



MINNESOTA STATE
UNIVERSITY
M A N K A T O

Minnesota State University, Mankato
School Psychology Doctoral Program
2024-2025

Internship Manual

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Program Philosophy

The School Psychology Doctoral Program at Minnesota State University, Mankato is designed to meet the changing roles and demands of the school psychologist, so that graduates can function as leaders in the field. This program trains school psychologists to function in the roles of consultant, assessor, and interventionist, working across all levels of prevention and intervention in all domains relevant to child development in educational settings as well as in the traditional role of diagnostic decision-maker.

Internship Goals

Consistent with the Program's philosophy, the school psychology internship is designed to provide students with a summative fieldwork experience, focused on enhancing independence and deeper understanding and application of school psychology practices. Internship goals include:

1. Proactively evaluate professional skills and prioritize learning needs.
2. Utilize various levels of supervision to support and develop independence in school psychology practice across the NASP Domains of Practice.
3. Develop the interpersonal skills and awareness of school organization and culture necessary to function effectively in schools.
4. Problem-solve individual and school-based issues, considering legal, ethical, and system variables as well as the diverse backgrounds of students, staff, and families.
5. Develop expertise in collaborative and consultative services to support school-age students' academic, behavioral, emotional, and social growth.
6. Develop skills to support system-level capacity building.
7. Advocate for and implement evidence-based practices in schools based on data-based decisions and systematic problem solving.

General Information

Students will complete a full-time internship which usually takes place during the fifth year of the program. The internship will be at least 1500-hours supervised by a licensed and/or certified school psychologist. Students also have the option of an internship that exceeds the minimum hours requirement if they desire this or are required to complete a 2000-hour experience for future licensure standards. APA recommends 2000 hours for length of internship in preparation for board licensure, but this is not a requirement of the School Psychology Doctoral Program. Students are encouraged to review the licensing requirements in the jurisdictions in which they plan to seek licensure and align their internship experience with these requirements.

NASP requirements for doctoral level internships will be applied. These requirements include, but are not limited to, the following:

- (a) at least 600 hours of the internship must be completed in a school setting,
- (b) the internship must be supervised by a licensed and/or certified school psychologist,
- (c) at least two hours of direct, on-site supervision must be completed per week, and
- (d) the internship must be completed in a minimum of one academic year on a full-time basis or at least half-time over two years.

Students will work with the Internship Coordinator to identify and secure appropriate placements. Further details regarding approval to apply for internship and securing an internship placement can be found in this Internship Manual. Students should be prepared for the competitive process of securing internships.

Credits and Grading

Students should register for 4 credits of internship (PSYC 795) during each semester of their internship year, totaling 8 internship credits. Students must have Doctoral Committee approval and be accepted by an internship site prior to registering for internship credits. Adequate progress toward completion of internship during the first semester will result in an “In Progress” grade for that semester. Upon successful completion of the internship, the “In Progress” grade will be changed to a regular grade by the University Internship Coordinator.

The internship course (PSYC 795) must be passed with a C or better, and the intern must receive favorable evaluations from site-based supervisors to successfully complete the internship experience. Grading for the internship is based on a comprehensive evaluation of the intern’s knowledge and skill demonstrated via the Internship Portfolio as well as review the intern’s site supervisor ratings and hours logs. The Internship Portfolio includes evidence of the intern’s knowledge and skills across the NASP domains of practice. More detailed information about what items must be included in the intern’s Internship Portfolio are included below in this Internship Manual.

Approval for Internship

Prior to applying for internship, students must show adequate progress in the program and completion of key program requirements. Students must complete the Process Sheet for Approval to Apply for Internship and submit it for approval to the Doctoral Committee prior to applying for or requesting letters of recommendation for internship. See Appendix B or the School Psychology Program Handbook for more information.

Internship Coordinator

The Internship Coordinator will provide university-based supervision for students during their internship via instruction of PSYC 795. Prior to applying for internship, the Internship Coordinator will provide students guidance on requirements for site-based supervision, the internship application process, required licensure, types of internship opportunities, and core program requirements that need to be completed during the internship experience. While the Internship Coordinator will regularly aid in identifying potential internship sites and provide students guidance in the application process, it is the student’s responsibility to seek out, apply for, and obtain an appropriate internship to meet program requirements. Students should note that applying for internships is a competitive process like applying for other professional positions. It is highly recommended that students apply to multiple internship sites to ensure best fit and a successful internship placement.

During internship, the Internship Coordinator will communicate with site-based supervisors to ensure students are meeting expectations and that the internship site is fulfilling its obligation regarding internship requirements. Communication will occur at minimum during mid- and final-evaluation meetings (i.e., the end of each semester of internship). The Internship Coordinator will also provide university-based supervision of internship activities and requirements during synchronous virtual meetings with the intern cohort, held at least once a month and up to weekly as agreed upon by the Internship Coordinator and intern cohort, totaling 2-4 hours per month. In addition to these group supervision meetings, the Internship Coordinator will be available for individual problem-solving, support, and supervision upon request or as needed (e.g., if an intern requires a supportive remediation plan to foster skill development). The Internship Coordinator will keep records of the following to document completion of internship requirements: student/site-based internship agreement, mid-

year and final internship site supervisor evaluations of the intern, student portfolios, intern hours logs, and any other artifacts demonstrating completion of internship requirements.

Internship Salary/Stipend

It is expected that students will receive compensation during their school psychology internship. Intern compensation may be similar to a beginning level school psychologist, particularly if the intern is filling a full-time school psychology position within a school district. However, some internship sites pay a stipend that is lower than a starting school psychologist salary. For example, students participating in a consortium internship typically receive less compensation as do students obtaining an internship co-located with a full/part-time school psychologist. Be sure to work with the University Internship Coordinator or the Program Director to be aware of the salary that you may negotiate for a stipend.

Expectations in Selecting an Internship Site

Students are encouraged to seek out an internship setting that is compatible with our program training philosophy described above. That is, the internship site should allow the highest level of training, supervision, and professional learning opportunities and align with the NASP Standards. Internship is an opportunity to develop skills in the intern's areas of interest as well as depth and breadth of applied experience across the NASP Domains of Practice. The internship site should offer a unique advanced professional training experience; thus, students are discouraged from considering internships in a previous practicum placement or that is limited in scope (e.g., focused on assessment and evaluation).

Students who are interested in pursuing state licensure as a school psychologist should search school psychologist vacancies and posted internships for school-based internship. Student who wish to obtain board licensure as a Licensed Psychologist should consult licensure requirements in the jurisdictions in which they plan to practice to ensure requirements for internship activities, hours, and supervision are met. Students interested in pursuing board licensure as a Licensed Psychologist should engage in advanced planning with their advisor or the Internship Coordinator early in their training.

Timeline

- Meet with the Internship Coordinator to learn about internship requirements and application procedures (Fall Semester prior to anticipated internship)
- Apply for internship approval with the intern's Doctoral Committee (Prior to applying for internships or requesting letters of recommendation; typically in November or December of the year prior to the anticipated internship)
- Typical application process (February through May)

Resources

- Minnesota: [EdPost](#)
- Iowa: [IowaWorks](#)
- Wisconsin: [Wisconsin Career Educator Access Network](#)
- National:
 - [NASP Career Center](#)
 - [K12JobSpot](#)
- Tips for Applying and Attaining an Internship (See Appendix A)
- Reach out to faculty, who receive postings from the School Psychology Trainer's Listserv

Accepting an Internship

District/Agency Agreement

Upon receiving an internship offer, interns are encouraged to request copies of the contract, duty day requirements, salary schedule, and benefits. As school psychology interns receive a license through their internship state's licensing board, if the district has a union, your agreed upon salary must follow union regulations. Be sure you have been placed in the correct lane (MA, MA + 30, etc.) on the salary schedule. Upon receiving the documentation described above, read all items carefully and keep a copy for your records. You may accept a position verbally under the assumption that the written agreement is as negotiated, and you obtain appropriate licensure. For assistance and questions, please contact your advisor, the Program Director, and/or the Internship Coordinator.

Internship Agreement

Before accepting an offer, ensure that the district/agency has reviewed the Internship Agreement and is prepared to support the internship requirements. Interns are encouraged to inquire whether the district/agency has had interns before, how the district/agency will meet supervision requirements, and how the district/agency will prepare and continually support new staff/interns. If they have not hired interns in the past, the district/agency may have more questions about the internship experience. Be prepared to discuss:

- Requirement for supervision from a licensed and/or credentialed school psychologist. (Note: the district/agency is not required to provide supervision by a Licensed Psychologist [LP], and this level of supervision is not required for graduation. However, you may wish to seek out an internship that has a dually credentialed school psychologist and LP supervisor if you plan to pursue LP licensure after graduation.).
- Release time for university supervision (about 2-4 hours/month).
- The range of requirements you must meet for your internship, including both traditional and functional assessment, direct intervention, and consultation to support intervention in academics and behavior, systems level supports, and work with diverse students at minimum.

Questions from the district/agency about the Internship Agreement can be directed to the Internship Coordinator as needed. It is recommended that the Internship Agreement should be completed in the spring before internship, and at the latest, prior to beginning the internship. Typically, the Internship Agreement will be completed at the time the district/agency contract is signed and the internship experience is secured. The Internship Agreement should be signed by the intern, the district/agency representative, the site supervisor, and the Internship Coordinator. The Internship Agreement outlines the internship requirements and how the intern, district/agency, and university will collaborate for a successful internship experience. See Appendix C for a copy of the Internship Agreement.

Obtaining State Board of Teaching Licensure

In Minnesota, the intern may begin applying for a Board of Teaching License (Tier 2) through the Professional Educator Licensing and Standards Board (PELSB) as soon as they have accepted a position and submitted their signed Internship Agreement. The Internship Coordinator will write a signed letter in support of your license if required by the licensing agency. Find instructions for Minnesota licensure applications [here](#). For additional information, the Minnesota Department of Education (MDE) can be contacted at mde.educator-licensing@state.mn.us, 612-582-8691, Licensure Department, 1500 Hwy. 36 W., Roseville, MN, 55113.

If the internship is not in Minnesota, please see the relevant department of education or licensing board for more information regarding licensing in the state in which the internship will be completed and discuss with the Internship Coordinator as appropriate.

Prior to applying for licensure, interns should:

- Be prepared to submit all undergraduate and graduate official transcripts.
- *In addition, the administrator of the employing school district may need to write a letter to verify that no licensed school psychologist has been found to fill the assignment after extensive advertising.*
- Be prepared to complete a background check that may include fingerprinting. In Minnesota, PELSB has discretion to license or refuse to license an applicant who has a criminal record and is silent as to what crimes may be the basis for refusing to issue or to revoke a license. See <http://www.house.leg.state.mn.us/hrd/pubs/bkgdchck.pdf>. Interns seeking licensure in Minnesota must submit the MDE Fingerprint Card to PELSB with their license application. Fingerprinting can be obtained from the Blue Earth County Justice Center and most Minnesota law enforcement agencies for a nominal cost. Interns are encouraged to review the requirements for background checks and fingerprinting from the licensing agency immediately after completing the Internship Agreement.

Internship Supervision

Interns will receive site-based supervision from a school psychologist that is credentialed and/or licensed for practice in the state in which they are completing internship. The supervising school psychologist must have completed a minimum of 3 years of independent, licensed/credentialed practice to provide supervision. The supervisor should be a regular employee or consultant of the district/agency. Interns should receive an average of 2 hours per week of site-based supervision based on full-time placement with most of it provided weekly, face-to-face. Interns should maintain a supervision agenda and proactively bring items to discuss with their internship site supervisor. Interns are encouraged to seek regular feedback on their skill development and performance during weekly site-based supervision.

The site-based supervisor will provide ongoing feedback on student progress, communicate with the intern as appropriate to meet the goals of internship, and provide formal evaluation ratings to the university supervisor at the end of each semester of internship. The site-based supervisor will be supported by the agency to provide the minimum of 2 hours of weekly supervision necessary to facilitate completion of the internship.

The intern should be granted an average of 1-2 additional hours per week for training and professional learning. This can include group supervision, supervision by another professional (e.g., a social worker), case presentation, engagement in professional development sessions, self-study, and/or observation of supervisor/leadership activities as they fit the intern's personalized internship plan.

The student will be released for university supervision for 2-4 hours per month. University supervision of interns will be managed through meetings 1-4 times per month that are synchronous virtual sessions (e.g., held on Zoom). The University will also manage a web-based internship course site on D2L that includes group supervision materials and continuing education opportunities and student assignments (i.e., portfolio, internship paperwork, evaluations, and hours logs).

The University Internship Coordinator will be responsible for coordinating placements, communicating with the agency and site-based supervisor to ensure a quality experience, and providing additional supervision to the intern during university group supervision or on an as-needed individual basis.

Internship Plan

One of the goals of internship is for students to be able to accurately evaluate their own professional skills and prioritize opportunities for professional growth. Therefore, while each intern must submit a portfolio of artifacts reflective of the NASP Domains of Practice, students will work with the Internship

Coordinator and their site-based supervisor to develop personal goals for professional learning to supplement their required portfolio artifacts. Evidence of completion of these goals will be demonstrated via elective portfolio artifacts.

After completing an Intern Self-Evaluation and Intern Portfolio Self-Reflection and collaborating with site-based and university supervisors, the intern will write and submit an Internship Plan. The Internship Plan must meet the following criteria (See Appendix D for additional information):

- focus on each of the NASP Domains of Practice,
- align with the internship expectations,
- align with the student’s areas of interest,
- include measurable goals/objectives,
- include a description of activities and artifacts demonstrating activities to support growth in these goals,
- include a timeframe to meet goals/objectives, and
- be approved by the University Internship Coordinator and site-based supervisor.

Note: Most sites require entry-level school psychologists and interns to participate in a district/agency professional evaluation process. The Internship Plan may crossover with goals developed for the agency/district professional evaluation process.

Internship Portfolio Process and Evaluation of Knowledge and Skills

Overview

Interns will be required to gather and organize documentation that addresses each of the NASP Domains of Practice. Portfolios should include required components completed during internship as well as artifacts from across the intern’s tenure in the program which will be submitted for final approval and evaluation during internship. In addition, any artifacts agreed upon in the intern’s individualized Internship Plan should be included in the appropriate portfolio domain.

The Internship Portfolio should be organized around NASP’s 10 Domains of Practice and components should address professional performance related to the domains. The Internship Portfolio includes several required artifacts that align closely with each of the NASP Domains as noted in the table below. In addition to the required artifacts completed by all students, students are expected to supplement their portfolio with “elective” artifacts from across their time in the program or that are completed as part of their individualized Internship Plan. The table below provides an outline of the domains of practice and portfolio required and elective artifacts. Please note: some artifacts are included in multiple domains as they provide evidence of knowledge and skill in more than one domain of practice. The Portfolio must receive passing scores for completion of the internship experience. See more details in Appendix I.

NASP DOMAIN	PORTFOLIO ARTIFACTS
<p>Domain 1: Data-Based Decision Making School psychologists understand and utilize assessment methods for identifying strengths and needs; developing effective interventions, services, and programs; and measuring progress and outcomes within a multitiered system of supports. School psychologists use a problem-solving framework as the basis for all professional activities. School psychologists systematically collect data from multiple sources as a foundation for decision-making at the individual, group, and systems levels, and they consider ecological factors (e.g., classroom, family,</p>	<p>Minimum documentation: Six artifacts, to include:</p> <ul style="list-style-type: none"> **De-identified comprehensive evaluation **Analysis of class-, grade-, or schoolwide data **Academic Problem-Solving Case Report **Behavior Problem-Solving Case Report *Elective

and community characteristics) as a context for assessment and intervention.	Praxis Exam score report
<p>Domain 2: Consultation and Collaboration School psychologists understand varied models and strategies of consultation and collaboration applicable to individuals, families, groups, and systems, as well as methods to promote effective implementation of services. As part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery, school psychologists demonstrate skills to consult, collaborate, and communicate effectively with others.</p>	Minimum documentation: Six artifacts, to include: **Supervisor midyear and final evaluation form **Difficult Communication with Family Observation Rubric and Reflection **Consultation and Collaboration Case Report **Consultant Effectiveness Scale and Reflection *Elective Praxis Exam score report
<p>Domain 3: Academic Interventions and Instructional Supports School psychologists understand the biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curricula and instructional strategies. School psychologists, in collaboration with others, use assessment and data collection methods to implement and evaluate services that support academic skill development in children.</p>	Minimum documentation: Three artifacts, to include: **Academic Problem-Solving Case Report Praxis Exam score report *Elective
<p>Domain 4: Mental and Behavioral Health Services and Interventions School psychologists understand the biological, cultural, developmental, and social influences on mental and behavioral health, behavioral and emotional impacts on learning, and evidence-based strategies to promote social-emotional functioning. School psychologists, in collaboration with others, design, implement, and evaluate services that promote resilience and positive behavior, support socialization and adaptive skills, and enhance mental and behavioral health.</p>	Minimum documentation: Four artifacts, to include: **Behavior Problem Solving Case Report **Evidence of crisis response or intervention Praxis Exam score report *Elective
<p>Domain 5: School-Wide Practices to Promote Learning School psychologists understand systems structures, organization, and theory; general and special education programming; implementation science; and evidence-based, school-wide practices that promote learning, positive behavior, and mental health. School psychologists, in collaboration with others, develop and implement practices and strategies to create and maintain safe, effective, and supportive learning environments for students and school staff.</p>	Minimum documentation: Four artifacts, to include: **System Project **Analysis of class-, grade-, or schoolwide data Praxis Exam score report *Elective
<p>Domain 6: Services to Promote Safe and Supportive Schools School psychologists understand principles and research related to social-emotional well-being, resilience and risk factors in learning, mental and behavioral health, services in schools and communities to support multitiered prevention and health promotion, and evidence-based strategies for creating safe and supportive schools. School psychologists, in collaboration with others, promote preventive and responsive services that enhance learning, mental and behavioral health, and psychological and physical safety and implement effective crisis prevention, protection, mitigation, response, and recovery.</p>	Minimum documentation: Three artifacts, to include: **Evidence of crisis response or intervention Praxis Exam score report *Elective
<p>Domain 7: Family, School, and Community Collaboration School psychologists understand principles and research related to family systems, strengths, needs, and cultures; evidence-based strategies to support positive family influences on children’s learning and mental health; and strategies to develop collaboration between families and schools. School psychologists, in collaboration with others, design, implement, and evaluate services that respond to culture and context. They facilitate family and school partnerships and interactions with community agencies to enhance academic and social-behavioral outcomes for children.</p>	Minimum documentation: Five artifacts, to include: **De-identified family interview protocol or summary **Difficult Communication with Family Observation Rubric **Supervisor midyear and final evaluation form Praxis Exam score report * Elective

<p>Domain 8: Equitable Practices for Diverse Student Populations School psychologists have knowledge of individual differences, abilities, disabilities, and other diverse characteristics and the impact they have on development and learning. They also understand principles and research related to diversity in children, families, schools, and communities, including factors related to child development, religion, culture and cultural identity, race, sexual orientation, gender identity and expression, socioeconomic status, and other variables. School psychologists implement evidence-based strategies to enhance services in both general and special education and address potential influences related to diversity. School psychologists demonstrate skills to provide professional services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds through an ecological lens across multiple contexts. School psychologists recognize that equitable practices for diverse student populations, respect for diversity in development and learning, and advocacy for social justice are foundational to effective service delivery. While equality ensures that all children have the same access to general and special educational opportunities, equity ensures that each student receives what they need to benefit from these opportunities.</p>	<p>Minimum documentation: Five artifacts, to include:</p> <ul style="list-style-type: none"> **Diversity reflection **Consultation and Collaboration Case **Supervisor midyear and final evaluation form Praxis Exam score report * Elective
<p>Domain 9: Research and Evidence-Based Practice School psychologists have knowledge of research design, statistics, measurement, and varied data collection and analysis techniques sufficient for understanding research, interpreting data, and evaluating programs in applied settings. As scientist practitioners, school psychologists evaluate and apply research as a foundation for service delivery and, in collaboration with others, use various techniques and technology resources for data collection, measurement, and analysis to support effective practices at the individual, group, and/or systems levels.</p>	<p>Minimum documentation: Four artifacts, to include:</p> <ul style="list-style-type: none"> **Research-based practice agenda **System Project Praxis Exam score report *Elective
<p>Domain 10: Legal, Ethical, and Professional Practice School psychologists have knowledge of the history and foundations of school psychology; multiple service models and methods; ethical, legal, and professional standards; and other factors related to professional identity and effective practice as school psychologists. School psychologists provide services consistent with ethical, legal, and professional standards; engage in responsive ethical and professional decision-making; collaborate with other professionals; and apply professional work characteristics needed for effective practice as school psychologists, including effective interpersonal skills, responsibility, adaptability, initiative, dependability, technological competence, advocacy skills, respect for human diversity, and a commitment to social justice and equity.</p>	<p>Minimum documentation: Five artifacts, to include:</p> <ul style="list-style-type: none"> **Ethical problem-solving case study **Professional values reflection **Intern Self-Evaluation and Portfolio Self-Reflection **Consultant Effectiveness Scale and Reflection **Supervisor midyear and final evaluation form ** Consumer of Service Evaluation (School Personnel) and Reflection
<p>Addendum</p>	<p>Minimum documentation: Eight artifacts, to include:</p> <ul style="list-style-type: none"> **Proof of appropriate license **Proof of insurance (if required by your district) **Self-care plan **Intern Self-Evaluation and Portfolio Self Reflection ** Internship Plan ** Internship hours logs (Signed by supervisor) ** Supervisor Mid-term and Final Internship Evaluation ** Mid-term and Final Consumer of Service Eval and Reflection

* Students should include one artifact from each domain in their Internship Plan and include this as the “elective” artifact for each domain above. Work with your internship site-based supervisor and the Internship Coordinator to identify an appropriate artifact to include. Elective artifacts provide an opportunity for the

intern to complete activities and demonstrate competence in areas of interest or areas identified as opportunities for growth through the self-evaluation process.

** Must be completed during internship. These artifacts are required for all interns.

Guidelines for and Descriptions of Required Portfolio Artifacts

Interns are required to complete and submit each of the following portfolio artifacts as part of their Internship Portfolio by the end of internship. Internship grades will not be assigned until all required and elective artifacts are submitted, graded, and have achieved passing scores and the intern has completed all other internship requirements (e.g., sufficient hours).

Research-based Practice Agenda

Interns must include a 1-2 page research-based practice agenda. This agenda should summarize each of the following elements: research interests, future plans to engage in research (if applicable), approach to using research to inform practice during internship and future practice, ways they intend to remain informed of evidence-based practices, and/or discussion of how research will guide their role as a school psychologist during their career.

Ethical Problem-solving Case Study

The intern should identify an ethical dilemma faced during their internship year. If they need assistance identifying a dilemma, they should consult the Internship Coordinator or their site-based supervisor. The intern should write a case study regarding the dilemma and how they resolved the situation in a manner consistent with NASP professional ethics. This summary should include: a description of the de-identified description of the dilemma, discussion of relevant NASP professional ethical principles and standards, discussion of multiple potential solutions and the pros/cons of each that were considered, and a description of how the dilemma was resolved with a rationale based in the NASP professional ethics.

Professional Values Reflection

Interns should write a brief (3-5 page) narrative that identifies 3-4 professional values that guide their practice as a school psychologist. Reflections should include discussion of how their values have evolved over the course of their training in the program. In addition, interns will write a brief summary of how their values influence their work in each of the NASP Domains of Practice, providing specific examples.

Diversity Reflection

Interns must include a brief reflection paper (3-5 pages) that articulates knowledge of addressing diversity in practice and their personal approach in working with diverse individuals and groups. This paper should include at least one applied example of working with diverse individuals or groups during internship. The example(s) should be supported by ethical guidelines, empirical findings, or professional references to indicate knowledge of addressing diversity, equity, and inclusion. In addition, the intern will describe their general approach to working with diverse individuals and groups, in such a way that aligns with NASP Standards.

De-identified Family Interview Protocol or Summary

Interns should include a de-identified copy of a family/caregiver interview protocol, demonstrating their partnership with families. Alternatively, they may write a brief summary (2-3 pages) regarding ways they engaged and partnered with families during the internship year.

De-identified Comprehensive Evaluation

The intern should submit at least one de-identified comprehensive psychoeducational evaluation report for a case that was completed during the internship year. The report may be for an initial evaluation or

re-evaluation. Before submitting, the intern should highlight or otherwise annotate which sections of the report they completed as a member of the multi-disciplinary team.

Analysis of Class-, Grade-, or Schoolwide Data

The intern should submit an artifact that demonstrates competence in evaluating and analyzing group-level data to inform decision-making. This data can be for a class-, grade- or schoolwide socioemotional, behavioral, or academic concern. The intern should provide a visual representation (e.g., graph or chart) of the data and write a summary (2-4 pages) analyzing the findings from the group level data. Finally, the intern should provide practice recommendations that are informed by these findings.

Consultation and Difficult Communication Observations

During group supervision, interns will engage in role plays with a peer to demonstrate their competence in two areas – consultation and communication. The first observation will be of the intern’s consultation skills. The second observation will be of the intern’s engagement in a difficult conversation with a caregiver/family member. Interns can provide a scenario based on their internship experience or the Internship Coordinator can provide a scenario to inform each role play. The Internship Coordinator will provide a completed rubric and feedback which should be included in the intern’s final portfolio. Passing scores must be earned or the intern will be given the opportunity to engage in a new role play until competence is demonstrated. Interns may also wish to complete this requirement at their site, when another staff member at their site is present during the intern’s difficult communication with a family. These instances should be discussed with the Internship Coordinator.

Evidence of Crisis Response or Intervention

The intern should include an artifact demonstrating evidence of their competence engaging in crisis response or intervention in the school setting. Examples include: de-identified risk or threat assessment protocols with next steps included, notes from school crisis response team meetings (please de-identify), brief summary of their role in crisis response or intervention at their internship site, etc. Interns should consult the Internship Coordinator if they are unsure if an artifact they wish to include provides evidence of their crisis response or intervention skills.

Intern Self-Evaluation and Portfolio Self-Reflection

Prior to writing the Internship Plan and at the completion of their internship, students should complete an Intern Self-Evaluation and Portfolio Self-Reflection. This will include reflecting upon each of the NASP Domains, one’s knowledge as well as current depth of practice demonstrating performance in each Domain. Reflections should be included in the “Comments” section on the Intern Self-Evaluation and should include a summary of artifacts currently completed and ideas for artifacts that would more clearly demonstrate their knowledge and/or performance in the domain. Consult the Internship Coordinator for resources to aid in generating ideas for activities to demonstrate performance in each domain. The intern will complete the Self-Evaluation and Portfolio Self-Reflection a second time at the end of the internship.

Academic and Behavior Problem-Solving Case Reports

Interns are expected to develop expertise in supporting school-age students’ social-emotional and academic growth. Additionally, NASP Standards require that all school psychologist candidates demonstrate the professional skills necessary to deliver effective services that result in positive, measurable outcomes for clients. Fulfillment of this performance-based requirement is met through the successful completion of comprehensive academic and behavioral case studies. These cases may be part of a psychoeducational evaluation with links to intervention, data, and decision-making or may be part of a general education problem-solving case. Case studies will describe actual cases that have been completed by the intern using systematic and structured problem-solving procedures and evidence-based practice. All case studies should be de-identified. (See Appendix E for details and a scoring rubric.)

Consultation and Collaboration Case and Consultant Effectiveness Scale Reflection

Interns are also expected to refine their collaborative and consultative services as well as advocate schools utilize evidence-based practices. Interns will demonstrate their consultation skills by submitting a report describing the consultative process used to problem-solve a case. Consultation cases should follow the 4-step problem solving model and include explicit description of consultative methods used to: establish relationships, identify and analyze the problem, select interventions, implement interventions and evaluate outcomes. Within each step of the process students should describe their methods of communication and collaboration, ways of managing logistics, and management of multicultural considerations. Students should also have their consultee complete the “Consultant Effectiveness Scale” submitting it along with their Consultation and Collaboration Case report. Interns are encouraged to provide a self-rating on the Consultation and Collaboration Case Rubric with a reflection of their consultation skills and the areas they continue to develop. (See Appendix F for details.)

System Project

Interns are expected to develop skills to support system-level change efforts. Interns will demonstrate their skills in supporting system change by analyzing a system’s needs and implementing/proposing a data-based plan to support change. (See Appendix G for details.)

The System Project should:

1. describe the problem/goal and desired outcome,
2. analyze the organizational situation,
3. design an action plan to reduce or eliminate 1-2 key barriers,
4. provide follow-up support for implementation and monitoring, and
5. develop method for monitoring progress and evaluating outcomes.

Addendum Paperwork and Artifacts

Interns are also expected to include a copy of their proof of appropriate license, proof of insurance (if required by their internship site), Internship Plan, self-care plan, monthly and final signed internship hours logs, supervisor mid-year and final internship evaluation forms, beginning and final self-evaluations and portfolio reflections, and Consumer of Services Evaluation form and reflections in their portfolio. Questions about any of these artifacts should be directed to the Internship Coordinator.

Portfolio Electives

Students are expected to supplement their required portfolio artifacts with elective activities demonstrating their knowledge and skill from across the program. In most domains, students are expected to include a supplement “Elective” artifact. Students can select “Electives” from their available artifacts from various program experiences, artifacts generated during internship or artifacts generated as part of their internship plan. All elective artifacts must include a reflection addressing how they meet the expectations evident in the domain, their current level of knowledge/skill and further professional learning as evidenced from their artifact. See the Internship Coordinator for resources to support selection of quality electives.

Internship Evaluation

In addition to the evaluation of the internship portfolio, site-based internship supervisors will complete the Internship Evaluation at mid-year and the end of internship. The [current internship evaluation form](#) is available online on Qualtrics. Students will be required to have a school personnel also complete the Consumer of Services Evaluation at least once during internship. See Appendix H.

Mid-year conferences between the University Internship Coordinator, intern and site-based supervisor will review the mid-year Intern Evaluation, review progress toward the Internship Plan, and adjust the

Internship Plan as needed. End-of-year conferences between the University Internship Coordinator, intern and site-based supervisor will review the end-of-year Intern Evaluation and overall internship experience. Both intern conferences must be arranged by the student either in-person, via Zoom or phone conference and should be expected to last about 30 minutes.

Adequate Progress

All items on the Internship Evaluation completed by the site-based supervisor are rated on a scale of 1 to 4. For students to be making sufficient progress, students are expected to earn an average rating of at least 2.0 in each section of the evaluation at the mid-year evaluation and an average rating of at least 3.0 in each section at the end-of-year evaluation. Students who are not making sufficient progress based on site-based supervisor evaluation ratings will need to file an explanation for the ratings to the Doctoral Committee, so that the committee can determine if the student should be allowed to continue past mid-year in an internship placement or pass the internship experience at the end of the year. See remediation section for further details.

Internship Logs

Students are expected to keep a daily log of internship activities. Internship logs should be updated regularly and submitted with the site-based supervisor’s signature each month. An end of year summary of the intern’s total hours should be submitted upon completion of the internship experience. An internship log template is available on the course D2L page and will be distributed to the interns via email. Should the intern choose to use an alternative logging system, the intern must ensure they log their hours by domain (i.e., assessment, intervention, consultation, supervision, and indirect). All hours should be logged by the closest 0.25 hour of service.

Monthly Meeting Topics and Suggested Assignment Due Dates

Month/Topic	Suggested Assignments to Submit by Month
August and September: Internship orientation, overview, and planning	Internship Agreement
	Proof of license and insurance
	Intern self-evaluation and portfolio reflection
	Internship plan
	August/September hours log
October: Self-care during internship	Self-care plan
	October hours log
November: Engaging in difficult communications	Schedule mid-year internship conference
	Submit 1-2 internship portfolio products for review
	Complete Difficult Communication Observation Rubric
	November hours log
December: Providing evidence-based services in schools	Mid-year internship evaluation
	Mid-year internship meeting
	December hours log
	Submit 1-2 internship portfolio items for review
	Updated internship plan (if needed)
January: Effective consultation	Complete Difficult Communication Observation Rubric (2 nd time)
	January hours log
February: Crisis response and intervention	Submit 1-2 internship portfolio items for review
	February hours log
March: System change consultation and advocacy	Submit 1-2 internship portfolio items for review
	March hours log

April: Topic determined by intern cohort	Internship portfolio submitted by the 13 th Friday of the Spring semester
	April hours log
May: Transitioning from internship to independent practice	Schedule end-of-year internship conference
	End-of-year Consumer of Services Evaluation completed by a staff member (not supervisor)
	End-of-year Internship Evaluation
	Intern Self-Evaluation and Portfolio Self-Reflection completed (2 nd time)
	Internship portfolio with needed edits submitted by Friday of finals week
	May hours log and internship hours summary log*
	Final internship portfolio

Note: Students are encouraged to submit drafts of portfolio items for review and feedback on an ongoing basis throughout the internship experience.

*Should the internship placement extend beyond May, students are expected to submit the final Hour Log Summary to the Internship Coordinator via email on their final day of internship.

Remediation

If an area in need of remediation is identified during the internship experience, site-based supervisors are requested to collaborate with the University Internship Coordinator and intern to develop a remediation plan. As noted in the MSU School Psychology Program Handbook, the purpose of remediation is to develop a supportive plan and timeline to address student concerns that have been identified through review of student progress in the program. The intent of remediation is to develop a plan for the student that supports their professional learning needs, so they can develop the skills to be successful and progress in the program. Examples of situations that may warrant remediation include: (a) a deficit in acquiring or integrating professional behaviors into one's work; (b) deficit in meeting program requirements; (c) personal stress/emotional reactions that interfere with professional functioning; and (d) behavior that is not modified after feedback. Average scores on the mid-year Internship Evaluation below 2.0 or the end-of-year Internship Evaluation below 3.0 may also indicate a need for remediation.

The student, Internship Coordinator/Program Director and site-based supervisor will collaborate to develop a remediation plan. The remediation plan will include identified objectives, a clear timeline for completing the objectives, and behaviorally anchored assessments. The remediation plan also will include the consequences should the area identified by the program faculty or site-based supervisor not be rectified.

The primary focus of remediation plans is to help identify the most appropriate methods to help the student complete program requirements, develop professional competencies, and be successful in the program and profession. If the student disagrees with the remediation plan, the student can request in writing that the School Psychology Doctoral Committee as a whole review the plan and assist in the development of the remediation plan. If a student disagrees with the need for a remediation plan, they can appeal following the due process procedures of the University found in the Minnesota State University, Mankato Student Handbook regarding *Student Complaints and Grievances*. <http://www.mnsu.edu/students/basicstuff/policies.html>.

A copy of the agreed-to remediation plan is placed in the student's file. In all cases where a remediation plan is developed the Program Director will be informed by the Internship Coordinator of the plan and progress toward the plan on a regular basis.

Unsuccessful Experiences

Students who do not successfully complete internship during their first experience may request a second placement by writing a letter of request to the School Psychology Doctoral Committee. The request must include a description of the first placement, a discussion of why the first placement was unsuccessful, and actions that would result in a successful internship. The Doctoral Committee will review the student's request as well as the student's progress in the program and the request will be approved, approved with/after remediation, or denied. In the event of a second internship, students are required to once again register for the full number of internship credits specified earlier in this document.

Appendices

Appendix A: Tips for Applying and Obtaining an Internship

In preparation for applying for internship, prepare an application packet that includes three letters of reference, a cover letter specific to the internship site, an updated curriculum vita, and copy of transcripts. Most internship sites have an on-line application process used for all school-based personnel. In completing applications note the following:

Application

- **Postings:** Some sites advertise specific internship positions; others do not. You can readily assume within the tri-state area that school psychology positions that are posted are open to applications from interns as well. Postings for standard school psychology positions begin when districts/agencies have vacancies. This can be anytime, but typically starts around the time of the NASP conference and can go well into July.
- **Process:** Large districts will typically have human resource personnel managing the application process. Feel free to contact them with questions during the interview process, but hold questions specific to school psychology for a special education manager who is part of the district/agency.
- **Teaching Experience:** List field placement and practicum experiences under questions about teacher experience.
- **State Licensure:** When asked for your state licensure number/information, indicate that the application is in-process. Minnesota requires you to have obtained a position prior to applying for a school psychology license.

Letters of Reference

Letters of reference should include university-based and school-based references and be from persons who know your work best.

- One must be from your advisor/program director and must include a statement indicating that you are approved for internship.
- Two additional letters should be from those who know you best and can speak to your school psychology skills. It is recommended at least one of these is from a school-based personnel.

Cover Letter

Cover letters should focus on highlighting experiences not evident on your vita/letters and your fit with the specific internship site you are interested. You may also include: background experience, professional interests, and experiences you are seeking.

Curriculum Vita

Consider the focus of the internship that you are applying. As you have a wide variety of experiences, you may consider highlighting certain experiences based on the internship site/s to which you are applying.

- **Transcripts:** Be prepared to provide unofficial transcripts from undergraduate through graduate work. Typically, official transcripts are only required upon an offer.
- **Professional Portfolio:** You have the option to provide examples of your professional work either attached to you application or during the interview process. Sites typically will not ask for this, but select examples of your professional work can set you apart from other candidates. However, be careful in the selection of the components you share from your portfolio. Choose your best work, use examples that fit with the philosophy and objectives of the site you are applying and ensure

complete redaction of all identifying information including student/parent/teacher names, addresses etc.

Interviews

- Type of Interview: If the site you are applying for is outside of a day-trip's drive the site may offer to do a phone/Zoom interview instead of an in-person interview. Some things to consider include:
 - During phone interviews, be prepared to ask clarifying questions, question if you have covered topics sufficiently or if you should expand etc., due to lack of body language available in such an interview.
 - Be sure to ask who is in the room with you during an interview if they have not been introduced.
 - Ensure a quite distraction free space during phone/Zoom interviews.
 - As Skype relies on an internet connect, be prepared to do a phone/in-person interview if you are not able to connect via Zoom.
 - Skype allows for better use of body language during the interview process, but still can be limiting, as you may not be able to see everyone who is in the interview room.
 - In-person interviews allow the site to have a better understanding of your professional/social behaviors.
- Interview Tips:
 - Familiarize yourself with the district/agency you are interviewing. You should be prepared to know their mission/vision, recent initiatives and as much information about school psychology practice in the agency/district as possible. You can also ask some of this information during the interview process.
 - Interviews can feel strange, as we are not used to talking so much about ourselves. Do what you have to, to "get in the zone" and share what you know the best you can.
 - Dress casual business. You do not need to wear a suit/dress. Leave your backpack at home.
 - During the interview, hiring rules typically do not allow the interview team to ask questions about where you want to live, if you are married, if you have children etc. However, you can share this type of information on your own.
 - The site can ask you what your long-term goals are in school psychology. These also tend to lend themselves to longevity of the job. Just note employers generally like people who want to embed themselves in their culture so be careful with these questions. Plan a positive response that shows you are interested in them.
 - School based internship sites are typically most interested in your school-related experience. If you have done applied research, consider it a school related experience and talk about it as collaborating and intervening with schools and kids as opposed to doing research for research's sake.
 - This is an internship, and it is not expected that you have had every experience. So if they ask you a question about your experience, be sure to describe what you "would" do even if you cannot tell them what you "have" done.
- Interview Questions:
 - *Standard Human Resource Questions:*
 - Why do you want to work for them?
 - Ways in which you've collaborated with parents and schools or in challenging decisions.
 - A cultural competency question: What does it mean to you and your role as a school psych? How would you assess an individual, taking into account differences in culture?
 - They may ask you if you can perform the essential functions and physical requirements of the job (driving, lifting etc.). This is a required HR question.
 - *School Psych Questions:*

- Eligibility: Be familiar with the eligibility process in the state that you are applying. In Minnesota, be prepared to answer how you would assess students of various ages for each of the different eligibility criteria.
- Ethics: They may pose a question about a conflict of interest, a litigious case, or challenging case in general. They are determining how well you collaborate, when you will include a supervisor/administrator into an unethical situation.
- Low Incidence Populations: They may want to know your experience with low incidence populations (i.e., DCD, severe/profound, Autism etc.)
- Due Process: Be prepared to consider how to answer questions/problem-solve scenarios about student/s FAPE and LRE.
- Behavior/Social-emotional: Be prepared to describe how to assess and intervene for students with EBD/severe behavior concerns; Be prepared to describe your role in supporting social-emotional, mental health in schools as well as how you can support their school in crisis prevention and intervention.
- *Questions for the District/Agency:* Be prepared to ask the district/agency key questions you have that help you decide if they offer you the position. Be sure you have at least 3-5 questions for them related to the actual work in the job, what a day in the life of a school psych in their agency is like, the professional learning/mentoring for new school psychologists/employees, the school psychologist to student ratio, the long-term goals of the agency, their biggest challenges in meeting children's needs, etc. You want to ask these questions as it gives you an idea of the culture of the organization and what the work is like.
- Interview Follow-up: you may consider following up your interview with a thank-you letter/card. You may also follow-up with further questions. Give districts/agencies time for decisions.

Appendix B: Process Sheet for Approval to Apply for Internship

Process Sheet for Approval to Apply for Internship for the School Psychology Doctoral Program

Name: _____

Date: _____

Year enrolled into the School Psychology Doctoral Program: _____

This form should be completed and submitted to the School Psychology Doctoral Committee for review *prior to applying for internship or seeking letters of recommendation for internship.*

Internship typically takes place during the fifth year in the program if you entered with a Bachelor's Degree, or your 4th year in the program if you entered with either a Master's Degree, a Specialist Degree, or significant numbers of advanced placement credits. The committee will meet within 1 month of your Process Sheet submission to formally approve or reject requests to apply for internship. For the student to apply for internship, most of the School Psychology Doctoral Committee must signal their approval on this form.

In addition to the below information, a history of appropriate professional and ethical behavior will be considered when making approval decisions. Students are reminded that the work that they do in the schools and community reflects on them as professionals and on the program. Therefore, the Doctoral Committee will be necessarily conservative in approving internship. In the event that there are any reservations before placing a student in the field, a meeting will be arranged between the student, internship coordinator, and the program director to determine the appropriate course of action. Since this is an applied doctoral program, we expect that this comprehensive sequencing and management of field experiences will result in highly qualified school psychology practitioners.

Please answer the following:

Requirement	Answer
What is your graduate GPA (≥ 3.2 expected)?	
Have you passed (with a C- or better) all required coursework (aside from dissertation) for your doctoral degree (including advanced standing)? <ul style="list-style-type: none"> - Please include a copy of your transcript with this application - Please include a program course of study indicating which courses you have taken in the program. 	[yes] [no]*
*If "no", what courses do you have left to take and specifically what semesters/sessions do you plan to take them?	
Have you finished all "Incomplete", "In Progress" courses that may be present on your transcript?	[yes] [no]*
*If "no", what courses have I or IP? What steps are needed to change these grades?	
What grade did you receive in PSYC 702 Field Experience?	
What grade did you receive in Practicum I (750)?	
What grade did you receive in Practicum II (751)?	

**What grade did you receive in Advanced Doctoral Practicum Academic Case Study (760)? If you have not completed this practicum, when do you plan on completing it?	
**What grade did you receive in Advanced Doctoral Practicum II (761)? If you have not completed this practicum, when do you plan on completing it?	
Have you obtained a Master's Degree?	[yes] [no]*
*If "no", what date do you anticipate receiving your Master's Degree?	
Have you successfully passed your comprehensive exam?	
What date do you plan to propose your dissertation?	

** Note: Internship cannot be completed (but *can* be planned) before both advanced doctoral practicum courses (PSYC 760 and 761 -or- PSYC 760 and 762) have been passed.

Additional Comments (Optional):

Application to apply for Internship:

_____	_____	[yes] [no]
[Kevin Filter, PhD]	[Date]	
_____	_____	[yes] [no]
[Allison Lundahl, PhD]	[Date]	
_____	_____	[yes] [no]
[Chip Panahon, PhD]	[Date]	
_____	_____	[yes] [no]
[Shawna Petersen-Brown, PhD]	[Date]	

The Doctoral Committee [approves] [does not approve]
your request to apply for internship.

Committee Comments:

Appendix C: Internship Agreement

School Psychology Internship Agreement
Minnesota State University, Mankato

Name of Intern: _____

Name and Mailing Address of School/Agency:

Terms of Agreement

1. Length and Scope of Internship

The agency will support the student in completing the 1500-hour internship over the course of 1 or 2 years with a minimum of .5 FTE over that time. The internship experience will be of sufficient scope and depth to meet the goals of the internship as stated below in section 4 below. In particular, the intern will have the opportunity to engage in a range of practices including special education evaluation, consultation, intervention development and monitoring and general school improvement initiatives.

School psychology internship sites have a primary goal of educating students in P-12 with diverse backgrounds, characteristics, abilities, disabilities, and needs. The school setting has available an internal or external pupil services unit that includes at least one credentialed school psychologist and provides a full range of services.

2. Supervision Agreement

- a. Amount and type of supervision: The site-based supervisor, a school psychologist that is credentialed/licensed for practice in the state with a minimum of 3 years of experience, will provide a minimum of 2 hours per week of direct supervision and is employed as a regular employee or consultant by the district/agency. Most of this time will be individual, face-to-face meetings. The site-based supervisor will evaluate student progress, communicate with the intern as appropriate to meet the goals of internship, and provide evaluation ratings to the university supervisor at least 2x/year.
- b. Supervisor release time for supervision: The site-based supervisor will be supported by the agency to provide the minimum of 2 hours of weekly supervision necessary to complete the goals of the internship.
- c. University supervision:
 - i. The student will be released for university supervision for 2 hours per month. University supervision of interns will be managed through meetings 1-4 times per month either in person or via Zoom depending on location of the internship. The university will also

manage a web-based internship course that includes group supervision and continuing education.

- ii. The University Internship Coordinator will be responsible for coordinating placements, communicating with the agency and supervisor to ensure a quality experience, and providing additional supervision to the intern.

3. Compensation

The intern will be compensated for their work in the following manner (please fill in as applicable):

Salary or Stipend: _____

Hourly wage: _____

Contract Dates: Beginning Date: _____ End Date: _____

Travel compensation: _____

4. Agreement to Support Attainment of Objectives

The agency agrees to support the intern in the attainment of the following objectives of the internship experience:

1. Students will become familiar with the organization and practice of psychological services in the school and how those services relate to the school environment.
2. Students will become fluent in psycho-educational assessment of children and adolescents.
3. Students will develop expertise in consultation and intervention.
4. Students will demonstrate the ability to use data to guide decisions about individual and systemic functioning.
5. Students will develop expertise in supporting diverse learners.
6. Students will learn to work collaboratively with teachers, parents, and other professionals to improve the quality of education services provided to children and adolescents.
7. Students will become ethical decision makers who take into consideration the role of diversity in the provision of school psychological services.

5. Adequate Resources and Safe Environment

The agency will ensure that the intern has a safe and secure work experience that includes adequate resources necessary to complete the task of a school psychology interns including office space and technology.

6. Support for Continuing Professional Development of Intern

The intern will be provided with continuing professional development opportunities commensurate with other psychologists in the agency.

Direct site-based supervisor

Name (printed): _____ Signature and Date: _____

Agency Representative

Name (printed): _____ Signature and Date: _____

Student

Name (printed): _____ Signature and Date: _____

University Internship Coordinator

Name (printed): _____ Signature and Date: _____

Direct Site-based Supervisor Information:

Highest Degree: _____ NCSP? [YES] [NO] State Licensure Number _____

Email: _____ Phone: _____

University Internship Coordinator Information:

Email: _____ Phone: _____

Address: Minnesota State University, Mankato
School Psychology Internship Coordinator
103 Armstrong Hall

Appendix D: Internship Plan

**Minnesota State University, Mankato
School Psychology Doctoral Program
Internship Plan**

Intern Name:

After completing the Intern Self-Evaluation and Intern Portfolio Self-Reflection, the intern should complete this plan in collaboration with their site-based and university supervisors.

The intern should identify all required and elective artifacts that will be submitted in each NASP Domain of Practice below. Interns should reference the Internship Portfolio requirements listed in the Internship Manual and ensure all are listed in their Internship Plan. Additional activities and artifacts may be included based on the intern’s goals and professional learning objectives.

This plan should be re-visited on a regular basis during site-based supervision to guide internship activities and as needed during university group supervision. The plan will also be reviewed at the intern’s mid-year and end-of-year conferences.

Note: The Internship Plan may crossover with goals developed for the agency/district professional evaluation process.

Domain 1: Data-Based Decision Making

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

- Measurable goals/objectives

- Description of activities and artifacts demonstrating these goals

- Timeframe to meet goals/objectives

Domain 2: Consultation and Collaboration

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

- Measurable goals/objectives

- Description of activities and artifacts demonstrating these goals
- Timeframe to meet goals/objectives

Domain 3: Academic Interventions and Instructional Supports

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

- Measurable goals/objectives
- Description of activities and artifacts demonstrating these goals
- Timeframe to meet goals/objectives

Domain 4: Mental and Behavioral Health Services and Interventions

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

- Measurable goals/objectives
- Description of activities and artifacts demonstrating these goals
- Timeframe to meet goals/objectives

Domain 5: School-Wide Practices to Promote Learning

School psychologists understand systems structures, organization, and theory; general and special education programming; implementation science; and evidence-based, school-wide practices that promote learning, positive behavior, and mental health. School psychologists, in collaboration with

others, develop and implement practices and strategies to create and maintain safe, effective, and supportive learning environments for students and school staff.

- Measurable goals/objectives
- Description of activities and artifacts demonstrating these goals
- Timeframe to meet goals/objectives

Domain 6: Services to Promote Safe and Supportive Schools

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

- Measurable goals/objectives
- Description of activities and artifacts demonstrating these goals
- Timeframe to meet goals/objectives

Domain 7: Family, School, and Community Collaboration

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

- Measurable goals/objectives
- Description of activities and artifacts demonstrating these goals

- Timeframe to meet goals/objectives

Domain 8: Equitable Practices for Diverse Student Populations

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

- Measurable goals/objectives
- Description of activities and artifacts demonstrating these goals
- Timeframe to meet goals/objectives

Domain 9: Research and Evidence-Based Practice

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

- Measurable goals/objectives
- Description of activities and artifacts demonstrating these goals
- Timeframe to meet goals/objectives

Domain 10: Legal, Ethical, and Professional Practice

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

- Measurable goals/objectives

- Description of activities and artifacts demonstrating these goals

- Timeframe to meet goals/objectives

Site Supervisor Signature: _____ Date: _____

Intern Signature: _____ Date: _____

University Supervisor Signature _____ Date: _____

Appendix E: Academic and Behavior Problem Solving Case

Academic and Behavior Problem-Solving Case Guidelines

School Psychology Internship | Minnesota State University, Mankato

Description of Requirements

NASP Standards require that all school psychologist candidates demonstrate the professional skills necessary to deliver effective services that result in positive, measurable outcomes for clients. Fulfillment of this performance-based requirement is met through the successful completion of a comprehensive academic and comprehensive behavioral case study. These cases may be part of a psycho-educational evaluation with links to intervention, data, and decision-making or may be part of a general education problem-solving case. The case study will describe an actual case that has been completed by the applicant using systematic and structured problem-solving procedures. The attached rubric will be used to evaluate the submitted case study.

Alignment with NASP Standards

Comprehensive case studies are intended to assess student performance across several NASP standards. Case studies will be evaluated for breadth and depth using the NASP Case Study Rubric, which is organized into the problem-solving model.

Preparing your Case Studies

Submit two case studies (one academic and one behavioral). Submission should include the following in a report documenting each step of the four-step problem solving process. The report must include:

- Discussion of all indicators from the case study rubric (see Table 2).
- Documentation of assessments leading to intervention and a written summary of the evaluation decisions.
- Appendices with supplemental resources (i.e., detailed intervention plan/protocol, charts/graphs documenting progress monitoring during intervention, treatment integrity plan and results, etc.)
- Assessment of the effects on student outcomes using visual analysis of baseline versus treatment as well as a measure of effect size. Students are encouraged to calculate *Tau-U* for their cases to evaluate the magnitude of the intervention effect.
- Redaction of school/student/teacher/parent identifying information.

Assessment of Effects on Student Outcomes

Students are expected to calculate an effect size for each case study. Students are encouraged to use *Tau-U* to evaluate the magnitude and direction of the effect of the intervention that is implemented. *Tau-U* can be calculated using an [online calculator](#). *Tau-U* interpretation guidelines suggest that values between .00 and .20 are small, .20 to .60 are moderate, .60 to .80 are large, and .80 to 1.00 are very large (Vannest & Ninci, 2015).

Types of Cases to Consider

Case studies must be problem-solving cases that require Problem Identification, Problem Analysis, Intervention and Evaluation. Some of the types of cases you might consider are:

- pre-referral/problem solving case,
- ongoing problem-solving case for a student who is already eligible for special education services,
- psycho-educational evaluations with documented and implemented interventions,
- consultation cases involving multiple team members where you were a key team member in assessment through intervention decision-making, or
- Tier 2 problem solving case involving a small group of students.

Academic Case: Academic refers to a case involving a student(s) with a language arts/literacy/reading, written expression, mathematics or functional skill needs.

Behavioral Case: Behavioral refers to a case involving a student(s) with social emotional needs such as externalizing behaviors, internalizing behaviors, self-management, mental health, social skills, life-skills etc.

Expectations

These case studies will be used in combination with your other internship requirements to determine the degree to which you meet the expectations of internship. Students are expected to complete cases successfully addressing 80-100% of the components overall and within each section.

Evaluation

Case studies will be evaluated by the University Internship Supervisor using the below rubric. Case studies successfully addressing 80-100% of the components overall and within each section will be considered passing. In the event a student's overall score is below 80%, the intern may revise and resubmit the case study. If the revision does not meet criteria for passing, the intern must continue to make revisions until it meets requirements. At the discretion of the University Internship Supervisor, the intern may be asked to provide a written reflection. Written reflections should include a self-assessment of the problem-solving step, areas of strength, areas of needed improvement and methods of personal ongoing professional development to meet expectations in the domain. The written reflection will be submitted to the doctoral committee for review. The Doctoral Committee will review the reflection and determine the student's problem-solving knowledge and skills within the following framework:

- The intern's knowledge in applying problem-solving is **average** for an intern at the end of internship. Their skills are **adequate** to meet expectations as an entry-level school psychologist with typical supervision and professional development.
- The intern's knowledge in applying problem-solving is somewhat below **average** for an intern at the end of internship. Their skills are **adequate** to meet expectations as an entry level school psychologist with a plan for personal professional development.
- The intern's knowledge in applying problem-solving is **below average** for an intern at the end of internship. Their skills are currently **not adequate** to meet expectations as an entry level school psychologist.

NASP Case Study Rubric

The National School Psychology Certification Board (NSPCB) of the National Association of School Psychologists (NASP) developed the following rubric to help guide applicants in structuring an effective case study. Additionally, the NSPCB utilizes the rubric as part of the evaluation process for NCSP candidates from graduate programs without NASP approval/accreditation.

We encourage all school psychology graduate preparation programs to disseminate the rubric among students and utilize this resource in relevant courses.

Section 1: Elements of an Effective Case Study

	Effective	Needs Development
1.1	Demographics of the case are adequately described (e.g., age, type of class/school, grade, SES, disability, etc.).	Demographic information does not include sufficient information.
1.2	Assessment, intervention, and/or consultation practices identify and address unique individual characteristics.	Assessment, intervention, and/or consultation practices DO NOT identify and address unique individual characteristics.
1.3	Collaboration with relevant stakeholders (e.g., parents, teachers, and other professionals) is evident throughout the process.	Collaboration with relevant stakeholders (e.g., parents, teachers, and other professionals) is NOT evident throughout the process.
1.4	Steps of the problem-solving process are implemented coherently (i.e., sequential, goal directed, and flow logically based on evidence).	The steps of the problem-solving process are not followed.
1.5	Professional practices of writing style, formatting, and graphing are present in the case study (i.e., clear succinct and well written text with clearly labeled graphs).	Errors in writing convention, style, and graphing interfere with readability and interpretation of data.
1.6	Personal identifying information of the case study subject is redacted from the report.	Personal identifying information is not sufficiently redacted from the report.
RATING	EFFECTIVE	NEEDS DEVELOPMENT

Comments:

Section 2: Problem Identification

	Effective	Needs Development
2.1	Information is gathered from multiple sources [e.g., Record review, Interview, Observation, and Testing (RIOT)].	Data are not gathered from multiple sources. The following are missing: Record Review Interview Observation Testing
2.2	The problem is operationally defined in observable, measurable terms (i.e., the referral concern is restated as an observable, measurable dependent variable).	The problem is not operationally defined. (e.g., it is reported as a categorical/descriptive cause such as Autism, Depression, ADHD; or terms such as aggression, anxiety or hyperactivity).
2.3	Expectations for the identified behavior are stated based upon an appropriate source for comparison (e.g., grade level standards, peer performance, normative data, etc.). AND The difference between actual and expected levels of performance is explicitly stated.	Expected performance is not based on an appropriate source for comparison or is not included OR The difference between actual and expected levels of performance is not explicitly stated.
2.4	Baseline data are graphed AND Clearly establish a discrepancy (e.g., level, trend) between actual and expected levels of performance AND Use an appropriate comparison standard.	Baseline data are not graphed AND/OR Do not clearly establish a discrepancy (e.g., level, trend) between actual and expected levels of performance AND/OR Do not use an appropriate comparison standard.
RATING	EFFECTIVE	NEEDS DEVELOPMENT

Comments:

Section 3: Problem Analysis

	Effective	Needs Development
3.1	The problem behavior is stated as a skill or performance deficit	The problem behavior is not stated as a skill or performance deficit.
3.2	Multiple hypotheses are formulated to address the problem across one or more of the following areas: curriculum, instruction, and environment. AND All hypotheses are testable.	Multiple hypotheses are not developed AND/OR Hypotheses are untestable.
3.3	Hypotheses are stated in observable/measurable terms.	Hypotheses are NOT stated in observable/measurable terms.
3.4	Proposed hypotheses are empirically tested AND Appropriate sources of data are used to confirm or reject each hypothesis.	Hypotheses are not tested AND/OR Appropriate sources of data are not used to confirm or reject each hypothesis.
3.5	A conclusive statement that formally describes the cause of the problem is included AND Leads to a logical intervention.	A conclusive statement formally describing the cause of the problem is not included AND/OR Does not lead to a logical intervention.
RATING	EFFECTIVE	NEEDS DEVELOPMENT

Comments:

Section 4: Intervention

	Effective	Needs Development
4.1	<p>A single evidence-based intervention is implemented</p> <p style="text-align: center;">AND</p> <p>Is linked to preceding sections.</p>	<p>Multiple interventions are implemented simultaneously.</p> <p style="text-align: center;">AND/OR</p> <p>The intervention is not evidence-based.</p> <p style="text-align: center;">AND/OR</p> <p>The intervention is not linked to preceding sections of the report.</p>
4.2	<p>Acceptability of the intervention by one or more stakeholders (e.g., caregivers, teachers, etc.) is verified.</p>	<p>Acceptability of the intervention by one or more stakeholders is not verified.</p>
4.3	<p>The intervention is replicable:</p> <p style="padding-left: 20px;">Intervention components [i.e., independent and dependent variable(s)] are clearly described</p> <p style="text-align: center;">AND</p> <p style="padding-left: 20px;">Logistics are reported (e.g., who will implement, setting, duration and frequency of sessions, etc.)</p>	<p>The intervention is not replicable:</p> <p style="padding-left: 20px;">Intervention components [i.e., independent and dependent variable(s)] are not clearly described</p> <p style="text-align: center;">AND/OR</p> <p style="padding-left: 20px;">Logistics are missing (e.g., who will implement, setting, duration and frequency of sessions, etc.)</p>
4.4	<p>A skill or performance goal is stated.</p> <p style="text-align: center;">AND</p> <p>Described using the same metric as the dependent variables</p> <p style="text-align: center;">AND</p> <p>Is linked to baseline data</p> <p style="text-align: center;">AND</p> <p>Achievable based on research or other data.</p>	<p>A skill or performance goal is NOT stated.</p> <p style="text-align: center;">AND/OR</p> <p>Is not described using the same metric as the dependent variables</p> <p style="text-align: center;">AND/OR</p> <p>Is not linked to baseline data</p> <p style="text-align: center;">AND/OR</p> <p>Is not achievable based on research or other data.</p>

Section 4: Intervention (Continued)

	Effective	Needs Development
4.5	Progress monitoring data are presented.	Progress monitoring data are not presented.
4.6	Treatment integrity/fidelity data are: <p align="center">Reported</p> <p align="center">AND</p> <p align="center">Used in the interpretation of intervention efficacy.</p>	Treatment integrity/fidelity data are not: <p align="center">Reported</p> <p align="center">AND/OR</p> <p align="center">Are not used in the interpretation of intervention efficacy.</p>
RATING	EFFECTIVE	NEEDS DEVELOPMENT

Comments:

Section 5: Evaluation (Summative)

	Effective	Needs Development
5.1	<p>A single graph is depicted for the target behavior and includes the following elements:</p> <p style="padding-left: 40px;">Baseline data</p> <p style="text-align: center;">AND</p> <p style="padding-left: 40px;">Goal/Target indicator or aimline</p> <p style="text-align: center;">AND</p> <p style="padding-left: 40px;">Treatment/progress monitoring data with a trend line.</p>	<p>A single target behavior is presented on multiple graphs</p> <p style="text-align: center;">AND/OR</p> <p>Relevant graphs are not included.</p> <p style="text-align: center;">AND/OR</p> <p>The following components are not included in the graph:</p> <p style="padding-left: 40px;">Baseline data</p> <p style="padding-left: 40px;">Goal/Target indicator or aim line</p> <p style="padding-left: 40px;">Treatment/progress monitoring data with a trend line.</p>
5.2	<p>Adequate intervention data are collected to meaningfully interpret the results of the intervention.:</p> <p style="padding-left: 40px;">At least 7 data points collected over</p> <p style="text-align: center;">AND</p> <p style="padding-left: 40px;">A minimum of 6 weeks)</p>	<p>Insufficient intervention data are collected to meaningfully interpret the results of the intervention.</p> <p style="padding-left: 40px;">Less than 7 data points</p> <p style="text-align: center;">AND/OR</p> <p style="padding-left: 40px;">Less than 6 weeks</p>
5.3	<p>Visual analysis of the level, trend and variability and/or statistical analyses (e.g., effect size) were used</p> <p style="text-align: center;">AND</p> <p>The intervention was effective.</p>	<p>Visual or statistical analyses were not used</p> <p style="text-align: center;">OR</p> <p>The intervention was ineffective.</p>
5.4	<p>Strategies for generalizing outcomes to other settings are included.</p>	<p>Strategies for generalizing outcomes to other settings are not included.</p>
5.5	<p>Strategies for follow-up are included.</p>	<p>Strategies for follow-up are not included.</p>
RATING	EFFECTIVE	NEEDS DEVELOPMENT

Comments:

Recommended Resources

- Brown-Chidsey, R., Andren, K. J. (2015). *Assessment for intervention: A problem-solving approach*, 2nd Ed. New York: The Guilford Press.
- Briesch, A. M., Volpe, R. J., & Floyd R. G. (2018). *School-based observation: A practical guide to assessing student behavior*. New York: The Guilford Press.
- Burns, M. K., Riley-Tillman, C. T., & Rathvon, N. (2017). *Effective school interventions: Evidence-based strategies for improving student outcomes*, 3rd Ed. New York: The Guilford Press.
- Crone, D. A., J. Hawken, L. S., & Horner, R. H. (2015). *Building positive behavior support systems in school: Functional behavioral assessment*, 2nd Ed. New York: The Guilford Press.
- Dougherty Stahl, K. Flanigan, K. & McKenna, M. C. (2019). *Assessment for reading instruction*. (4th ed.) New York, NY: The Guilford Press.
- Hagermoser Sanetti L. M., & Collier-Meek, M. A. (2019). *Supporting successful interventions in schools: Tools to plan, evaluate, and sustain effective implementation*. New York: The Guilford Press.
- Hulac, D. M & Briesch, A. M. (2017). *Evidence-based strategies for effective classroom management*. New York: The Guilford Press.
- Hunley, S., & McNamara, K. (2010). *Tier 3 of the RTI model problem solving through a case study approach*.
Thousand Oaks, CA: Corwin and Bethesda, MD: National Association of School Psychologists.
- Kovaleski, J., VanDerHeyden, A., & Shapiro, E. (2013). *The RTI approach to evaluating learning disabilities*. New York: The Guilford Press.
- Mascolo, J. T., Alfonso, V. C., & Flanagan, D. P. (2014). *Essentials of planning, selecting, and tailoring interventions for unique learners*. Hoboken, NJ: John Wiley & Sons.
- Newman, D. S., Rosenfield, S. A. (2018). *Building competence in school consultation: A developmental approach*. New York: Routledge.
- Riley-Tillman, T. C., Burns, M. K., & Kilgus, S. P. (2020). *Evaluating Educational Interventions: Second Edition: Single-Case Design for Measuring Response to Intervention*. New York: The Guilford Press.
- Steege, M. W., Pratt, J. L., Wickerd, G., Guare, R., & Watson, T. S. (2019). *Conducting School-Based Functional Behavioral assessments: Third edition: A practitioner's guide*. New York: The Guilford Press.
- Wanzek, J. Al Otaiba, S., & McMaster, K. L. (2020). *Intensive Reading Interventions for the Elementary Grades*. New York: The Guilford Press.

Appendix F: Consultation and Collaboration Case

Consultation and Collaboration Case Study Guidelines

School Psychology Internship | Minnesota State University, Mankato

Description of Requirements

Interns are expected to refine their collaborative and consultative services as well as navigate schools to best utilize evidence-based practices. Interns will demonstrate their consultation skills by submitting a report describing the consultative process used to problem-solve a case. Consultation cases should follow the 4-step problem solving model and include explicit description of consultative methods used to: establish relationships, identify and analyze the problem, select interventions, implement interventions and evaluate outcomes. Within each step of the process students should describe their methods of communication and collaboration, ways of managing logistics, and management of multicultural considerations. Students should also have their consultee complete the “Consultant Effectiveness Scale” submitting it along with their Consultation and Collaboration Case report. Interns are encouraged to provide a self rating on the Consultation and Collaboration Case Rubric with a reflection of their consultation skills and the areas they continue to develop.

Evaluation of Consultation and Collaboration Performance

Student consultation and collaboration skills are evaluated based on presence of a set of research-based benchmarks demonstrating consultation and collaboration. See Rubric below. Students are also expected to have consultees complete the “Consultant Effectiveness Scale”. Passing = an average of 3.0

Alignment with NASP Standards

The consultation and collaboration case is intended to assess student performance primarily in the following:

- Domain 1: Data-Based Decision Making
- Domain 2: Consultation and Collaboration
- Domain 8: Equitable Practices for Diverse Student Population
- Domain 10: Legal, Ethical, and Professional Practice

While several Domains including Domain 1: Data-Based Decision Making, Domain 8: Equitable Practices for Diverse Student Populations, and Domain 10: Legal, Ethical, and Professional Practices are evident, Domain 2: Consultation and Collaboration is the primary Domain being measured in relation to this project. Alignment of rubric items with NASPs standard can be found in the below table. Most items tightly measure consultation and collaboration as well as professional practice skills. Additional items are in place to measure considerations for diversity in consultative practice.

Evaluation Rubric for Consultation and Collaboration Case

NA = Unacceptable: Benchmark not evident in the report

0 = Unacceptable: Benchmark inaccurate

1 = Acceptable: Benchmark is met and evidenced in the report.

2 = Above Expectation: Benchmark is comprehensively described in the report, shows deep insight, reflection and or critical thinking above and beyond expectations.

Passing: 80% or more of benchmarks met per component (Entry, Problem Identification/Analysis etc.)

Entry/Establishes Relationships				
Communication	Case Rating			
	NA	0	1	2
1. Communicates the consultation process, roles and shared responsibilities.				
2. Communicates consultant's method of working proactively with the consultant.				
3. Communicates focus on using a process that collaboratively analyzes the problem to develop and implement research-based interventions.				
4. Communicates the desire to select interventions that maximizing consultee strengths and available classroom/school resources.				
Collaborative Relationship	Case Rating			
	NA	0	1	2
5. Establish a relational framework in which consultees are free to respond to and elaborate on issues of mutual concern				
Logistics	Case Rating			
	NA	0	1	2
6. Considers a wide range of practical and logistical variables that could impact resistance (e.g., understanding consultee's explanation of the problem of concern, using cooperative modes of interaction, asking questions, making suggestions for change, understanding your own level of skill in the domain and the administration/system's support of your consultation.)				
Multicultural Considerations	Case Rating			
	NA	0	1	2
7. Attend to relevant multicultural considerations throughout the consultative process (i.e., attitudes, customs, values, languages, and behaviors of diverse cultures; English proficiency, type of instruction, mobility, quality of prior schools, attendance and ecological variables impacting behavior of the child).				
Problem Identification and Analysis				
Communication	Case Rating			
	NA	0	1	2

1. Communicate the problem analysis process				
Collaboration	Case Rating			
	NA	0	1	2
2. Works with the consultee to define the problem and goal for change in measurable, operational terms				
3. Collaborates with consultee to identify appropriate means of data collection				
4. Collaborates to plan what assessment methods/sources to use and condition/skills to asses.				
5. Use a range of functional assessment strategies across contexts to determine what needs to be taught and the ecological context surrounding the concern (e.g., RIOT, use of curriculum-based assessment, functional behavior assessment and/or brief experimental analysis.)				
Multicultural Considerations	Case Rating			
	NA	0	1	2
6. Consider appropriateness of assessments in relation to cultural factors.				
Intervention Selection				
Communication	Case Rating			
	NA	0	1	2
1. Communicates the process used to collaboratively select appropriate interventions.				
Collaboration	Case Rating			
	NA	0	1	2
2. Collaboratively select evidence-based interventions appropriate for the identified problem from a set of options/alternatives				
3. Evaluates treatment acceptability before implementation				
Logistics	Case Rating			
	NA	0	1	2
4. Considers effectiveness of the intervention, consultee skills/teaching-management style, and resources (e.g., materials available, time efficient, least restrictive etc.)				
Multicultural Considerations	Case Rating			
	NA	0	1	2
5. Consider appropriateness of intervention in relation to cultural factors (i.e., involving family, culturally specific examples, consultants from a similar background, etc.)				
Intervention Implementation: Procedures and Responsibilities				
Collaboration	Case Rating			
	NA	0	1	2

1. Collaboratively develops a written plan/protocol with detailed intervention steps including what, who, when, where, how much/often.				
2. Supports consultee in implementing the chosen evidence-based interventions through demonstration, training, and ongoing feedback				
3. Assess and provide feedback on intervention plan integrity on a regular basis				
4. Uses performance feedback with graphed implementation rates				
Intervention Evaluation and Follow-up				
Collaboration	Case Rating			
	NA	0	1	2
1. Uses a collaborative process to evaluate outcomes and determine next steps.				
2. Uses single case methods or features of single case methodology and shares/discuss outcomes regularly.				
3. Assesses social validity of treatment outcomes				
Logistics	Case Rating			
	NA	0	1	2
4. Evaluates the size of the effect				
5. Evaluates any unintended effects of the evidence-based interventions				
6. Assesses intervention transfer/generalization, maintenance, and need for continuation				
7. Recycles and follows up as necessary				

Based on information from Bergan and Kratochwill, 1990; Erchul and Martens, 2010; Harvey and Sruzziero, 2008; Zins and Erchul, 2002; Erchul and Young, 2008; Kratochwill, Altschaeffl, and Bice-Urbach, 2008.

Consultant Effectiveness Scale

Name of Person Being Evaluated: _____

Date _____

Signature of Evaluator: _____

Please rate the school psychologist's skills, knowledge, and professional practice according to the following scale:

1 = Not At All 2 = To A Slight Degree 3 = To A Considerable Degree
4 = To A Large Degree 5 = To A Very Large Degree

1)	Skillful	1	2	3	4	5
2)	Empathetic	1	2	3	4	5
3)	Express Affection (Was Supportive)	1	2	3	4	5
4)	Interested (Concerned)	1	2	3	4	5
5)	Trustworthy	1	2	3	4	5
6)	Encourages Ventilation	1	2	3	4	5
7)	Skilled in Questioning	1	2	3	4	5
8)	Able to Overcome Resistance	1	2	3	4	5
9)	Open-Minded	1	2	3	4	5
10)	Tolerant	1	2	3	4	5
11)	Attentive	1	2	3	4	5
12)	Accepting (Non-Judgmental)	1	2	3	4	5
13)	Shows Respect for the Consultee	1	2	3	4	5
14)	Pleasant	1	2	3	4	5
15)	Tactful	1	2	3	4	5
16)	Warm	1	2	3	4	5
17)	An Active Listener	1	2	3	4	5
18)	An Efficient User of Time	1	2	3	4	5
19)	Give Clear, Understandable Directions	1	2	3	4	5
20)	Have a Clear Sense of Identity	1	2	3	4	5
21)	Emotionally Well-Adjusted/Stable	1	2	3	4	5
22)	Collaborative (Share Responsibility)	1	2	3	4	5
23)	Encouraging	1	2	3	4	5

24)	Gives and Receives Feedback	1	2	3	4	5
25)	A Team Player	1	2	3	4	5
26)	Document for Clear Communication	1	2	3	4	5
27)	An Astute Observer/Perceptive	1	2	3	4	5
28)	Effective at Establishing Rapport	1	2	3	4	5
29)	Willing to Get Involved	1	2	3	4	5
30)	Clarifies His/Her Role	1	2	3	4	5
31)	Review Client Records	1	2	3	4	5
32)	Specific	1	2	3	4	5
33)	Active	1	2	3	4	5
34)	Maintain an "I'm OK-You're OK" Position	1	2	3	4	5
35)	Flexible	1	2	3	4	5
36)	A Good Facilitator	1	2	3	4	5
37)	Approachable	1	2	3	4	5
38)	Skilled in Conflict Resolution	1	2	3	4	5
39)	Good at Problem-Solving	1	2	3	4	5
40)	Have a Positive Attitude	1	2	3	4	5
41)	Practice in an Ethical Manner	1	2	3	4	5
42)	Maintain Confidentiality	1	2	3	4	5
43)	Have Feelings and Behaviors that were Consistent	1	2	3	4	5
44)	Self-Disclose	1	2	3	4	5
45)	Anticipate Possible Consequences	1	2	3	4	5
46)	Employ Appropriate Personal Distance	1	2	3	4	5
47)	Take Risks/Willing to Experiment	1	2	3	4	5
48)	Identify Clear Goals	1	2	3	4	5
49)	Evaluate/Focus Ideas	1	2	3	4	5
50)	Specify the Contract (Time, Effort, Cost)	1	2	3	4	5
51)	Aware of Relationship Issues	1	2	3	4	5
52)	Pursues Issues/Follows Through	1	2	3	4	5

Source: Knoff, H.M., Hines, C.V., and Kromery, J.D. (1995). Finalizing the Consultant Effectiveness Scale: An Analysis and validation of the characteristics of effective consultants. School Psychology Review, 24, 480-496.

Appendix G: System Project

Systems Project Guidelines

School Psychology Internship | Minnesota State University, Mankato

Description of Requirements

Interns are expected to develop skills to support systems level change efforts. Interns will demonstrate their skills in supporting systems change by analyzing a system's needs and implementing/proposing a data-based plan to support change. The System Project should:

1. describe the problem/goal and desired outcome,
2. analyze the organizational situation,
3. design an action plan to reduce or eliminate 1-2 key barriers,
4. provide follow-up support for implementation and monitoring, and
5. develop method for monitoring progress and evaluating outcomes.

Evaluation of System Project

Student System Projects are evaluated based on presence of a set of research-based benchmarks demonstrating a strong process for system's change (Castillo and Curtis, 2014). See Rubric below.

Evaluation Rubric for System Project

NA = Unacceptable: Benchmark not evident in the report

0 = Unacceptable: Benchmark inaccurate

1 = Acceptable: Benchmark is met and evidenced in the report.

2 = Above Expectation: Benchmark is comprehensively described in the report, shows deep insight, reflection and or critical thinking above and beyond expectations.

Passing: Rating of 1-2 on each key system's change component.

1. Describe the problem/goal and desired outcome.	Case Rating			
	NA	0	1	2
<ul style="list-style-type: none"> * Problem is objectively and specifically defined. * Stakeholders to involve in the change process are identified. * A process is used to develop consensus among stakeholders regarding the problem to be addressed and/or desired outcome. 				
2. Analyze the organizational situation.	Case Rating			
	NA	0	1	2
<ul style="list-style-type: none"> • Describes a process to conduct a diagnostic evaluation/needs assessment including surveys/questionnaires/interviews/observations to understand the system. • Describes factors that might help in reducing the problem • Describes factors that are barriers • Stakeholders are involved in the needs assessment 				
3. Design an action plan to address 1-2 key barriers	Case Rating			
	NA	0	1	2
<ul style="list-style-type: none"> • Stakeholders are involved in prioritizing/determining which barriers are most problematic 				

<ul style="list-style-type: none"> Stakeholders engage in identifying methods that will reduce the barrier and solve the problem A consensus approach is used to determine which methods will be used in the action plan A specific action plan is written identifying who, what resources, when, what supports, and the measurable desired outcome 				
4. Provide follow-up support for implementation and monitoring	Case Rating			
	NA	0	1	2
Follow-up includes: <ul style="list-style-type: none"> How implementation integrity will be monitored and used What and how support will be provided to the persons responsible for implementation When follow-up will be provided 				
5. Develop method for monitoring progress and evaluating outcomes	Case Rating			
	NA	0	1	2
<ul style="list-style-type: none"> What data will be collected How data will be collected Develop an agreed upon, acceptable level of progress Expected timeline to meeting the goal The team uses data to determine if adequate progress is being made or if a change in action plan is necessary 				

Appendix H: Performance Evaluation – Consumer of Services

**Minnesota State University, Mankato
School Psychology Psy.D. Program
Performance Evaluation – Consumer of Services**

Intern Name:

Your Name:	Position:
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Circle Evaluation Period		
Beginning of Internship	Mid-Internship	End of Internship

1. Please describe your contact with the intern over the past semester.

Directions: Evaluate the intern’s professional behavior based on the following:

UNSATISFACTORY (U): Does not display the required behaviors to the degree necessary for successful employment in schools at this time.

MARGINAL (M): Has the necessary behaviors in repertoire but is inconsistent in employing.

SATISFACTORY (S): Has the necessary behaviors and employs them appropriately.

EXEMPLARY (E): Has the necessary professional behaviors and consistently engages in exemplary conduct appropriate for modeling by other professionals.

2. Personal Characteristics	Supervisor Evaluation			
	U	M	S	E
1. Appearance				
2. Effectiveness in working with others				
3. Responsibility and initiative				
4. Interest				
5. Work quantity				

2. Personal Characteristics	Supervisor Evaluation			
	U	M	S	E
6. Accuracy				
7. Punctuality				
8. Dependability				
9. Judgment				
10. Appropriate response to feedback				
11. Solicitation of feedback from others				
12. Ability to assume leadership roles				
13. Progress towards independence				

3. Professional Skills	No Opportunity to Observe	Poor	Adequate	Good	Excellent
a. Observation skills – objective and unobtrusive					
b. Interviewing skills – focused, uses time efficiently, asks for relevant information					
c. Collaboration – contributes meaningfully to teams					
d. Collaboration – contributes meaningfully to teams					
e. Consultation – effectively consults, asks and provides relevant information					
f. Is knowledgeable about academic supports					
g. Is knowledgeable about social-emotional/behavioral supports					
h. Assessment – communicates assessment results clearly and concisely					
i. Legal – identifies and applies legal mandates					
j. Is knowledgeable about school policy, structures and procedures.					
k. Recognizes and responds appropriately to cultural differences.					

Comments:

Thank you for your time!

Your Signature

Date

Appendix I: Portfolio Scoring Rubric

<p>Internship Portfolio Scoring Rubric School Psychology Program, Minnesota State University Mankato</p>

Student:

Submission Date:

Reviewer:

Domain Scores:

- 0** = Fail – Student does not provide evidence of the competency.
- 1** = Partial – Student provides limited evidence of having met the competency.
- 2** = Pass – Student provides sufficient evidence of having met the competency at the level expected of an intern or novice school psychologist.
- 3** = Meritorious – Student provides evidence of competency beyond that of an intern or novice school psychologist.

Total Score:

Not applicable. Allowable for initial or midyear submissions only.

Pass. All domain scores ≥ 2 .

Pass with Reservations. Passing scores in at least 7 domains. One to three domains received scores ≤ 1 .

Fail. 3 or more domain scores ≤ 1 .

NASP DOMAIN	PORTFOLIO ARTIFACTS	DOMAIN SCORE
<p>Domain 1: Data-Based Decision Making School psychologists understand and utilize assessment methods for identifying strengths and needs; developing effective interventions, services, and programs; and measuring progress and outcomes within a multitiered system of supports. School psychologists use a problem-solving framework as the basis for all professional activities. School psychologists systematically collect data from multiple sources as a foundation for decision-making at the individual, group, and systems levels, and they consider ecological factors (e.g., classroom, family, and community characteristics) as a context for assessment and intervention.</p>	<p>Minimum documentation: Six artifacts, to include:</p> <ul style="list-style-type: none"> **De-identified comprehensive evaluation **Analysis of class-, grade-, or schoolwide data **Academic Problem-Solving Case Report **Behavior Problem-Solving Case Report *Elective Praxis Exam score report 	
<p>Domain 2: Consultation and Collaboration School psychologists understand varied models and strategies of consultation and collaboration applicable to individuals, families, groups, and systems, as well as methods to promote effective implementation of services. As part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery, school psychologists demonstrate</p>	<p>Minimum documentation: Six artifacts, to include:</p> <ul style="list-style-type: none"> **Supervisor midyear and final evaluation form **Difficult Communication with Family Observation Rubric **Consultation and Collaboration Case Report **Consultant Effectiveness Scale and Reflection *Elective 	

skills to consult, collaborate, and communicate effectively with others.	Praxis Exam score report	
<p>Domain 3: Academic Interventions and Instructional Supports</p> <p>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.</p>	<p>Minimum documentation: Three artifacts, to include:</p> <p>**Academic Problem-Solving Case Report Praxis Exam score report *Elective</p>	
<p>Domain 4: Mental and Behavioral Health Services and Interventions</p> <p>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.</p>	<p>Minimum documentation: Four artifacts, to include:</p> <p>**Behavior Problem Solving Case Report **Evidence of crisis response or intervention Praxis Exam score report *Elective</p>	
<p>Domain 5: School-Wide Practices to Promote Learning</p> <p>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.</p>	<p>Minimum documentation: Four artifacts, to include:</p> <p>**System Project **Analysis of class-, grade-, or schoolwide data Praxis Exam score report *Elective</p>	
<p>Domain 6: Services to Promote Safe and Supportive Schools</p> <p>School psychologists understand principles and research related to social-emotional well-being, resilience and risk factors in learning, mental and behavioral health, services in schools and communities to support multitiered prevention and health promotion, and evidence-based strategies for creating safe and supportive schools. School psychologists, in collaboration with others, promote preventive and responsive</p>	<p>Minimum documentation: Three artifacts, to include:</p> <p>**Evidence of crisis response or intervention Praxis Exam score report *Elective</p>	

<p>services that enhance learning, mental and behavioral health, and psychological and physical safety and implement effective crisis prevention, protection, mitigation, response, and recovery.</p>		
<p>Domain 7: Family, School, and Community Collaboration School psychologists understand principles and research related to family systems, strengths, needs, and cultures; evidence-based strategies to support positive family influences on children’s learning and mental health; and strategies to develop collaboration between families and schools. School psychologists, in collaboration with others, design, implement, and evaluate services that respond to culture and context. They facilitate family and school partnerships and interactions with community agencies to enhance academic and social–behavioral outcomes for children.</p>	<p>Minimum documentation: Five artifacts, to include:</p> <ul style="list-style-type: none"> **De-identified family interview protocol or summary **Difficult communication with family observation rubric **Supervisor midyear and final evaluation form Praxis Exam score report * Elective 	
<p>Domain 8: Equitable Practices for Diverse Student Populations School psychologists have knowledge of individual differences, abilities, disabilities, and other diverse characteristics and the impact they have on development and learning. They also understand principles and research related to diversity in children, families, schools, and communities, including factors related to child development, religion, culture and cultural identity, race, sexual orientation, gender identity and expression, socioeconomic status, and other variables. School psychologists implement evidence-based strategies to enhance services in both general and special education and address potential influences related to diversity. School psychologists demonstrate skills to provide professional services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds through an ecological lens across multiple contexts. School psychologists recognize that equitable practices for diverse student populations, respect for diversity in development and learning, and advocacy for social justice are foundational to effective service delivery. While equality ensures that all children have the same access to general and special educational opportunities, equity ensures that each student receives what they need to benefit</p>	<p>Minimum documentation: Five artifacts, to include:</p> <ul style="list-style-type: none"> **Diversity reflection paper **Consultation and Collaboration Case **Supervisor midyear and final evaluation form Praxis Exam score report * Elective 	

<p>from these opportunities.</p>		
<p>Domain 9: Research and Evidence-Based Practice School psychologists have knowledge of research design, statistics, measurement, and varied data collection and analysis techniques sufficient for understanding research, interpreting data, and evaluating programs in applied settings. As scientist practitioners, school psychologists evaluate and apply research as a foundation for service delivery and, in collaboration with others, use various techniques and technology resources for data collection, measurement, and analysis to support effective practices at the individual, group, and/or systems levels.</p>	<p>Minimum documentation: Four artifacts, to include:</p> <ul style="list-style-type: none"> **Research-based practice agenda **System Project Praxis Exam score report *Elective 	
<p>Domain 10: Legal, Ethical, and Professional Practice School psychologists have knowledge of the history and foundations of school psychology; multiple service models and methods; ethical, legal, and professional standards; and other factors related to professional identity and effective practice as school psychologists. School psychologists provide services consistent with ethical, legal, and professional standards; engage in responsive ethical and professional decision-making; collaborate with other professionals; and apply professional work characteristics needed for effective practice as school psychologists, including effective interpersonal skills, responsibility, adaptability, initiative, dependability, technological competence, advocacy skills, respect for human diversity, and a commitment to social justice and equity.</p>	<p>Minimum documentation: Five artifacts, to include:</p> <ul style="list-style-type: none"> **Ethical problem-solving case study **Professional values reflection paper **Intern Self-Evaluation and Portfolio Self-Reflection (from beginning and end of internship) **Consultant Effectiveness Scale and Reflection **Supervisor midyear and final evaluation form ** Consumer of Service Eval (School Personnel) and Reflection 	
<p>Addendum</p>	<p>Minimum documentation: Eight artifacts, to include:</p> <ul style="list-style-type: none"> **Proof of appropriate license **Proof of insurance (if required by your district) **Self-care plan **Intern Self-Evaluation and Portfolio Self-Reflection (from beginning and end of internship) ** Internship Plan ** Internship hours logs (Signed by supervisor) ** Supervisor Mid-term and Final Internship Evaluation 	<p>N/A</p>

	** Mid-term and Final Consumer of Service Eval and Reflection	
TOTAL PORTFOLIO SCORE		

Qualitative Comments: