

**UNIVERSITY OF  
WISCONSIN-  
WHITEWATER**

**SCHOOL PSYCHOLOGY  
PROGRAM**

**INTERNSHIP HANDBOOK  
Current 2024-2025**

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## Introduction

Welcome to the UW-Whitewater Internship. This is the culminating experience in your training, and collaboratively with the district, we can make it one that successfully integrates the knowledge and skill base you have acquired to date and brings you to a new level of applied knowledge, skill, and confidence as a professional.

The structure and content of the Internship is guided by four documents:

1. **The National Association of School Psychologists Standards for Graduate Preparation of School Psychologists** (Appendix I)
2. **The UW-Whitewater School Psychology Program Internship Goals** (Appendix II)
3. **The Wisconsin Department of Public Instruction Pupil Services Standards** (Appendix III)
4. **The NASP Model 10 Domains of Professional Practice** (Appendix IV)

These documents provide the structure (*NASP Standards*), the training outcomes (*UW-W Internship Goals* and *DPI Pupil Services Standards*) and the training competencies to meet those outcomes (*NASP Model 10 Domains of Professional Practice*). Together, they form an integrated guideline of training and experience that will define the internship experience.

- The NASP Standards provide a broad guideline that defines what must be obtained for an internship in an accredited program.
- The UW-Whitewater Internship Goals define the training outcomes that the program expects its interns to have achieved as a result of the experience. These Goals will be addressed in the portfolio.
- The DPI Pupil Services Standards define the knowledge, skills and dispositions that the licensing agency expects all Wisconsin licensees in School Psychology to possess. It is essential that you understand and attend to these standards if you intend to pursue further licensing in Wisconsin.
- The NASP Model 10 Domains of Professional Practice have guided your training to this juncture and continue to form the basis for competency evaluation. Your portfolio will be segmented by these domains within which you will provide documentation of competency.

## **Internship Requirements**

1. All interns will enroll in Psych 795 – Internship in School Psychology. The internship may be completed on a full-time basis over one academic year or a part-time basis over two years.
2. The internship shall be at least 1200 hours in duration, with at least 600 hours in a school-based setting.
3. Internships may only be completed at sites approved by the School Psychology Program Coordinator.
4. The designated representative from each internship site will sign the UW-Whitewater Internship Agreement form prior to the beginning of the experience and a fully-executed copy must be filed with the university.
5. All interns will participate in the Internship Seminar, held monthly throughout the academic year.
6. Interns will file monthly supervision logs, reflections, and semester summaries. Logs must document a minimum of two (2) hours per week of face-to-face, in-person or virtual professional supervision.
7. Professional Portfolios will be completed during the year and reviewed at the end of the spring semester (See Guidelines in Appendix V).
8. Evaluation of Internship Field Experience and Professional Work Characteristics Evaluation will be completed by supervisors in both fall and spring semesters (Appendix VI).
9. An administrator evaluation will be completed in the spring semester (Appendix VII).
10. The Internship may be lengthened at the discretion of the university supervisor in order for the intern to achieve and demonstrate competency.
11. A passing grade will be granted to those interns who meet all the requirements of the internship.

### **Seminar:**

All interns are required to attend monthly seminars. These seminars are important on at least three levels: first, they provide an opportunity for consultation with the supervisor and with peers; second, they provide an opportunity for additional training in identified areas; and, third, they facilitate the management of accountability documentation. Seminars are held at 4:30 or later on Friday afternoons by secure video conferencing to ensure access and attendance. Unanticipated scheduling conflicts, religious obligations, or illness/injury that will prohibit attendance should be communicated to the university internship supervisor at the earliest possible time.

## **Portfolio Key Embedded Assessments/Required Artifacts:**

### **Academic and Behavioral Consultation/Intervention Cases:**

As a culminating aspect of your internship and degree completion, interns are required to demonstrate their ability to affect positive outcomes for individual children. Your ability to do this will be evaluated based upon two required consultation cases you submit as part of your portfolio. One case will address academic concerns/outcomes and the other will address behavioral concerns/outcomes. You will be required to demonstrate your positive impact through submission of a report including identifying information, problem definition, problem identification, problem analysis, intervention implementation, response to intervention, summary, and recommendations. Included with the report, the following materials should be included: (1) graphs of goal statements, brief experimental analysis/behavioral tests (if used), and response to intervention data; (2) treatment integrity checklists and treatment integrity data; (3) research article(s) cited within the report supporting the evidence base; (4) a separate reflection describing your strengths and opportunities for growth as a consultant, ethical concerns that were addressed, as well as what you learned from the case and how that knowledge will impact your future practice; (5) the Consultation Evaluation Survey completed by the consultee as well as any associated materials. Integrity of the intervention should be observed and reported. The effective outcome of your case should be demonstrated in terms of effect size data (i.e., PND) calculated using a minimum of three to five data points to establish a baseline and 10 to 12 data points to establish an intervention trend. Your competency in the ten domains of professional practice will be assessed using the rubric, *Consultation/ Intervention Case Study – Evaluation Form Academic/Behavioral* (See Appendix VIII). The annotated rubric provides further guidance in the evaluation criteria. You will also self-assess your competency using this rubric.

### **Evaluation of Risk and Threat Assessment Procedures/Crisis Team Response Plan**

**Components:** To demonstrate your competency with regard to preventative and responsive services, you will evaluate the components of your school's/district's crisis team response plan using the PREPaRE Curriculum evaluation tool (WS1 Handout 14). You will summarize your findings within an assessment report and develop an action plan including four goals and corresponding action steps. An evaluation of your progress toward these goals and action steps should also be included. The assessment report, action plan, and evaluation of progress will be included in your portfolio and evaluated using the rubric in Appendix IX.

### **School wide Disaggregated Analysis of Disciplinary Data to Address Disproportionality:**

To demonstrate your competency with regard to school wide practices to support learning, you will evaluate your school's disciplinary data disaggregated by race/ethnicity, gender, SES, and special education status to determine the risk indices, risk ratios, and composition reports for each group. Based on the results you will set a goal to address any disproportionality. Incorporating your analysis of why the disproportionality is occurring, you will then create an action plan to address the disproportionate rates of office disciplinary reports (ODRs) and evaluate progress toward that goal. The report detailing the problem identification, problem analysis, plan implementation, and plan evaluation will be included in your portfolio and evaluated using the rubric in Appendix X.

### **Psychological Reports:**

To demonstrate your competency in Data-based Decision Making as well as Equitable Practices for Diverse Student Populations, you are required to include masked copies of three (3) written

psychological reports for which you have been responsible in conducting the evaluation (covering a variety of ages and problems).

**Individual or Group Therapy Report:**

To demonstrate your competency in using Mental and Behavioral Health Services and Interventions, you are required to include masked copies of at least one (1) group or one (1) individual counseling case. This case should include an appropriate progress monitoring procedure and be evaluated through the use of Percentage of Nonoverlapping Data or other single-subject design analysis procedure.

**Accountability:**

All interns are expected to maintain strict accountability logs for their experience. You will document the hours and type of supervision that you receive on a weekly basis. The Standard calls for an *average* minimum of two hours per week. This means that a lesser figure in one week may be made up with a greater figure in another. Those interns in small sites may need to secure appropriate supervision outside the district if necessary. *There are no other options to appropriate supervision.* Submit the log form to your *field supervisor monthly for electronic signature* and to the university supervisor monthly.

**Ethics:**

Interns and supervisors are guided by the National Association of School Psychologists *Principles for Professional Ethics* (NASP, 2020). All concerns regarding issues of a legal or ethical nature should be brought to the attention of the field supervisor or when more appropriate, the university supervisor.

**Internship Planning Form:**

Contained in this handbook is a copy of the **UW-Whitewater Internship Planning Form** (See page 7). You will note that the planning form is linked to the familiar Domains of Professional Practice and to the UW-Whitewater Continuum of Competencies. In your planning, recall that the internship is a broadly-based training that builds upon and integrates your prior learning. Your plan must reflect intent for practice and growth in all areas. Find an appropriate time to meet with your field supervisor to fill out the plan prior to the second seminar. Retain the original and provide a copy to the university supervisor for review.

## Internship Requirements Checklist

**Intern:** \_\_\_\_\_ **Year:** \_\_\_\_\_

Be certain to maintain copies of ALL documents!! Due dates MUST be followed.

<u>Item</u>	<u>Due</u>
_____ Internship Agreement signed by administrator and supervisor	September seminar
_____ Internship Planning Form	October seminar
_____ Internship Goals	October seminar
_____ Internship Hours Documentation	Each seminar
_____ Reflection Logs	Each seminar
_____ Consultation Case Outlines	November seminar
_____ Threat and Risk Assessment/Crisis Response Components with Goals and Action Steps	November seminar
_____ Initial Analysis of School Wide Discipline Data and Plan to Address Disproportionality	November seminar
_____ Personal Model of Professional Practice	November seminar
_____ Evaluation of Internship Field Experience and Professional Work Characteristics Evaluation (Fall)	December seminar
_____ Semester Summary	December seminar
_____ Consultation Case Reports	April seminar
_____ Threat and Risk Assessment/Crisis Response Components with Evaluation of Progress	April seminar
_____ Disaggregated Analysis of School Wide Discipline Data With Evaluation of Progress	April seminar
_____ Evaluation of Internship Field Experience and Professional Work Characteristics Evaluation (Spring)	May seminar
_____ Administrator Evaluation	May seminar
_____ Semester Summary	May seminar

**INTERNSHIP PLANNING FORM**  
**UW-Whitewater School Psychology Program**

School District: \_\_\_\_\_ Date: \_\_\_\_\_

Intern: \_\_\_\_\_ Supervisor: \_\_\_\_\_

This form should be completed collaboratively between the field supervisor and the intern. Note that this is only a plan and that changes and adaptations are likely to occur. Note also that the competencies are linked to NASP training guidelines. Additionally, this certainly is not all that may occur during the internship experience. Accessing the rich diversity of the people, skills, and unexpected opportunities arising at each unique site is what makes the internship training experience dynamic and relevant.

The intern will provide a brief, written plan for achieving the competencies and then work with the field supervisor to finalize the plan. A copy of this form should be provided to the university supervisor. The intern will be required to provide documentation of the attainment of each of these competencies by the conclusion of the internship year at the final Ed.S. Portfolio Review in May.

**I. Data Based Decision Making**

**II. Consultation and Collaboration**

**III. Academic Interventions and Instructional Support**

**IV. Mental and Behavioral Health Services and Interventions**



**V. School-Wide Practices to Promote Learning**

**VI. Services to Promote Safe and Supportive Schools**

**VII. Family, School, and Community Collaboration**

**VIII. Equitable Practices for Diverse Student Populations**

**IX. Research and Evidence-Based Practice**

**X. Legal, Ethical, and Professional Practice**

**The National Association of School Psychologists Standards for  
Graduate Preparation of School Psychologists**

- Supervised practica and internship experiences are completed for academic credit or are otherwise documented by the institution. Closely supervised practica experiences include the development and evaluation of specific skills, emphasize human diversity, and are completed in settings relevant to program objectives for the development of candidates' skills. Practica experiences are distinct from and precede culminating internship experiences that require the integration and application of the full range of school psychology competencies and domains of professional practice.
- The internship is a collaboration between the training program and field site that assures the completion of activities consistent with the goals of the training program. A written plan specifies the responsibilities of the training program and internship site in providing supervision, support, and both formative and summative performance-based evaluation of intern performance.
- The internship is completed on a full-time basis over one year or on a half-time basis over two consecutive years. At least 600 hours of the internship are completed in a school setting.
- Interns receive an average of at least two hours of field-based, face-to-face supervision per full-time week from an appropriately credentialed school psychologist or, for non-school settings, a psychologist appropriately credentialed for the internship setting.
- The internship placement agency provides appropriate support for the internship experience including: (a) a written agreement specifying the period of appointment and any terms of compensation; (b) a schedule of appointments, expense reimbursement, a safe and secure work environment, adequate office space, and support services consistent with that afforded agency school psychologists; (c) provision for participation in continuing professional development activities; (d) release time for internship supervision; and (e) a commitment to the internship as a diversified training experience.

Appendix II:

**University of Wisconsin – Whitewater  
School Psychology Program  
Internship Goals**

1. Interns will demonstrate that they are engaging in data-based service delivery in school psychology, including the use multiple forms of assessment and progress monitoring, indirect and direct service delivery, program evaluation, and in-service delivery;
2. Interns will demonstrate experience and increased gender-sensitive competencies with children and families of diverse cultural, ethnic, behavioral, and learning characteristics consistent with the demographics of the internship site;
3. Interns will demonstrate that they have obtained experience and competency in the application of rules and provision of services to pupils protected by state and federal special education, early childhood, and civil rights legislation;
4. Interns will demonstrate that they engage in effective collaboration with other professionals, works harmoniously with colleagues, engages in systems thinking, and constructively receives and applies professional supervision;
5. Interns will demonstrate that they have an effective understanding of building and district level organization and decision-making structures and processes for delivery of educational services;
6. Interns will demonstrate that professional practices and personal behaviors were conducted in accordance with established ethical guidelines for school psychologists.

Appendix III:

**The Wisconsin Department of Public Instruction Pupil Services Standards**

**PI 34.04 Pupil services standards.** To receive a license in a pupil services category under s. PI 34.31, an applicant shall complete an approved program and demonstrate proficient performance in the knowledge, skills and dispositions under all of the following standards:

- (1) The pupil services professional understands the teacher standards under s. PI 34.02.
- (2) The pupil services professional understands the complexities of learning and knowledge of comprehensive, coordinated practice strategies that support pupil learning, health, safety and development.
- (3) The pupil services professional has the ability to use research, research methods and knowledge about issues and trends to improve practice in schools and classrooms.
- (4) The pupil services professional understands and represents professional ethics and social behaviors appropriate for school and community.
- (5) The pupil services professional understands the organization, development, management and content of collaborative and mutually supportive pupil services programs within educational settings.
- (6) The pupil services professional is able to address comprehensively the wide range of social, emotional, behavioral and physical issues and circumstances which may limit pupils' abilities to achieve positive learning outcomes through development, implementation and evaluation of system-wide interventions and strategies.
- (7) The pupil services professional interacts successfully with pupils, parents, professional educators, employers, and community support systems such as juvenile justice, public health, human services and adult education.

Appendix IV:

## **NASP Model 10 Domains of Professional Practice**

Data-Based Decision-Making

Consultation and Collaboration

Academic Interventions and Instructional Support

Mental and Behavioral Health Services and Interventions

School-Wide Practices to Promote Learning

Services to Promote Safe and Supportive Schools

Family, School, and Community Collaboration

Equitable Practices for Diverse Student Populations

Research and Evidence-Based Practices

Legal, Ethical, and Professional Practices

## **Guidelines for Developing the Ed.S. Professional Portfolio**

- Throughout the internship year, you will be collecting important materials that serve to document your internship activities, as well as to demonstrate the skill areas represented by the 10 domains of professional practice and the UW-Whitewater School Psychology Internship Goals. The process of portfolio development is well known to you by now. Start collecting potential documents early in your internship and keep a reflective journal to remember how these documents contributed to your professional growth and accomplishments.
- This portfolio represents a carefully selected collection of exemplary documents that highlight your best work and accomplishments. There are many items that can be included in your portfolio; however, choose only those items that are critical and essential to the purpose of your portfolio. Ask yourself why this document/experience is worthy of having a place in your portfolio – *Think about quality rather than quantity*. At this phase of your training, it is essential that you focus on **documentation of effectiveness**. Your portfolio MUST provide data that documents the outcomes of each of your interventions.
- For the Ed.S. Professional Portfolio, you will organize the portfolio around the 10 domains of professional practice, and integrate the Internship Goals and Wisconsin Pupil Services Standards in your documentation and Reflections. This structure will allow you to better reflect on the areas for future professional growth required for continued certification as a Nationally Certified School Psychologists and your progression through the tiered licensure system to Lifetime Licensure.
- At the beginning of the portfolio, you should include an *Introduction* that provides an overview of forthcoming materials. The introduction should include (1) your professional goals and commitments as well as your personal model of professional practice; (2) an overview of internship goals and their link to your professional goals; (3) rationales for the inclusion of the forthcoming documents; and (4) comments about how the documents support the personal objectives of your internship.
- Section your portfolio by the 10 Domains, and include the artifact in the appropriate domain. For each domain, reflect upon your beliefs regarding school psychology practice in that area. Write in a personal tone such that your belief statement reflects the depth and breadth of the domain. Your belief statement should be written in the following form, “*As a school psychologist, I believe...*”. Provide insight into your own strengths and opportunities for growth relative to the domain. Reference your artifact or experience to explain or support your belief statement. If you reference an experience as support, describe the experience in an objective way. The belief statement and the corresponding support and analysis will answer the question “So what?” Finally, address implications for future performance by identifying two to three specific, *observable, and measurable* action steps to address your identified weaknesses and to promote future growth consistent with your belief statement. These action steps will answer the question “Now what?” Write the action steps in the following form, “*I will.... so that....*” The “Now what?” question involves a highly complex thinking process that requires reflective and analytical thinking about what you are doing and the effects of your professional performance on children, youth, families,

and others. Writing reflective entries about personal thoughts, feelings, and insights may be a difficult task, especially early in your professional development.

## PORTFOLIO CONTENTS

- Your portfolio should include the following contents, in this order:
  - Professional Resume
  - Your **Introduction**, containing your internship goals and personal model of professional practice
  - **Professional Documents**, including school psychology license, PRAXIS exam results, and university transcript from WINS
  - **End-of-Internship Summary Log** including cumulative hours calculated and supervision hours and **Monthly Reflections**
  - **Evaluation of Internship Field Experience** (Fall and Spring) including the **Professional Work Characteristics Evaluation** (Fall and Spring), and **Administrator's Evaluation** (Spring)
  - An overall **Summary** -- can be bullet-pointed -- of activities for the year to include some or all the following:
    - **Observation of School Programs:**
      - Regular Elementary, Middle, and High School classes.
      - Vocational school or occupational programs.
      - Remedial instructional programs.
      - Special classes and/or inclusionary settings for:
        - Children with a cognitive disability
        - Children with a hearing or visual disability
        - Children with an orthopedic disability
        - "Gifted," accelerated, Talented or
        - Children with a behavior and/or learning disability
    - **Community Visits or Relationships:**
      - Medical clinics
      - Child guidance clinics
      - Residential treatment centers for children
      - Courts, police, probation services (Detention centers, Juvenile Court, etc.)
      - Family welfare services, family service agencies, children agencies
      - State schools for the Blind or Deaf
      - Psychiatric hospitals
      - Juvenile protective association (Big Brother, etc.)
      - Service clubs (Rotary, B'nai B'rith, etc.)
      - State vocational rehabilitation and employment agencies
      - Tutors, therapists and psychologists in private practice
      - YMCA, YWCA, settlement houses, recreation projects, etc.

- **Other Visits, including Special Assignments:**
  - Observations of other school psychological service programs in other communities.
  - Assignment to different schools during the school year as a regular staff member in order to become closely acquainted with all aspects of the operation of the school.
  - Attendance at University seminars and workshops for psychologists in training.
  - Attendance at workshops sponsored by the Wisconsin School Psychologists Association, other state professional associations, the National Association of School Psychologists, other national associations
  
- **Attendance at School Conferences, Staff and Committee Meetings:**
  - Board of Education meetings.
  - Team or staff meetings.
  - Pupil Personnel staff meetings.
  - Building principal and classroom teachers' staff meetings.
  - Special Education staff meetings.
  - Guidance Counselor staff meetings.
  - Special Committees: curriculum, evaluation, special education, pupil mental health, extra-curricular activities, health and welfare, teaching methods and classroom management, human relations, teacher personnel, employee's mental health, etc.
  
- **Individual Child Study:**  
 Experience evaluating a variety of types of children at various age levels, including children with identified or suspected:
  - Intellectual disabilities
  - Learning disabilities
  - Orthopedic disabilities
  - Speech and language disorders
  - Emotional/Behavioral Disabilities
  - Developmental delays
  - Autism
  - Traumatic Brain Injury
  - Accelerated development
  - Visual disabilities
  - Auditory disabilities
  
- **Experience With a Variety of Referral Problems:**
  - Evaluating eligibility for early admission to kindergarten or first grade
  - Evaluation of children with a variety of disabilities
  - Special class placement
  - Promotion
  - Retention
  - Shifts in classroom, teachers or changes in academic program
  - Reading, spelling, written expression or mathematics disability



- Underachievement
- Children with behavior problems
- **Experience With a Wide Variety of Assessments In Each Category:**
  - Cognitive Functioning
  - Special Assessments for Exceptional Children
  - Educational Achievement
  - Social-emotional
  - Communication Skills
  - Curriculum Based Measurement or Criterion Referenced
- **Conference and Consultation:**
  - Conferences with teachers and building principals to discuss interventions and/or interpret results of assessments with individual children.
  - Case conferences with other specialists (social caseworkers, school counselors, speech and hearing therapists, etc.) to develop educational and intervention plans for children.
  - Conferences with representatives of community agencies concerning educational and therapeutic planning, referral, follow-up, etc.
  - Conferences with parents regarding their children
- **Interviewing/Supportive Relationships**
  - Short-term counseling of individual pupils.
  - Group counseling, or leadership of play activity groups.
  - Parent counseling (short-term counseling relationship, particularly with parents of children with learning needs).
- **In-Service Training:**
  - Participation in workshops or conferences sponsored by building principals, teachers, local school psychology associations, etc., on such topics as:
    - Psychological services of the school system
    - Child development
    - Planning interventions
    - Interpretation of assessment results
    - Administration and scoring of CBM or group tests
    - Limitations of various assessment techniques, etc.
    - Appraisal of case histories and case studies
    - Education planning, identification of gifted and other types of exceptional children
    - The emotional needs of children
    - Mental health of teachers and administrators
    - School and community resources for the mental health of pupils
    - Behavior management techniques
    - Serving as discussion-leader, public speaker, etc., before staff groups

- **Intervention:**
  - Identification, planning, implementation, and follow-up of interventions for a variety of concerns and settings.
- **Research/Program Evaluation**
  - Conduct research or special studies of personal interest.
  - Participate in on-going research studies in the school, such as assisting in the preparation of summaries of system wide statistical data, reporting the results of group assessments and the implications for program development, evaluation of the effectiveness of the school program of psychological services, etc.

### → Required Artifacts

- Copies of at least two (2) *consultation intervention* case reports (one for behavioral and one for academic concerns). These cases must be children/groups that you are serving as the primary consultant in intervention services (versus through a team-based system such as the IEP). The report may be either an actual report that you submitted for the school, if applicable, OR a report developed for your portfolio. Please have all names and identifying information removed (masked). These two cases will demonstrate your ability to affect positive outcomes for children. One case will address academic concerns/outcomes and the other will address behavioral concerns/outcomes. For these two cases, your report **MUST** be written for your portfolio and include the student's identifying information, problem identification, problem analysis, intervention implementation, response to intervention, summary, and recommendations. Included with the report, the following associated materials **MUST** be included: (1) graphs of baseline and response to intervention data; (2) treatment integrity checklists; (3) research cited supporting evidence base; (4) a separate reflection describing your strengths and opportunities for growth as a consultant, ethical concerns that were addressed, as well as what you learned from the case and how that knowledge will impact your future practice; (5) the Consultation Evaluation Survey completed by the consultee; and any associated materials. Integrity of the intervention should be observed and reported. The effective outcome of your case should be demonstrated in terms of effect size data (i.e., PND) calculated using a minimum of three to five data points to establish a baseline and 10 to 12 data points to establish an intervention trend. Your competency in the ten domains of professional practice will be assessed using the rubric, *Consultation/Intervention Case Study – Evaluation Form Academic/Behavioral* (See Appendix VIII). The annotated rubric provides further guidance in the evaluation criteria. Self-evaluate your performance using this rubric—one for each case and include it with the artifact.
- Evaluation of the risk and threat assessment procedures/crisis team response plan components within your school/district. The evaluation should use the PREPaRE Curriculum evaluation tool (WS1 Handout 14) for evaluating the components of the crisis team response plan. The evaluation should include a summary of your findings within an assessment report and an action plan including four goals and

corresponding action steps to address weaknesses. An evaluation of your progress toward these goals and action steps should also be included. The assessment report, action plan, and evaluation of progress will be evaluated using the rubric in Appendix IX.

- An evaluation of your school(s)' disciplinary data disaggregated by race/ethnicity, gender, SES, and special education status to determine the risk indices, risk ratios, and composition reports for each group. The report will include an analysis of why the disproportionality is occurring, an action plan to address the disproportionate rates of office disciplinary reports (ODRs), and progress toward those goals. The report detailing the problem identification, problem analysis, plan implementation, and plan evaluation will be included in your portfolio and evaluated using the rubric in Appendix X.
- Copies of three (3) reports that you have been responsible in conducting the evaluation (covering a variety of ages and problems). Include the three best reports that would represent your work. Again, remove all identifying information.
- Masked copy of one (1) group or one (1) individual *counseling* case demonstrating effective outcomes.
- Any other information that provides detailed documentation of your best efforts during the internship. Remember, quality versus quantity.
- The Professional Portfolio must be submitted/shared electronically to the university supervisor at the end of the internship, by the specified due date.
- Appendix IX includes the School Psychology Program Internship Portfolio Review Summary and the Appeals Process.

Appreciation is extended to the School Psychology Program, Miami University, for the foundation of this adapted Guide

**UNIVERSITY OF WISCONSIN - WHITEWATER  
INTERNSHIP EVALUATION FORM**

**INSTRUCTIONS FOR FIELD SUPERVISORS**

This *Evaluation of Internship Field Experience* form is an essential element in the overall internship experience, and the university faculty members greatly appreciate the time and effort necessary to complete it. The items are categorized under the 10 NASP Domains of Professional Practice that have guided the intern's training at the university from their first year in the program. The Evaluation is completed at the conclusion of Semester I and at the conclusion of Semester II.

Each item is to be evaluated on Likert-type scale consisting of the following:

- N/O: The supervisor has not had the opportunity to observe this skill
- 0: Intern was unskilled initially and remains so; reflects the most severe supervisory concern
- 1: Intern has made insufficient progress toward this competency skill
- 2/3: Intern is on-track for attaining this competency skill; more supervised experience needed
- 4: Intern has achieved this competency at a proficient level
- 5: Intern has shown exceptional skill worthy of note

Please reserve the ratings of 0-1 for the most serious concerns, and the rating of 5 only for those items that reflect skill well-beyond what would be expected of individuals in their first year of practice.

At the conclusion of each domain area is an item beginning with the stem GLOBAL RATING IN.... For this item, use the Likert scale to weight the individual items in terms of your assessment of their impact on the intern's performance and provide an overall rating for the domain. This is NOT an average, but rather a comprehensive, judgmental rating for the Domain.

Finally, each Domain is followed by a space for you to make comments on any 0-1 or 5 ratings so that you can clarify your rating.

This Evaluation will be shared with the intern. Many supervisors find it helpful to go over it with their intern at the site prior to submitting it to the university. You may mail it directly or send it along with your intern.

Due Dates: Semester I: December 1  
Semester II: May 1

Thank you once again for this professional service. Please address any questions or concerns to the Internship Supervisor, Christine Neddenriep, at (262) 472-1850 or [neddenrc@uww.edu](mailto:neddenrc@uww.edu).

Mailing Address: Department of Psychology  
UW-Whitewater  
Whitewater, WI 53190

# THE UNIVERSITY OF WISCONSIN-WHITEWATER SCHOOL PSYCHOLOGY PROGRAM

## Evaluation of Internship Field Experience

INTERN \_\_\_\_\_ SUPERVISOR \_\_\_\_\_ DATE \_\_\_\_\_

INTERNSHIP SITE \_\_\_\_\_

Please evaluate the intern based upon the following:

- N/O: The supervisor has not had the opportunity to observe this skill
- 0: Intern was unskilled initially and remains so; reflects the most severe supervisory concern
- 1: Intern has made insufficient progress toward this competency skill
- 2/3: Intern is on-track for attaining this competency skill; more supervised experience needed
- 4: Intern has achieved this competency at a proficient level
- 5: Intern has shown exceptional skill worthy of note

**I. Data Based Decision Making:** Intern uses varied models and methods of assessment to define current problem areas, strengths, and needs and to measure the effects of the decisions made within the context of the problem-solving process.

N/O No Opportunity	0 Little or no progress	1 Minimal progress	2	3 Emerging Competency	4 Competent	5 Exceptional
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1. Intern uses a range of assessment and data collection strategies as part of a systematic and comprehensive process of effective decision making and problem solving.  

N/O	0	1	2	3	4	5
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2. Intern employs differing assessment and data collection strategies appropriate to the situation, context, and child characteristics.  

N/O	0	1	2	3	4	5
-----	---	---	---	---	---	---
3. Intern collects data to define and validate problems empirically and to establish a baseline from which change can be determined at the individual and systems level.  

N/O	0	1	2	3	4	5
-----	---	---	---	---	---	---
4. Intern translates assessment information and data collected into the development of effective interventions.  

N/O	0	1	2	3	4	5
-----	---	---	---	---	---	---
5. Intern uses curriculum-based measures to determine a child's present level of performance from which change can be consistently evaluated.  

N/O	0	1	2	3	4	5
-----	---	---	---	---	---	---
6. Intern uses systematic direct observation procedures to determine a child's initial level of behavior from which change can be consistently evaluated.  

N/O	0	1	2	3	4	5
-----	---	---	---	---	---	---
7. Intern uses norm-referenced assessments to reflect strengths and needs of a child.  

N/O	0	1	2	3	4	5
-----	---	---	---	---	---	---
8. Intern uses assessment and data collection methods to evaluate a student's response to an intervention and to determine effective child outcomes of services.  

N/O	0	1	2	3	4	5
-----	---	---	---	---	---	---

9. Intern appropriately applies information and technology resources to enhance data collection and decision making.
- N/O    0        1        2        3        4        5
10. Intern measures and documents the effectiveness of their own services for children, families, and schools.
- N/O    0        1        2        3        4        5

**GLOBAL RATING** \_\_\_\_\_

Comments on Ratings:

**II. Consultation and Collaboration:** Intern uses varied models of consultation and collaboration at an individual, group, and systems level to promote effective practices and positive outcomes for children.

N/O No Opportunity	0 Little or no progress	1 Minimal progress	2	3 Emerging Competency	4 Competent	5 Exceptional
--------------------------	-------------------------------	--------------------------	---	--------------------------	----------------	------------------

- |   |     |   |   |   |   |   |   |
|---|-----|---|---|---|---|---|---|
| 1. Intern collaborates effectively with others in planning and decision making among school personnel, families, professionals, and others.   | N/O | 0 | 1 | 2 | 3 | 4 | 5 |
| 2. Intern is perceived by colleagues as collaborative and able to work effectively in a variety of team-based endeavors.  | N/O | 0 | 1 | 2 | 3 | 4 | 5 |
| 3. Intern demonstrates knowledge of behavioral, collaborative, and/or other consultation models and employs these models as appropriate to the situation.                           | N/O | 0 | 1 | 2 | 3 | 4 | 5 |
| 4. Intern effectively consults and collaborates with others to design, implement, and evaluate instructional strategies, interventions, and educational and mental health services. | N/O | 0 | 1 | 2 | 3 | 4 | 5 |
| 5. Intern effectively communicates information to diverse groups including teachers, parents, other school personnel, and community members.  | N/O | 0 | 1 | 2 | 3 | 4 | 5 |

**GLOBAL RATING** \_\_\_\_\_

Comments on Ratings:

**III. Academic Interventions and Instructional Supports:** Intern develops challenging but achievable cognitive/academic goals, provides information about ways to achieve these goals through evidence-based curricula and instructional strategies, and monitors progress toward these goals.

<b>N/O No Opportunity</b>	<b>0 Little or no progress</b>	<b>1 Minimal progress</b>	<b>2</b>	<b>3</b>	<b>Emerging Competency</b>	<b>4</b>	<b>Competent</b>	<b>5 Exceptional</b>
1. Intern sets appropriately realistic and ambitious academic goals for children with diverse strengths and needs.	N/O	0	1	2	3	4	5	
2. Intern demonstrates an understanding of the importance of the instructional environment in explaining academic deficits.	N/O	0	1	2	3	4	5	
3. Intern shows familiarity with practical, acceptable, evidence-based procedures for classroom use.	N/O	0	1	2	3	4	5	
4. Intern ensures that interventions are implemented with integrity so that accurate decisions can be made regarding their effectiveness.	N/O	0	1	2	3	4	5	
5. Intern monitors the child's response to instruction to ensure that the child is benefiting from intervention and so that changes can be made in a timely fashion.	N/O	0	1	2	3	4	5	
6. Intern has current knowledge about technology resources for children (e.g., instructional software, iPad applications, adaptive technology for individuals with disabilities) and uses the resources when designing, implementing, and evaluating instructional programs and interventions for children.	N/O	0	1	2	3	4	5	

**GLOBAL RATING** \_\_\_\_\_

Comments on Ratings:

**IV. Mental and Behavioral Health Services and Interventions:** Intern develops challenging but achievable social and emotional goals; provides information about ways to achieve these goals through behavioral assessment/ intervention and counseling interventions; and monitors progress toward these goals to promote address children's behavioral, social, or mental health needs.

<b>N/O No Opportunity</b>	<b>0 Little or no progress</b>	<b>1 Minimal progress</b>	<b>2</b>	<b>3</b>	<b>Emerging Competency</b>	<b>4</b>	<b>Competent</b>	<b>5 Exceptional</b>
1. Intern sets appropriately realistic and ambitious social and emotional goals for children with diverse strengths and needs.	N/O	0	1	2	3	4	5	

2. Intern demonstrates an understanding of the developmental processes related to social-emotional skills and mental health.  
N/O 0 1 2 3 4 5
3. Intern uses appropriate assessment techniques across sources, settings, and measures to inform intervention decision making.  
N/O 0 1 2 3 4 5
4. Intern shows familiarity with practical, acceptable, evidence-based procedures for classroom use.  
N/O 0 1 2 3 4 5
5. Intern demonstrates insight into to social emotional skills and their effects on the learning and behavioral needs exhibited in the school setting.  
N/O 0 1 2 3 4 5
6. Intern collaborates effectively with others to implement consultation, behavioral assessment/ intervention, and counseling interventions designed to address children’s behavioral, social, or mental health needs  
N/O 0 1 2 3 4 5
7. Intern engages in evidence-based direct interventions with individuals or small groups and maintains accountability for outcomes  
N/O 0 1 2 3 4 5
8. Intern ensures that interventions are implemented with integrity so that accurate decisions can be made regarding their effectiveness.  
N/O 0 1 2 3 4 5
9. Intern monitors the child’s response to intervention to ensure that the child is benefiting from the intervention and so that changes can be made in a timely fashion.  
N/O 0 1 2 3 4 5

**GLOBAL RATING** \_\_\_\_\_

Comments on Ratings:

- V. School-Wide Practices to Promote Learning:** Intern understands school as a system and works with individuals and groups to facilitate structure and policies that create and maintain schools as safe, caring, and inviting places.

<b>N/O No Opportunity</b>	<b>0 Little or no progress</b>	<b>1 Minimal progress</b>	<b>2</b>	<b>3 Emerging Competency</b>	<b>4 Competent</b>	<b>5 Exceptional</b>
1.	Intern demonstrates knowledge of general education, special education, and other educational and related services. N/O 0 1 2 3 4 5					
2.	Intern utilizes data-based decision making and problem-solving processes to address concerns at the systems level. N/O 0 1 2 3 4 5					
3.	Intern contributes to policies and procedures which ensure effective, safe, and supportive learning environments. N/O 0 1 2 3 4 5					



**GLOBAL RATING** \_\_\_\_

Comments on Ratings:

**VI. Services to Promote Safe and Supportive Schools:** Intern displays knowledge of child protective and risk factors and their relationship to academic and social/emotional development. Student uses this knowledge to support multitiered prevention and evidence-based strategies for effective crisis response.

<b>N/O No Opportunity</b>	<b>0 Little or no progress</b>	<b>1 Minimal progress</b>	<b>2</b>	<b>3 Emerging Competency</b>	<b>4 Competent</b>	<b>5 Exceptional</b>
1.	Intern demonstrates a prevention orientation when discussing the learning and behavioral needs of all children and integrates same into interactions with teachers and other professionals.					
	N/O	0	1	2	3	4 5
2.	Intern understands and articulates environmental factors that contribute to the well-being of all students and makes appropriate recommendations for changes.					
	N/O	0	1	2	3	4 5
3.	Intern contributes to the design, implementation, and/or evaluation of preventive programs (e.g., bullying prevention, violence prevention).					
	N/O	0	1	2	3	4 5
4.	Intern contributes to the design, implementation, and/or evaluation of crisis prevention, preparation, and response programs.					
	N/O	0	1	2	3	4 5
5.	Intern uses appropriate assessment and data collection methods to develop appropriate goals and to evaluate outcomes of preventive and responsive services.					
	N/O	0	1	2	3	4 5

**GLOBAL RATING** \_\_\_\_

Comments on Ratings:

**VII. Family, School, and Community Collaboration:** Intern displays knowledge of family influences that affect children’s wellness and achievement; and, student forms partnerships between parents, educators, and the community to support children.

<b>N/O No Opportunity</b>	<b>0 Little or no progress</b>	<b>1 Minimal progress</b>	<b>2</b>	<b>3 Emerging Competency</b>	<b>4 Competent</b>	<b>5 Exceptional</b>
1.	Intern demonstrates an understanding of family systems and their influences on the cognitive, motivational, and social characteristics that affects child development and/or academic performance					
	N/O	0	1	2	3	4 5
2.	Intern interacts with parents in a manner that reflects an awareness of the needs of the parent to be heard, understood, and valued.					
	N/O	0	1	2	3	4 5

3. Intern encourages family-school partnerships and interactions with community agencies in enhancing educational outcomes for children.  
N/O 0 1 2 3 4 5
4. Intern addresses cultural, contextual, and situational factors that have an impact on family-school interactions.  
N/O 0 1 2 3 4 5

**GLOBAL RATING** \_\_\_\_\_

Comments on Ratings:

**VIII. Equitable Practices for Diverse Student Populations:** Intern is aware of, appreciates, and works with individuals and groups from a variety of racial, cultural, ethnic, socioeconomic, sexual orientation, gender identity, and linguistic backgrounds. Student uses evidence-based strategies to enhance services and address potential influences related to diversity.

<b>N/O</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>No Opportunity</b>	<b>Little or no progress</b>	<b>Minimal progress</b>	<b>Emerging Competency</b>		<b>Competent</b>	<b>Exceptional</b>

1. Intern demonstrates knowledge of individual differences, abilities, disabilities, and other diverse characteristics of learners and integrates that knowledge into their practice.  
N/O 0 1 2 3 4 5
2. Intern demonstrates cultural sensitivity and competence needed to work with diverse individuals, families, and communities.  
N/O 0 1 2 3 4 5
3. Intern implements strategies selected and/or adapted based on individual characteristics, strengths, and needs.  
N/O 0 1 2 3 4 5
4. Intern advocates for educational policies and practices which promote cultural diversity and cultural competence.  
N/O 0 1 2 3 4 5

**GLOBAL RATING** \_\_\_\_\_

Comments on Ratings:

**IX. Research and Evidence-Based Practice:** Intern displays knowledge of current research literature on education and child development, translates research into practice, and conducts investigations relevant to their own work.

<b>N/O No Opportunity</b>	<b>0 Little or no progress</b>	<b>1 Minimal progress</b>	<b>2</b>	<b>3</b>	<b>Emerging Competency</b>	<b>4</b>	<b>5</b>	<b>Competent</b>	<b>Exceptional</b>
1. Intern articulates and integrates substantive and current research findings into service delivery activities.	N/O	0	1	2	3	4	5		
2. Intern demonstrates knowledge and application of data analysis techniques to appropriately interpret empirical evidence.	N/O	0	1	2	3	4	5		
3. Intern provides information in an understandable manner about relevant research findings to school personnel, parents, and/or the public.	N/O	0	1	2	3	4	5		
4. Intern utilizes technology via graphing programs, statistical software, or spreadsheets to appropriately analyze data.	N/O	0	1	2	3	4	5		

**GLOBAL RATING** \_\_\_\_\_

Comments on Ratings:

**X. Legal, Ethical, and Professional Practice:** Intern takes responsibility for developing as a professional and practices in ways which meet all appropriate ethical, professional, and legal standards.

<b>N/O No Opportunity</b>	<b>0 Little or no progress</b>	<b>1 Minimal progress</b>	<b>2</b>	<b>3</b>	<b>Emerging Competency</b>	<b>4</b>	<b>5</b>	<b>Competent</b>	<b>Exceptional</b>
1. Intern demonstrates awareness of professional ethics and legal guidelines for professional practice and provides services consistent with these standards.	N/O	0	1	2	3	4	5		
2. Intern recognizes own limitations and biases, and restricts unsupervised training practice to those areas in which they have training and expertise	N/O	0	1	2	3	4	5		
3. Intern uses technology in ways that safeguard or enhance the quality of services and are consistent with professional and ethical standards related to confidentiality, distribution of records and information.	N/O	0	1	2	3	4	5		
4. Intern uses supervision and mentoring for effective school psychology practice.	N/O	0	1	2	3	4	5		
5. Intern appropriately self-evaluates knowledge and skills and seeks out continuing professional development accordingly.	N/O	0	1	2	3	4	5		

**GLOBAL RATING** \_\_\_\_\_

Comments on Ratings:

**MEAN GLOBAL RATING**\_\_\_\_\_

**Supervisors Comments:**

\_\_\_\_\_  
Supervisor's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Intern's Signature

(Signature implies only that Intern has read and understands this evaluation and does not imply agreement)

\_\_\_\_\_  
Date

\_\_\_\_\_  
University Supervisor's Signature

\_\_\_\_\_  
Date

## Intern Feedback and Reflection

Name \_\_\_\_\_ Date \_\_\_\_\_ Internship Site \_\_\_\_\_

**Please use this space to provide feedback regarding the training and supervision associated with this internship experience. In addition, reflect upon your own strengths and continuing training challenges.**

\_\_\_\_\_  
Intern's Signature

\_\_\_\_\_  
Date

**University of Wisconsin-Whitewater**  
**School Psychology Program**  
**Professional Work Characteristics Evaluation**

**Candidate:**

**Rater:**

**Year in Program: 1st 2nd 3rd**

**Date:**

Please rate the student on each item using the scale below. The *maximum* rating to be given should correspond to the student's stage of training (i.e., a "3" for a 1st year student, "4" for a 2nd year trainee, and "5" for a 3rd year intern). Comments on any particular strength or weakness and recommendations, if any, may be written at the end of the form.

<b>Rating Scale</b>	
N/O	No opportunity to observe/don't know
1	Needs substantial improvement to be at level appropriate for end of 1st year/start of practicum
2	Needs some improvement to be at level appropriate for end of 1st year/start of practicum
3	Exhibits level appropriate for end of 1st year/start of practicum
4	Exhibits level appropriate for end of 2nd year/start of internship
5	Exhibits level appropriate for end of 3rd year/entry into profession

<b>Characteristic</b>	<b>Rating (circle one)</b>					
<b>Initiative</b> - initiates activities when appropriate; does not wait to be asked or told when to begin an anticipated task.	N/O	1	2	3	4	5
<b>Dependability</b> - can be counted on to follow through on a task once a commitment to it has been made; reliably completes assignments in a timely manner.	N/O	1	2	3	4	5
<b>Time Management/Work Organization</b> - organizes work and manages time effectively.	N/O	1	2	3	4	5
<b>Problem-Solving/Critical Thinking</b> - thinks critically; effectively analyzes problem situations and conceptualizes alternative approaches and solutions.	N/O	1	2	3	4	5
<b>Respect for Human Diversity</b> - respects racial, cultural, socioeconomic, religious, gender-related, sexual orientation, and other human differences; demonstrates the sensitivity and skills needed to work with diverse populations.	N/O	1	2	3	4	5
<b>Oral Communication</b> - expresses self orally in an organized and clear manner.	N/O	1	2	3	4	5
<b>Written Communication</b> - writes in an organized, clear manner.	N/O	1	2	3	4	5
<b>Attending/Listening Skills</b> - attends to important communications; listens attentively	N/O	1	2	3	4	5
<b>Effective Interpersonal Relations</b> - relates effectively to colleagues, faculty, supervisors, and clients.	N/O	1	2	3	4	5
<b>Teamwork</b> - works well with others; collaborates effectively with others on assignments/projects.	N/O	1	2	3	4	5
<b>Adaptability/Flexibility</b> - adapts effectively to the demands of a situation; is sufficiently flexible to deal with change.	N/O	1	2	3	4	5

### Rating Scale

N/O	No opportunity to observe/don't know
1	Needs substantial improvement to be at level appropriate for end of 1st year/start of practicum
2	Needs some improvement to be at level appropriate for end of 1st year/start of practicum
3	Exhibits level appropriate for end of 1st year/start of practicum
4	Exhibits level appropriate for end of 2nd year/start of internship
5	Exhibits level appropriate for end of 3rd year/entry into profession

Characteristic	Rating (circle one)					
<b>Responsiveness to Supervision/Feedback</b> - is open to supervision/feedback and responds to such appropriately.	N/O	1	2	3	4	5
<b>Self-Awareness</b> - shows realistic awareness of personal strengths and weaknesses and impact this has on professional functioning and relationships with others.	N/O	1	2	3	4	5
<b>Professional Identity/Development</b> - appears to identify with the profession of school psychology; conducts oneself as a professional; concerned with own professional growth.	N/O	1	2	3	4	5
<b>Independent Functioning</b> - functions with minimal supervision or independently, when appropriate.	N/O	1	2	3	4	5
<b>Data-Based Case Conceptualization</b> - able to use data/information to conceptualize cases and generate hypotheses and possible solutions; uses evidence to evaluate outcomes.	N/O	1	2	3	4	5
<b>Systems orientation</b> - understands that schools, families, and organizations are systems; recognizes and effectively utilizes rules, policies, and other characteristics of systems.	N/O	1	2	3	4	5

### Comments/Recommendations

\*\*This form was adopted with gratitude from Winthrop University's School Psychology program Professional Work Characteristics Appraisal.

Appendix VII

**Administrator Evaluation  
UW-Whitewater School Psychology Program**

Today's Date: \_\_\_\_\_ District: \_\_\_\_\_

Name of School psychologist: \_\_\_\_\_

Administrator: \_\_\_\_\_ Title: \_\_\_\_\_

My face-to-face contact with the school psychologist can be considered:

Regular; daily or almost     Semi-Regular; weekly or almost     Irregular     Rare

1. The school psychologist was adequately prepared for the requirements of this position  

Strongly Agree	Generally Agree	Mildly Disagree	Strongly Disagree	No Opportunity
4	3	2	1	
  
2. The school psychologist was competent in the timely completion of required IEP assessment obligations  

Strongly Agree	Generally Agree	Mildly Disagree	Strongly Disagree	No Opportunity
4	3	2	1	
  
3. The school psychologist was competent in addressing IEP paperwork responsibilities  

Strongly Agree	Generally Agree	Mildly Disagree	Strongly Disagree	No Opportunity
4	3	2	1	
  
4. The school psychologist possessed a competent understanding of IEP legal issues  

Strongly Agree	Generally Agree	Mildly Disagree	Strongly Disagree	No Opportunity
4	3	2	1	
  
5. The school psychologist engaged parents and other professionals appropriately at IEP meetings  

Strongly Agree	Generally Agree	Mildly Disagree	Strongly Disagree	No Opportunity
4	3	2	1	
  
6. The school psychologist's relationships with school professional staff served the needs of students well  

Strongly Agree	Generally Agree	Mildly Disagree	Strongly Disagree	No Opportunity
4	3	2	1	
  
7. The school psychologist was able to consult with teachers effectively on student academic problems  

Strongly Agree	Generally Agree	Mildly Disagree	Strongly Disagree	No Opportunity
4	3	2	1	
  
8. The school psychologist was able to consult with teachers effectively on student behavioral problems  

Strongly Agree	Generally Agree	Mildly Disagree	Strongly Disagree	No Opportunity
4	3	2	1	



9. The school psychologist was able to consult effectively with administrative staff on building-level issues
- |                |                 |                 |                   |                |
|----------------|-----------------|-----------------|-------------------|----------------|
| Strongly Agree | Generally Agree | Mildly Disagree | Strongly Disagree | No Opportunity |
| 4              | 3               | 2               | 1                 |                |
10. The school psychologist showed sensitivity and skill in matters of student diversity
- |                |                 |                 |                   |                |
|----------------|-----------------|-----------------|-------------------|----------------|
| Strongly Agree | Generally Agree | Mildly Disagree | Strongly Disagree | No Opportunity |
| 4              | 3               | 2               | 1                 |                |
11. The school psychologist brought progressive and creative thinking to this position
- |                |                 |                 |                   |                |
|----------------|-----------------|-----------------|-------------------|----------------|
| Strongly Agree | Generally Agree | Mildly Disagree | Strongly Disagree | No Opportunity |
| 4              | 3               | 2               | 1                 |                |
12. My trust in this school psychologist to effectively carry out responsibilities was upheld
- |                |                 |                 |                   |                |
|----------------|-----------------|-----------------|-------------------|----------------|
| Strongly Agree | Generally Agree | Mildly Disagree | Strongly Disagree | No Opportunity |
| 4              | 3               | 2               | 1                 |                |
13. I would hire another UW-Whitewater school psychologist in the future
- |                |                 |                 |                   |                |
|----------------|-----------------|-----------------|-------------------|----------------|
| Strongly Agree | Generally Agree | Mildly Disagree | Strongly Disagree | No Opportunity |
| 4              | 3               | 2               | 1                 |                |

Please respond briefly to the following:

- A. The most evident training weakness I perceived in this school psychologist was:
- B. The most evident training strength I perceived in this school psychologist was:
- C. School psychologists at UW-Whitewater should receive additional training in:

---

Signature

---

Date

Thank you very much for this evaluation. Please return in the enclosed envelope.

Appendix VIII:

Consultation/Intervention Case Study – Evaluation Form  
Academic/Behavioral

University of Wisconsin-Whitewater  
School Psychology Program

Intern: \_\_\_\_\_ Semester/Year \_\_\_\_\_

Evaluator: \_\_\_\_\_ Behavioral \_\_\_\_\_ Academic \_\_\_\_\_ Both \_\_\_\_\_

Internship Site: \_\_\_\_\_

Internship Supervisor: \_\_\_\_\_

- 
- |                      |   |
|----------------------|---|
| 1 – Unsatisfactory   | Performance in this area reflects a lack of critical knowledge, skills, and dispositions.   |
| 2 – Developing       | Skills, knowledge, and dispositions in this area are still developing. Performance is minimally acceptable, either or both in quantity and quality.                                       |
| 3 – Competent        | Skills in this area reflect sufficient mastery for independent practice. Satisfactory quality of work, average level of synthesis and application of knowledge, skills, and dispositions. |
| 4 – Highly Competent | Skills in this area are very well developed and performed above average. Knowledge, skills, and dispositions are applied to new areas.  |
| 5 – Exceptional      | Extraordinarily high achievement. Unusually complete mastery of knowledge, skills, and dispositions for a student at the internship level.  |

---

Sincere appreciation is given to the School Psychology Program at the University of Northern Iowa from which this rubric was adapted.

## NASP Model 10 Domains of Professional Practice

- |  |                  |
|--|------------------|
| <p><b>1. Data-Based Decision-Making</b><br/>Able to define current problem areas, strengths, and needs through assessment, and measure the effects of the decisions that result from the problem solving process</p>   | <p>1 2 3 4 5</p> |
| <p><b>2. Consultation and Collaboration</b><br/>Able to listen well, participate in discussions, convey information, and work together with others at an individual, group and systems level</p>   | <p>1 2 3 4 5</p> |
| <p><b>3. Academic Interventions and Instructional Support</b><br/>Able to develop challenging but achievable cognitive/academic goals, provide information about ways to achieve these goals, and monitor progress toward these goals</p>                    | <p>1 2 3 4 5</p> |
| <p><b>4. Mental and Behavioral Health Services and Interventions</b><br/>Able to develop challenging but achievable behavioral/affective/adaptive goals, provide information about ways to achieve these goals, and monitor progress towards these goals</p> | <p>1 2 3 4 5</p> |
| <p><b>5. School-Wide Practices to Promote Learning</b><br/>Able to understand school as a system and work with individuals and groups to facilitate structure and policies that create and maintain schools as safe, caring and inviting places</p>          | <p>1 2 3 4 5</p> |
| <p><b>6. Services to Promote Safe and Supportive Schools</b><br/>Has knowledge of child development and psychopathology in order to develop and implement prevention and intervention programs</p>   | <p>1 2 3 4 5</p> |
| <p><b>7. Family, School, and Community Collaboration</b><br/>Has knowledge of family influences that affect students' wellness, learning, and achievement, and able to form partnerships between parents, educators, and the community</p>                   | <p>1 2 3 4 5</p> |
| <p><b>8. Equitable Practices for Diverse Student Populations</b><br/>Aware of, appreciates, and works with individuals and groups from a variety of racial, cultural, ethnic, experiential, and linguistic backgrounds</p>                                   | <p>1 2 3 4 5</p> |
| <p><b>9. Research and Evidence-Based Practices</b><br/>Knows current literature on education and child development, able to translate research into practice, and conduct investigations relevant to their own work</p>                                      | <p>1 2 3 4 5</p> |
| <p><b>10. Legal, Ethical, and Professional Practice</b><br/>Takes responsibility for developing as professional and practices in ways which meet all appropriate ethical, professional, and legal standards</p>  | <p>1 2 3 4 5</p> |

## Data-Based Decision-Making

Uses both direct and indirect methods of assessment as part of a systematic process to collect data in defining the problem (e.g., CBM, direct behavior ratings, behavioral observation, interviews, record review, etc.). 1 2 3 4 5

- *Data from at least one direct method (e.g., direct observation, CBM) and one indirect method of assessment (e.g., interview, record review) are described and analyzed within the body of the report (Problem Identification and Analysis sections).*

Uses assessment data to determine if the problem is a skill deficit or a performance deficit. 1 2 3 4 5

- *The problem is specified as a skill or a performance deficit and an explanation of how assessment data indicate the specified type of deficit is provided within the Problem Identification and Analysis sections of the report.*

Uses a functional-based perspective to determine the reason for the academic concern or the function of the behavior within the instructional environment. 1 2 3 4 5

- *The functional assessment data are described within the Problem Analysis section of the report and the function is specified within the context of a stated hypothesis (i.e., When Jane perceives that the work is too difficult, she refuses to do the work in order to escape the task. OR Jane is reading less accurately in grade-level materials because she hasn't had sufficient help (e.g., modeling and error correction).*

Determines necessary components to be included in the intervention to remediate the academic deficit or the replacement behavior necessary to meet the same function. 1 2 3 4 5

- *Based on direct observation of the student in the classroom, the necessary components to be included within the intervention, the prerequisite skills to be taught, and/or the replacement behavior to meet the same function are specified. These components or the function is verified using a brief experimental analysis and reported within the Problem Analysis section.*

Determines response to intervention visually relative to goal. 1 2 3 4 5

- *An A-B graph at minimum is displayed showing baseline data, intervention data, aim line, and trend line.*

Determines response to intervention quantitatively using measures of effect (e.g., rate of improvement, PND, percentage of change). 1 2 3 4 5

- *Accurately calculates, reports, and describes measures of effect including PND, rate of improvement, and percentage of change as appropriate in the Response to Intervention section.*

Data are continuously collected and used to further problem solving and decision making. 1 2 3 4 5

- *Data are described and displayed showing consistent collection (e.g., weekly at minimum). Reference to use of the data in informing changes made is described within the Response to Intervention section.*

Presents case information in a way that logically flows through the entire referral, evaluation, and intervention process. 1 2 3 4 5

- *Describes the problem-solving process to faculty in a clear, coherent way and responds accurately to questions.*

### Consultation and Collaboration

Establishes a consultative relationship to problem solve the identified concern of a consultee(s). 1 2 3 4 5

- *Describes the consultee's request for assistance in addressing the concern and the role of the intern as a consultant within the Problem Identification section.*

Includes parents/guardians and teacher(s) as essential collaborative members in the planning and decision-making process. 1 2 3 4 5

- *Describes the involvement of parents/guardians and teachers(s) in the problem-solving process within the Problem Definition section and throughout the report as appropriate.*

Uses information from the consultee(s) in accurately defining and analyzing the problem. 1 2 3 4 5

- *References data collected through interviews with the consultee or permanent products of the consultee in defining the problem within the Problem Definition. Items #19 and #22 from the Consultation Evaluation Survey.*

Collaboratively decides on chosen intervention incorporating consultee(s)' preferences, time/resources, and ease of implementation. 1 2 3 4 5

- *Describes the process of collaboratively choosing the intervention with the consultee in the Intervention section. Items #23 and 24 from the Consultation Evaluation Survey.*

Shows consultee(s) how to implement intervention using a treatment integrity checklist. 1 2 3 4 5

- *A treatment integrity checklist is included with the report and the process of training the consultee to implement the intervention is described in the Intervention section.*

Evaluates effectiveness of consultation collaboratively by gathering data from all consultees. 1 2 3 4 5

- *Data from consultees are referenced and incorporated in the evaluation of the student's Response to Intervention section.*

Communicates information using easily understood language to all consultees. 1 2 3 4 5

- *Reflection of intern's strengths and weaknesses as a consultant. Item #9 from the Consultation Evaluation Survey.*

### **Academic Interventions and Instructional Support**

Develops appropriate academic goals which are both ambitious and realistic with identified rationale (e.g., national norms, local norms, benchmarks). 1 2 3 4 5

- *Short-term and long-term goals are identified and a rationale for the criterion used in establishing the goal is described in the Baseline Data and Goal Statements section.*

Identifies and implements interventions matched to academic need to successfully achieve identified goals. 1 2 3 4 5

- *Research is cited for the effectiveness of the intervention to remediate the target behavior in the Intervention section.*

Determines integrity of the intervention by observing instructional implementation demonstrating a minimum average implementation of 80% integrity. 1 2 3 4 5

- *Reports the percentage of times the consultee was observed implementing the intervention; the average percentage of accuracy in implementation observed; and the range in the Intervention section. The average percentage of accuracy reflects a minimum of 80% integrity.*

### **Mental and Behavioral Health Services and Interventions**

Develops appropriate social and emotional goals which are both ambitious and realistic with identified rationale (e.g., peer comparison, local norms, mastery criteria). 1 2 3 4 5

- *Short-term and long-term goals are identified and a rationale for the criterion used in establishing the goal is described in the Baseline Data and Goal Statements section.*

Identifies and implements interventions matched to social and emotional need to successfully achieve identified goals. 1 2 3 4 5

- *Research is cited for the effectiveness of the intervention to remediate the target behavior in the Intervention section.*

Determines the integrity of intervention by observing instructional implementation demonstrating a minimum average implementation of 80% integrity. 1 2 3 4 5

- *Reports the percentage of times the consultee was observed implementing the intervention; the average percentage of accuracy in implementation observed; and the range in the Intervention section. The average percentage of accuracy reflects a minimum of 80% integrity.*

### School-Wide Practices to Promote Learning

Works with educators within general education, special education, and other related service areas to support the needs of students. 1 2 3 4 5

- *Describes the involvement of general education, special education, and other service area providers in meeting the needs of the student within the appropriate sections of the report.*

Uses school-wide data to identify system-level needs and make changes to practices which benefit all students. 1 2 3 4 5

- *Describes the use of school-wide data in identifying students' needs within report and/or within Domain V's reflection and corresponding artifacts within the portfolio.*

Collaborates with others to create and maintain a safe, supportive, and effective learning environment. 1 2 3 4 5

- *Describes the intern's role on school-wide teams either within the report and/or within Domain V's reflection and corresponding artifacts within the portfolio.*

### Services to Promote Safe and Supportive Schools

Collects and uses data across tiers to determine students who are at risk. 1 2 3 4 5

- *Describes the use of school-wide data in identifying students' needs within report and/or within Domain VI's reflection and corresponding artifacts within the portfolio.*

Collects and uses data to determine students' response to instruction within a multi-tiered system of support. 1 2 3 4 5

- *Describes student's Response to Intervention within the context of the tiered support system. At what tier and given what level of support will the student continue to be served?*

Incorporates the use of skill building to prevent future need and to promote mental health and physical well-being. 1 2 3 4 5

- *Describes and incorporates teaching of social skills, coping skill, or academic skills within the Intervention section which will prevent future need.*

Makes changes to the intensity of the intervention and the level of supports as data suggest the need. 1 2 3 4 5

- *Describes the process of regularly reviewing the data and making changes to the intensity or the nature of the intervention as appropriate within the Response to Intervention section.*

### **Family, School, and Community Collaboration**

Involves parents/guardians throughout the problem-solving process (e.g., problem identification, problem analysis, plan implementation, and plan evaluation). 1 2 3 4 5

- *Describes how parents are involved throughout the process in the report as appropriate.*

Provides parents/guardians with strategies to implement at home to support Intervention plan implementation. 1 2 3 4 5

- *Describes strategies provided to parents/guardians to support and maintain skill development as appropriate within the report.*

Establishes partnerships between family, school, and community agencies as appropriate to support and enhance student outcomes. 1 2 3 4 5

- *Describes collaboration with school, family, and community agencies in support of the student. Describes partnerships established with community agencies within Domain VII reflection or artifacts.*

### **Equitable Practices for Diverse Student Populations**

Demonstrates an understanding of the student within the context of cultural, linguistic, socio-economic, gender identity, ability, and learning differences. 1 2 3 4 5

- *Describes the student in appropriate detail reflecting the student's cultural, linguistic, socio-economic, gender identity ability and learning differences within the Problem Definition and Analysis sections.*

Uses assessment techniques that are culturally appropriate and validly reflect the skills and behaviors of the student. 1 2 3 4 5

- *Assessment techniques within the Problem Definition and Analysis sections are culturally appropriate.*

Considers the influence of culture, ethnicity, and language when interpreting direct and indirect assessment data. 1 2 3 4 5

- *References the diversity of the student in describing the interpretation of the data within the Problem Definition and Analysis sections.*



Implements interventions which are culturally sensitive and selected and/or Adapted based on individual characteristics, strengths, and needs. 1 2 3 4 5

- *Describes how the intervention was adapted based on the needs of the student as well as the appropriateness of the intervention for the student within the Intervention section.*

### Research and Evidence-Based Practice

Cites research literature supporting use of an intervention or discusses how a lack of literature influenced intervention selection and implementation. 1 2 3 4 5

- *Provides copies of at least one research article with an attached summary demonstrating the evidence-base for the intervention selected. Provides citation within the Intervention section.*

Develops a treatment integrity checklist which reflects the necessary steps to ensure evidence-based implementation. 1 2 3 4 5

- *Includes a treatment integrity checklist which is sufficiently detailed to ensure integrity of implementation.*

Provides a visual representation of the data using an A-B Case Study Design (at minimum) which clearly reflects baseline and intervention data collected at regular intervals with phase changes noted. 1 2 3 4 5

- *An A-B graph at minimum is displayed showing baseline data, intervention data, aim line, and trend line, and phase lines.*

Collects sufficient data to establish stable trend in baseline (e.g., 3 to 5 data points). 1 2 3 4 5

- *Three to five baseline data points are collected and graphed at the same interval as intervention data.*

Collects sufficient data to determine response or lack of response to intervention. 1 2 3 4 5

- *Ten to twelve data points are collected and graphed to determine response to intervention.*

Accurately calculates and applies statistical descriptions of measures of effect and degree of change. 1 2 3 4 5

- *Accurately calculates, reports, and describes measures of effect including PND, rate of improvement, and percentage of change as appropriate within the Response to Intervention section.*

Incorporates technology resources (e.g., instructional software, iPad applications, adaptive technology for individuals with disabilities) as appropriate in supporting students. 1 2 3 4 5

- *Describes how technology is used in addressing the concerns of the student within the Intervention section as appropriate.*

**Legal, Ethical, and Professional Practice**

Appropriately secures consent for consultative and intervention services.            1 2 3 4 5

- *The process of consent is described within the Problem Identification section.*

Considers and addresses ethical concerns related to the case.                    1 2 3 4 5

- *Ethical concerns are reflected upon within the case reflection.*

Reflects on what was learned from the case and how this will impact future practice.        1 2 3 4 5

- *What was learned from the case and how that knowledge will impact future practice is reflected upon within the case reflection.*

Additional Comments:

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Appendix IX:

**Evaluation of Risk and Threat Assessment Procedures/Crisis Team Response Plan  
Competency Rubric**

<b>Assessed Areas</b>	<b>Developing</b>	<b>Competent</b>	<b>Highly Competent</b>
<b>Description of Key Elements, Structure, and Process</b>	Key elements of the school(s)' risk and threat assessment procedures are generally described as well as the components of the crisis team response plan. Purpose of the procedures are generally described including the goals of the team and/or how the team is viewed as part of the school's larger service delivery system. Structure of the team is generally described including team members' representation from administration and pupil services as well as their identified roles. Information described is collected from using the Key Elements Questionnaire as well as the PREPaRE Curriculum evaluation tool, but is not complete.	Key elements of the school(s)' risk and threat assessment procedures are described as well as the components of the crisis team response plan. Purpose of the procedures are described including the goals of the team and how the team is viewed as part of the school's larger service delivery system. Structure of the team is described including team members' representation from administration and pupil services as well as their identified roles. Information described is collected from using the Key Elements Questionnaire as well as the PREPaRE Curriculum evaluation tool and is complete.	Key elements of the school(s)' risk and threat assessment procedures are especially well described as well as the components of the crisis team response plan. Purpose of the procedures are especially well described including the goals of the team and how the team is viewed as part of the school's larger service delivery system. Structure of the team is described in detail including team members' representation from administration and pupil services as well as their identified roles. Information described is collected from using the Key Elements Questionnaire as well as the PREPaRE Curriculum evaluation tool as well as interviews and observation.

**Evaluation of Key Elements/Components and Identified Plan**

Strengths and weaknesses of the team processes are generally identified based on the assessment tools. An action plan is generally described including less than four goals and/or lacking action steps needed to address missing or limited components/elements.	Both strengths and weaknesses of the team processes are identified based on the assessment tools. An action plan including four goals and corresponding action steps is identified to address missing or limited components/elements.	Both strengths and weaknesses of the team processes are especially well identified based on the assessment tools. A detailed action plan including four goals and measurable action steps is identified to address missing or limited components/elements.
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**Evaluation of the Plan**

Progress toward goals is not sufficiently described and/or further actions are not identified.	Progress toward goals is described with recommendations for further action.	Progress toward goals is described in a comprehensive fashion with impactful, recommended actions identified.
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Appendix X:

**School Wide Disaggregated Analysis of Disciplinary Data  
to Address Disproportionality Competency Rubric**

Assessed Areas	Developing	Competent	Highly Competent
Problem Identification	ODR data are not sufficiently described and/or disaggregated by race/ethnicity, gender, SES, and special education status to determine the disproportionality. Risk indices, risk ratios, and/or composition reports for each group are not described.	ODR data are described and disaggregated by race/ethnicity, gender, SES, and special education status to determine the disproportionality. Risk indices, risk ratios, and composition reports for each group are described.	ODR data are especially well described and disaggregated by race/ethnicity, gender, SES, and special education status to determine the disproportionality. Risk indices, risk ratios, and composition reports for each group are clearly described to establish goals.
Problem Analysis	Data are not sufficiently analyzed by teacher, setting, grade or time of day to determine factors contributing to the disproportionality.	Data are further analyzed by teacher, setting, grade, and/or time of day to determine factors contributing to the disproportionality.	Data are further analyzed by teacher, setting, grade, and time of day to determine factors contributing to the disproportionality.
Plan Implementation	Plan is minimally described to address the identified disproportionality and/or a method to progress monitor the effects is minimally described.	A plan is well described to address this disproportionality with a method to progress monitor and a time line for evaluation.	A comprehensive plan is especially well described to address this disproportionality with a method to progress monitor goals and a time line for evaluation.
Plan Evaluation	Progress toward goals is not sufficiently described and/or further actions are not identified.	Progress toward goals is described with recommendations for further action.	Progress toward goals is described in a comprehensive fashion with impactful, recommended actions identified.

Appendix XI:

## School Psychology Program Internship Portfolio Review Summary

Name \_\_\_\_\_ Date \_\_\_\_\_

Reviewer(s) \_\_\_\_\_

- Professional Resume
- Introduction, including Internship Goals and Model of Professional Practice
- Official Documents, including school psychology license, PRAXIS exam results, and university transcript from WINS
- End-of-Internship Summary Log and Monthly Reflections
- Internship Supervisor's Evaluation (Fall and Spring), Professional Work Characteristics (Fall and Spring), and Administrator's Evaluation
- Overall Summary

### Required Artifacts Present

- Two (2) consultation reports, one (1) for academic concerns and one (1) for behavioral concerns including Problem Identification, Problem Analysis, and Intervention Implementation. Report must include progress monitoring and outcome assessment.
- Evaluation of Risk and Threat Assessment Procedures/Crisis Team Response Plan
- School Wide Disaggregated Analysis of Disciplinary Data to Address Disproportionality
- Three (3) comprehensive school psychological reports, covering a variety of problems and students of different ages. Reports must be masked.
- One (1) therapy final report for an individual intervention or one (1) therapy final report for a group intervention including progress monitoring data showing effective outcomes.
- Field Supervisor's Evaluation Forms
- Specialist Project \_\_\_ Complete                      \_\_\_ Incomplete
- Portfolio Passed
- Portfolio Failed; See Appeal Process

Signatures: \_\_\_\_\_

## **Internship Portfolio Appeal Process**

Your portfolio has been judged to be short of the competency required to allow for completion of the internship. The deficiencies are as follows:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

Student plan to address deficiencies:

Anticipated Completion Date \_\_\_\_\_

\_\_\_\_\_

Student Signature

Date

Faculty approves plan \_\_\_\_\_

Faculty additions to plan

Internship Portfolio Passed      Date \_\_\_\_\_

Internship Portfolio Failed      Date \_\_\_\_\_

\_\_\_\_\_

Faculty Signature