The Model for Comprehensive and Integrated Services by School Psychologists outlines school psychological services that have a direct and measurable impact on Ohio’s Annual Performance Report (APR). Specifically, grant funding to support the Ohio Internship Program in our district/ESC are intended to provide student-level and systems-level school psychological services that directly impact Ohio students. The following APR indicators for students with disabilities and students at risk:

- Increased student reading performance
- Increased likelihood of graduation

- Decreased likelihood of dropout
- Increased achievement of state assessments, such as the Third Grade Reading Guarantee
- Reduction of suspensions and expulsion
- Increased parent involvement
- Decreased disproportionality in special education by race/ethnicity
- Decreased disproportionality in specific disability categories by race/ethnicity

To increase student achievement on state assessments, increase graduation rates, and decrease dropout, school psychology interns will work collaboratively with teachers, parents, administrators, and related services personnel to meet students' academic and behavioral needs through the proactive provision of a system of tiered services (i.e., universal supports, targeted interventions, and intensive, individualized interventions). Intern academic intervention efforts will emphasize student gains in early reading and literacy.

To decrease suspensions and expulsions, school psychology interns will work collaboratively with teachers, parents, administrators, and related services personnel to meet students' academic and behavioral needs through the proactive provision of Positive Behavioral Interventions and Supports (PBIS), a multi-tiered system of universal supports, targeted interventions, and intensive, individualized interventions).

To increase parent involvement, school psychology interns will engage parents in problem solving processes during team meetings by developing, conducting, and evaluating the impact of academic and behavioral interventions. Interns will work to involve parents in systemic and individualized reading promotion interventions.

To decrease disproportionality in special education by race/ethnicity and disproportionality in specific disability categories by race/ethnicity, school psychology interns will work collaboratively with teachers, parents, administrators, and related services personnel to meet students' academic and behavioral needs through the proactive provision of a system of tiered services based on student need.

- B. Describe the services and/or products that are supported or developed with these funds, include target population(s). Detail how much, how frequent, or for how many individuals:

The Ohio Department of Education (ODE) maintains administrative authority for final training site approval and the assignment of funding consistent with state fiscal responsibilities. On its behalf, the Inter-University Council (IUC) of School Psychology Faculty has reviewed and approved our request to serve as an internship site. A Memorandum of Agreement formalized our district's/ESC's commitment to provide supervision support school psychology interns from our University partner for the upcoming school year. Our district/ESC has a comprehensive

program of school psychological services which can provide an appropriate variety of experiences for the intern across age ranges, student need areas, psychological services and service delivery models. Our district/ESC provides a comprehensive special education program and system of pupil personnel services so as to ensure that the intern will be knowledgeable about the full range of available services. Furthermore, our district/ESC agrees to provide the intern and field facilitator release time to attend conferences associated with the internship as well as those necessary to promote continuous professional development. The district/ESC has a good working relationship with representative community agencies so that the intern will acquire an understanding of and skills in school-community collaboration.

The district/ESC employs at least one more full-time school psychologist than the number of interns assigned to the district so as to ensure the intern's exposure to diverse professional styles and individual strengths in service delivery; and the supervising school psychologists agree to serve as field facilitators and have at least two years of successful full-time experience as a school psychologist, one of which must be as an employee in the present school system. This requirement is designed to ensure that the intern acquires an understanding of and perspective on the professional role that is acquired through actual experience.

Consistent with the long-standing requirements for re-approval as an Ohio School Psychology Internship Training Site, our district/ESC affirms that the following statements are true:

- (a) The district/ESC has served as a training site for school psychology interns within the past three years and is capable and willing to do so in the future.
- (b) The district/ESC employs full-time school psychologists through local funding.
- (c) The district/ESC has the capability of providing comprehensive training/ supervision support for at designated number of interns.
- (d) The university partner will coordinate internships with our district/ESC. The university partner has coordinated internships with our district/ESC in the past, and have expressed a willingness to do so in the future.
- (e) We agree to comply with the guidelines of the Inter-University Council for Ohio School Psychology and the *Operating Standards for Ohio Educational Agencies Serving Children with Disabilities*.
- (f) We agree to provide comprehensive training experiences across age groups and disability conditions in the areas of :
 - Multi-Tiered System of Supports (MTSS);
 - Tiered model of prevention and intervention, with particular emphasis in the area of early reading and literacy;
 - Consultation with parents/teachers of children with and without disabilities; and
 - Counseling individually and/or in groups of children with and without disabilities.
- (g) The district/ESC will serve as the fiscal agent.

- C. Describe the methodological approach and data collection activities you will use to evaluate program/project implementation and impact. If not using a third-party evaluator, describe how you will maintain standards of objectivity and credibility in measuring and reporting program impact:

Responsibility for evaluating the implementation and impact of the Ohio Internship Program is shared with the university partner. School psychology interns completing their internship in the district/ESC must rigorously document their gains in competency, as assessed by: (a) ratings from their field-based supervisors on the Internship Competencies Checklist, (b) student outcomes obtained on six interventions/supports targeting academic and social/behavior concerns, and their (c) logs. Interns and their field-based supervisors meet on three occasions during the 9-month school year to review the Intern's performance. Direct, measurable outcomes for students served by School psychology interns are documented in the state-wide evaluation of the Ohio Internship Program submitted annual to the Ohio Department of Education, Office for Exceptional Children. The assessments used to measure the implementation and impact of the Ohio Internship Program in our district/ESC consistent with the graduate preparation standard set forth by the National Association of School Psychology, which states, "A key aspect of program accountability is the assessment of the knowledge and capabilities of school psychology candidates and of the positive impact that interns and graduates have on services to children, youth, families, and other consumers" (NASP, 2010).

- D. Describe the intended changes for students due to outcomes of the proposed project. How does this impact results for students?

Students benefit from the school psychological services provided by a school psychology intern. Interns bring to the district the most up-to-date knowledge and skills in evidence-based practices to address academic and social/behavioral concerns. The intended positive outcomes for students served by school psychology interns include the following APR indicators: (a) increased reading performance, (b) increased likelihood of graduation, (c) decreased likelihood of dropout, (d) increased achievement of state assessments, (e), reduction of suspensions and expulsion, (f) increased parent involvement, (g) decreased disproportionality in special education by race/ethnicity, and (h) decreased disproportionality in specific disability categories by race/ethnicity.

- E. Describe the extent to which this program allows for statewide capacity:

Our district/ESC contributes to the statewide capacity for the Ohio Internship Program by providing for a high quality internship experience that produces highly competent school

psychologists. As part of the commitment to the Ohio Internship Program, interns must agree to provide at least one year of service as a school psychologist in Ohio. Our district/ESC has a long-standing track record of hiring school psychology interns from our university partner, thus building and sustaining the local and statewide capacity for comprehensive, evidence-based school psychological services to students in Ohio.

F. How do you plan to build sustainability for this project?

Our district/ESC plans for the sustainability of the Ohio Internship Program by supporting school psychologists to advance their knowledge and skills as an internship supervisor.

G. Describe how information/services or products supported or developed with these funds will be disseminated statewide:

The statewide evaluation of the Ohio Internship Program is conducted annually by the Inter-University Council (IUC) of School Psychology Faculty. This evaluation report, which describes the implementation and impact of the Ohio Internship Program in our district/ESC and throughout the state, is submitted to the Ohio Department of Education, Office for Exception Children.

Districts/ESCs Must Complete Sections H & I:

H. In the gray box below, describe how the district/ESC will assure school psychology interns receive a high quality and meaningful internship experience and describe any ways the district/ESC will provide a unique training experience.



I. Please complete the table below by entering the appropriate number in the gray boxes provided:

1. Number of full-time school psychologists employed by the district/ESC through local funding presently.	
2. Number of interns for whom the district/ESC has the capability to provide comprehensive training/supervision support during the upcoming school year.	

APPENDIX E

**SAMPLE MEMORANDUM OF AGREEMENT
BETWEEN
UNIVERSITY AND SCHOOL DISTRICT/AGENCY**

**Sample Memorandum of Agreement
between
University and School District/Agency**

The School Psychology Program at _____ University (University) hereby enters into an agreement with _____ (Intern) and _____ School District/Agency (District/Agency) pursuant to the Supervised Experience in School Psychology (Internship). The purpose of this agreement is to set forth conditions of the internship and to clarify the responsibilities of the parties to this agreement.

Intern

1. The intern has completed all program coursework, with the exception of courses offered in conjunction with the internship.
2. The intern and field facilitator will meet at the beginning of the internship year to develop an action plan and timeline for activities specified in the *Outline of Behavioral Objectives and Planned Experiences*.
3. The intern will notify the university internship coordinator of any internship-related concerns that cannot be resolved in the placement setting, and cooperates in problem-solving activities recommended by the university and/or district/agency.
4. The intern maintains a log of activities and a record of the number of hours of face-to-face supervision provided each week. (Face-to-face supervision must average 2 hours per week.)
5. The intern completes all requirements for written documentation of activities as required by the university (e.g., portfolio), and submits such documentation to the university prior to the conclusion of the internship.
6. The intern maintains appropriate professional conduct at all times, respects the authority of the field facilitator and other supervisory personnel, and displays behavior consistent with ethical and legal guidelines and requirements.
7. The intern attends all professional development activities required by the university and/or district/agency, including on-campus class meetings, seminars, inservice programs, and conferences/meetings of professional associations in School Psychology (i.e., Ohio School Psychologists Association).
8. Services and professional activities of the intern are conducted in a manner consistent with standards for professional practice and the *Operating Standards for Ohio's Schools Serving Children with Disabilities*.

Field Facilitator/Supervisor

1. The supervisor is an appropriately credentialed School Psychologist in the state in which the supervised experience is offered.
2. The supervisor has at least two years of professional experience as a School Psychologist at the time the internship is initiated, with at least one of those years served in the district/agency in which the supervision will occur.
3. No more than two supervisors will collaborate in the supervision of an intern at any time.
4. The supervisor and intern will meet at the beginning of the internship year to develop an action plan and timeline for activities specified in the *Outline of Behavioral Objectives and Planned Experiences*.
5. The supervisor will provide to the intern an average of two hours per week of face-to-face supervision time.
6. The supervisor will ensure that the experience provided to the intern has training as its primary focus, and will provide ample time and opportunity for the intern to attain the competencies specified in the *Outline of Behavioral Objectives and Planned Experiences*.
7. The supervisor will cooperate with the university in conducting periodic written evaluations of the intern's progress toward attaining the competencies specified in the *Outline of Behavioral Objectives and Planned Experiences*.
8. The supervisor will notify the university on a timely basis of any concern about the intern's performance that cannot be resolved in the placement setting, and will cooperate with the university in developing and monitoring a remedial plan of action, if needed.
9. The supervisor will participate in continuing professional education activities to ensure a best-practice orientation to the provision of school psychological services.

School District/Agency

1. The school district will provide adequate, well-lighted office space that ensures confidentiality for consultation and assessment.
2. The school district will provide a lockable cabinet or other secure place for keeping confidential information.
3. The school district will provide all necessary assessment and intervention materials, including test scoring and report preparation resources comparable to those provided for certified/licensed school psychologists employed by the district.
4. The school district will enable the intern to meet internship-training requirements, including attendance at on-campus classes and seminars, out-of-district meetings, professional association conferences, the annual Ohio intern conference, and other regional, state, or national programs that will further the intern's professional knowledge and skills.

5. The school district (or fiscal agent) will enter into a formal contract with the intern pursuant to compensation, services to be rendered, and the time frame for the services provided by the intern.

University

1. The University will provide the school district and the intern with a copy of *The Ohio Internship in School Psychology Manual*.
2. The University faculty supervisor will make periodic site visits during the academic year. Visits will be scheduled on a routine basis with additional visits upon request from the intern or field supervisor.
3. The University faculty supervisor will assist the intern and the field supervisor in problem solving when the intern or the field supervisor reports an unresolved issue.
4. The University faculty supervisor is responsible for assigning internship grades.
5. University faculty members will conduct on-campus intern seminars.

It is understood and agreed that the parties to this arrangement may revise or modify this agreement or the written plan for the internship experience. Revisions will be communicated in writing upon agreement by involved parties.

By: _____
School Psychology Program Coordinator, University

Date: _____

By: _____
Representative of School District or Agency

Date: _____

By: _____
School Psychology Internship Student

Date: _____

Appendix F

Application Instructions for the Temporary Pupil Service License in School Psychology

Application Instructions for Temporary Pupil Services License in School Psychology

All Temporary, Initial Professional, and subsequent Renewal applications for licenses for educators in Ohio, including substitutes, are now processed online (no other format will be accepted). This document is prepared to provide information and resources on the Ohio Department of Education CORE system, which includes the online licensure application and payment process, which will be necessary for students to apply for and obtain both the Temporary Pupil Services License and the subsequent Initial Pupil Services Professional License in School Psychology. Please take the time to read the following information.

It is recommended that students sign up for a SAFE account, as all licensure will be done via this account

What is CORE? CORE is an acronym for Cononnected Ohio Records for Educators. It is a web site that addresses all aspects of an Ohio educator's qualifications such as licensure, residency, employment history, and professional conduct. The CORE product most commonly used by teachers and school staff is "My Educator Profile" and "Educator Profile."

- The "My Educator Profile" provides a secure environment for future and current educators to detail their demographic data, and, most importantly, within this context, apply and pay for initial and renewal licensure.
- The "Educator Profile" allows teachers, administrators, and parents to check the status of an educator's application, as well as review credential history.

For additional information see [CORE Overview](#) provided on the ODE website.

How do I access CORE? You will need a SAFE account to access CORE. If you have been employed in the past as a teacher, you may already have a SAFE account. However, if you are new to the educator licensure system within the state of Ohio, you will need to create a SAFE account.

How do I create a SAFE account? To obtain a SAFE account, do the following:

1. Have your state-issued driver's license or state identification card on hand. Information from a valid state driver's license or state ID card will be needed to create a SAFE account.
2. **Proceed to the [SAFE-Sign Up](#) page** to begin the steps for creating a SAFE account. Once at the *SAFE Sign Up* page, **enter the basic information** (Name, Social Security Number, and Birthdate) **and click Next**.
3. On the subsequent page, you will be asked to provide your Contact Information, Identity Verification (this is where you will use your valid Ohio Drivers License or other approved documentation), and Account Information (for selection of your unique username and password). After completing these fields, you will need to **verify that you agree to the ODE Terms of Services and Privacy Policy and select Next**.
4. Once all of the above information has been successfully entered, you will receive an email confirmation to complete the SAFE sign up (this request expires in 30 days).
5. **To confirm your SAFE account, click the link provided within the email that was sent to you** and enter your social security number and the Key that was sent in your confirmation email. Click Continue.
6. **Congratulations! You now have successfully created your SAFE account and can login!**

When will I need my SAFE account? Ohio educators need a SAFE account to view their personal information as it is on record at the Ohio Department of Education and to apply for Temporary, Initial and Renewal certificates, licenses,

Now that I have created my SAFE account, how do I apply for the Temporary License?

Once your SAFE account has been created, application for licensure requires a few simple steps:

1. **Proceed to the main login page for [SAFE](#)** using your unique username and password.
2. Once logged in, you will find a page that provides your demographic information (e.g., email, address, phone), account management/access information, and web systems. It is the Web Systems portion that you will use to apply for licensure.
3. **Click the ODE.CORE (C**o**n**n**e**ct**e**d**O**h**i**o**R**e**c**o**r**d**s**f**o**r**E**d**u****c**a**t**o**r****s**) link. This will direct you through the Online Licensure System
4. Once at the ODE CORE main page, **click *My Educator Profile*** (found under the heading of Educator Licensure). Everything related to your future professional educator career in Ohio will be managed through your profile.
5. At the My Information page, you will need to create a unique State ID code that will be used to identify your educator status (this is required for any persons already not in the system). This number is generated automatically following your answering “yes” or “no” to several questions. In addition, you will want to verify that your demographic information is accurate.
6. Once your personal information has been verified, you are ready to begin your official application. To initiate your application, **click the *My Applications* link** (located under the My Educator Profile tab—there also may be a direct link at the top of the page).
7. Once at the My Applications page, **click the *New Credential Application* tab**.
8. After clicking the New Credential Application tab, you will be directed to a page asking you to choose the type of license. For interns in school psychology, do the following:
 - a. **Expand the *License* tab**
 - b. **Select *Temporary License*** (this is for an Initial Temporary Pupil Services license that requires an electronic signature of the superintendent or his/her designee of the employing (fiscal agent) Ohio school district
 - c. **Click *Apply***
9. The Term for your License Application will be for 1 Year and the Professional Classification should be listed as Temporary.
10. **Select the *1-Year Temporary License—Pupil Services* credential in the drop-down menu.**
11. After you select this credential, you will be prompted to select an appropriate Teaching Field. **Select *School Psychologist***.
12. **Select the *Effective Year* from the drop-down menu** (for 2014-2015, the Effective Year would be 2014—all licenses will be dated effective on July 1st).
13. **The next steps are ESSENTIAL to the process (failure to complete the following steps or provide false information may result in delay or denial of your application):**
 - a. **Enter a Valid IRN for the district that is serving as the fiscal agent for your internship.** You will do this by selecting the find icon (looks like a magnifying glass). This will direct you to a pop-up box asking for either the IRN or the Name (from experience, it is MUCH easier to enter the 6-digit IRN number for the district). After entering the IRN number, you should see the district name appear in the dialogue box. Confirm this is the CORRECT fiscal agent. If this is correct, move your cursor over the district name to active the hyperlink and click. Automatically, this information (valid district and where to mail your license) will be generated on your application. **Click *Save Application and Next* to continue.**
 - b. **Select the *Organization for Superintendent Signature*.** You will search for the superintendent signature much in the same way as described previously. That is, select the find icon (looks like a magnifying glass), enter the 6-digit IRN for the district, move your cursor over the district name to active the hyperlink and click. Automatically, this information will send your application to the appropriate e-signer.

- c. **Answer the *Residency Question*.** Indicate either “Yes “ or “No” on the appropriate radio buttons to respond to the question Have you live continuously in Ohio for the past five years?
- d. **Examine the information provided within the *Background Check window*.** The dialogue box will indicate if your Background Checks are valid. If not, you will be required to complete the appropriate BCI and FBI criminal background checks. For additional information see the [Background Check FAQs](#) provided on the ODE website.
- e. **Answer the *5 Legal Questions*.** If you select “Yes” to any of these questions, you will be required to provide an explanation.
- f. **Certify your application under the *Applicant Signifyure* dialogue box.**
- g. **Click *Save Application and Next* to continue.**
- h. **You will be prompted to upload and/or mail any required documents.** Such documents may include Transcripts and/or a letter on university letterhead signed by the program’s intern coordinator(s) verifying completion of requirements and readiness for internship in school psychology. The system will provide detailed instructions for mailing or downloading as appropriate for your circumstances.
- i. **Click *Save Application and Done*.**
- j. **Provide \$40 dollar payment.** To do so, click the dialogue box next to the green dollar sign that signals you will be paying for the 1-Year Temporary License—Pupil Services and then Click the Cart Tab (says *Pay \$40 for selected Applications*).
- k. **Verify Account information and click *Next*.**
- l. **You will be prompted through the *Credit Card Payment* (Steps 1 through 4).**
- m. **Finished.**

How will I know what is happening with my submitted application? As the application moves through the approval process, you will receive an email if any of your approvers “decline” your application. Additionally, you can log into your SAFE account at any time and see the status of any applications you’ve submitted by going to the “My Applications” page.

Appendix G

University Cover Sheet for Interns

* If a county district, specify the local school district.

**Field Facilitator: the school psychologist sharing building assignment with intern; not a district supervisor or administrator.

REV 05/04

Appendix H

Annual Internship Program Evaluation