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UT School Psychology Program Philosophy and Goals

The School Psychology Program is committed to training and preparing professionals who have expertise in education and psychology, who function as both mental health specialist and instructional specialist, and who provide data-driven, evidence-based, and culturally-responsive services to children and their families. This is accomplished using a scientist-practitioner model with an ecological orientation emphasizing prevention and early intervention through a collaborative problem solving approach that is guided by data-based decision making. After successfully completing the program, students will be expected to:

**Program Goal 1:** Demonstrates satisfactory knowledge and skill to function and engage in culturally responsive practices; exhibits satisfactory interpersonal and communication skills; develops collaborative relationships in order to provide professional services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds; shows respect for diversity in development and learning and knowledge of the research related to family systems and evidenced-based strategies to support and involve families; possesses satisfactory conflict resolution skills that facilitate and enhance relationships with others (NASP 2.2, 2.7, 2.8).

**Program Goal 2:** Demonstrates satisfactory knowledge and skills to function as an instructional consultant; understands ecological influences on academic skills, learning, cognition, and development; identifies, implements and evaluates evidence-based interventions and instructional strategies; selects, administers and interprets academic and cognitive assessment information; and engages ecological problem solving guided by data-based decision making to address the instructional needs of all students (NASP 2.1, 2.2, 2.3).

**Program Goal 3:** Demonstrates satisfactory knowledge and skills to function as a mental health consultant; understands biological, developmental and social influences on behavior and mental health; identifies, implements and evaluates evidence-based interventions that promote healthy social-emotional functioning; selects, administers, and interprets assessment information for behavior and adaptive functioning; and engages in systematic problem solving guided by data-based decision making to support and improve the socialization, learning, and mental health of all students (NASP 2.1, 2.2, 2.4).

**Program Goal 4:** Demonstrates satisfactory knowledge and skills to function as a system-level consultant; understands principles and research in system change and general and special education; understands principles and research related to resilience and risk factors in learning and applies knowledge to maintain and improve evidence-based practices and programs linking schools and communities; develops, implements, and evaluates at the system-level practices and strategies that create and maintain safe and supportive schools, including an evidence-based crisis prevention and response system (NASP 2.5, 2.6, 2.9).

**Program Goal 5:** Demonstrates satisfactory professional dispositions and development of professional identity as a school psychologist; engages in practices that follow ethical and legal guidelines and policies; pursues ongoing professional development; and engages in research in order to inform services delivery such that it improves outcomes for children, families, and schools and the field (NASP 2.8, 2.9, 2.10).

These domains are evaluated by competencies, which comprise the 44 items on the Internship Competency Evaluation and 11 professional works characteristics/dispositions.

Overview and Purpose of the Internship Experience

In accordance with *Standards for Graduate Preparation of School Psychologists* (2010), The field experiences for the school psychology program are intended to provide field-based training experiences leading to the development of competent, ethical school psychologists.
The internship, the culminating field experience for the school psychology graduate preparation, is first and foremost a training experience. The purpose of the internship is to provide a process 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 state of Ohio provides paid internships to qualified students. Any student accepting an Ohio School Psychology internship shall abide by the terms of The Ohio Internship in School Psychology Manual (2015), a copy of which shall be provided to students at the New Student Orientation and also be available on the Blackboard site for the course (SPSY 7940) associated with the internship. Requirements for the Ohio Internship include completing an internship consisting of a minimum of 1200 hours and occurring on a full-time basis extending across one school year in a school setting. It may not extend into any part of a second year. Students are expected to be aware of all deadlines and administrative tasks related to internship. These procedures will be provided in writing for students as part of the syllabus for internship seminar (i.e., SPSY 7940); however, if a student has any questions or concerns, he or she should address this with the University Internship Coordinator. Students can be withheld from internship if they have not successfully completed all procedures related to internship. In addition, students should be aware that by accepting an internship in the state of Ohio, they are obligated to provide a year of paid employment back to the state of Ohio.

**Objectives for the Internship Experience**

The objectives of the internship are consistent with demonstrating entry-level competence in the 10 NASP Domains, which are as follows:

**Domain 2.1: 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.

**Domain 2.2: 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.

**Domain 2.3: 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.

**Domain 2.4: 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.

Domain 2.5: 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.

Domain 2.6: 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.

Domain 2.7: 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.

Domain 2.8: 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.

Domain 2.9: 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 understand 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, and 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.

Domain 2.10: Legal, Ethical, and Professional Practice

School psychologists have knowledge of the history and foundation of school psychology; multiple service models and methods; ethical legal and professional standards; and other factors related to professional identify 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.

These domains are evaluated by competencies, which comprise the items on the Internship Competency Evaluation and 11 professional works characteristics/dispositions.
Required Activities

1. The intern will have completed all coursework, with the exception of internship seminar before beginning the internship experience.
2. In collaboration with the intern supervisor, the intern will develop a training plan during the first week of internship that delineates activities to be completed and projected timelines. The intern will retain a copy of the plan and follow it as specified. The intern will submit a copy of the plan to the University internship coordinator quarterly.
3. The intern is responsible for notifying the University internship coordinator of any concerns regarding the internship that cannot be resolved in the placement setting.
4. The intern will keep a daily log of activities including recording the number of hours of supervision per week. The supervision hours must average at least 2 hours per week over the year.
5. The intern will keep a log of all cases and code the information in order to protect the privacy of his/her clients/consultees.
6. The intern will collect data from other staff attesting to his/her service delivery and interpersonal skills. This is accomplished by distributing the teacher, parent and/or student feedback form for any of the six tiered intervention cases.
7. The intern will independently complete the Internship Competency Evaluation in October, December, and February and at the completion of the internship (May/June). The intern and supervisor will discuss their individual ratings and discuss any differences. The intern will provide a copy to the University internship coordinator each time it is completed.
8. The intern will complete an internship experience of no less than 1200 clock hours.
9. The intern will work with psychological services staff, school personnel/staff, students, and families in activities that are consistent with school and district policies and consistent with the internship requirements and training plan.
10. The intern will attend internship seminar each week, which will be conducted on-campus by the University internship coordinator. The intern seminar is held in conjunction with the intern experience. Its purpose is to help support the attainment of the competencies in the training experience. Intern seminar will involve the sharing of intern experiences, continuing professional development, and a forum for providing feedback to interns on their experiences.
11. The intern will attend professional conferences to include OSPA and the Annual Intern Conference, and, if possible will attend NASP.
12. The intern will complete a Formative (fall semester submission) and Summative (summer semester submission) portfolio and submit to the University Internship Coordinator no later than the Friday of exam week for each semester.
13. The intern will complete an evaluation of the internship experience at the end of the experience for the program.

Supervision

Supervision for the internship experience is provided by the University Supervisor through on-site visits and on an ongoing basis by the student's intern supervisor in the district. The university coordinator will schedule on-site supervisory visits during each period of registration for the internship.

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 by the UT University Internship Supervisor 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 release time from other duties for activities necessary
for the direct supervision of the intern. Release 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 of two (2) hours of supervision per week on an average, 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.

Field facilitators assure the integrity of, and review their interns’ competency log, including notations from supervision sessions. This review 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**

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 via the Intern Competency Evaluation. This assessment encompasses the performance-based objectives specified in the standards for school psychologists and is reflective of all 5 Program Goals and all 10 NASP Domains. Assessment is conducted continuously throughout the internship, but formally at three formative points and one summative point. Data are reviewed at on-site reviews.

The university coordinator must conduct at least three on-site reviews in order to assess the intern’s progress across all competency areas. A meeting is held in the spring (May) before the start of internship. At this meeting, the University coordinator, field facilitator, and intern discuss the requirements for internship, competency evaluation, training plan, and the memorandum of agreement. As soon as the intern begins his/her internship assignment, the intern and field facilitator, review growth levels based on the student Formative 2 portfolio, and develop a training plan and timeline as to when, where, and how competencies will be met. The time frame for the on-site reviews is as follows:
First meeting – (October) University coordinator, field facilitator, and intern meet to review progress of intern across competency areas, and revise training plan and 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.

Second meeting (December) – University coordinator, field facilitator, and intern meet to review progress of intern across competency areas, and revise training plan and 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.

Third meeting (February/March) – University coordinator, field facilitator, and the intern will meet to review ongoing progress of intern and revise training plan and 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.

Fourth meeting (Final) – Field facilitator and the intern will meet to review and agree upon the extent to which competencies were attained across all areas. The information is communicated to the University coordinator via the intern.

The university coordinator and the field facilitator share responsibility for evaluating the intern’s progress toward licensure. The Intern Competency Evaluation and Training Plan assure that the intern will participate in a comprehensive experience for preparation as a quality school psychologist.

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.

Recognizing the internship experience as a cooperative, collaborative endeavor where all parties must agree that the competencies have been fulfilled, The Internship Competency Evaluation contains an agreement clause that 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 relative to competency evaluation. The intern must also obtain a passing score of 147 on the Praxis II Exam in School Psychology.

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.

If problems may arise such as:
   (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.

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.

The university coordinator of interns will notify the designated official at the Ohio Department of Education, Office for Exceptional Children whenever a ‘best practices’ problem solving intervention is being initiated.

Other internship activities to be evaluated and completed by the end of the school psychology internship experience at The University of Toledo include:

1. **Tiered Intervention Cases:** Students are expected to submit data on six cases, three behavioral and three academic, one at each Tier.
2. **Tiered Intervention Report Summaries:** Interns are required to submit case reports for two of the six-tiered interventions. Students will use the Tiered Case Report Rubric to guide the case report. For the remaining four cases students are to submit an outcome summary for each case.
3. **Consumer Data:** Interns' are required to collect data from other staff attesting to his/her service delivery and interpersonal skills. This is accomplished by distributing the teacher, parent and/or student feedback form for any of the six tiered intervention cases.
4. **Logs:** Students are required to log their activities each week. Logs will be reviewed by the University Coordinator weekly.
5. **Competency self-rating:** Students will self-rate competencies in October, December, March, and June. Additionally, it is the student’s responsibility to ensure that his/her intern supervisor completes a district supervisor rating and to collect data from other staff attesting to his/her skills.

**Recommendation for Licensure**

In order for interns to be recommended for licensure, they must in addition to completing a minimum internship of 1200 hours and obtaining a passing score (147) on the Praxis II Test in School Psychology complete/submit the following:

1. Complete and submit six Tier cases, all with GAS scores, and, if possible PND and ES and report data as part of the Ohio Internship Evaluation.
2. Complete and submit two, Tiered Case Reports.
3. Complete and submit four, Tiered Outcome Summaries.
4. Provide consumer feedback from all six-tiered intervention cases.
5. Complete and submit original of intern completed competency evaluation
6. Complete and submit original of intern supervisor’s competency evaluation.
7. Complete the Formative (fall) and Summative (spring) Portfolio.
8. On the Summative Portfolio the student must be at benchmark (satisfactory) for all Program Learning Objectives and Goals.
9. Take the Praxis and have scores submitted to UT College of Education (Code 1845) and NASP (Code 1549). Provide score report for Program Director as well.
10. Make sure log is complete and number of cases is accurately documented.
12. Complete the Graduate School Exit Survey (sent via Graduation Audit email from Graduate School)

The university is required to implement the process for licensure, and the university coordinator maintains responsibility for completing all necessary paperwork for licensure of the intern as a school psychologist upon completion of the internship. Once all information noted above is submitted, the Program Director will sign and submit a form to the Dean or his/her representative of the College of Social Justice and Human Service who processes your online application. Students may check the status of their application on the ODE website.
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## A. Guidelines for Field Experience Log

### Logging Internship Hours
Each week interns will record hours in an Excel spreadsheet. The log is submitted University Coordinator per the course outline. The last page of the Excel spreadsheet contains a log for individual cases and it should be updated and submitted with the log.

### Logging Hours
Each week, you will log your hours using the following categories:

<table>
<thead>
<tr>
<th>Week of</th>
<th>Notes/Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher Consultation (individual meeting with classroom teacher or other staff member)</td>
<td></td>
</tr>
<tr>
<td>Parent consultation (individual meeting parent- if meeting included parent and teacher, log as either teacher or parent consultation but not both)</td>
<td></td>
</tr>
<tr>
<td>Problem solving team meeting (attending and/or participating in IAT, IRT, CST, etc., meeting)</td>
<td></td>
</tr>
<tr>
<td>Tier 1, 2 or 3 intervention (planning (outside of consultation meeting), baseline collection, implementing, baseline, progress monitoring)</td>
<td></td>
</tr>
<tr>
<td>Individual counseling case (planning, baseline collection, implementing, monitoring- if this is also a Tier intervention case log as Tier or Counseling but not both)</td>
<td></td>
</tr>
<tr>
<td>Small group counseling case (planning, baseline collection, implementing, monitoring- if this is also a Tier intervention case log as Tier or Counseling but not both)</td>
<td></td>
</tr>
<tr>
<td>Assessment (e.g., Record reviews, interviews, observations, or tests) for reevals or initials only</td>
<td></td>
</tr>
<tr>
<td>Report writing or case summaries (Summary reports for Tiered cases, counseling cases, reevals or initials)</td>
<td></td>
</tr>
<tr>
<td>Attending and/or participating any meetings related to initial evaluation</td>
<td></td>
</tr>
<tr>
<td>Attending and/or participating any meetings related to reevaluation</td>
<td></td>
</tr>
<tr>
<td>Other meetings (staff, school building, district)</td>
<td></td>
</tr>
<tr>
<td>Planning, implementing or evaluating a training/in-service that you conduct/co-conduct</td>
<td></td>
</tr>
<tr>
<td>Attending trainings, workshops, conferences in or outside the district</td>
<td></td>
</tr>
<tr>
<td>Face to face field supervision with intern supervisor</td>
<td></td>
</tr>
<tr>
<td>Embedded Supervision with intern supervisor (Supervision that is embedded in other activities listed above, observed psych at meeting and processed following, psych observed you testing and provided feedback, attended meeting together and processed following)</td>
<td></td>
</tr>
<tr>
<td>Supervision with University supervisor (count attendance at seminar, conference calls, individual meetings or site visits)</td>
<td></td>
</tr>
<tr>
<td>Other (does not fit anywhere else, note activity in notes/comment section)</td>
<td></td>
</tr>
<tr>
<td><strong>Total hours</strong></td>
<td>0</td>
</tr>
<tr>
<td><strong>Total hours for Month</strong></td>
<td>0</td>
</tr>
</tbody>
</table>