

THE OHIO INTERNSHIP PROGRAM IN SCHOOL PSYCHOLOGY:

GUIDELINES AND OPERATING MANUAL

Ohio Department of Education
Office for Exceptional Children
in Collaboration with
Inter-University Council for School Psychology (IUC)

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Section I: Introduction

School Psychology Internship: A Culminating Professional Preparation Experience

The school psychology internship is the culminating professional preparation experience for graduate students pursuing licensure as a School Psychologist. Internships in school psychology are designed to provide an opportunity for interns to integrate, apply, and expand their knowledge and skills under the direction of a credentialed and highly-qualified supervisor throughout the entirety of a school year. This intensive and comprehensive year of supervised professional experience also affords the opportunity for field and university supervisors to evaluate the 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.

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 (2020)*. Specifically, knowledge and skills are developed across ten domains of training and practice. These domains include:

1. Data-Based Decision Making

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

2. Consultation and Collaboration

- School psychologists understand varied models and strategies of consultation and collaboration applicable to individuals, families, groups, and systems, as well as methods to promote effective implementation of services.
- As part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery, school psychologists demonstrate skills to consult, collaborate, and communicate effectively with others.

3. Academic Interventions and Instructional Supports

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

4. Mental and Behavioral Health Services and Interventions

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

5. School-Wide Practices to Promote Learning

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

6. Services to Promote Safe and Supportive Schools

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

7. Family, School, and Community Collaboration

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

8. Equitable Practices for Diverse Student Populations

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

- School psychologists demonstrate skills to provide professional services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds through an ecological lens across multiple contexts.
- School psychologists recognize that equitable practices for diverse student populations, respect for diversity in development and learning, and advocacy for social justice are foundational to effective service delivery.
- While equality ensures that all children have the same access to general and special educational opportunities, equity ensures that each student receives what they need to benefit from these opportunities.

9. Research and Evidence-Based Practice

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

10. Legal, Ethical, and Professional Practice

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

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, 2020).

The Ohio Internship Program in School Psychology

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 guidelines detailed in this *Manual*, which are consistent with the National Association of School Psychologists' (2020) *Standards for Graduate Preparation of School Psychologists* and the prevailing best practice standards of the school psychology profession.

Ohio has a long history of supporting the development of school psychologists, through a partnership with the Ohio Department of Education's Office for Exceptional Children. Since the late 1970s, 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 NASP-approved school psychology programs).

The primary objective of the Ohio Internship Program in School Psychology is to ensure interns complete their graduate preparation with a nine-month (1200-hour/Ed.S., 1500-hour/Ph.D.) school-based internship resulting in measurable gains for the school psychology interns and the students they serve. School districts and Educational Service Centers in Ohio serve as state-approved internship sites, according to the approval process described in this *Manual*. Field-based internship supervisors are selected to support interns in the Ohio Internship Program based upon the criteria outlined in this *Manual*. Through ongoing collaboration and commitment to common goals, the Ohio Internship Program supports approximately 100 school psychology interns annually in their development of the professional competencies needed to meet the diverse needs of Ohio’s learners.

Graduate students who are approved by their university faculty for an internship in the Ohio Internship Program must commit in writing their intention to provide at least one year of school psychological service in Ohio following the internship, as an acknowledgement of Ohio’s investment in their professional preparation.

The Ohio Internship Program in School Psychology provides graduate students from NASP-Approved university preparation programs with applied professional experiences in a state-approved school-based site on a full-time basis over the course of a school year.

Inter-University Council for School Psychology in Ohio

The Inter-University Council (IUC) for School Psychology is a collaborative network of faculty representing university school psychology graduate preparation programs in Ohio. The Ohio Department of Education’s Office for Exceptional Children authorized the IUC to coordinate the Ohio Internship Program. The IUC is chiefly responsible for implementing the activities of the Ohio Internship Program detailed in this manual with regards to internship site approvals, reviewing application materials for temporary licensure of eligible interns, planning for the annual Ohio Intern Conference, and conducting the annual intern program evaluation.

Section II: Approval Procedures

This section outlines the expectations for the roles and responsibilities of university school psychology programs in Ohio in preparing graduate students for a successful internship experience. This section details the procedures for initial approval and re-approval of internship sites and the selection criteria for field-based supervisors.

University Graduate Preparation Programs

Program Accreditation Standards. Universities committed to preparing graduate students for an internship in the Ohio Internship Program must meet the standards established by the *National Council for the Accreditation of Educator Preparation* (CAEP) and the *National Association of School Psychologists* (NASP). The university may be approved either by the Unit Accrediting Board of CAEP or by the State Board of Education, which will use CAEP standards in evaluating institutions. NASP became Recognized by the Council for Higher Education Accreditation (CHEA) as an accrediting organization in 2022. Starting with the Fall 2024 review cycle, NASP will no longer serve as a Specialty Professional Association (SPA) under the Council for the Accreditation of Educator Preparation (CAEP). After that date, Universities in Ohio must meet the accreditation standards established by NASP. In addition to state and national standards for graduate preparation, compliance with internship guidelines is considered in determining the number of internship slots allotted to each university. State and national training standards and the *Ohio Internship Program in School Psychology: Guidelines and Operating Manual* reflect a consensus of the profession about what is necessary in the preparation of future school psychologists.

Responsibilities of the University. Each university's graduate preparation program is responsible for maintaining a program of study 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 Internship Coordinator. Each university's graduate preparation program shall designate one faculty member to serve as the Internship Coordinator. The Internship Coordinator is responsible for the placement of students in approved internship sites, communicating with key partners in the school district or Educational Service Center associated with the internship, cultivating and approving new internship sites across the state, as needed, and contributing program data to the evaluation of the Ohio Internship Program. The Internship Coordinator represents their university's program on the IUC and works collaboratively with other members of IUC and the Ohio Department of Education (the Department) Office for Exceptional Children to ensure the integrity of the Ohio Internship Program in School Psychology.

Faculty-to-Intern Ratios. The internship coordinator is responsible for ensuring that the plan for supervision for each intern is implemented. The internship coordinator may assign university-based internship supervision responsibilities to other school psychology faculty members to ensure high-quality supervision. No faculty member shall directly supervise more than 12 interns at any one time.

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 designated for the Ohio Internship Program in School Psychology, the status of the school psychology workforce (i.e., shortage or surplus) statewide or regionally, and the total number of interns within and across universities each year on a biennium basis. IUC has historically adopted the following guidelines for the allocation of funded internship slots among NASP-approved school psychology programs in Ohio:

Based on the number of universities the number of internship positions will be adjusted as needed. In the past, seven (7) internship positions were 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 have been 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 have been made by the IUC, in consultation with the Ohio Department of Education.

Readiness for Internship and Licensure: Graduate preparation programs in school psychology must deliver the approved-program’s integrated and sequential curriculum within the context of a comprehensive program framework to ensure graduate students attain foundational knowledge, skill, and professional dispositions. In the process of certifying graduate students as having the foundational competencies for internship, the Internship Coordinator will facilitate access to temporary state licensure for internship (and state licensure and national certification following the successful completion of the Ohio Internship Program). In addition, school psychology programs will encourage graduate students to join and become active participants in appropriate professional associations, most notably the National Association of School Psychologists (NASP) and the Ohio School Psychologists Association (OSPA). By so doing, school psychology 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.

Internship Site Approval Process

Internship Site Approval. Internship Coordinators at each university work collaboratively with regional educational leaders responsible for school psychological services to develop new internship sites, as needed. Interest in developing a new internship site can be initiated by the educational leaders in a school district or Educational Service Center or by the Internship Coordinator. Once a school district or Educational Service Center has been identified as a potential internship site, the Internship Coordinator will complete the **Internship Site Appraisal** (see Appendix A) as part of the site approval process. The site approval process ensures that each intern in the Ohio Internship Program has a placement in a district or Educational Service Center that features high-quality school psychological service delivery and highly-competent and committed field-based supervisors according to the prevailing best practice standards of the school psychology profession. If the *Internship Site Appraisal* supports the designation of the school district or Educational Service Center as an approved internship site, the Internship Coordinator will make a formal request to the IUC for site approval by April 15 of the year preceding the school year in which the school district or Educational Service Center will serve as

an internship site. The following documents must accompany the Internship Coordinator's request for internship site approval:

- Copy of the completed and signed *Internship Site Appraisal*;
- Written request from the **Superintendent** of the school district or Educational Service Center requesting **Initial Approval** as an internship site (see sample letter in Appendix B);
- Written request from the **University** Internship Coordinator attesting to the district's satisfactory evaluation and recommendation for **Initial Approval** as an internship site (see sample letter in Appendix C).

Standards for Internship Site Approval. The Department maintains administrative authority for final internship site approval and the assignment of funding consistent with state fiscal responsibilities. On its behalf, the IUC will review the school district/Educational Service Center's written request and the university's formal recommendation for evidence of the following:

- The school district has a comprehensive program of school psychological services that 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-based supervisor release time to attend conferences associated with the internship as well as those necessary to promote continuous professional development and dissemination of research.
- 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-based supervisor 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 and prevention-related activities as part of a multi-tiered system of supports (MTSS) framework as a significant proportion of their assigned activities. A district's commitment is evidenced by their promotion of intervention and prevention, demonstrated by, but not limited to, the following:

- Evidence-based practices for the provision of academic, social-emotional, or behavioral assessment linked to intervention within an MTSS framework for children at risk, prior to (and as part of) evaluation for suspected disabilities;
- Multidisciplinary problem-solving teams engaged in data-based decision making regarding individual student and systems-level needs with an intervention and prevention focus;
- Data collection practices driven by a problem-solving process, including direct observation and assessment of academic, social-emotional, or behavioral skills; and
- For field-based supervisors, participation in professional development activities that promote and strengthen skills in direct assessment and intervention.

Internship Site Re-Approval. Internship site re-approval is not guaranteed. Re-approval is granted annually with the Internship Grant Request completed by the school district or Educational Service Center (see **Scope of Work** template in Appendix D). If an approved school district or Educational Service Center has not hosted an intern for three years, a new *Internship Site Appraisal* needs to be conducted to ensure the site will support a high-quality internship experience.

Distribution of Internship Funds. Funding from the Department to support an Intern’s salary and associated costs (i.e., State Teacher’s Retirement System, Medicare, Workers’ Compensation) will be provided to the approved school district or Educational Service Center (fiscal agent) on an annual basis. Funding from the Ohio Internship Program is available only to school districts or Educational Service Centers that have been designated as approved internship sites. School district or Educational Service Centers offer an employment agreement to the intern for the duration of their internship (that is, one school year).

In those instances where the fiscal agent is not the internship site, only the internship site must meet the standards for site approval. Particular attention must be paid to those instances where an Educational Service Center serves as both fiscal agent and an internship site. If an intern operates in only one district rather than multiple districts within the Center’s purview, that district must independently meet all requirements of an internship site.

Formal Agreement with School District/Educational Service Center

Once the internship placement has been finalized, a formal agreement specifying expectations of supervision and released time for the intern should be signed by the university and district representatives (see **Sample Memorandum of Agreement** in Appendix E). The State funding awarded to school districts and Educational Service Centers must be dedicated to the intern’s salary, the State Teacher’s Retirement System, Medicare, Worker’s Compensation, and professional development. The salary cannot be less than the minimum salary set by the state legislature. The State Teacher’s Retirement, Medicare and Worker’s Compensation employer contribution percentages must be consistent with each entity’s requirements.

The written agreement includes, at a minimum:

- Salary for the intern
- Associated costs (i.e., State Teacher’s Retirement System, Medicare, Workers’

Compensation)

- Released time for intern and field-based supervisor to attend required state and/or university seminars and meetings, as well as state and regional intern conferences, the Ohio School Psychologists Association conferences, and other meetings and activities that support professional growth.
- Time for the intern to acquire the required intern competencies;
- Assurance that the internship experience offered the intern by the school district has professional preparation as the primary focus and that field-based supervisors 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.

Signatures on this agreement indicate that all parties understand and commit to the conditions deemed essential for ensuring best practices for a school psychology internship. Amendments to the contract can be made in instances when the agreement violates existing collective bargaining contracts.

Field-Based Supervisor Role and Responsibilities

The ability of the field-based supervisor to provide quality supervision is the most important factor contributing to the success of the internship experience. Consequently, the selection of highly qualified supervisors is essential and should involve collaboration between the university's Internship Coordinator and educational leaders responsible for school psychological services in Ohio's school districts/Educational Service Centers. Internship site approval and re-approval is contingent upon the selection and commitment of field-based supervisors.

Field-Based Supervisor Selection Process. School psychology programs are responsible for identifying highly competent, appropriately credentialed school psychologists to serve as field-based supervisors. The guidelines for the selection process are as follows:

- 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-based supervisors of the criteria and procedures for identification, and of the expectations for performance as a field-based supervisor;
- The renewal process is based on the same standards as those established for initial identification.

The selection process is necessary to ascertain whether the field-based supervisor will model and mentor the intern in the use of best practices as evidenced by exemplary professional service delivery. Establishing an approved field-based supervisor 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-based supervisor 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-based supervisor.

Field-Based Supervisor Qualifications. University faculty work collaboratively with school district leaders to identify field-based supervisors that meet the following criteria:

- Philosophy regarding provision of school psychological services as evidenced through their own delivery of service, which should reflect a commitment to the planning and delivery of evidence-based interventions;
- Ability to demonstrate best practice;
- Understands the professional preparation 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;
- Competency in providing school psychology services to promote understanding and appreciation for diversity, equity, and inclusion;
- 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.

In the event a field-based supervisor transfers to another school district, the school psychologist maintains status as an identified field-based supervisor; however, the new district also must be an approved internship site for that school psychologist to be a field-based supervisor. Once selected to be a field-based supervisor, the school psychologist 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.

Section III: Admission Procedures

This section describes the admission procedures for school psychology graduate students seeking an internship in the Ohio Internship Program. Although first priority rests with graduate students from fully-accredited graduate preparation programs in Ohio, admission may be granted to graduate students from fully-accredited school psychology programs outside of Ohio, based on the number of available internship slot in a given year.

Graduate School Admission

The school psychology internship is the culminating professional preparation experience for graduate students in school psychology programs. Graduate school admission can be competitive and is based on specific published criteria established by each school psychology program.

Diversity, Equity, and Inclusion in Graduate School Admission. University admissions policy and decisions must reflect a commitment to diversity, equity, and inclusion in both the recruitment and the retention of students whose characteristics in terms of race/ethnicity, 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 to school psychology programs in Ohio understand all the commitments associated with graduate school. At the time individuals apply for admission to school psychology programs, applicants should be advised by the university Program Coordinator that the program requires successful completion of all program coursework, a full-time, nine-month academic year internship in an educational setting. Graduate students interested in participating in the Ohio Internship Program in School Psychology must sign a statement of intent to give **at least one year** of school psychological service to Ohio following the internship year. The university Internship Coordinator is responsible for ensuring 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. A school psychology graduate student who is unable to sign a statement of intent to work for at least one year as a school psychologist in Ohio following the internship year should discuss the individual’s options with the Internship Coordinator for completing an internship outside of Ohio. There are no options for an internship in Ohio that operates outside of the Ohio Internship Program in School Psychology (that is, “rogue” internships).

Requirements for Out-of-State Graduate Students

A graduate student in a school psychology program located outside of Ohio must provide evidence of graduate preparation commensurate with all requirements of Ohio school psychology programs. The Internship Coordinator at the Ohio university serving as the “host” university is responsible for assuring that the graduate student’s prior preparation meets all Ohio standards and guidelines. The procedures for considering an out-of-state graduate student for an Ohio internship are as follows:

- 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 graduate program that is approved by the National Association of School Psychologists;
 - Eligibility for Ohio Department of Education Temporary License
 - 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.

- The application procedure typically includes the following steps:
 - Prospective intern and/or school psychology program advisor contact the prospective Ohio host university to indicate interest in completing a school psychology internship in Ohio, and to discuss conditions under which this might occur;
 - Host university program advisor notifies the Inter-University Council for School Psychology Programs, 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 Internship Coordinator 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 Internship Coordinator 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 Internship Coordinator, 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 Internship Coordinator 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 Internship Coordinator 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 Prohibiting Internship Supervision Outside the Ohio Internship Program

It is the policy of the Inter-University Council for School Psychology that no member institution or individual faculty member will provide university-based supervision to an out-of-state student seeking to complete an internship in Ohio that operates outside of the Ohio Internship Program in School Psychology (i.e., "rogue" internship). Members of the Inter-University Council for School Psychology will be consistent in communicating that there are no options for school psychology internships outside of the Ohio Internship Program in School Psychology.

Section IV: Eligibility and Procedures for Internship

This section details the procedures for determining a graduate student's eligibility for internship as well as the procedures established to support a successful internship experience within the Ohio Internship Program in School Psychology. Professional accountability is a hallmark of the Ohio Internship Program. Universities, school districts and Educational Service Centers, and interns each play a critical role in ensuring Ohio's school psychology interns receive a high-quality internship experience and demonstrate the professional competencies required to meet the diverse and complex needs of learners in Ohio.

Determination of Eligibility for Internship and Temporary Licensure

Each university graduate preparation program ensures that that prerequisite student outcomes have been attained prior to the student's candidacy for the internship. In addition to the completion of university graduate 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. School psychology graduate students must apply for, and obtain, a Temporary Pupil Services License in School Psychology from the state of Ohio prior to beginning an internship in Ohio.

Coursework Completion. All graduate coursework for the Temporary Pupil Services License in School Psychology and for the university's program of study, must be completed before candidates begin the internship experience. Should an unusual situation occur that would prevent a student from completing all of the coursework requirements before the internship begins, the Internship Coordinator should communicate to the Ohio Inter-University Council for School Psychology. In such rare situations, approval from the Office for Exceptional Children and the Division of Professional Development and Licensure is required for the graduate student to begin the internship.

Temporary Pupil Services License in School Psychology. Licensure by the Ohio Department of Education is required before an individual can be employed by a school district for a school psychology internship. The Temporary Pupil Services License in School Psychology is granted for this purpose. Coursework requirements for this license are identical to the coursework requirements for licensure in school psychology, with the addition of the successfully completed internship.

Procedures for Placing Interns in School Districts

The Internship Coordinator refers candidates for the internship to a school district or Educational Service Center designated as an approved internship site. Interviews are arranged only through the Internship Coordinator. If a graduate student from a school psychology program within or outside of Ohio initiates contact with a school district for the purpose of applying for an internship, the district should instruct the student to contact the Internship Coordinator of a School Psychology Program in Ohio.

Prior to the interview, the Internship Coordinator will provide the district leader responsible for school psychological services with information regarding the prospective intern's

past performance, strength, needs and areas of interest. This will help district leaders formulate interview questions and determine who should participate in the interview process.

School psychologists directly responsible for internship 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 school psychologists involved in intern supervision are knowledgeable of the purposes and goals of the internship experience. Following the interview, the superintendent, or designee, of the school district will notify the Internship 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 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.

District Role in Accepting Prospective Intern. Ultimately, the school district or Educational Service Center decides whether or not to accept the prospective intern for an internship at their site. The school district will enter into an employment agreement for the duration of the school year in which the individual is completing the school psychology internship.

Next Steps for Situations When the Candidate is Not Accepted. If a candidate is not accepted by the school district for an internship placement, the graduate student will be permitted to interview elsewhere, as arranged by the Internship 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 Internship Coordinator 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. Similarly, in regions where more than one university places interns in school districts, the Internship Coordinators will work collaboratively to ensure the equitable distribution of interns among districts with the capacity to support multiple interns.

Internship Arrangements within the District/Educational Service Center

Ratio of Interns to Field-Based Supervisors. The primary consideration at all times when arranging the intern's placement will be the quality of the supervised internship experience. Consideration should be given to the intern-to-supervisor ratio in order to maximize the intern's involvement in a wide variety of professional experiences. It is advantageous for an intern to have two field-based supervisors to gain a wide range of experience, but no intern should have more than two primary field-based supervisors at one time. Field-based supervisors are responsible for providing supervision to no more than two interns at any given time.

Written Agreement between Universities and Districts/Educational Service Centers

A written agreement between the school district and the university provides accountability for the internship to be supported according to the Ohio Internship in School Psychology: Guidelines and Operating Manual and in a manner 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 internship experience are aware of, and have agreed to, the conditions and responsibilities that are to characterize the internship experience (See Appendix E for a sample **Memorandum of Agreement**). The agreement must incorporate all factors specified in the section of this manual entitled **Internship Site Approval** (see Appendix A) and include the following elements:

- A delineation of supervision responsibilities for both the university-based and the field-based supervisors; and
- A specific plan for supervision by both field-based supervisor(s) and Internship Coordinator.

Policy Regarding Intern Service during Labor Strikes. 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.

Ohio Internships in Distant Regions of the State

As a function of specific professional interests or extenuating circumstances, a graduate student may request to have an internship placement in a region of the state other than that where the intern's university is located. In most cases, university-based supervision can be provided using video conferencing technology. If another School Psychology Program in that region provides supervision of the internship, a collaborative agreement may be developed between the home university and the host university. 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 Pupil Services License in School Psychology is the responsibility of the intern's home university.

Application for Temporary Pupil Services License in School Psychology

Interns will refer to the Ohio Department of Education Educator Licenses website for information on temporary pupil services licensure pathways and requirements. The general requirements are:

- Enrollment in an approved school psychologist licensure program
- A letter from the college or university is required to verify enrollment in the program and program internship
- Nonrenewable license – this license is to be used for completion of internship (required for school psychologist licensure program) only

Intern Commitments: Statements of Understanding

In acknowledgement of the investment the state of Ohio has made in funding the school psychology internship, each intern is required to commit in writing to provide at least one year of service to Ohio following the successful completion of the internship. Prior to the internship, the graduate student is also expected to sign a written statement of understanding regarding their employment status following internship and the ineligibility for unemployment compensation. A description of each statement of understanding follows:

One Year of Service to Ohio. Acceptance of an Ohio-funded school psychology internship obligates the intern to repay Ohio's investment in his/her professional preparation by agreeing to serve the learners of Ohio for at least one year following the successful completion of the internship. The graduate student's signature on the statement of understanding serves to document that the individual was fully advised of this policy and committed to provide the required year of service.

Contractual Agreement and Termination of Internship. Interns are provided a written contractual agreement with the internship fiscal agent (school district or Educational Service Center) that 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 graduate student's signature on the statement of understanding provides documentation that the individual understands that employment will be discontinued at the end of the internship year or at the time that the university terminates the internship experience.

Ineligibility of 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 graduate student's signature on the statement of understanding documents that the individual has been fully advised of the fact, and understands that he/she is ineligible for unemployment compensation for a period of one year following conclusion of the internship.

Written Plan for the Attainment of Internship Competencies

A plan for the attainment of competencies will include the specific competencies that the intern will demonstrate 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 the Inter-University Council for School Psychology (as promulgated in the NASP Standards for Graduate Preparation) and the Ohio Department of Education. This university-specific written

plan for the attainment of internship competencies may serve as the competency checklist used to monitor intern progress throughout the year in order to maximize the timely development of intern skills. The internship coordinator, field-based supervisors, and the intern will agree to the written plan for the attainment of internship competencies. In the case of multiple placements, the field-based supervisor from each district will agree 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 documentation gathered for the intern's application for a Temporary Pupil Services License in School Psychology.

Evaluation of an Intern's Professional Competencies

Students enter the internship 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.

Shared Responsibility for Evaluating an Intern's Competencies. The university-based supervisor and the field-based supervisor 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 written plan for the attainment of competencies (i.e., competency checklist) drives the evaluation of the intern's progress toward independent practice and licensure. This instrument assures that the intern will participate in a comprehensive experience for preparation as a quality school psychologist.
2. The university-based supervisor will conduct at least three (four, if feasible) site visits 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-based supervisor, field-based supervisor(s), 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-based supervisor, field-based supervisor(s), 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-based supervisor, field-based supervisor(s), and intern.
 - c. *Third meeting* (March-April) – university-based supervisor, field-based supervisor(s), and the intern will meet to review ongoing progress of intern and revise timeline if needed; and

- d. *Fourth meeting* (Final) – the field facilitator, Internship 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-based supervisor, field-based supervisor(s), and the 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. Although most site visits will be conducted in person, site visits may be conducted virtually when distance, weather conditions, or other factors impede meeting in person.

3. If a competency area cannot be fulfilled within an assigned district, it is the responsibility of the university-based supervisor 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-based supervisor, field-based supervisor(s), 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 university-based supervisor, field-based supervisor(s), 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-based supervisor and the field-based supervisor(s) to identify in writing the reasons for the area not being fulfilled. The university-based supervisor, field-based supervisor(s) 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-based supervisor. 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 Internship Coordinator maintains responsibility for completing all necessary paperwork for licensure of the intern as a school psychologist upon completion of the internship.

Resolving Conflicts. Despite prescribed procedures, problems may arise when (a) the intern is not fulfilling requirements and is “at-risk” for removal; (b) a field-based 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-based supervisor 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-based supervisor 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 Internship Coordinator is ultimately responsible for ensuring adherence to procedural safeguards and due process.

Structure of 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 school year. As the bearer of a Temporary Pupil Services License in School Psychology, the intern is 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-based supervisor, and the university-based supervisor 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.

Supervision Responsibilities. Although an intern may have the opportunity to interact with many practicing school psychologists during the internship year, one school psychologist will be designated as the primary field-based supervisor directly responsible for the scope and evaluation of the intern’s program and experience. The school district provides the field-based supervisor 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-based supervisor. Field-based supervisors 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 supervision 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-based 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-based supervisor/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.

Professional Practice 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 professional practice log of experiences and a portfolio. This documentation permits the university-based supervisor and the field facilitator to determine the extent to which the intern has progressed given high quality internship experiences.

Intern Caseload. The Ohio Internship Program in School Psychology Internship emphasizes intern services across the tiers: Universal supports (Tier 1), targeted interventions (Tier 2), and intensive individualized interventions (Tier 3). It is expected that interns will provide services for students 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, interns should have time dedicated to supporting students at an individual student-level and systems-level across all three tiers. A general guideline of reasonable caseloads is a combination of practices that include: assessment (i.e., standardized, criterion-referenced); data-based decision making, problem solving and intervention design across multiple environments using a multi-tiered system of supports framework; counseling; and consultation.

Progress toward Independent Practice. In order for the intern to demonstrate the ability to function autonomously as a school psychologist, arrangements may be made to give the intern a building assignment (in part or full) prior to the end of the internship year. This gradual release of supervision allows the intern to demonstrate his/her ability to offer comprehensive school psychological services, while providing the field-based supervisor, the university-based supervisor, and the intern with data to a) evaluate mastery of professional competencies, 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-based supervisor and the field-based supervisor, 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.

Evaluation of the Internship Site. Near the conclusion of the internship year, interns are expected to evaluate their internship experience and the quality of the supervision received. The evaluation should address all significant aspects of the internship experience, including:

- 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.

Ohio Intern Conference Requirement. The school district (or Educational Service Center) will recognize that the internship is a protected professional preparation experience and, therefore, will support the attainment of the competencies through the following experiences offered outside of the district: Attendance at the Fall/Spring conferences of the Ohio School Psychologists Association, attendance at the annual Ohio 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-based supervisor coordinator will consult with the field-based supervisor 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.

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-based 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 Ohio Internship Program

Accountability for the Ohio Internship Program in School Psychologists rests with the Inter-University Council for School Psychology. The Department’s Office for Exceptional Children has charged the Inter-University Council with conducting an annual evaluation of the Ohio Internship Program. The primary purpose of this evaluation is to assess the effectiveness and impact of the Ohio Internship Program. The evaluation examines (a) the effectiveness of the Ohio Internship Program with regard to interns’ skill attainment and competence in key domains, and (b) the impact of interns’ activities and practices on student outcomes. This effectiveness and impact evaluation is consistent with the outcome orientation of the National Association of School Psychologists’ (2020) *Standards for Graduate Preparation of School Psychologists*, which require School Psychology Programs to document the impact of graduate students’ activities on the students they serve.

The annual evaluation also serves a secondary purpose of informing the continuous improvement of the graduate preparation efforts culminating with the Ohio Internship Program in School Psychology. A unified approach to measuring outputs and outcomes of the Ohio Internship Program has been adopted by all of Ohio’s school psychology programs, as a result of this evaluation process. These accountability efforts have implications for how school psychology graduate students are prepared prior to and during their internship year.

Application for a License in School Psychology

Upon the intern's successful completion of the Ohio Internship Program in School Psychology, the Internship Coordinator facilitates the intern's application to obtain a license in school psychology in Ohio. The following documentation is required:

- A completed, online application and payment through the student's OHID 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.

Section V: Colleges and Universities Approval Procedures

This section describes the procedures for colleges and universities to be approved to prepare graduate students for eligibility as an intern in the Ohio Internship Program in School Psychology. Colleges and universities are critical to ensuring Ohio's school psychology interns have mastery of the foundational content knowledge and supervised field experiences needed for readiness for internship.

Accreditation Status of Graduate Preparation Programs in School Psychology

All colleges and university school psychology programs must be accredited by the National Association of School Psychologists Program Accreditation Board to be a member of the Inter-University Council (IUC) for School Psychology. Any college or university seeking to start a school psychology program and who intends to obtain state funding for school psychologist interns must submit the following documents to Inter-University Council for School Psychology:

1. The Ohio Department of Higher Education recommendation or approval letter including the Institutional Action Committee final approval information.
2. A copy of the School Psychology Program description including the program of study.
3. The projected starting date of the School Psychologist Internship Program.
4. The National Association of School Psychologists accreditation program reviewer's report regarding the completing of the accreditation process.
5. The National Association of School Psychologists candidacy status, if the college or university is in the process of accreditation, the paperwork must be submitted including the phase of accreditation.
6. The National Association of School Psychologists accreditation and site visit approval must be submitted to the Inter-University Council for School Psychology by December 15th of the year the application has been made.

The Inter-University Council for School Psychology Committee will review the submitted documents and respond with its recommendations to the applicants within 20 business days. If the Inter-University Council for School Psychology Committee has determined that the applicant meets all the required components for National Association of School Psychologists accreditation, the Inter-University Council for School Psychology Committee will assign the applicant a mentor from Inter-University Council for School Psychology. The mentor will be responsible for the following:

1. Collaborating with the applicant.
2. Providing technical assistance until the applicant receives National Association of School Psychologists final approval.
3. Collecting all the National Association of School Psychologists applicant updates and submitting the information to the full Inter-University Council for School Psychology Committee for review.
4. Reviewing and explaining the Ohio School Psychology Internship Manual and the applicant's responsibilities.
5. Assisting with the transition to full Inter-University Council for School Psychology membership.

Colleges and universities who have yet to receive National Association of School Psychologists accreditation may be invited to attend Inter-University Council for School Psychology meetings but until fully accredited will not be permitted to vote on those items in the Inter-University Council for School Psychology's purview.

Appendix A

Internship Site Appraisal

Internship Site Appraisal
Ohio Internship Program in School Psychology
 (To be completed by the University Internship Coordinator)

Date

School District/Agency Requesting Approval

University Program Coordinator

Directions: Please indicate whether the school district/agency meets each of the following requirements:

- | | | |
|-----|----|--|
| Yes | No | Does the internship site have a comprehensive program of school psychological services that 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 internship site 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 internship site agree to provide the intern and field-based supervisor release time to attend conferences associated with the internship as well as those necessary to promote continuous professional development? |
| Yes | No | Does the internship 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 internship 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 and prevention-related activities as a significant proportion of their assigned activities, as evidenced in the following: <ul style="list-style-type: none"> ● Evidence-based practices for the provision of academic, social-emotional, or behavioral assessment linked to intervention within an MTSS framework for children at risk, prior to (and as part of) evaluation for suspected disabilities; ● Multidisciplinary problem-solving teams engaged in data-based decision making regarding individual student and systems-level needs with an intervention and prevention focus. ● Data collection practices driven by a problem-solving process, including direct observation and measurement of academic, social-emotional, or behavioral skills; ● For field-based supervisors, participation in professional development activities that promote and strengthen skills in direct assessment and intervention. |

Field-Based Supervisor of Intern Competencies

- Yes No Does the field-based supervisor agree to serve as an internship supervisor?
- Yes No Does the field-based supervisor have at least two years of full-time experience as a school psychologist?
- Yes No Does the field-based supervisor have at least one year of full-time service in this district/setting?

Field-Based Supervisor's Name _____

Number years of experience: _____ Number of years in district/setting: _____

- 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 Supervision

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
Intellectual Disability				
Specific Learning Disability				
Emotional Disturbance				
Sensory Impairment				
Multiple Disabilities				
Autism Spectrum Disorder				
Traumatic Brain Injury				
Orthopedic & Other Health Impairment				
Gifted & Talented				
Other: _____				

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

- Yes No Throughout the period of approval the internship site will maintain supervising staff and programs at or above the level in effect at the time of this approval.
- Yes No The internship site will provide a salary to the intern no less than the minimum salary level.
- Yes No The internship site will allow the intern and field-based supervisor to attend required state and/or university seminars and meetings. The internship site will make provisions for release time for the intern to attend state and regional intern conferences, Ohio School Psychologists Association conferences, and other meetings that support professional growth.
- Yes No The internship 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 District leaders will include the proposed field-based supervisor in the initial interview of an intern proposed for a given school year.
- Yes No The internship site provides assurance that the internship experience offered the intern has professional preparation as the primary focus, and that field-based supervisor(s) are given release time to ensure the quality of the internship experience.
- Yes No The internship 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 internship site provides an appropriate work environment for the intern in a setting that provides adequate space, supplies, telephone access, and confidentiality as may be required for various professional activities.
- Yes No The superintendent of the internship site will provide to the university a written letter requesting approval of the district/agency as an internship 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

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 an approved internship 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 support _____ interns 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 Program 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 agree to provide comprehensive internship experiences across age groups and disability conditions in the areas of: (a) Multi-Tiered System of Supports (MTSS); (b) tiered model of prevention and intervention, with particular emphasis in the area of early reading and literacy; (c) consultation with parents/teachers of children with and without disabilities; and (d) counseling individually and/or in groups of children with and without disabilities.

Thank you for your consideration of our request for approval as an internship 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

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 an internship training site for School Psychology interns. We have conducted a site visit and completed the Internship Site Appraisal. We have concluded that the district/agency meets all of the requirements to qualify as an internship site, as specified in *The Ohio Internship Program in School Psychology: Guidelines and Operating Manual*.

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

Sincerely,

_____(University School Psychology Program Coordinator)

APPENDIX D

Scope of Work Template

Scope of Work: School Psychology Internship

Please complete the following:

Name of LEA (District or Educational Service Center (ESC)):	
LEA Information Retrieval Number (IRN) #	
University Partner:	

Districts/ESCs must provide additional information on pages 4 and 5, and in Sections 1 & 2 at the end.

By our submission of this document, the district/ESC affirms that it has reviewed and adopted the principles outlined in this Scope of Work and confirms our desire for approval as an Ohio School Psychology Internship Training Site.

The program's major objectives, as they align with the indicators identified in Ohio's Annual Performance Report (APR) are detailed below. All objects with this project are measured and include data elements that will be used to determine progress towards completion of the objective.

The Ohio Internship Program is a collaborative graduate preparation effort among Ohio school psychology programs, the Ohio Department of Education, Office for Exceptional Children, and the Ohio School Psychologists Association. School psychology internships are governed through *The Ohio Internship Program in School Psychology: Guidelines and Operating Manual 2022* (Ohio Department of Education, Office for Exceptional Children, in collaboration with the Inter-University Council for Ohio School Psychology (IUC) and are designed to be consistent with the National Association of School Psychologist's (NASP's) *Standards for Graduate Preparation of School Psychologists* (2020) 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 the IUC (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 measurable 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 *NASP Model for Comprehensive and Integrated School Psychological Services*, also known as the *NASP Practice Model*.



The NASP Practice Model recognizes that school psychologists are uniquely qualified specialized instructional support personnel (SISP) who are members of school teams that support students' ability to learn and teachers' ability to teach (NASP 2020). While the NASP Practice Model refers to the broad practice domains of school psychology services, there is an emphasis on the academic skill of reading. Acquisition of literacy and reading fluency skills enables 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 be able to *read to learn*, thus enhancing children's ability to learn. Children who struggle learning to read experience increased risk for school drop-out, overall lower achievement, and 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, enhance school climate, student learning, and empower teachers to prepare students for the advanced skills they need to succeed in the 21st century.

The NASP Practice Model also corresponds with the Department's alignment for emphasis on literacy for

Ohio's learners. The NASP Practice Model outlines school psychological services that have a direct and measurable impact on Ohio's APR. Specifically, grant funding to support the Ohio Internship Program in our district/ESC is intended to provide student-level and systems-level school psychological services that directly impact Ohio students. The following are APR indicators for students with disabilities and students at risk:

- Increased student reading performance
- Increased likelihood of graduation
- Decreased likelihood of dropouts
- 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 dropouts, 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 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 (MTSS), targeted interventions, and intensive, individualized interventions.

To increase parent engagement, 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.

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

The Department maintains administrative authority for final training site approval and the assignment of funding consistent with state fiscal responsibilities. On its behalf, the IUC of the 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 providing supervision support for 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 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 has the capability of providing comprehensive training/supervision for the designated number of interns to ensure the intern's exposure to diverse professional styles and individual strengths in service delivery. 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.

Districts/ESCs must complete this section. 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 by checking each box:

- The district/ESC has served as a training site for school psychology interns within the past three years, or has recently gone through the IUC Training Site Appraisal process and is capable and willing to do so in the future.
- The district/ESC employs full-time school psychologists through local funding.
- The district/ESC has the capability of providing comprehensive training/ supervision support for a designated number of interns.
- The university partner will coordinate internships with our district/ESC.
- We agree to comply with the guidelines of the Inter-University Council for Ohio School Psychology and the *Operating Standards for the Education of Children with Disabilities*.
- We agree to provide comprehensive training experiences across age groups and disability conditions in the areas of:
 - MTSS;
 - Tiered models of prevention and intervention, with particular emphasis on the area of literacy;
 - Consultation with parents/teachers of children with and without disabilities; and
 - Counseling individually and/or in groups of children with and without disabilities.
- The district/ESC will serve as the fiscal agent.

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 to four 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 annually 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 are consistent with the

graduate preparation standard set forth by the NASP which states, “The school psychology program employs systematic, comprehensive assessment of candidate knowledge, skills, and professional work characteristics needed for effective practice as an early practitioner, independent school psychologists. A key aspect of program accountability is the assessment of candidate ability to provide, and evaluate the impact of, direct and indirect services to children and youth, families, and schools.” (*The Professional Standards of the National Association of School Psychologists*, 2020)

Describe the intended changes for students due to the 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 dropouts, (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.

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

Our district/ESC contributes to the statewide capacity for the Ohio School Psychologist 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.

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 internship supervisors.

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 IUC of the 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 1 & 2:

- 1. 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.***

- 2. Please complete the table below by entering the appropriate number in the gray boxes provided:***

a. The number of full-time school psychologists employed by the district/ESC through local funding presently.	
b. The number of interns for whom the district/ESC plans to provide comprehensive training/supervision support during the upcoming school year.	

At the end of the fiscal year for this project, you will be asked to detail how your agency met these requirements.

Appendix E

Memorandum of Agreement between University and School District/Agency

**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-based supervisor 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-based supervisor 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, in-service 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-Based Supervisor

1. The field-based supervisor is an appropriately credentialed School Psychologist in the state in which the supervised experience is offered.
2. The field-based 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 field-based supervisor will collaborate in the supervision of an intern at any time.
4. The field-based 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 field-based supervisor will provide to the intern an average of two hours per week of face-to-face supervision time.
6. The field-based 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 field-based 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 field-based 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 field-based 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-lit 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 Program in School Psychology: Guidelines and Operating Manual*.

2. The university-based 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-based supervisor.
3. The university-based 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-based supervisor is responsible for assigning internship grades.
5. University-based supervisors will conduct scheduled 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 Supervisor

Date: _____

By: _____
School Psychology Internship Student

Date: _____

Appendix F

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 05/2022