INTERNSHIP GUIDELINES

A HANDBOOK FOR FACULTY, SUPERVISORS, AND STUDENTS

SCHOOL PSYCHOLOGY
EDUCATIONAL SPECIALIST (EDS) PROGRAM

Department of Educational Psychology
School of Education
The University of Wisconsin-Madison
Madison, WI 53706

(Effective Fall, 2021)

The Commission on Accreditation of the American Psychological Association awarded Re-Accreditation to the School Psychology Program in August 2020.
American Psychological Association, Commission on Accreditation, 750 First Street, NE, Washington, DC 20002-4242; Phone: 202.336.5979.
INTRODUCTION
The purpose of this handbook is to provide school psychology students with information about the procedures, regulations, and requirements for completing the internship as part of the Master of Science (MS) Educational Specialist Certificate in School Psychology Named Option degree in the Department of Educational Psychology in the School of Education at the University of Wisconsin-Madison. All requirements and procedures described in this handbook are current as of November, 2020. Changes in policies are announced via the student advisor, the SPSA List Serve, school psychology courses, and on our web site at www.education.wisc.edu/edpsych/.

This handbook is designed to make your experience during the internship process organized and productive. Please read all sections of the handbook to become thoroughly familiar with the program requirements.

PROFESSIONAL TRAINING MODEL

Statement of Program Philosophy
The School Psychology Program at the University of Wisconsin-Madison embraces a scientist-scholar-practitioner model of graduate education. Faculty endorse evidence-based practices (e.g., diagnosis, assessment, intervention, consultation, evaluation), and they have allegiance to a broad-based behavioral orientation in research and practice including, for example, applied behavior analysis, cognitive-behavior therapy, social-learning theory, and ecological-behavioral-systems theory. The program emphasizes a problem-solving approach to service delivery including direct intervention and consultation at the individual, family, and system levels. The graduate program strongly emphasizes the preparation of school psychologists for work in applied settings, including a sound and comprehensive focus on the practice of psychology in the schools and related settings.

Program Aims
The primary aim of the School Psychology Program at the University of Wisconsin-Madison is to develop school psychologists whose activities support the educational and psychological well-being of children and youth. To accomplish this, the Program has three specific aims:

1. To prepare school psychologists who are competent in the foundations of individual and cultural diversity; professional behaviors, interpersonal skills, communication, and reflective practice; and ethical, legal, and professional standards.
2. To prepare school psychologists who are competent in assessment, evidence-based prevention and intervention, indirect service delivery and collaboration, and supervision.
3. To prepare school psychologists who are competent in the science of psychology, including research, measurement, and evaluation; data collection and analysis techniques; progress monitoring; and scientific psychology in schools and schooling.

Overview of Training Model
The primary goal of the School Psychology Program at the University of Wisconsin-Madison is to develop professionals whose activities support the educational and psychological well-being of children and youth. These activities include research as it pertains to being a trained
consumer and pursuit of research in applied settings, training, and practice, both separately and in combination. The school psychologist is expected to have competence in each of these roles. Within this context, the school psychology faculty embraces a scientist-scholar-practitioner model of training. The integration of scientist, scholar, and practitioner roles provides a basis for graduates to assume leadership responsibilities in the field of school psychology.

The Scientist-Researcher

The role of the scientist-researcher is important in the training of school psychologists. To understand and advance basic knowledge in the domains subsumed by school psychology, students must have a firm foundation in scientific methodology and the philosophy of science. Students are educated to be skilled consumers of research as well as researchers capable of examining relevant problems of both applied and basic in nature. Training in research skills is applied across all domains of the training model. As practitioners, graduates must be able to interpret and judge published and unpublished research and writing. As consumers of educational and psychological assessment and intervention techniques, they must have a sound scientific background to judge the utility and efficacy of such procedures. This knowledge may come from evaluation of published reports or via their own empirical evaluation of these techniques. Students are taught scientific skills necessary to conduct and evaluate research. Through faculty mentoring and guidance, students are provided with models of divergent and scientific processes whereby knowledge is obtained. The role of the mentor in the program is typically assumed by the student's advisor.

The Scholar

The role of the scholar is reflected in the importance the program places on breadth and depth of basic and applied knowledge in educational psychology as well as related domains. School psychology is an amalgamation of multiple disciplines of scientific and clinical knowledge. No single perspective (e.g., psychometric, developmental, behavioral) is viewed as sufficient for the development of a scholar in school psychology. The scholar is able to draw from many different bases of knowledge and apply this information to the issues and problems with which he or she is presented. These domains include discipline-specific knowledge, profession-wide competencies, and other learning and curriculum elements required by the profession. 

Discipline-specific knowledge relates to history and systems of psychology, basic content areas in scientific psychology (i.e., affective, biological, cognitive, development, and social aspects of behavior), research and quantitative methods, and advanced integrative knowledge in scientific psychology. Profession-wide competencies include research, ethical and legal standards, individual and cultural diversity, professional values and attitudes, communication and interpersonal skills, assessment, intervention, supervision, and consultation and interprofessional/interdisciplinary skills. Other learning and curriculum elements required by the profession include knowledge regarding effective teaching methods, knowledge of effective classroom environments, knowledge of school psychological service delivery systems, and knowledge of strategies to engage students’ families and other stakeholders.

The Practitioner

The practitioner is expected to manifest a high level of expertise in the practice of school psychology. This expectation is, in part, a function of the practitioner's competencies as a scientist and scholar and the interaction of these three domains. The practitioner component of the program encompasses over 2000 hours of field and clinic-based curriculum, fieldwork, and internship requirements, as well as clinical coursework in assessment, intervention,
consultation, and related areas. This extensive commitment to applied training represents the core of the program and taps the expertise of all faculty members in the area. The applied orientation of the program is as varied as the faculty in the area. The orientations subsumed within training include (but are not limited to) applied behavior analysis, cognitive-behavioral, ecological, social learning, psychometric, and developmental. Training also occurs in individual differences in behavior, human development, psychopathology, and professional ethics. Hence, the practitioner is presented with a wide range of complementary service delivery approaches to clinical problems. This broad background allows for greater skills in hypothesis testing, monitoring of interventions, tailoring of treatments to individual problems, and examination of treatment efficacy.

Integration and Application of the Training Model

The School Psychology Program at the University of Wisconsin-Madison has evolved from the scientist-scholar-practitioner model. The three training components within the model – scientist, scholar, and practitioner – are complementary as well as overlapping areas of expertise and development. The program is dedicated to training graduates who are competent in each of these areas. The tripartite training model also stresses the importance of personal relationship skills (e.g., empathy and regard) as aspects of the professional school psychologist. These qualities are, to a significant extent, precursors to the successful training of the practitioner as well as desirable characteristics of the scientist and scholar in the field of school psychology. Our program acknowledges the importance of these characteristics and, where possible, strives to foster their development, especially in clinical training.

The preparation of professional school psychologists necessitates a broad theoretical foundation upon which to build necessary applied and research skills. A balance among competencies in the theoretical, applied, and research areas is accomplished in a variety of ways. Theory is integrated into professional courses; most of these are offered within the program, whereas others are offered in the department or other departments within the University. Applied experiences are obtained through fieldwork and clinical practicum courses offered in the program. A rigorous clinical sequence is scheduled into the program, including required supervised experiences during Years 1, 2, and 3. Table 1 provides a list of the clinical experiences by year and the typical total hours of involvement at each level.

Table 1
Practicum and Internship Experiences

<table>
<thead>
<tr>
<th>YEAR IN PROGRAM</th>
<th>PRACTICUM EXPERIENCES</th>
<th>EXAMPLE OF ACTIVITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1</td>
<td>Beginning practicum* (840; 125 hr minimum)</td>
<td>Attend staffing in the clinic; observe and assist with assessment/intervention activities in local schools; assist with psychoeducational groups at the JDC.</td>
</tr>
<tr>
<td>Summer Year 1</td>
<td>Clinic Practicum (840; 100 hr minimum)</td>
<td>Collaborate on cases in the SPTC; present cases at staffing in the clinic.</td>
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Year 2
Field Practicum (840; 600 hr minimum) Work under supervision of a practicing school psychologist; coordinate course experiences with practicum.

Year 3
Internship (EP 315-943) (1200 hr minimum) Placement in school setting.

INTERNERSHIP TRAINING

Overview

The internship is an essential component of the educational specialist program in school psychology. The internship is the culminating training experience to prepare individuals to function as independent professionals. An internship provides students with the opportunity to take substantial responsibility for carrying out professional functions as school psychologists in the context of appropriate supervision. The internship also facilitates the further development and integration of knowledge and skills gained from didactic and practicum work.

In contrast to practicum experiences, the internship occurs primarily apart from the training program and is administered by the internship setting. There may be exceptions to this arrangement such as in captive internship placements. Intern supervision is primarily the responsibility of the internship setting. The internship agency may provide liability insurance coverage of the intern during the internship training experience. Nevertheless, it is strongly recommended that the intern secure personal liability insurance during the training period.

The internship is further defined by its length and placement in the overall training sequence. The internship occurs after completion of relevant didactic course work, at least 825 practicum hours, and successful completion of the comprehensive literature review (spring of Year 2). The following requirements apply:

- Completion of 825 hours of practicum
- Completion of comprehensive literature review by April 30, Yr 2
- Completion of internship applications

The internship occurs after all other program coursework is completed and prior to the granting of the educational specialist degree. It requires a full-time experience for the academic year or half-time experience for two consecutive academic years (minimum of 1200 hours). The internship is carried out according to the Ethical Principles of Psychologists and Code of Conduct (APA, 2002), Professional Conduct Manual (NASP, 2000a), and guidelines of the National Association of School Psychologists (NASP, 2020). Criteria published by the Council of Directors of School Psychology Programs (http://www.education.ucsb.edu/netshare/cdsspp/pdf/CDSSP-Internship-Guide.pdf) should also be followed.

The National Association of School Psychologists requires students to complete a comprehensive, supervised, and carefully evaluated 1,200-hour internship prior to graduation.
At least 600 hours of the internship must be completed in a school setting. Students must complete a full-time academic year internship that has been approved in advance of their beginning date by the Internship Committee. This committee will evaluate the proposed internship and consider such factors as relevance for training in school psychology, quality and appropriateness of supervision, breadth of experiences, and whether it aligns with National Association of School Psychologists requirements.

All program requirements, including completion of the internship experience (i.e., as evidenced by receipt of a final performance evaluation from the internship site, documentation of hours) must be completed successfully prior to the EdS degree being awarded. Having completed the required 1200 internship hours prior to the official end of the internship does not fulfill UW–Madison School Psychology MS/EdS Program requirements for graduation.

Objectives for Internship Experiences

The internship is intended to provide experiences relevant to the following competency domains:

- Competency 1: Individual and Cultural Diversity
- Competency 2: Professional Behaviors, Interpersonal Skills, Communication, and Reflective Practice
- Competency 3: Ethical, Legal, and Professional Standards
- Competency 4: Assessment
- Competency 5: Evidence-Based Prevention and Intervention
- Competency 6: Indirect Service Delivery and Collaboration
- Competency 7: Supervision
- Competency 8: Research, Measurement, and Evaluation
- Competency 9: Basic Content Areas in Scientific School Psychology
- Competency 10: Scientific Psychology in Schools and Schooling.

Appendix B describes these domains and the competencies they subsume. Interns and supervisors should consult this appendix to ensure interns achieve mastery of these competencies during the internship.

General Range of Activities and Time Allocation

The internship should provide experience in a range of assessment, direct intervention and prevention, and consultation activities conducted with and for children, adolescents, and/or their families. It is important that these domains be covered during the internship because failure to cover these domains could result in failure of the internship. Activities that provide psychological services to adults who are not associated with a child or adolescent in need of service are generally not appropriate. Additional activities may include school psychological research, supervision, education, and administrative functions.

The following are guidelines for distribution of the intern’s time:

1. **Primary Professional Activities:**
a. At least 10% (approximately 120 hours) of the intern’s time must be spent in each of these primary professional activities: (1) assessment; (2) intervention and prevention; and (2) consultation.

b. At least 25% (approximately 300 hours) of the intern’s time (across the three primary professional activities) must be spent in direct client/consultee contact.

2. **Supervision:**

A minimum of **two hours each week** must be spent in regularly scheduled formal, face-to-face individual supervision of the intern. This amounts to 6% time (72 hours) spent in individual supervision. Supervision must be provided by a psychologist who is at least three years post-licensure.

3. **Other Activities for Providing Psychological Services:**

The intern may spend a maximum of 40% (480 hours) of the total time in other activities for the purpose of providing psychological services (e.g., writing case notes, report writing, case consultation, reviewing/reading research related to a case).

4. **Additional Structured Learning Experiences:** Because the internship is a training experience, it should include additional structured learning activities. These include:

   a. **Research:** Participation in research activities is not required as part of the internship. However, up to 8% of the time (approximately 96 hours) may be spent in research activities if this is permitted by the sponsoring internship agency. These activities may include participation in on-going research projects carried out and/or supervised by a professional employee of the internship agency.

   b. **Education, Training, and Professional Development:** An average of 7% (approximately 84 hours) must be spent by the intern in scheduled learning activities. These may include case conferences, seminars dealing with professional issues, or in-service training.

   c. **Supervision of Others:** Supervision of practicum students is permitted (5% or approximately 60 hours).

**Credit Load**

Interns enroll in EP 315-943: *Internship in School Psychology* for 2 credits each academic semester (fall, spring, summer) of Year 3. **Thus, students must complete 6 internship credits.**

**INTERNSHIP SETTING/AGENCY**

**Description of Appropriate Settings**

The internship setting is one in which psychological services may be provided to children from 0 to 21 years of age. The setting may be a school (public or private; see next paragraph regarding
required number of school-based internship hours), clinic, or hospital, provided that: (a) interns are involved in the full range of professional activities outlined in this document under Objectives for Internship Experiences; (b) diverse clients are served, including a wide range of children with or without disabilities; (c) appropriate agency supervision is available; and (d) a title such as “intern” or “resident” or similar designation of trainee status is used.

The internship experience must also be consistent with NASP internship standards, particularly those pertaining to conditions of supervision, credentials of field supervisors, and number of hours completed in a school setting. Specifically, at least 600 hours of the internship must be completed in the schools.

Students completing graduate study in the School Psychology Program at the UW-Madison may have completed an internship in school psychology prior to entering the graduate program. It is the policy of the School Psychology Program that students will complete the regular 1200 hours minimum internship as part of the educational specialist program and meet all standards included in this handbook. Thus, no part of the internship experience can be waived as part of the educational specialist program.

Students occasionally desire to fulfill part or the entire internship requirement by working for the school district or mental health agency in which they are presently or have been employed. Such internship arrangements are strongly discouraged because objective supervision and appropriate learning experiences frequently may be compromised when a former employee is cast into the role of intern with the new goals of both learning and service delivery. Students wishing to complete an internship in a setting in which they are or have been employed must demonstrate to the satisfaction of the Internship Committee that they will be functioning in a new capacity that is essentially that of an intern.

Number of Different Settings per Internship

The total internship experience may occur in more than one setting (e.g., a consortium) provided that all internship placement criteria are met in each setting and that all internship experience requirements (e.g., hours, supervision, range of activities) are completed satisfactorily. Each internship agency must have a professional psychologist who is clearly designated to be responsible for the integrity and quality of the internship experience (e.g., chief psychologist, director of training). This person may or may not serve as the intern's primary supervisor. The site-based internship supervisor and his/her colleagues are professional models and provide evaluations of professional skills for a critical period in an intern's training. Thus, the first requirement for internship sites is to provide a supervisor with adequate time and authority to work directly with an intern.

Internship Approval Process

The following steps include recommended and required procedures for securing an internship. Requirements are in bold print.

1. Consider carefully your professional goals and plans. Share these with your advisor and determine what type of internship experience best meets your needs. You should also discuss in which state(s) you may want to be licensed or credentialed, and obtain information about internship and licensure requirements. Students must meet Wisconsin
licensure requirements (from the Department of Public Instruction) unless they select another state for licensure/credential that is congruent with their goals. If they select a state other than Wisconsin, internships must be planned to meet the requirements of that state and the UW-Madison program.

2. Contact internship agencies to secure information about internship sites, including requirements (e.g., required coursework, practicum hours) for applying to the site.

3. Negotiate an understanding with the site regarding internship duties, supervision, and other parameters. Students must inform the site of their needs (see Step 1) and ensure that the site can meet those needs.

4. Prior to starting internship, students should apply for any relevant credential/license required for employment within the agency or school district where the internship will be completed. Within the state of Wisconsin, students will apply for a one-year Tier 1 license with stipulations. Students should follow application procedures for the “school district need” category and will need to request that the employing district complete the PI-1624-LWS1 form. Students will submit this form, transcripts, and complete other relevant application materials online as part of this process. More information about licensing can be found here.

5. Prior to starting the internship, students must submit an internship agreement signed by the site supervisor, student, and UW–Madison Direct of Clinical Training (DCT).

6. Prior to starting the internship, students must submit a preliminary draft of their internship plans to be reviewed by the Internship Committee and receive feedback. Feedback will be provided by the Internship Committee Chair in terms of various policy issues related to the internship (e.g., hours, supervision, distribution of internship activities). For the draft version, the required signatures (see Step 6 below) are not required; however, students should consult the internship guidelines, their advisor, and internship supervisors in preparing draft plans.

7. Internship plans must be approved by the Internship Committee. The Internship Committee members include the committee chair (UW–Madison Director of Clinical Training) and other faculty. If the committee approves the plan, the committee chair will notify the intern, advisor, and site supervisor. If the committee does not approve the plan, the intern must renegotiate and resubmit a plan until it is approved. Note that if renegotiations are unsuccessful, the student must find another internship that meets program and licensure requirements. The program will not accept hours worked by the internship until it is clear that the intern has accrued his/her internship hours in an appropriate and approved setting.

8. Within 30 days of beginning work at an internship site, students must file an approved internship plan with the UW–Madison Director of Clinical Training (including the letter of approval from the Internship Committee chair). The plan must specify duties, approximate hours of work and supervision, supervisor qualifications, remuneration, and other parameters of the internship such that it is clear the internship meets program and licensure requirements. (See Appendix D for an example of an internship plan.) The intern, intern supervisor(s), intern’s advisor, and any individuals whose support is specified in the plan (e.g., agency representatives) must sign the plan. Approved
plans may be filed before the intern begins working, but must be submitted no later than 30 days after the beginning date of the internship. Failure to meet the 30-day deadline may result in internship hours not being counted.

9. **Supervisors must complete a mid-year and year-end evaluation to evaluate the intern’s progress and submit them to the UW–Madison Director of Clinical Training** (see Appendix E).

Communication between the Training Program and Internship Program

Internship training requires close collaboration and partnership between training sites and the graduate program. Communication between the training program and training partners is of critical importance to the overall development of competent new psychologists. Therefore, it is the position of our training program that regular communication about students’ performance and progress must occur between the program faculty and other training partners, and that the content from this communication will contribute to regular evaluation of the student’s progress.

Communication between training programs and internship programs is of critical importance to the overall development of competent new psychologists. The internship is a required part of the educational specialist degree; while the internship faculty assess student performance during the internship year, the training program is ultimately responsible for evaluation of the student’s readiness for graduation and entrance to the profession. Therefore, evaluative communication must occur between the two training partners.

Given this partnership, our training program has adopted the following practices:

1. All students will be informed of the practice of communication between the UW–Madison Director of Clinical Training (or faculty designate) and the internship Training Director (or designate). It should be emphasized that this communication is consistent with discussion among trainers throughout the student’s graduate training (e.g., practicum supervisors). Students must sign and complete the form in Appendix F.

2. Once a student has been matched with an internship site, the internship and program directors will communicate about the specific training needs of the student, so that the Internship Training Director has sufficient information to make training decisions to enhance the individual student’s development.

3. During the internship year, the internship and UW–Madison Director of Clinical Training will communicate as necessary to evaluate progress in the intern’s development. This will include a minimum of two formal evaluations and may include formal (written) or informal communications.

4. The student/intern has the right to know about any written communication that occurs and can request and should receive a copy of any written information that is exchanged.

5. In the event that problems emerge during the internship year (i.e., an intern fails to make expected progress), the UW–Madison Director of Clinical Training and internship Training Director will communicate and document the concerns and the planned resolution to those concerns. Both training program and internship program policies for resolution of concerns
will be considered in developing necessary remediation plans. Progress in required remediation activities will be documented and that information will be communicated to the UW–Madison Director of Clinical Training.

SUPERVISION OF INTERNSHIP

By the Setting/Agency Personnel

Internship supervision by the agency is the primary responsibility of the internship site supervisor, who acts as a liaison between the intern and the UW-Madison program.

1. Qualifications of Supervisor

The intern supervisor is a licensed school psychologist who has state certification in school psychology from a Department of Public Instruction/Department of Education. Furthermore, this person should have demonstrated teaching or supervisory skills and worked for at least three years as a school psychologist who delivers school psychological services, including one year in his/her present setting as a school psychologist. Exceptions to supervisor qualifications related to terms/length of employment within a setting may be considered in unique situations. Requests for such exceptions should be made to the Director of Clinical Training and will be determined by the internship committee.

2. Degree of Affiliation with Agency

The supervisor may be an employee of the internship agency or an affiliate (e.g., consultant) of the agency who carries major responsibility for cases being supervised. When internship supervision is provided by an affiliate, then a regular staff member in the agency must be ultimately accountable to the intern and university (e.g., chief psychologist).

3. Number of Direct Contact Hours Weekly with the Internship Supervisor

Interns are required to receive an average of at least 2 hours of supervision per full-time week, with the majority of field supervision occurring on at least a weekly, individual, face-to-face basis. Supervision time may be adjusted proportionately for less than a full-time week or schedule.

By the University Personnel

As stated earlier, intern supervision is primarily the responsibility of the professional staff of the internship agency. Internship experiences should, however, reflect continuity among the training program, the internship setting, and the needs of the intern.

1. Nature of Contacts and Communication between School Psychology Program and Internship Agency

To ensure this continuity, communication with supervisors and other staff at internship sites occurs on a frequent basis and through several activities:
a. The UW–Madison School Psychology Director of Clinical Training will submit to the internship agency a copy of the present handbook describing criteria for internship placements.

b. Selection and approval of the internship setting and the written development of the individualized internship plan are accomplished jointly by the graduate program, internship agency, intern’s advisor, and intern.

c. Prior to beginning the internship, intern supervisors and interns will discuss the general goals and specific objectives of the internship, review the terms of the internship contract, establish dates and procedures for evaluation, and address specific questions or issues related to the internship.

d. The internship site supervisor will inform the university supervisor of the specific program that has been established for the student internship and this will reflect, in part, the needs stated in the guidelines outlined in this handbook.

2. **University Supervisor**

   There is one School Psychology Program faculty member assigned to the internship course/program. This person serves as the university liaison with the internship setting. The intern, internship site supervisor, and university supervisor confer jointly at least two times each year. This contact may occur through phone contacts or e-mail for distant internships.

**EVALUATION OF INTERNS**

The overall evaluation of internship activities is largely based on written evaluations from the internship supervisor. Although students are evaluated by the internship sites, they are still subject to the conduct, rules, and policies of the UW-Madison and specific expectations of the School Psychology Program.

**Written Evaluation from Intern Site Supervisor**

Intern site supervisors complete a thorough evaluation of the intern’s competencies at mid-year and year-end of the academic year during which the internship occurs. Supervisors submit an electronic version of the UW–Madison School Psychology Program’s Intern Evaluation Form (see Appendix E).

**Appeal Process**

In the event that a student wishes to appeal an evaluation that has been given by the intern supervisor, procedures for appeal **must** be followed in the internship setting first. The intern should also inform the university supervisor of the decision to appeal an evaluation. In the case of disagreement over a grade from the university supervisor, procedures for "student grievances" in the School of Education at the UW–Madison **must** be followed.

**Due Process Procedures**
If at any time an intern is identified as having educational or professional problems, then a series of steps may be initiated to facilitate resolution of the problem. If repeated attempts to address the problem have not been successful, then it may be necessary to initiate a process of probation or dismissal from the internship program. These due process procedures have been developed to protect intern rights and the integrity of the internship program.

**Step 1:** When a determination is made that an educational or professional problem exists, the internship training site supervisor will notify the intern about the educational or professional problem. The intern and his/her internship supervisor will then discuss the problem and outline alternatives to rectify the problem. This interactional process should allow for ample communication and opportunities for the intern to respond to the information presented. An informal resolution will then be developed to address the problem.

**Step 2:** If the problem persists without appropriate resolution, the supervisor will consult with the Director of Clinical Training regarding the process and other possible courses of action to address the problem. Subsequently, the supervisor will formally (i.e., in writing) notify the intern about the educational or professional problem. The intern and his/her supervisor will then meet to discuss the problem and alternative resolutions to rectify the problem. This process should allow the intern opportunity to communicate and respond to the information presented. If the supervisor feels that client care or employee morale, for example, is significantly compromised by the intern, then the intern may be temporarily removed from internship while due process procedures are being undertaken.

After an additional consultation with the Director of Clinical Training, a formalized remediation plan will be developed. The formalized remediation plan should include a behavioral description of the problem, courses of remediation, specific outcome measures, criteria for ending the probationary status, and a summary of the options available to the intern. The intern will meet regularly with his/her supervisor to receive feedback and monitor the formalized remediation process. A written record of the remediation plan should be prepared and kept by the intern, the supervisor, and the Director of Clinical Training.

**Step 3:** If satisfactory progress on the remediation plan is not occurring, a meeting will be coordinated with the intern, supervisor, and Director of Clinical Training. The intern will be given adequate time to prepare for the meeting and may be informed of interventions (e.g., continue with internship activities, stop all internship activities) to be implemented prior to the meeting. At the meeting, the intern will have an opportunity to discuss the problem with his/her supervisor and the Director of Clinical Training. The purpose of the meeting will be to formalize the intern’s probation, which may include options of reevaluating the current remediation plan, developing alternative remediation or intervention plans, or convening the Internship Committee to address the intern’s difficulties. The intern will meet regularly with his/her supervisor to receive feedback and monitor the probation process. Documentations of the probation plan should be kept by the intern, the supervisor, and the Director of Clinical Training.

At the end of the probation period, the intern, supervisor, and Director of Clinical Training will meet to discuss and review the intern’s progress toward meeting the criteria for the removal of the probationary status. If satisfactory progress during the probation period has occurred, then the intern can return to full intern status.
**Step 4:** If satisfactory progress during the probation period is not occurring, the Internship Committee will convene to discuss the problem. The intern will be given adequate time to prepare for the meeting and may be informed of interventions (e.g., continue with internship activities, stop all internship activities) to be implemented prior to the meeting. At the meeting, the Internship Committee and intern will discuss the problem behavior, and the intern will have an opportunity to present his/her perspectives regarding the problem. The intern is also permitted to bring additional information to the Internship Committee as necessary. The Internship Committee will decide if the intern should continue on probation (with possible modifications to the probation plan) or be dismissed from the internship program (a majority vote is needed).

**Step 5:** If unsatisfactory progress persists after the Internship Committee’s decision that the intern continue on probation, the Internship Committee will convene again to implement actions to dismiss the intern from the internship program.

**Step 6:** If the intern wishes to appeal the decision of the Internship Committee, he/she can appeal to the Chair of the Department of Educational Psychology. All documentation regarding the problem should be submitted to the Chair by the intern and Director of Clinical Training. The Chair of the Department will convene an ad hoc committee who will render a final decision on the intern’s status.

**Intern Grievance Procedures**

Interns who feel that they have been treated unfairly by a member of their internship site have the right to address their concerns and receive prompt action regarding their grievance. Interns should consult the grievance procedures of their internship site regarding the appropriate course of action for resolution of their concerns.

Similarly, interns who feel that they have been treated unfairly by a faculty or staff member of the University of Wisconsin’s School of Education also have the right to address and receive a prompt hearing of their grievance. To ensure a prompt and fair hearing of any complaint, and to protect the rights of the student and the person to whom the complaint is addressed, the procedures below are used in the School of Education. The person against whom the complaint is directed must be an employee of the School of Education. Any student or potential student may use these procedures unless the complaint is covered by other campus rules or contracts. The following steps are available within the School of Education when a student has a grievance:

1. The student should first talk with the person to whom the grievance is directed to informally resolve the problem, if appropriate. Most issues can be settled at this level.

2. If the complaint is not resolved satisfactorily, the student should contact Associate Dean in charge of grievance within 60 calendar days of the alleged unfair treatment.

3. The Associate Dean in charge of grievance will attempt to resolve the issue informally. If the issue is not resolved informally, the grievance can be filed in writing with the Dean’s office. The complaint must be filed within 10 working days of the time the appealing party was notified that informal resolution was unsuccessful.
4. Upon receipt of the written complaint, the Associate Dean in charge of grievance will convene a subcommittee of the schools’ Equity and Diversity Committee. This subcommittee may ask for additional information from the parties involved and may hold a hearing at which both parties will be asked to speak separately. The subcommittee will then make a written recommendation to the Dean of the School of Education who will render a decision. Unless a longer time is negotiated, this written decision shall be made within 20 working days from the date when the grievance was filed with the Dean’s office.

Questions about these procedures can be directed to Associate Dean in charge of grievance, 262-2463. For additional assistance, students can also contact the on-call Dean in Student Advocacy and Judicial Affairs, Room 75, Bascom Hall, 263-5700. Students also have the right to file discrimination and harassment complaints with the Office for Equity and Diversity, 179A, Bascom Hall, 263-2378.

State law contains additional provisions regarding discrimination and harassment. Wisconsin Statutes 36.12 reads, in part: “No student may be denied admission to, participation in or the benefits of, or be discriminated against in any service, program, course or facility of the system or its institutions or center because of the student's race, color, creed, religion, sex, national origin, disability, ancestry, age, sexual orientation, pregnancy, marital status or parental status.” UW-System also prohibits discrimination based on gender identify or general expression.
SUMMARY OF MAJOR INTERNSHIP STEPS

1. Attend the Internship Orientation session (Fall of Year 2).
2. Complete internship applications during Year 2 to secure an internship position in Year 3.
3. Complete the Comprehensive Literature Review (by April 30 of Year 2).
4. Apply for relevant credential/license required to start internship.
5. Register for EP 315-943 for Fall and Spring of Year 3.
6. Sign and submit an internship agreement prior to starting the internship.
7. Secure final approval of internship plan (with signatures) within 30 days of starting internship.
8. Participate in mid-year and year-end intern evaluations (during internship year).
10. Complete internship and Graduate requirements.
REFERENCES


## APPENDIX A

SCHOOL PSYCHOLOGY COMPETENCIES AND ELEMENTS

### Foundation Competencies

<table>
<thead>
<tr>
<th>Competency #1</th>
<th>Individual and Cultural Diversity¹</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Elements</strong></td>
<td></td>
</tr>
<tr>
<td><strong>1A:</strong></td>
<td>Demonstrate (a) awareness of one’s personal/cultural history, attitudes, and biases that may affect understanding and interacting with individuals different from oneself; (b) ability to work effectively with individuals whose group membership, demographic characteristics, or worldviews are different from one’s own; and (c) awareness of equity and/or disparity within and between individuals and groups.</td>
</tr>
<tr>
<td><strong>1B:</strong></td>
<td>Demonstrate understanding of current theory and research related to addressing diversity in all professional activities.</td>
</tr>
<tr>
<td><strong>1C:</strong></td>
<td>Apply knowledge and skills related to addressing issues of diversity and equity for individuals within specific contexts and in all professional activities.</td>
</tr>
</tbody>
</table>

¹Our definition of diversity is multi-dimensional and includes, but is not limited to, age, disability, ethnicity, family structure, gender, gender identity, language, national origin, race, religion, culture, sexual orientation, social economic status.

<table>
<thead>
<tr>
<th>Competency #2</th>
<th>Professional Behaviors, Interpersonal Skills, Communication, and Reflective Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Elements</strong></td>
<td></td>
</tr>
<tr>
<td><strong>2A:</strong></td>
<td>Demonstrate awareness of professional values and attitudes of health-service psychology, including respect for human diversity and social justice.</td>
</tr>
<tr>
<td><strong>2B:</strong></td>
<td>Demonstrate professional skills and characteristics needed for effective practice as health-service psychologists, including communication, interpersonal, and technology skills; and responsibility, adaptability, initiative, and dependability.</td>
</tr>
<tr>
<td><strong>2C:</strong></td>
<td>Produce and comprehend oral, nonverbal, and written communications that are informative and well-integrated to communicate with students, educators, parents, and fellow professionals.</td>
</tr>
<tr>
<td><strong>2D:</strong></td>
<td>Demonstrate self-awareness regarding one’s personal and professional functioning to maintain and improve performance, well-being, and professional effectiveness.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Competency #3</th>
<th>Ethical, Legal, and Professional Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Elements</strong></td>
<td></td>
</tr>
<tr>
<td><strong>3A:</strong></td>
<td>Demonstrate awareness of how one’s personal views may affect the understanding and application of ethical, legal, and professional guidelines.</td>
</tr>
<tr>
<td><strong>3B:</strong></td>
<td>Demonstrate understanding of contributions of history and systems, theory, and research to ethical, legal, and professional guidelines.</td>
</tr>
<tr>
<td><strong>3C:</strong></td>
<td>Apply knowledge to act in accordance with ethical, legal, and professional guidelines in all professional activities.</td>
</tr>
</tbody>
</table>
## Practice Competencies

### Competency #4

**Assessment**

**Elements**

4A: Explain basic principles and best practices that guide one’s assessment activities at the individual, group, and system levels.

4B: Apply methods to screen, assess, and monitor social-emotional, behavioral, cognitive, adaptive, and academic functioning of children and youth based on measurement science, assessment goals, and diversity\(^1\) characteristics.

4C: Interpret and communicate assessment results in accordance with research-based and professional standards to inform case conceptualization, classification, diagnosis, and intervention.

\(^1\) Our definition of diversity is multi-dimensional and includes, but is not limited to, age, disability, ethnicity, family structure, gender, gender identity, language, national origin, race, religion, culture, sexual orientation, social economic status.

### Competency #5

**Evidence-Based Prevention and Intervention**

**Elements**

5A: Explain basic principles and best practices that guide evidence-based prevention and intervention at the individual, group, and system levels.

5B: Conceptualize treatment goals and develop evidence-based prevention and intervention plans based on assessment findings for academic, behavioral, social-emotional, mental health, and physical problems.

5C: Use data-driven methods to select, implement, and evaluate prevention and intervention for academic, behavior, social-emotional, mental health, and physical problems specific to treatment goals and assessment findings.

### Competency #6

**Indirect Service Delivery and Collaboration**

**Elements**

6A: Explain basic principles and best practices that guide indirect service delivery and collaboration at the individual, group, and system levels.

6B: Conceptualize assessment, goal-setting, intervention, and evaluation through indirect service delivery and collaboration with key stakeholders at the individual, group, and system levels.

6C: Select and appropriately implement indirect service delivery to assess, address, and prevent problems and promote well-being at the individual, group, and system levels.

### Competency #7

**Supervision**

**Elements**

7A: Demonstrate knowledge of supervision models and practices.

7B: Promote one’s own professional practice through active participation and supervision as a trainee.

7C: Provide effective supervision to promote professional practices of others.

## Science Competencies
### Competency #8

**Research, Measurement, and Evaluation**

<table>
<thead>
<tr>
<th>Elements</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>8A:</strong> Demonstrate knowledge and application(^2) of research methods and designs, including descriptive, single-case, quasi-experimental, and experimental designs to contribute to the scientific and professional knowledge base.</td>
</tr>
<tr>
<td><strong>8B:</strong> Demonstrate knowledge of and apply the theory, science, and techniques of psychological measurement.</td>
</tr>
<tr>
<td><strong>8C:</strong> Demonstrate knowledge of and apply (a) program evaluation methods and (b) accountability systems(^3) in applied settings.</td>
</tr>
</tbody>
</table>

\(^2\) Application refers to both conducting and consuming research, measurement, and evaluation data.

\(^3\) Examples include disproportionality determinations, state and district assessment programs, etc.

### Competency #9

**Basic Content Areas in Scientific Psychology**

<table>
<thead>
<tr>
<th>Elements</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>9A:</strong> Demonstrate knowledge of affective, biological, cognitive, developmental, and social aspects of behavior.</td>
</tr>
<tr>
<td><strong>9B:</strong> Apply knowledge of affective, biological, cognitive, developmental, and social aspects of behavior.</td>
</tr>
<tr>
<td><strong>9C:</strong> Integrate two or more basic content areas in scientific psychology (i.e., affective, biological, cognitive, developmental, social) to understand behavior.</td>
</tr>
</tbody>
</table>

### Competency #10

**Scientific Psychology in Schools and Schooling**

<table>
<thead>
<tr>
<th>Student Competencies</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>10A:</strong> Demonstrate knowledge of effective teaching methods and how such methods can be used to affect the learning and behavior of all learners.</td>
</tr>
<tr>
<td><strong>10B:</strong> Demonstrate knowledge of effective classroom environments that enhance academic learning and behavior of all learners.</td>
</tr>
<tr>
<td><strong>10C:</strong> Demonstrate knowledge of school psychological service delivery systems that facilitate the learning and behavior of all learners.</td>
</tr>
<tr>
<td><strong>10D:</strong> Demonstrated knowledge of strategies to engage students’ families and stakeholders to enhance learning and behavior of all learners.</td>
</tr>
</tbody>
</table>
APPENDIX B

Internship Agreement
UW-MADISON SCHOOL PSYCHOLOGY PROGRAM
EDUCATIONAL SPECIALIST INTERNSHIP AGREEMENT

ACADEMIC YEAR XXX

____________________________________________________________
Name of School District/Agency

has agreed to accept

____________________________________________________________
Name of Specialist Intern

as an intern for the ________ academic year. The internship site and the intern agrees to observe the following arrangements in meeting the requirements of the internship.

1. **DURATION:** The internship will begin on ___________ and continue through ___________. The intern is expected to follow the same daily schedule and yearly calendar as other school psychology staff employed by the local school district/agency. The intern is not required to remain in the employment of the local school district/agency beyond the term of the internship. Furthermore, the intern is not guaranteed employment beyond the term of the internship.

2. **HOURS:** The intern is appointed on a full-time basis for one year or part-time basis if completing the internship across two years. The intern must complete at least 1,200 hours of supervised experience. As with regularly employed pupil services personnel, the intern demonstrates a commitment to the provision of psychological services not necessarily reflected in hourly schedules.

3. **LOCATION:** The internship will be performed at the following location(s):

   Name of School District:

   Address:

4. **PLAN:** Internship activities shall be determined by a written plan developed jointly by the intern and school district personnel and approved by the university internship committee. It is expected the plan will be consistent with the guidelines and objectives as contained in the Internship Handbook and with the internship training standards promulgated by the National Association of School Psychologists (NASP) internship criteria.

5. **COMPENSATION:** The intern is provided a salary commensurate with his or her level of training, experience and period of appointment. The intern will be paid in the
amount of $____________ for the term of the internship. Any work-related travel necessary to fulfill the requirements of the internship shall be reimbursed in accordance with the policies of the local school district/agency.

6. **CONFERENCES, SEMINARS, AND IN-SERVICE TRAINING:** Ongoing conferences, seminars, and in-service training opportunities available to employed school psychologists should also be available to interns. The intern is encouraged to participate in state, regional, and national level meetings for school psychologists. Expense reimbursement consistent with policies pertaining to agency school psychologists is consistent with policies pertaining to agency school psychologists. Released time for attendance at professional meetings is required.

7. **WORK ENVIRONMENT:** Consistent with the availability of resources to employed staff, the intern is provided adequate supplies and materials to carry out the functions of the internship. An appropriate work environment should include adequate privacy of office facilities and access to administrative assistance, telephone/computer services, office equipment, and other relevant supplies.

8. **SUPERVISION:** The cooperating practitioner must hold a valid credential as a school psychologist and have held this credential for at least 3 years prior to supervising the intern. Full-time employment at the internship setting for at least one year prior to assuming supervisory responsibilities for an intern is required. Concurrent full-time employment as a school psychologist is also required.

Cooperating practitioners shall provide at least two hours per week of direct supervision (predominantly face-to-face) for each intern and be responsible for no more than two interns at a time. The intern will receive at least two hours of supervision per week directly from:

<table>
<thead>
<tr>
<th>Name of Cooperating Practitioner</th>
<th>Certification Number and State</th>
</tr>
</thead>
</table>

The university supervisor (or designate) shall maintain an ongoing relationship with the cooperating practitioner and the intern. The university supervisor (or designate) will make at least one site visit per semester for each intern.

9. **TRAINING COMMITMENT:** The local school system/agency is primarily committed to the internship as a training experience. Employing interns as a means of acquiring less expensive services is unacceptable. Interns are expected to participate in tasks appropriate to the completion of the internship training plan. The intern will not be asked to serve in any capacity other than that for which she or he was appointed.
APPROVAL:

Signatures:  
Intern  
Cooperating Practitioner  
Director of Clinical Training  

Date
APPENDIX C

Example of Internship Plan:
Content and Format
Example of Internship Plan: Content and Format

--Name--
Department of Educational Psychology
University of Wisconsin-Madison
YEAR

I. Internship Goals

My primary goal for my internship is to advance my knowledge and skills as a scientist-scholar-practitioner who provides evidence-based, comprehensive services to educators, parents, children, and community personnel. By completing my internship at the Sunny View School District, I hope to gain invaluable experience in providing a full range of school psychological services to students, families, and schools within Somewhere, WI and the surrounding area. The Sunny View School District provides services to 18 schools in the Northwest region of Wisconsin. School served include several elementary, middle, high, and alternative schools (e.g., juvenile justice schools, schools for students with emotional behavioral disorders, and charter schools). The population across these districts is 99% low-income and racially/ethnically diverse including 55% White, 38% African American, 5% Hispanic and 2% Asian American, Native American, and multiracial students.

A secondary goal for my internship experience is to further my skills as a consultant to school-based personnel. One of the major roles of the school psychologist in the district is school-based consultation; therefore, I will have the opportunity to engage in systems as well as individual level consultation with school administrators, individual teachers, and child study teams to develop and help implement comprehensive intervention plans.

As a burgeoning scholar-scientist-practitioner in School Psychology Program at the University of Wisconsin-Madison, I have developed competencies across ten domains of service delivery. I have identified specific internship goals for each domain:

**Individual and Cultural Diversity**
My goal is to increase my competency in understanding the challenges and service delivery needs of rural, low-income children, families, and schools. I also want to develop my competencies in providing social-emotional, academic, and behavioral support to children who have experienced trauma.

**Professional Behaviors**
My goal is to develop productive professional relationships with educators, students, and parents within the district to accomplish activities outlined in my internship plan and consistent with district expectations.

**Interpersonal Skills**
My goal is to use the legal, ethical, and professional guidelines to inform decisions I make in research and practice, and to guide interactions with my supervisors, colleagues, and clients.

**Communication and Reflective Practice**
My goal is to broaden my knowledge and use of a wider range of assessment instruments to design the most accurate and effective interventions, particularly for students with low-incidence disabilities. Additionally, I would like to increase my skill in
program evaluation as well as developing and using progress-monitoring tools for individual students.

**Evidence-Based Prevention and Intervention**
My goal is to implement universal prevention programs for academic and behavioral problems and to design ecological interventions that include parents, teachers, and community.

**Indirect Service Delivery and Collaboration**
My goal is to build and extend my consultation skills to provide system-level consultation to improve the overall school environment as well as increase my abilities in developing and maintaining consultative relationships with home and community agencies.

**Supervision**
My goal is to participate actively in weekly supervision through preparation of case activities, materials, and supervision goals and questions. I will also elicit feedback from and provide feedback to my site supervisor that is consistent with my training goals. Additionally, I will supervise practicum students in group-based intervention.

**Research, Measurement, and Evaluation**
My goal is to use research to conduct appropriate, multifaceted evaluations that provide a better understanding of teacher, parents, and student behavior and design ecological, evidence-based interventions to address concerns.

**Basic Content Areas**
My goal is to consider a range of client characteristics (e.g., affective, cognitive, biological, social, developmental, etc.) within assessment, intervention, and consultation activities.

**Scientific Psychology in Schools and Schooling**
My goal is to identify evidence-based, effective teaching and learning strategies that can be used to meet the academic difficulties of diverse learners. In addition, work with teachers to design and implement high quality, culturally responsive classroom management plans.

### II. Internship Placement(s)

<table>
<thead>
<tr>
<th>Primary Placement</th>
<th>Secondary Placement (if applicable)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Agency</strong></td>
<td>Sunny View School District</td>
</tr>
<tr>
<td><strong>Address</strong></td>
<td>Sunny View Road Somewhere, Wisconsin</td>
</tr>
<tr>
<td><strong>Dates of Placement</strong></td>
<td>August 1, 2012 - June 15, 2013</td>
</tr>
</tbody>
</table>
### Salary

<table>
<thead>
<tr>
<th>Salary</th>
<th>$45,000</th>
</tr>
</thead>
</table>

### Primary Supervisor

<table>
<thead>
<tr>
<th>Name, NCSP Licensed School Psychologist</th>
</tr>
</thead>
</table>

### Secondary Supervisor (if applicable)

<table>
<thead>
<tr>
<th>Name, NCSP Licensed School Psychologist</th>
</tr>
</thead>
</table>

### Amount of Supervision (face-to-face hrs per week)

<table>
<thead>
<tr>
<th>2 hrs/wk individual supervision and 1 hr/wk group supervision (weekly internship seminar)</th>
</tr>
</thead>
</table>

### Setting (brief description)

<table>
<thead>
<tr>
<th>Rural school district; services are provided in area schools, including early childhood centers, elementary, middle, high, and alternative schools.</th>
</tr>
</thead>
</table>

### Population(s) Served (brief description)

<table>
<thead>
<tr>
<th>Rural, pre-K-12 schools that serve primarily low-income Caucasian and African American children and families. Referrals reflect academic and behavioral challenges as well as a higher incidence of trauma.</th>
</tr>
</thead>
</table>

## III. Anticipated Activities and Time Allocations (Total hours = 1200)

<table>
<thead>
<tr>
<th>Approximate Percentage Time</th>
<th>Approximate Number of Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary Professional Activities</td>
<td>30% total</td>
</tr>
</tbody>
</table>

### a. Assessment (benchmark testing and progress-monitoring in elementary schools; individual social-emotional and cognitive assessment; observation)

| 10% | 120 hours (50 hrs direct client contact) |

### b. Intervention and Prevention (small-group intervention for students with challenging behaviors and learning problems; individual client counseling and intervention)

| 10% | 120 hours (50 hrs direct client contact) |

### c. Consultation (with classroom teachers to address challenging behaviors and to implement multi-tiered services)

| 10% | 120 hours (50 hrs direct client contact) |
### Supervision

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Total Hours</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>9%</td>
<td>108 hours</td>
<td>108 hours total (72 individual; 36 group)</td>
</tr>
</tbody>
</table>

### Other Activities for Providing Services

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Total Hours</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>30%</td>
<td>360 hours</td>
<td>360 hours total (report writing, review of research related to cases)</td>
</tr>
</tbody>
</table>

### Additional Structured Learning Experiences

<table>
<thead>
<tr>
<th>Activity Description</th>
<th>Percentage</th>
<th>Total Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research (district data team)</td>
<td>15%</td>
<td>55 hours</td>
</tr>
<tr>
<td>Education, Training, and Professional Development (in-service training and conferences)</td>
<td>13%</td>
<td>48 hours</td>
</tr>
<tr>
<td>Supervision (of graduate and undergraduate practicum students)</td>
<td>3%</td>
<td>11 hours</td>
</tr>
</tbody>
</table>

### TOTALS

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Total Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>100%</td>
<td>1200 hours</td>
</tr>
</tbody>
</table>

### IV. Progress Monitoring

My progress during the internship will be evaluated through evaluations (mid-year and end-year) by my supervisor(s). In addition, weekly individual and group supervision meetings will be used to evaluate my performance. A log of my internship hours will be maintained to account for my time and service delivery activities.

### V. Identifiable Information

I hereby agree that personally identifiable information about me, including but not limited to my academic and professional qualifications, performance and character, in whatever form maintained, may be provided by my academic program to any internship training site to which I have applied and/or will match. I further agree that, following any internship match, similar information may be provided by the internship site to my graduate program. I understand that such exchange of information shall be limited to my graduate program and any internship site and such information may not be provided to other parties without my consent. This authorization, which may be revoked at any time, supersedes any prior authorization involving the same subject matter.

### VI. Signatures

Include your signature, advisor's signature, and signatures of all internship supervisors.

School Psychology Intern: ___________________________ Date: __________

Advisor: ___________________________ Date: __________
<table>
<thead>
<tr>
<th>Supervisor</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supervisor</td>
<td>Date</td>
</tr>
<tr>
<td>Director of Clinical Training</td>
<td>Date</td>
</tr>
</tbody>
</table>
APPENDIX D

Intern Evaluation Form
This form serves as an evaluation tool for the UW-Madison School Psychology Educational Specialist Internship. The supervisor should conduct an evaluation of student competence each semester on each item of this tool. Students are expected to achieve a rating of 3 on each item mid-year of internship and a 4 on each item by the end of the internship.

The following rating scale should be used for evaluation of student competence:

1 - Unsatisfactory: student's skills reflect insufficient mastery in this area; student needs additional course-based instruction in this skill
2 - Needs improvement: plans should be made to assure student gains extra practice in this skill prior to leaving the program
3 - Satisfactory: student’s skills in this area are adequate for practice; student should continue to practice this skill under professional supervision
4 - Competent: student is comfortably independent in this skill
5 - Outstanding: student's skills in this area are exceptionally strong

NA - Not Applicable: opportunity for this skill to be demonstrated was not provided

<table>
<thead>
<tr>
<th>Domain</th>
<th>Evaluation Items</th>
<th>Rating</th>
</tr>
</thead>
</table>
### Foundation Competencies

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1: Individual and Cultural Diversity</td>
<td>Actively monitors and addresses issues of own personal/cultural history, attitudes, and biases that may affect understanding and interacting with individuals different from oneself.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Considers issues related to individual and cultural diversity in all professional activities.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Works effectively with and advocates for individuals whose group membership, demographic characteristics, or worldviews are different from one’s own.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Uses current theory and research related to diversity to address relevant issues in all professional activities.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Addresses issues of equity and/or disparity within and between individuals and groups in professional activities.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

**Comments (Optional):**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>2: Professional Behaviors, Interpersonal Skills, Communication, and Reflective Practice</td>
<td>Respects human diversity and social justice.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Communicates effectively within the professional setting.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Interacts effectively with a range of individuals within the practicum setting, including other professionals, parents, and children.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Uses technology effectively in all professional activities.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Demonstrates command of technologies necessary to support professional activities.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>3: Ethical, Legal, and Professional Standards</td>
<td>Monitors one’s personal views to promote understanding and application of ethical, legal, and professional guidelines.</td>
<td>1 2 3 4 5 NA</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Makes active connections between history and systems, theory, and research to ethical, legal, and professional guidelines.</td>
<td>1 2 3 4 5 NA</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Behaves in accordance with professional, legal, and ethical guidelines in all professional activities.</td>
<td>1 2 3 4 5 NA</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Uses a decision-making model to address issues with professional, legal, and ethical guidelines in professional activities.</td>
<td>1 2 3 4 5 NA</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Comments (Optional):</td>
<td></td>
<td></td>
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<td>---------------------</td>
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### Practice Competencies

<table>
<thead>
<tr>
<th>4: Assessment</th>
<th>Uses best practices to guide one’s assessment activities at the individual, group, and systems level.</th>
<th>1 2 3 4 5 NA</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Develops assessment plans for case activities that are linked to referral concerns and have treatment utility.</td>
<td>1 2 3 4 5 NA</td>
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<td></td>
<td>Conducts assessment with children and youth using assessment procedures based on measurement science.</td>
<td>1 2 3 4 5 NA</td>
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<td></td>
<td>Develops and implements comprehensive assessments that are nonbiased, reliable, and valid for the purpose intended.</td>
<td>1 2 3 4 5 NA</td>
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<td></td>
<td>Is competent in the administration of assessment procedures.</td>
<td>1 2 3 4 5 NA</td>
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<tr>
<td></td>
<td>Applies methods to screen, assess, and monitor social-emotional, behavioral, cognitive, adaptive, and academic functioning of children and youth based on measurement science, assessment goals, and diversity characteristics.</td>
<td>1 2 3 4 5 NA</td>
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<tr>
<td></td>
<td>Interprets and communicates assessment results in accordance with research-based and professional standards to inform case conceptualization, classification, diagnosis, and intervention.</td>
<td>1 2 3 4 5 NA</td>
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<tr>
<th>Comments (Optional):</th>
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<tr>
<th>5: Evidence-Based Prevention and Intervention</th>
<th>Utilizes best practices to guide evidence-based prevention and intervention at the individual, group, and systems level.</th>
<th>1 2 3 4 5 NA</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Develops treatment goals and evidence-based prevention and intervention plans based on assessment findings for academic, behavior, social-emotional, mental health, and physical problems.</td>
<td>1 2 3 4 5 NA</td>
</tr>
<tr>
<td>6: Indirect Service Delivery and Collaboration</td>
<td>Utilizes best practices of indirect service delivery and collaboration at the individual, group, and systems levels.</td>
<td>1 2 3 4 5 NA</td>
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<tr>
<td></td>
<td>Conceptualizes assessment, goal-setting, intervention, and evaluation through indirect service delivery and collaboration with key stakeholders at the individual, group, and systems levels.</td>
<td>1 2 3 4 5 NA</td>
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<tr>
<td></td>
<td>Uses indirect service delivery to assess, address, and prevent problems and promote well-being at the individual, group, and systems levels.</td>
<td>1 2 3 4 5 NA</td>
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<td></td>
<td>Develops effective consultative relationships with a range of clients, including teachers, parents, and other professionals.</td>
<td>1 2 3 4 5 NA</td>
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</table>

Comments (Optional):

| 7: Supervision | Promotes one’s own professional practice through active participation and supervision as a trainee. | 1 2 3 4 5 NA |
|               | Contributes actively within supervision to promote the supervisory relationship. | 1 2 3 4 5 NA |

37
Identifies appropriate supervision plans and activities when in supervisory role.

Utilizes effective supervision models and practice to promote other’s practice.

Provides effective supervision to promote professional practice of others.

<table>
<thead>
<tr>
<th>Science Competencies</th>
<th>1</th>
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<tr>
<td>8: Research, Measurement, and Evaluation</td>
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<td>Applies theory, science, and techniques of psychological measurement.</td>
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<td>Applies research methods and designs, including descriptive, single-case, quasi-experimental, and experimental designs in professional practice.</td>
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<td>Applies program evaluation methods and accountability systems in professional work.</td>
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<td>Designs and implements procedures for evaluating the effectiveness of psychological services.</td>
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<td>Uses appropriate research base to inform and guide actions. Generates new knowledge through appropriate application of research skills.</td>
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Comments (Optional):

9: Basic Content Areas in Scientific Psychology

Uses knowledge of affective, biological, cognitive, developmental, and social aspects of behavior to inform clinical work.

Integrates multiple basic content areas in scientific psychology (i.e., affective, biological, cognitive, developmental, social) within clinical work to understand behavior.

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<tr>
<th></th>
<th>1</th>
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<th>3</th>
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<th>5</th>
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Comments (Optional):
10: Schools and Schooling

| Uses knowledge of effective teaching methods to enhance student outcomes. | 1 2 3 4 5 NA |
| Uses knowledge of effective classroom environments to enhance academic learning of students. | 1 2 3 4 5 NA |
| Adopts roles and functions within school psychological service delivery systems that facilitate the learning and behavior of all learners. | 1 2 3 4 5 NA |
| Effectively engages students’ families and other stakeholders to enhance the learning and behavior of all learners. | 1 2 3 4 5 NA |
| Effectively design, implement, and evaluate services to facilitate family and school partnerships and interactions with community agencies to promote academic and social–behavioral outcomes for children. | 1 2 3 4 5 NA |
| Uses knowledge of protective and adaptive factors to design and implement effective crisis preparation, response, and recovery. | 1 2 3 4 5 NA |

Comments (Optional):

Please provide a summary rating of the student’s performance in this internship 1 2 3 4 5

Has the student demonstrated readiness for professional advancement? Yes No

Identify up to three goals for the student’s continued professional development.

I verify that this evaluation is based in part on direct observation (either live or electronic) of the trainee. Yes/No

Supervisor Signature __________________ Date __________________
APPENDIX E

Communication Permission Form
Communication Permission Form

I hereby agree that personally identifiable information about me, including but not limited to my academic and professional qualifications, performance and character, in whatever form maintained, may be provided by my academic program to any internship training to which I have applied and/or will be a trainee. I further agree that, following any internship match, similar information may be provided by the internship site to my graduate program. I understand that such exchange of information shall be limited to my graduate program and any internship site, and such information may not be provided to other parties without my consent. This authorization, which may be revoked at any time, supersedes any prior authorization involving the same subject matter.

______________________________  _________________________
Director of Training Signature       Date

______________________________  _________________________
Intern’s Signature          Date