

**The Ohio Internship
in
School Psychology

Manual**

Ohio Department of Education, Office for Exceptional Children
Association of Field Facilitators of Intern Competencies (AFFIC)
and
Inter-University Council for Ohio School Psychology (IUC)

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Part I: Introduction

Preface

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and

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The evolution of this document is notable because it is the product of collaboration at its best. During the summer of 1991, a group of school psychologists worked with the School Psychology Consultant from the Ohio Department of Education, Division of Special Education, to develop a list of competencies that would be needed by school psychologists in the year 2000. That fall, a group of intern field supervisors and university supervisors met at the Ohio State University Student Union and continued with this task. In December, 1991, a representative group met in Columbus, and AFFIC (Association of Field Facilitators of Intern Competency) was born.

During the summer of 1992, a retreat was held at Bergamo, in Dayton; it was attended by representatives from the Ohio school psychology training programs, Ohio School Psychologists Association (OSPA), the Ohio Department of Education (ODE), Division of Special Education, Field Facilitators of Intern Competencies (field supervisors), and new school psychologists who had practiced only one or two years. A mission/vision statement which served as the foundation for the competencies was generated through consensus. Next came agreement about the knowledge base needed to attain the competencies that were established the preceding year. This knowledge base was grounded in the curricula of various university training programs. New intern guidelines were generated which would ensure the goal of providing the competencies necessary to take our profession to, and beyond, the year 2000.

Interns were surveyed in February, 1992 and again in February, 1995 for their opinions about strengths and needs in their training experiences, both at the university and in the field. This information was considered as work progressed.

Much has happened since. New **Operating Standards** have been adopted in Ohio, incorporating the language of Intervention-Based Assessment. The National Association of School Psychologists published revised training standards, with a stronger emphasis on outcome-based assessment of eleven major competencies for the professional preparation of school psychologists. (These competencies were adopted in place of the competencies developed in Ohio; see Appendix A.) Provisions of the **No Child Left Behind Act** have introduced a new degree of accountability for the success of all students. And, most recently, the **Individuals with Disabilities Education Improvement Act of 2004** emphasizes the importance of intervention in regular education, and permits “response to intervention” approaches in the process of identifying students with disabilities. Our daily practice has changed by necessity.

Work has continued on this document in a collaborative manner in order to address the needs and concerns of all stakeholders. It has been revised numerous times by IUC and AFFIC members, and shepherded through numerous revisions by representatives of the Office for Exceptional Children, especially Cyndi Reighard and Pete Tolan.

The guidelines that follow represent the culmination of hundreds of hours of work by many school psychology professionals. It is hoped that this document will serve to guide the successful implementation of the Ohio School Psychology internship by those who supervise, those who

participate in their culminating training experience, those who teach at the university, and those school districts who agree to provide their schools as training sites.

The Ohio school psychology internship is a valued privilege and a promising opportunity to meld the contributions of those who train, those who supervise, and those who learn. The goal is to maintain and perpetuate the high level of professionalism demonstrated by these school psychologists who serve Ohio's children, families, and schools. It is with gratitude that the following persons are recognized for their participation in this process.

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Ohio Inter-University Council for School Psychology

Ohio benefits from a collaborative network of faculty representing university School Psychology training programs located in the state. The Inter-University Council (IUC) meets at least three times per year to discuss issues such as internship standards and training practices, credentialing, and professional leadership needs. The Ohio Department of Education, Office for Exceptional Children, has authorized the IUC to conduct preliminary internship-related activities on its behalf, including internship training site approvals, review of application materials for temporary licensure, planning for the annual Intern Conference, and the annual Evaluation of the Internship Program.

Mission of School Psychological Services in Ohio

The mission of Ohio school psychologists is to serve the citizens of Ohio by working collaboratively with all learners, families, educators, and others to address the diverse learning and mental health needs of children and youth.

In order to enhance learner performance and functioning, the school psychologist uses a knowledge base that integrates human development, mental health, assessment, and group process to ...

- Identify learner needs;
- Assess numerous factors that influence the learning and adjustment of all students;
- Contribute to the development and implementation of intervention, instruction, and programs;
- Broaden the skill level of teachers and parents to work more effectively with learners;
- Monitor the impact of intervention and services upon student learning and thinking, independent functioning and effective interpersonal skills; and
- Assist in the evaluation of program outcomes.

Ohio School Psychologists accomplish this mission through a variety of competency domains, representing the content standards for training programs established by the National Association of School Psychologists:

Competencies

1. Data-Based Decision-Making and Accountability

Ability to define current problem areas, strengths, and needs (at the individual, group, and system level) through assessment, and measure the effects of the decisions that result from the problem solving process.

2. Interpersonal Communication, Collaboration, and Consultation

Ability to listen well, participate in discussions, convey information, and work together with others at an individual, group, and systems level

3. Effective Instruction and Development of Cognitive/Academic Skills

Ability to develop challenging but achievable cognitive and academic goals for all students, provide information about ways in which students can achieve these goals, and monitor student progress toward these goals.

4. Socialization and Development of Life Competencies

Ability to develop challenging but achievable behavioral, affective, or adaptive goals for all students, provide information about ways in which students can achieve these goals, and monitor student progress toward these goals.

- 5. Student Diversity in Development and Learning**
Awareness of, appreciation for, and ability to work with individuals and groups with a variety of strengths and needs from a variety of racial, cultural, ethnic, experiential, and linguistic backgrounds.
- 6. School Structure, Organization, and Climate**
Ability to understand the school as a system and work with individuals and groups to facilitate structures and policies that create and maintain schools as safe, caring, and inviting places for members of the school community.
- 7. Prevention, Wellness Promotion, and Crisis Intervention**
Knowledge of child development and psychopathology in order to develop and implement prevention and intervention programs for students with a wide range of needs and disorders.
- 8. Home/School/Community Collaboration**
Knowledge of family influences that affect students' wellness, learning, and achievement, and ability to form partnerships between parents, educators, and the community.
- 9. Research and Program Evaluation**
Knowledge of current literature on various aspects of education and child development, ability to translate research into practice, and understanding of research design and statistics in sufficient depth to conduct investigations relevant to own work
- 10. Legal, Ethical Practice and Professional Development**
Acceptance of responsibility for developing as a professional and practicing in ways that meet all appropriate ethical, professional, and legal standards to enhance the quality of services, and to protect the rights of all parties.
- 11. Information Technology**
Knowledge of information resources and technology relevant to their work; ability to access, evaluate, and utilize information sources and technology in ways that safeguard and enhance the quality of services.

The Ohio Internship in School Psychology

The ability to respond to the diverse and complex needs of the children and youth in Ohio's schools depends on the availability of adequate numbers of highly trained school psychologists. The knowledge and skills needed by school psychologists to work with preschoolers, children, adolescents, families, teachers, and other school personnel require comprehensive and intensive graduate-level preparation.

Because of the wide range of problems to which school psychologists must respond, carefully planned and supervised practice and experience are an essential part of their training. The supervised internship experience may represent the most critical element in the preparation of school psychologists.

Under the close supervision and guidance of credentialed and highly qualified school psychologist and in close cooperation with an approved university training program, the internship provides the school psychology trainee with a full year of experience and advanced training in actual work with students, their families, and other school and community professionals.

The internship enables the prospective school psychologist to integrate, apply, and advance the knowledge and skills introduced during graduate-level courses and practices. This intensive and comprehensive year of supervised professional experience also affords the opportunity for field and university supervisors to closely evaluate the professional competence of the intern and to determine his or her preparedness and qualification to enter professional practice as a credentialed school psychologist in the State of Ohio.

Description

The Ohio internship training program provides students from state approved school psychology training programs with applied learning experiences in an approved educational setting which take place on a full-time basis over at least a nine-month period.

The Ohio internship training program relies upon the cooperative partnership of local school districts, universities, and the Ohio Department of Education. Through collaboration and commitment to common goals, this partnership strives to guarantee the preparation of school psychologists thoroughly qualified to meet the diverse needs of Ohio's learners.

The purpose of the internship is to provide an opportunity for integrating, applying, and expanding competencies, attitudes, and values under the direction of a supportive mentor which leads to the provision of comprehensive school psychological services.

The value placed on this training experience by the Ohio Department of Education is reflected in its provision of funding for the internship, which enables interns to devote themselves fully to the demands and opportunities of the internship year. Funding is provided by the Ohio Department of Education to ensure that the learners attending Ohio schools receive highly effective school psychological services. When interns agree to accept the financial support provided by the State of Ohio, they agree to repay Ohio's investment in them by providing quality school psychological services to Ohio's learners for a minimum of one year following the internship.

Intended Outcomes of the Internship Program

The internship program in Ohio exists to ensure that specific long term outcomes are achieved.
The internship:

Trains individuals in school psychology so they may enter the field as competent practitioners;

Advances the field of school psychology by allowing individuals the opportunity to practice with competent mentors for a one year period;

Ensures school districts that entry level school psychologists will be able to apply assessment skills to intervention design, counseling, and consultation;

Ensures that learners with disabilities and those at risk have uninterrupted psychological services in schools to meet their psycho-educational and emotional needs;

Provides a resource to the community to assist in the development of school based programs for families, businesses, and the community at large; and

Prepares school psychologists to meet the mandates of federal and state laws ensuring that primary and secondary interventions are implemented for at risk and disabled learners.

Part II: Approval Procedures

Approval of University School Psychology Training Programs

A college or university desiring to prepare school psychologists exceeds the standards of the National Council for the Accreditation of Teacher Education (NCATE) and the National Association of School Psychologists (NASP). The institution may be approved either by the Unit Accrediting Board of NCATE or by the State Board of Education, which will use NCATE standards in evaluating institutions. Approval by the State Board of Education is based on the following criteria:

Standards of the National Council for the Accreditation of Teacher Education;

Performance standards for teacher licensure specified in the Ohio Administrative Code;

Consideration of learned society guidelines; and

Consideration of the Instructional Standards for Ohio Schools.

***NASP/NCATE
Standards***

In addition to state and national training standards, compliance with internship guidelines is considered in determining the allotment of internship funding for students in each university. State and national training standards and internship guidelines reflect a consensus of the profession about what is necessary in the preparation of future school psychologists.

Responsibilities of the University

Each university which trains individuals for licensure as school psychologists is responsible for maintaining and following a program of studies approved by the Division of Professional Development and Licensure of the Ohio Department of Education. Universities are further committed to full compliance with the guidelines as well as standards set forth by state and national professional organizations.

School Psychology Faculty

Responsibilities of the University Coordinator

One faculty member from each university is designated as the coordinator of the school psychology internship program. The placement of interns, contact with the administrative staff of the training school district, and internship-related liaison work with IUC and the Office for Exceptional Children are the responsibility of the university coordinator. The university coordinator, while directly responsible to the university, works in close cooperation with IUC and the Office for Exceptional Children of the Ohio Department of Education.

Student to Faculty Ratio

The university coordinator will be responsible for insuring that the plan for supervision during the year of internship is carried out. The university coordinator may assign this activity to other school psychology faculty members. Faculty assigned responsibility for field supervision possess at least two years of experience as a school psychologist in a school setting, and have engaged in ongoing field experiences relevant to their responsibilities. However, no faculty member should directly supervise more than twelve (12) interns at any one time.

The university coordinator is also responsible for maintaining the approved ratio of program faculty to total number of students enrolled in the program. This ratio should not exceed one (1) faculty to every ten (10) graduate students in school psychology. In determining this ratio, program faculty are defined as full-time faculty teaching at least half time in the program. Determination of total student enrollment may be based on full time equivalents (FTEs) in recognition of part time students (e.g., doctoral students completing dissertations).

Allocations of Internship Funds to Universities

The allocation of internship funding provided by the Ohio Department of Education is affected by a number of factors, including the total amount budgeted for this purpose; whether there is a shortage or surplus of school psychologists statewide or regionally; and the total number of interns anticipated in a given year within and across universities. IUC has adopted a general standards for the allocation of funded internship positions among Ohio's universities; this plan can be modified on the basis of temporary or long-standing changes in resources on the part of school districts and universities.

Seven (7) internship positions are allotted to each university meeting the NASP program standard of a

minimum of 2 full-time school psychology program faculty. Beyond this initial allocation, an additional 3 positions may be allotted for each faculty member up to and including 4 faculty; with 2 additional positions added for a fifth faculty member. Adjustments to this standard may be made by the IUC, in consultation with the Ohio Department of Education.

Curriculum

Objectives of University Curriculum

The university curriculum is “based on explicitly specified objectives that reflect the program’s conception of the professional roles for which the school psychology trainee is being prepared. There is a direct and obvious relationship between those objectives, the components of the curriculum and specified student outcomes.” (NASP Training Standards)

The training program will also facilitate access to state licensure and national certification by including coursework in training experiences required for such credentials. In addition, university training programs will encourage students to join and become active participants in appropriate professional associations. By so doing, university programs insure that each student, at the successful conclusion of the internship, is prepared for the professional practice of school psychology which includes licensure and membership in professional organizations.

Approval of Training Sites and Field Facilitators

Approval of New Site

The interest of a school district in becoming a partner in the cooperatively administered internship program is made known when the school superintendent notifies the IUC, the Office for Exceptional Children, or a university coordinator of the district’s interest in obtaining approval as a training site. Upon receipt of such notification, the university coordinator should schedule an appointment with the superintendent or his/her designee to review the district’s program of school psychological services. The university coordinator should determine whether the service program meets the standards for comprehensive training in the prevailing best practice standards of the school psychology profession. This on-site review will result in the university coordinator’s completion of the *Training Site Appraisal* (see **Appendix B**).

***Standards for Intern Training
Site Approval***

Based on the results of this review process, the university coordinator will forward recommendations to the IUC by April 15th of the year preceding the school year during which the school district will serve as a training site.

The Ohio Department of Education (ODE) maintains administrative authority for final training site approval and the assignment of funding consistent with state fiscal responsibilities. On its behalf, the IUC will review the school district/agency request and the university's recommendation for evidence of the following:

The school district has a comprehensive program of school psychological services which can provide an appropriate variety of experiences for the intern across age ranges, student need areas, psychological services and service delivery models.

The school district provides a comprehensive special education program and system of pupil personnel services so as to insure that the intern will be knowledgeable about the full range of available services.

The school district agrees to provide the intern and field facilitator released time to attend conferences associated with the internship as well as those necessary to promote continuous professional development.

The school district has a good working relationship with representative community agencies so that the intern will acquire an understanding of and skills in school-community collaboration.

The school district employs at least one more full-time school psychologist than the number of interns assigned to the district so as to insure the intern's exposure to diverse professional styles and individual strengths in service delivery; and

The supervising school psychologist agrees to serve as a field facilitator and has at least two years of successful full-time experience as a school psychologist, one of which must be as an employee in the present school system. This requirement is designed to insure that the intern acquires an understanding of and perspective on the professional role that is acquired through actual experience.

In addition to these requirements, the school district must demonstrate a commitment to (a) planning, delivering, and

evaluating comprehensive interventions for students at risk, and (b) including interns in intervention-related activities as a significant proportion of their assigned activities. A district's commitment is evidenced by the following:

Commitment to Intervention-Based Services

- Multidisciplinary intervention teams operating in school buildings, holding regular meetings and applying a systematic intervention procedure;
- Meaningful academic and/or behavioral intervention for children at risk, prior to (and as part of) multifactored evaluation for suspected disabilities;
- Data collection practices suitable for use in a referral system and problem-solving process, including direct observation and measurement of academic skills;
- For field facilitators (supervisors), participation in professional development activities that promote and strengthen skills in direct assessment and intervention.

Initial Approval

Initial approval as an intern training site is for one year. Universities should maintain files containing documentation of approval-related activities. IUC will provide appropriate notification of findings regarding approval of districts/agencies as training sites, and will issue recommendations for approval of training sites to the Ohio Department of Education.

Near the conclusion of the first year, the training experiences provided by the district are reviewed by district personnel including the field facilitator, along with the university supervisor. The review is based upon procedures described in the preceding section of these guidelines.

Based upon the results of the review, the district may be:

Final Approval

Approved as a training site for a three-year period,

Approved as a training site for a one-year period in order to provide an opportunity for the district to further develop specific training opportunities, or

Not approved as a training site.

Throughout the approval period, the supervising staff and programs are maintained at or above the level on which the approval was based. When this is not possible, it is the responsibility of the school district to notify the IUC and the university coordinator of any changes relating to the above criteria. In some cases, school district approval will be contingent upon the development of a specific plan which delineates how the district will develop the training

experiences and activities which need to be provided in order to guarantee the intern's acquisition of essential competencies.

Renewal of Approval

Change inherent in any system necessitates ongoing examination of training districts. Consequently, an appraisal of each training site occurs every three years, or more frequently if conditions warrant. Samples of letters submitted to the IUC by the superintendent of the district serving as a training site, and by the university internship coordinator, are presented in **Appendix C**.

The request for re-approval includes the following:

Written request from the superintendent of the district requesting renewal of "approved" status as an intern training site;

Written request from the university internship coordinator attesting to the district's satisfactory performance as an intern training site;

Following review of requests for renewal of approval submitted by universities and school districts, the Inter-University Council will make a determination as to whether renewal of approval should be recommended to the Ohio Department of Education. IUC will provide appropriate notification of findings regarding renewal of approval of districts/agencies as training sites, and will issue recommendations for renewal of approval of training sites to the Ohio Department of Education. Universities should maintain files containing documentation of review activities.

Finally, intern funding will be assigned to the school district on a yearly basis. Funds are released by the Ohio Department of Education to districts designated by the universities to serve as fiscal agents. Although the internship training experience is designed and monitored by the university in collaboration with the district serving as a training site, interns typically enter into an employment agreement with the district serving as a fiscal agent (which may be the same district in which intern training occurs).

In those instances where the fiscal agent is not the training site, only the training site must meet the standards for site approval. Particular attention must be paid to those instances where county boards serve as both fiscal agent and training site. If an intern operates in only one district

rather than multiple districts within the board's purview, that district must independently meet all requirements of a training site.

Once the district assignment has been finalized, a formal agreement specifying expectations of supervision and released time for interns should be signed by the university and district representatives. (See *Sample Memorandum of Agreement* in **Appendix D**). The written agreement includes, at a minimum:

Minimum state teacher's salary for the intern;

Benefits consistent with prevailing district policy for school psychologists, to the extent possible in light of internship funding allocations;

Released time for intern and field facilitator attendance at required state and/or university seminars and meetings, as well as state and regional intern conferences, OSPA conferences, and other meetings and activities that support professional growth.

***Formal Agreement with
School District***

Time for the intern to acquire the required intern competencies;

Assurance that the training experience offered the intern by the school district has training as the primary focus and that field facilitators are given released time to ensure the quality of the internship experience; and

Provision of an appropriate work environment for the intern (e.g. desk, secretarial service, locked file cabinets, telephone access) in a setting appropriate to confidentiality in accordance with program standards.

Finally, it is essential that school districts are aware of the training requirements specified in these guidelines when signing the school district-university agreement and accepting internship funding. Signatures on this agreement indicate that all parties understand and commit to the conditions deemed essential for insuring best practices in school psychology training. Amendments to the contract can be made in instances when the agreement violates existing collective bargaining contracts.

Field Facilitator Approval

The ability of the field facilitator to provide quality supervision is the most important factor contributing to the success of the internship experience. Consequently, the awarding of internship funding will occur only for those school districts having at least one field facilitator who has been approved as a supervisor, and to whom the intern will be assigned.

Evaluation Criteria For Approving Field Facilitators

Individual universities maintain responsibility for the development and implementation of a Field Facilitator approval process that takes the following principles into account:

Approval Process for Field Facilitators

The approval process should include provisions for periodic review and renewal of approval;

The university is responsible to notify the school district and prospective Field Facilitators of the standards for approval, procedures to obtain approval, and of the expectations for performance as a Field Facilitator.

The renewal process is based on the same standards as those established for initial approval and take into account a record of feedback from each intern supervised during the current 3-year approval period.

This approval process is necessary to ascertain whether the field facilitator will serve as a qualified mentor of best practices as evidenced by exemplary professional service delivery. Establishing an approved field facilitator status helps ensure that interns are provided with quality supervision, and also acknowledges and recognizes the professional expertise of the school psychologist selected as field facilitator within his/her district and the profession. The university is responsible for selecting as training sites only those districts which place responsibility for supervision with an approved field facilitator.

A Responsible Field Facilitator is Essential to Quality Intern Experience

In determining eligibility for approval, the university evaluates the field facilitator according to a number of specific criteria. Most germane are the field facilitator's:

Philosophy regarding provision of school psychological services as evidenced through his/her own delivery of service, which should reflect a

commitment to the planning and delivery of evidence-based interventions;

Ability to demonstrate best practice;

Ability to articulate and teach relevant concepts and skills related to performance based service delivery;

Ability to implement change within the school district;

Quality of relationships with administration, staff, parents and learners;

Employment in a school setting with full time responsibilities as a school psychologist;

Range of services being provided;

Length of experience in school psychology and in the district;

Sensitivity to issues of diversity (gender, culture, race, sexual orientation, etc.);

Active participation in ongoing professional development activities, including those that promote and strengthen skills in direct assessment and intervention;

Ethical and professional behavior; and

Membership in at least one state or national professional association related to school psychology.

Finally, it should be noted that in the event a field facilitator transfers to another district, he/she maintains status as an approved field facilitator. Once approved, this individual may supervise interns from any university in Ohio. However, having “approved” status does not guarantee that the field facilitator will receive an intern in any given year.

Professional Development for Field Facilitators and University Trainers

It is essential that all field supervisors and faculty of university school psychology programs engage in continuous professional development. Professional

development standards for an Ohio education license state that:

“Professional development shall be required for continued licensure for all educators. It shall be guided by the learning needs of all students and the axiom that all students can learn. It shall include current theory on the learning needs of educators and shall incorporate a planned progression for improvement on a continuing basis.” (3301-24-06 Teacher Licensure Standards)

***Standards for
Professional Development***

As a part of, or in addition to, these standards, school psychologists desiring to be approved as an intern field facilitator engage in professional development based upon the need to:

Continuously demonstrate best practice in the delivery of school psychological services;

Accurately interpret current state and federal requirements for serving learners; and

Contribute to the statewide initiative to provide excellent school psychological services to all learners throughout the state.

In order for field facilitators and university trainers to remain current about issues pertaining to the training of interns, the Association of Field Facilitators of Intern Competencies (AFFIC), the Inter-University Council (IUC), individual training universities, the Ohio School Psychologists Association (OSPA), and the Office for Exceptional Children provide timely and relevant learning opportunities.

***University Trainers and
Field Facilitators Must
Possess Current Skills***

At the same time, it is incumbent upon field supervisors and university trainers to seek out and take advantage of professional growth opportunities, and for their respective employers to grant sufficient release time for these

In order to stay current and focused upon statewide training initiatives, field supervisors and university trainers will be expected to participate in various conferences designed to address issues related to Ohio’s internship program.

***IUC Leadership for
Promoting
Professional Growth***

Importantly, regional or statewide professional development programs should not serve as a substitute for ongoing training by the university. The university assists approved field facilitators in their

efforts to gain the required knowledge and skills necessary to supervise intern practice in:

Consultation and problem solving;

Psychological assessment leading to the design of interventions;

Implementation of intervention strategies;

Counseling (individual, group and family);

Evaluation of educational programming, services and interventions; and

Training and development.

***University Role in
Assisting Field
Facilitators***

Justification for this assistance is twofold: (1) supervision is a highly complex process which involves a sophisticated knowledge base as well as unique interpersonal skills; and (2) each service involves specific expertise and ongoing training as necessary for the development of these skills. Finally, each approved field facilitator has different educational needs; consequently, the training should reflect these individual differences.

In order for universities to provide such an active continuing professional development program for practicing school psychologists, it is imperative that the program faculty also engage in continuing professional development to insure their own currency with regard to knowledge and skills necessary for the delivery of comprehensive school psychological services. University supervisors must be committed to the role of modeling professional behavior and also possess the most current knowledge and skills necessary for providing ongoing professional development and training.

Part III: Program Structure and Procedures

Admission to the School Psychology Program

*Admissions
Standards Must
Reflect Commitment
Diversity*

University school psychology programs apply specific published criteria, both objective and qualitative, for the assessment and admission of candidates to the program. Further, university admissions policy and decisions should reflect a commitment to non-discrimination and cultural diversity in both the recruitment and the retention of students whose characteristics in terms of sex, race, culture, disability, sexual orientation, and socioeconomic status will ultimately enhance diverse representation in the profession.

*Commitment to Serving
Ohio's Learners*

It is important that applicants for the School Psychology training programs clearly understand all the commitments associated with training requirements. At the time individuals apply for admission to school psychology training programs, applicants should be advised by the university coordinator that the program requires successful completion of all program coursework, a full-time, nine month academic year internship in an educational setting, and *at least one year* of school psychological service to Ohio's learners. The university internship coordinator is responsible for insuring that applicants understand all program requirements, and that they agree to be available for employment as a school psychologist to provide service to Ohio's learners for one year following the internship.

The applicant should, upon acceptance to a training program, be asked to sign a statement of intent to work for at least one year as a school psychologist in Ohio following the internship year, when that internship occurs in Ohio. Program applicants unable to commit to this post-internship year of service should discuss with the university coordinator options for securing an internship in the state in which they do intend to be employed.

*Requirements for Out-of-
State Students*

Any student seeking to transfer into an Ohio training program from an out-of-state program (or to enroll as a transient student for purposes of internship) must provide evidence of training commensurate with all requirements of Ohio training programs. The university coordinator is responsible for assuring that the student's prior training meets all Ohio standards and guidelines.

- 1) Prospective interns must meet the following eligibility requirements **prior to their acceptance for internship** by an Ohio "host" university:

- Successful completion (up to the point at which the internship year would be served) of a specialist-level School Psychology training program that is Approved by the National Association of School Psychologists;
- Eligibility for Ohio Department of Education Temporary License, including completion of the “alternate route” of school-related experiences for those who do not hold a valid, current teaching credential;
- A score that meets or exceeds the cut-off standard established by the Ohio Department of Education on the Praxis Exam for School Psychology;
- Successful interview with School Psychology program faculty at the Ohio “host” university, including a determination that the prospective intern meets entrance requirements of the School Psychology program at the host university;
- Two-year commitment to provide School Psychological services in Ohio subsequent to the completion of the internship;
- Evidence of adequate preparation in intervention-based approaches to School Psychological services, and willingness to become familiar with the *Operating Standards for Ohio School Serving Children with Disabilities*, in a manner prescribed by the host university.

2) Ordinarily, the application procedure will occur as follows:

- a) Prospective intern and/or School Psychology program advisor contact the prospective Ohio host university to indicate interest in serving a School Psychology internship in Ohio, and to discuss conditions under which this might occur;
- b) Host university program advisor notifies the Ohio Inter-University Council for School Psychology, to confirm availability of funds for the proposed internship;
- c) Home university program advisor provides verification of that the program is approved by the National Association of School Psychologists;
- d) Prospective intern provides host university program advisor with a current transcript reflecting relevant coursework and degree(s). The prospective intern also may be asked to furnish materials (course descriptions or syllabi) that will assist the host university in evaluating the nature of pre-internship preparation;

- e) Host university program advisor evaluates the prospective intern's transcript and supporting material to ensure that requirements (coursework and degree status) for temporary licensure in Ohio have been met;
- f) Prospective intern arranges an interview with the host university program advisor, who will determine whether requirements for university and program entrance have been satisfied, and whether the prospective intern is a suitable candidate for internship;
- g) Host university program advisor collaborates with the home university program advisor (by exchanging lists of internship objectives and other relevant policies) to develop a supervision plan that will attempt to incorporate the training priorities of the home university. However, responsibility for the internship plan, supervision arrangements, and evaluation procedures lies with the Ohio host university, and may not be assumed by the out-of-state home university;
- h) When notified of acceptance for internship by the Ohio host university, the prospective intern completes administrative procedures for obtaining admission to the host university or for securing authorization to enroll in courses related to the internship. Host university program advisor informs prospective intern of course enrollment requirements, which may, at the discretion of the host university program advisor, include all courses, as well as tuition and other fees, that are required of all interns enrolled in the host university's School Psychology program. The home university may, at its discretion, require additional, separate enrollment in coursework offered by that university.

*No Internship Supervision
Outside of State-Approved
Funded Internship Program*

It is the policy of the Ohio Inter-University Council for School Psychology that no member institution will provide supervision to an out-of-state student serving an internship in Ohio outside of the provisions of the funded Ohio internship program described in this manual.

Eligibility for Internship

Determination of Intern Eligibility

***Students Must
Demonstrate
Prerequisite Skills
Before Internship***

The university assures that prerequisite student outcomes have been attained prior to the student's candidacy for the internship. In addition to the completion of university coursework, a satisfactory degree of (entry level) competency in the NASP content standards should be evident. Evidence of adequate preparation for the internship should be in the form of performance-based indicators, in addition to university transcripts certifying completion of required coursework.

Licensure for the Supervised Internship Experience

***Temporary Child Study
License***

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

***Completing All Course
Work for Licensure***

All coursework for the Temporary Child Study License, and for the university's program of study, must be completed before candidates may begin the internship experience. In training programs requiring thesis, the research project should be completed, though not necessarily defended, before the internship is scheduled to begin. The intern's focus during the year must not be divided but rather focused solely on the acquisition of required competencies. It is recognized that, in some cases, a course in the role and function of the school psychologist, or other courses including practicum components completed during the internship, may be scheduled during the internship. Should an unusual situation occur that would prevent a student from completing all thesis and coursework requirements before the scheduled internship, the Ohio Inter-University Council for School Psychology should be contacted by the university coordinator. In such rare situations, approval from the Office for Exceptional Children and the Division of Professional Development and Licensure would be required for the student to begin the internship.

Placement of Interns in School Districts

Coordinator Arranges Interviews

Candidates for the internship are referred by the university coordinator to an approved school district for an interview. Interviews will be arranged only through the university coordinator. If a school psychology student initiates contact with a school district for the purpose of applying for an internship, the district should instruct the student to contact the university coordinator.

Prior to the interview, the university will provide the district information regarding the prospective intern's past performance, strength, needs and areas of interest. This will help district personnel in formulating interview questions, making a decision whether to accept the prospective intern, and determining who ought to be involved in the interview process.

Field Facilitator will Participate in Interview

In all cases, the district or agency person(s) directly responsible for intern supervision should be involved in the interview of school psychology interns. The selection of interns represents more than a personnel selection decision. It is expected that persons involved in intern supervision are knowledgeable of the purposes and goals of the internship experience.

Generally, placement for the internship should not occur in a school district in which the intern currently resides, has been a student, or has served in another capacity (e.g. teacher, counselor, administrator). This is to both expand the intern's knowledge of a variety of educational environments and prevent prior experiences and relationships from limiting intern effectiveness and/or scope of experience. However, exceptions may be made for very large school districts that can provide experiences that are not related to prior experiences. Length of time between current and previous work is also a consideration in this decision. In cases of exceptions, the potential complications should be discussed at the time of the interview.

Field Facilitators Supervise No More Than Two Interns at One Time

The primary consideration at all times when arranging the placement will be the potential quality of the supervised experience as a teaching/learning situation. Consideration should also be given to the intern-to-school psychologist ratio in order to enhance quality control, recognition, and utilization of districts which are able to better facilitate successful internship outcomes. Therefore, field facilitators

are responsible for providing supervision to no more than two interns at any given time.

In determining the best match between an intern and a particular training site, several factors need to be considered. The factors include, but are not limited to the following:

The particular professional strengths of the field facilitator and the needs and/or interests of the intern;

The personalities and personal style of both the intern and the field facilitator;

The opportunity for diversity of training experiences;

The comprehensiveness of the school system's services for students, families and staff;

Factors that Determine the Best Match Between the Intern and the Training Site

Number and quality of psychologists and other professionals;

The commuting distance from the intern's residence;

The willingness of the district to provide released time for the intern and field facilitator to attend intern training related conferences; and

The ability of the district to establish and maintain appropriate personnel policies and practices (i.e., employment contracts, salaries, etc.).

Written Agreement Between University and School District Sets Guidelines for Training Experience

Placement will be contingent upon a written agreement between the school district and the university which insures that the district is committed to the internship as a training experience and that the training provided will be consistent with state and national standards, guidelines, and ethical principles of the profession. A mutual agreement between the university and cooperating school district(s) is important and necessary to ensure that all parties responsible for the training experience are aware of, and have agreed to, the conditions and responsibilities that are to characterize the internship experience. (See **Appendix C** for a sample *Memorandum of Agreement*.) The agreement must incorporate all factors specified in the section of this manual entitled ***Standards for Training Site Approval (Appendix A)***.

*Policy Regarding Intern
Service During Labor Strikes*

Both the university and the school district agree that, in the event of a labor strike or lockout in the district of placement, the intern will not be assigned administrative duties that require the intern to cross picket lines. Instead, the intern will be assigned responsibilities related to internship activities, though not necessarily in buildings in the school district that are affected by the strike. The university will have final authority over decisions about the intern's activities during labor strikes.

*Internship Outside of
University Region*

As a function of specific professional interests or extenuating circumstances, a student may petition to do his/her internship in a region of the state other than that where his/her training institution is located. In such instances, a collaborative agreement is developed between the accrediting institution and the institution providing supervision for the internship. Requirements regarding the intern's responsibility for registration for coursework at each university should be made in advance. Submission of documentation supporting the intern's applications for Temporary Child Study and Initial Provisional License is the responsibility of the intern's "home" training institution.

Selection of Intern

*District's Role in
Selection Decision*

The school district has the option to agree or disagree to employ the individuals recommended by the university for placement as interns in the school district. In some cases, the university coordinator may choose to send more than one individual to interview for a single position, allowing the school district a choice of interns, although care should be taken to ensure that districts do not treat the placement as a competitive personnel selection process. In other cases, the university coordinator may select the most appropriate individual based on the characteristics of the intern and the school district.

*Steps Followed When
Candidate is Not
Selected*

Subsequent to the interview, the superintendent, or designee, of the school district will notify the university coordinator whether the candidate is acceptable. If not accepted by the school district where initially referred, the student will be permitted to interview elsewhere, as arranged by the university coordinator. Non-approval by one school district may well be a function of idiographic characteristics of the school district and/or of the intern rather than an issue of intern deficiencies or lack of adequate preparation.

If a school district does not find the prospective intern(s) acceptable, the university may elect not to send an additional candidate to that district for an interview. This policy is intended to prevent the competition among interns and school districts that would more appropriately characterize the pursuit of employment, rather than training. Similarly, in regions where more than one university places interns in school districts, the coordinators of the universities' school psychology programs will devise and follow a policy ensuring that competition between universities for internship placements is discouraged.

Application for Temporary Child Study License

The supervising university must submit the following materials to the Ohio Inter-University Council for School Psychology no later than the deadline specified (usually, June 1st):

Materials Submitted by the University to the Inter-University Council for School Psychology

The completed checklist of application materials for the temporary child study license;

A completed checklist of eligibility requirements for the supervised experience outlining the specific coursework which meets state licensure and university requirements;

The completed application for the temporary license in child study signed by the superintendent of the district serving as the fiscal agent for the internship unit or the appropriate designee;

A money order (in the amount specified) payable to Ohio TEC;

An official transcript of completed coursework;

An outline of behavioral objectives and planned experiences (including substantial opportunities for involvement in intervention-based services) for the supervised experience signed by the intern, field facilitator and university coordinator;

The plan for supervision by the university indicating the number of contact hours in the school district and at the university; and

A signed statement from the intern indicating the following:

An intent to work as a school psychologist in the state of Ohio for at least one year following the successful completion of the supervised experience;

An awareness of Ohio court decisions regarding ineligibility for unemployment compensation if a subsequent position is not available; and

An agreement to terminate the employment contract with the school district in the event that the internship is discontinued by the university.

Agreement to be Signed by Intern

In anticipation of the June 1st deadline for application materials, the following materials are to be processed as early as possible in the period preceding the internship;

- ❖ Individuals who have lived continuously in Ohio for the past five years:

Fingerprint impression on BCI (civilian state) card;

Money order in the amount specified, made payable to the Treasurer, State of Ohio

- ❖ Individuals who have **not** lived continuously in Ohio for the past five years:

Fingerprint impression on BCI (civilian state) card;

Fingerprint impression on FBI (applicant) card, and

Money order made payable to the Treasurer, State of Ohio, in an amount specified for both the state and federal fees

Fingerprints Sent to BCI

Samples of application materials are presented in **Appendix E**. The university coordinator prepares a cover page listing the names, demographic, and placement information for all interns seeking certification and placement; these materials must be submitted in a single package from each university to IUC by June 1st of each year.

Materials Submitted to IUC

IUC representatives meet to review application materials and prepare a recommendation for the Ohio Department of Education with respect to (1) whether interns are eligible for the Temporary Child Study License; and (2) placement of, and funding for the intern for the 9-month supervised experience.

One Year of Service

Acceptance of a school psychology internship obligates the intern to repay Ohio's investment in his/her training by agreeing to serve the learners of Ohio for at least one year. The intern's signature on an agreement testifies to having been fully advised of this policy, and agreeing to provide the required term of service.

Contractual Agreement and Termination of Internship

A written contractual agreement is signed by both the school district and the intern. The contractual agreement specifies the time period for employment and the salary provided. Contractual agreements do not obligate the district to continue employing the intern beyond employment for the internship, nor may any contractual agreement require the intern to remain in the employment of the school district beyond employment for the internship. Hence, in the event that personal reasons or unsatisfactory performance necessitate termination of the internship experience, neither the intern nor the school district are obligated to maintain the employment relationship, and the contracted agreement can be terminated. In such cases, the university is not responsible for providing an alternative internship opportunity to the student. The intern's signature on the agreement referenced above indicates that he/she understands that his/her employment will be discontinued at the time that the university terminates the internship experience.

Ineligibility for Unemployment Compensation

Employment by a school district for the internship does not include any provision for, or give any assurance of continued employment once the internship is completed. Unemployment compensation following the internship has been previously denied in the court systems of Ohio. The intern's signature on the agreement referenced above indicates that he/she has been fully advised of the fact that, and understands that he/she is ineligible for unemployment compensation for a period of one year following conclusion of the internship.

Plan for the Internship

The university coordinator, in collaboration with the school administration and the field facilitator, develops a plan for the internship that should include:

❖ **An outline of planned training experiences including:**

Internship competencies, as described in the NASP training content standards,

A description of appropriate experiences for the achievement of the competencies, and

An evaluation plan for assessing the attainment of each competency;

❖ **An outline for supervision including:**

A delineation of supervision responsibilities for both the university and the field facilitator; and

A specific plan for supervision by both field facilitator and university coordinator.

Universities will provide the school district with comprehensive information pertaining to the intern's past experiences and performance to assist in the development of an individualized plan for the intern's training experience in the district.

Benchmarks for the attainment of competencies will be provided to all parties.

Outlining Planned Experiences for the Intern

This outline will include the specific competencies that the intern will attain during the internship and will delineate measurable objectives for attaining these outcomes. These outcomes are reflected in performance-based indicators and culminating performance-based evidence that meet or exceed standards agreed upon by IUC (as promulgated in NASP content standards), AFFIC, and ODE.

Assessing the Individual Training Needs of the Intern

The outline of planned experiences will be based upon an assessment of the intern's individual training needs, including level of experience with various populations, intern competencies, and educational settings, and provide opportunities for experience consistent with current Ohio *Operating Standards*.

This assessment, along with the competency checklist reviewed with the field facilitator, will be used to monitor intern progress throughout the year in order to maximize the timely development of intern skills.

Official Statement of Agreement to Cooperate in the Intern Experience

The plan for the internship will be signed by the university coordinator, the field facilitators, and the intern. In the case of multiple placements, the field facilitator from each district will sign, indicating his/her agreement to adhere to and coordinate the plan. This signed plan constitutes an official statement of agreement to cooperate in the intern experience and must be included with the application materials for Temporary Licensure submitted to the Office for Exceptional Children.

Ongoing Evaluations to Ensure the Interns' Development

Evaluation procedures must include a process which allows for periodic evaluations that occur at least twice during the academic term, as opposed to any single evaluation occurring at the end of the experience. This evaluation process is the combined responsibility of all parties involved, including local field facilitators, interns and university coordinators. The process facilitates the development of a supportive mentoring experience that provides opportunities for modeling appropriate behaviors, and insures the intern's acquisition of required competencies.

Structure of the Internship

Activities During the Internship

The internship occurs on a full-time basis extending across one school year. It may not extend into any part of a second year. The intern will be granted a *Temporary License in Child Study*, which is a valid Ohio educational license. Therefore, the intern must be afforded the same considerations as any other certificated employee of that school district. The imposed parameters of the training experience are designed to insure an intensive and comprehensive learning opportunity. This experience, at a minimum, occurs in accordance with NASP standards for internship experiences.

The intern will be involved in all of the activities needed to fulfill outcome requirements. Activities which are unrelated to the outcome profile, and that do not enhance the role of the intern as a school psychologist will not be assigned. This assures that the intern, field facilitator, and the university coordinator are protected in pursuit of their mutual goal of providing a quality internship experience. It is understood that special requests will be addressed and acted upon according to individual needs.

The school system will recognize that the internship is a training experience and, therefore, will support the attainment of the competencies through the following experiences offered outside

***Interns will Attend
Conferences Outside District
to Enhance Training***

of the district: Attendance at the Fall/Spring OSPA conferences, attendance at the Annual Intern Conference, attendance at inservice trainings, attendance at university seminars, visitations to community agencies and related service settings, and other activities deemed necessary to fulfill all competency requirements. If circumstances warrant special consideration, individual needs will be considered by the university coordinator, who will consult with the field facilitator and school district officials, as appropriate, before deciding how such circumstances may be accommodated. Reimbursement for travel may be available as a matter of school district policy, and school districts are encouraged to make funds available to interns for this purpose. Ordinarily, the internship funds disbursed to districts by the Ohio Department of Education can be used for this purpose.

Size of Intern Caseload

Although it is not possible to specify the size of the caseload of students served by interns, especially in view of the diversity of experiences – many of them not tied to individual “cases” – provided during the internship, a general guideline of approximately 30 comprehensive individual evaluations is considered reasonable.

***Assignment of Building
Responsibilities***

In order for the intern to display the ability to function autonomously as a school psychologist, it is expected that he/she will be given a building assignment prior to the end of the school year. This practice allows the intern to demonstrate his/her ability to offer comprehensive school psychological services, while providing the field facilitator, the university coordinator, and the intern with data to: a) evaluate mastery of “end of internship” knowledge and skills, and b) predict future job performance in situations affording less formal supervision.

In the event that it is not possible to assign building responsibilities to the intern, an alternative plan must be developed to permit the intern to demonstrate such independence. The plan must be approved by the university coordinator and the field facilitator, and include data that will later be used to justify the determination that the intern will be able to independently provide effective school psychological services.

***Competency Log and
Portfolio***

Universities specify the nature and extent of documentation maintained by interns to demonstrate that competency has been attained in each domain of service. Ordinarily, this will consist of a log of experiences and a portfolio. This documentation permits the university coordinator and the field facilitator to determine the extent to which appropriate, high quality experiences have been provided during the internship.

Research Projects

Interns will be given the opportunity, and will be encouraged to participate in innovative projects to enhance the training experience and provide a useful service for the school district. The school system may provide support for this form of service by arranging released time for project activities. District and university guidelines for research will be followed in any research undertaken by the intern. Such experience provides an opportunity for interns to integrate all of their knowledge and skills in a practical and beneficial manner. Requests for interns to become involved in innovative service and research projects will be reviewed and acted on based upon individual needs.

Annual Evaluation of the Internship Program by the IUC

The Inter-University Council conducts an annual evaluation of the internship program that is reported to the Office for Exceptional Children of ODE. This evaluation consists of student outcome data (describing the impact of the intern’s services to students), as well as enumerative data regarding the number of students served by demographic categories and according to the three “tiers” of service (primary, secondary, and tertiary prevention). The third component of the annual Evaluation is a record of evaluation results across specific key competencies for each intern. (See **Appendix F.**) Each university is responsible for coordinating the collection of these data and submitting it to the IUC on an annual basis.

On-Site Visits by University Supervisor

On-site supervisory visits will be scheduled by the university coordinator during each period of registration for the internship. Inter-university reciprocity for supervision may be considered to alleviate logistical difficulties associated with on-site supervision. Such arrangements must insure coordination among supervisors, well-articulated monitoring of intern progress, and the development and implementation of an intern experience in accordance with state and national standards and guidelines.

Supervision by the School District

While an intern may work directly or indirectly with a number of practicing school psychologists during his/her year of internship, a single field facilitator will be designated and acknowledged by the appropriate university training program as being the field facilitator directly responsible for the scope and evaluation of the intern’s program and experience. This designated field facilitator is responsible for services to the school district in which the intern will be working. The school district provides the facilitator with released time from other duties for activities necessary for the direct supervision of the intern. Released time may vary based upon the needs of the intern, and will require necessary accommodation in caseload expectations for the designated field facilitator. Field facilitators provide each intern with a minimum of two (2) hours of face-to-face supervision per week on an average, recognizing that there are differential needs for mentoring as a function of the stage of intern development.

Supervision sessions include the following: modeling and teaching of competencies, direct observation, monthly review of intern competencies, case review, constructive feedback by both parties regarding the progress of the internship, facilitation of the development of a mentoring relationship, and provisions for helping the intern integrate intra- and extra-school system experiences.

The supervision process is essential to: 1) ensure that quality time is devoted to assessing the needs and monitoring the progress of the intern; 2) document that services are being provided by the intern in a legal and ethical manner; 3) assure the continuity of service delivery to the learners, parents, and school personnel following completion of the intern's supervised experience; 4) assure continuous and open communication so that the supervisor is able to identify and address concerns regarding the intern's performance as early in the experience as possible; 5) provide a documented forum for performance appraisal, (this is particularly important in the event that termination of the internship experience is necessary); 6) provide the university supervisor with a comprehensive overview of the intern's performance to serve as a basis for grading and recommendations for future employment and 7) integrate the intern into the culture of the district and ensure that district policies and procedures are followed.

Finally, while the field facilitator is clearly recognized as the professional responsible for supervision, input from other school personnel (e.g. principals, teachers), as well as parents, should be solicited to ensure comprehensive feedback regarding the intern's progress.

Throughout the internship experience, the university is responsible for providing a formal mechanism to insure ongoing communication and collaboration between field supervisors and program faculty regarding the preparation of students for the internship, as well as the internship itself. Ongoing communication and collaboration are essential for coordinating and ensuring the comprehensiveness of the intern's training experience.

***University
Responsibilities for
Coordinating
Communication***

Evaluation of Interns

Interns enter the field experience with basic didactic knowledge and skills provided through university coursework, practica and prior personal experience. The intern field experience occurs along a continuum intended to enhance professional capabilities and expertise in delivering a full range of school psychological services.

To measure progress in professional growth, each intern receives an assessment of skills and abilities appropriate to the profession of school psychology as prescribed by accepted standards of practice. This assessment should:

Encompass the performance-based objectives specified in the standards for school psychologists; and

Be conducted continuously throughout the internship.

The evaluation process will address levels of growth consisting of:

Levels of Growth

Cognitive awareness,

Entry level exposure,

Interpretation of dynamics (analysis),

Functional application, and

Mastery.

Shared Responsibility for Evaluation

The university coordinator and the field facilitator share responsibility for evaluating the intern's progress toward licensure. A suggested set of seven (7) measures have been developed to guide the evaluative process.

First, evaluation of the intern for licensure is driven by the evaluation instrument incorporated in the *Internship Plan*. This instrument assures that the intern will participate in a comprehensive experience for preparation as a quality school psychologist.

Second, the university coordinator must conduct at least three (four, if feasible) on-site reviews in order to assess the intern's progress across all competency areas. The suggested time frame for these reviews is as follows:

Time Frames for On-Site Evaluation Reviews

- *First meeting* – (August-September) as soon as the intern is assigned to a district, a meeting consisting of university coordinator, field facilitator, and intern is held in order to review growth levels or performance indicators, develop a plan and timeline as to when, where, and how competencies will be met;
- *Second meeting* (November-January) – university coordinator, field facilitator, and intern meet to review progress of intern across competency areas, and revise timeline if needed. Additionally, should the intern demonstrate any serious problems with attainment of competencies at this juncture, structured planning for the timely attainment of competencies should occur among the university coordinator, field facilitator and intern.
- *Third meeting* (March-April) – field facilitator, university coordinator, and the intern will meet to review ongoing progress of intern and revise timeline if needed; and
- *Fourth meeting* (Final) – the field facilitator, university coordinator and the intern will meet to review and agree upon the extent to which competencies were attained across all areas.

This process is intended to ensure ongoing open communication and collaboration among the university coordinator, the field facilitator and the school psychology intern. The process also ensures that the competencies are being addressed and a quality experience is being provided for the intern. Based on university schedules and school calendars, meeting times may be altered. Individual needs may require adjustments to suggested timelines.

Arrangement of Experiences for All Competencies

Third, if a competency area cannot be fulfilled within an assigned district, it is the responsibility of the university coordinator to make other arrangements to ensure that the intern will have experience in the needed competency area(s). Such arrangements are necessary to ensure that the intern is provided the comprehensive experience that is needed for preparation as a quality school psychologist.

Fourth, each Internship Plan contains an agreement that the university supervisor, the field facilitator, and the intern agree to participate in the experiences which are outlined in the profile. Alterations or substitutions are not encouraged.

Fifth, recognizing the internship experience as a cooperative, collaborative endeavor where all parties must agree that the

***Assessing Whether Intern
is Eligible for Licensure***

competencies have been fulfilled, each Internship Plan contains an *agreement clause* in which the field facilitator, university coordinator, and the intern agree that competency areas have been assessed and fulfilled, and that the intern is eligible for licensure. If a competency area has not been addressed, then it is the responsibility of the university coordinator and the field facilitator to place in writing the reasons for the area not being fulfilled. The university coordinator and the field facilitator must decide whether the intern has the foundational skills necessary to fulfill duties as a school psychologist licensed by the Ohio Department of Education.

***Grade Assignments and
the Licensure Process***

Sixth, determination of grade assignments or internship credit, which fulfills university requirements for course of study and licensure, are based upon input from the field facilitator. However, the final responsibility for such determination rests with the university.

Seventh, recognizing that the university is required to implement the process for licensure, the university coordinator maintains responsibility for completing all necessary paperwork for licensure of the intern as a school psychologist upon completion of the internship.

Resolving Conflicts

Absolute adherence to the above guidelines does not guarantee total avoidance of problematic situations. Despite prescribed procedures, problems may arise when (a) the intern is not fulfilling requirements and is “at-risk” for removal; (b) a field facilitator and/or the school district is not providing experiences that will lead to the intern’s acquisition of essential competencies; or (c) the field facilitator and intern have a conflict that jeopardizes the intern’s ability to have a quality intern experience. In the event that any one or more of the above situations arise, the university coordinator is responsible for initiating and leading interventions that are modeled after best practices in collaborative problem solving. In doing so, personnel policies of the school district as well as university policies and procedures must be followed. The university coordinator is ultimately responsible for ensuring adherence to procedural safeguards and due process.

The university coordinator will maintain a written record of issues, agreements (interventions), and decisions whenever a ‘best practices’ problem solving intervention is being initiated.

Application for a Provisional License in School Psychology

The supervising university submits the following materials to the Division of Professional Development and Licensure upon the intern's successful completion of the supervised internship experience.

Materials Submitted to Division of Professional Development and Licensure

A money order in the specified amount, made payable to Treasurer, State of Ohio.

A completed *Application for Licensure* including a recommendation by the dean or head of teacher education or a designee at an institution approved to prepare school psychologists;

An official copy of the applicant's transcript, including evidence of a passing score on the Praxis exam and a passing grade for the internship; and

Fingerprint impressions on BCI card (and FBI card if applicant had not resided continuously in Ohio during the past five years).

The university must also provide evidence of:

Successful completion of an approved program of preparation, and

Recommendation by the dean or head of teacher education or the designee at an institution approved to prepare school psychologists.

Individual Evaluation of the Internship Experience at Conclusion of the Year

In addition to the annual Evaluation of the Internship Program conducted by the IUC, near the conclusion of the internship year, interns are expected to evaluate their internship experience, in collaboration with university coordinators and field facilitators. The evaluation should address all significant aspects of the internship experience, including the following:

The experiences provided by the local educational agency,

The quality of local supervision,

Outcomes for the intern,

***Individual Evaluation of
Internship Experience***

The suitability of the setting for future internships, and

The completeness of the intern's preparation for the internship.

This cooperative evaluation will provide the opportunity for modeling collaboration, and will insure the maintenance and/or enhancement of quality internships as changes and modifications are identified and implemented.

***Evaluation of and by
Program Alumni***

The university training program is responsible for the periodic, ongoing solicitation of feedback from its graduates. The intent is to develop not only the retrospective evaluative data regarding training programs, but also the degree to which alumni have succeeded in addressing the needs of Ohio's learners.

Professionally recognized performance on the Praxis Examination and subsequent application for national certification are also recognized as important performance criteria. Nonetheless, documentation of successful service delivery to students and families remains the ultimate criterion for evaluating the success of a program's graduates.

Appendix A
Standards for Training Programs

Standards for School Psychology Training Programs National Association of School Psychologists (2000)

I. Program Context/Structure. School psychology training is delivered within a context of program values and clearly articulated training philosophy/mission, goals, and objectives. Training includes a comprehensive, integrated program of study delivered by qualified faculty, as well as substantial supervised field experiences necessary for the preparation of competent school psychologists whose services positively impact children, youth, families, and other consumers.

I.1. The program provides to all candidates a clearly articulated training philosophy/mission, goals, and objectives. An integrated and sequential program of study and supervised practice clearly identified as being in school psychology and consistent with the program's philosophy/mission, goals, and objectives are provided to all candidates.

I.2. A commitment to understanding and responding to human diversity is articulated in the program's philosophy/mission, goals, and objectives and practiced throughout all aspects of the program, including admissions, faculty, coursework, practica, and internship experiences. Human diversity is recognized as a strength that is valued and respected.

I.3. Candidates have opportunities to develop an affiliation with colleagues, faculty, and the profession through a continuous full-time residency or alternative planned experiences.

I.4. The program possesses at least three full-time equivalent faculty. At least two faculty members (including the program administrator) shall hold the doctorate with specialization in school psychology and be actively engaged in school psychology as a profession (e.g., by possessing state and/or national credentials, having experience as a school psychologist, participating in professional school psychology associations, and/or contributing to research, scholarly publications, and presentations in the field). Other program faculty possess the doctoral degree in psychology, education, or a closely related discipline with a specialization supportive of their training responsibilities in the school psychology program.

I.5. The program provides, collaborates in, or contributes to continuing professional development opportunities for practicing school psychologists based on the needs of practitioners.

I.6. Specialist-level programs consist of a minimum of three years of full-time study or the equivalent, at least 54 hours of which are exclusive of credit for the supervised internship experience. Institutional documentation of program completion shall be provided.

I.7. Specialist-level programs include a minimum of one academic year of supervised internship experience, consisting of a minimum of 1200 clock hours.

II. Domains of School Psychology Training and Practice. School Psychology candidates demonstrate entry-level competency in each of the following domains of professional practice. Competency requires both knowledge and skills. School psychology programs ensure that candidates have a foundation in the knowledge base for psychology and education, including theories, models, empirical findings, and techniques in each domain. School psychology programs ensure that candidates demonstrate the professional skills necessary to deliver effective services that result in positive outcomes in each domain. The domains below are not mutually exclusive and should be fully integrated into graduate level curricula, practica, and internship.

2.1. Data-Based Decision-Making and Accountability. School psychologists have knowledge of varied models and methods of assessment that yield information useful in identifying strengths and needs, in understanding problems, and in measuring progress and accomplishments. School psychologists use such models and methods as part of a systematic process to collect data and other information, translate

assessment results into empirically-based decisions about service delivery, and evaluate the outcomes of services. Data-based decision-making permeates every aspect of professional practice.

2.2. Consultation and Collaboration. School psychologists have knowledge of behavioral, mental health, collaborative, and /or other consultation models and methods and of their application to particular situations. School psychologists collaborate effectively with others in planning and decision-making processes at the individual, group, and systems levels.

2.3. Effective Instruction and Development of Cognitive/Academic Skills. School psychologists have knowledge of human learning processes, techniques to assess these processes, and direct and indirect services applicable to the development of cognitive and academic skills. School psychologists, in collaboration with others, develop appropriate cognitive and academic goals for students with different abilities, disabilities, strengths, and needs; implement interventions to achieve those goals; and evaluate the effectiveness of interventions. Such interventions include, but are not limited to, instructional interventions and consultation.

2.4. Socialization and Development of Life Skills. School psychologists have knowledge of human developmental processes, techniques to assess these processes, and direct and indirect services applicable to the development of behavioral, affective, adaptive, and social skills. School psychologists, in collaboration with others, develop appropriate behavioral, affective, adaptive, and social goals for students of varying abilities, disabilities, strengths, and needs; implement interventions to achieve those goals; and evaluate the effectiveness of interventions. Such interventions include, but are not limited to, consultation, behavioral assessment/intervention, and counseling.

2.5. Student Diversity in Development and Learning. School psychologists have knowledge of individual differences, abilities, and disabilities and of the potential influence of biological, social, cultural, ethnic, experiential, socioeconomic, gender-related, and linguistic factors in development and learning. School psychologists demonstrate the sensitivity and skills needed to work with individuals of diverse characteristics and to implement strategies selected and/or adapted based on individual characteristics, strengths, and needs.

2.6. School and Systems Organization, Policy Development, and Climate. School psychologists have knowledge of general education, special education, and other educational and related services. They understand schools and other settings as systems. School psychologists work with individuals and groups to facilitate policies and practices that create and maintain safe, supportive, and effective learning environments for children and others.

2.7. Prevention, Crisis Intervention, and Mental Health. School psychologists have knowledge of general education, special education, and other educational and related services. They understand schools and other settings as systems. School psychologists work with individuals and groups to facilitate policies and practices that create and maintain safe, supportive, and effective learning environments for children and others.

2.8. Home/School/Community Collaboration. School psychologists have knowledge of family systems, including family strengths and influences on student development, learning, and behavior, and of methods to involve families in education and service delivery. School psychologists work effectively with families, educators, and others in the community to promote and provide comprehensive services to children and families.

2.9. Research and Program Evaluation. School psychologists have knowledge of research, statistics, and evaluation methods. School psychologists evaluate research, translate research into practice, and understand research design and statistics in sufficient depth to plan and conduct investigations and program evaluations for improvement of services.

2.10. School Psychology Practice and Development. School psychologists have knowledge of the history and foundations of their profession; of various service models and methods; of public policy development applicable to services to children and families; and of ethical, professional, and legal standards. School psychologists practice in ways that are consistent with applicable standards, are involved in their profession, and have the knowledge and skills needed to acquire career-long professional development.

2.11. Information Technology. School psychologists have knowledge of information sources and technology relevant to their work. School psychologists access, evaluate, and utilize information sources and technology in ways that safeguard or enhance the quality of services.

III. Field Experiences/Internship. School psychology candidates have the opportunities to demonstrate, under conditions of appropriate supervision, their ability to apply their knowledge, to develop specific skills needed for effective school psychological service delivery, and to integrate competencies that address the domains of professional preparation and practice outlined in these standards and the goals and objectives of their training program.

3.1. Supervised practica and internship experiences are completed for academic credit or are otherwise documented by the institution. Closely supervised practica experiences that include the development and evaluation of specific skills are distinct from and precede culminating internship experiences that require the integration and application of the full range of school psychology competencies and domains.

3.2. 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.

3.3. 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.

3.4. Interns receive an average of at least two hours of field-based supervision per full-time week from an appropriately credentialed school psychologist or, for non-school settings, an psychologist appropriately credentialed for the internship setting.

3.5. 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.

IV. Performance-Based Program Assessment and Accountability. School psychology training programs employ systematic, valid evaluation of candidates, coursework, practica, internship, faculty, supervisors, and resources and use the resulting information to monitor and improve program quality. A key aspect of program accountability is the assessment of the knowledge and capabilities of school psychology candidates and of the positive impact that interns and graduates have on services to children, youth, families, and other consumers.

4.1. Systematic, valid procedures are used to evaluate and improve the quality of the program. Different sources of process and performance information (e.g., instructional evaluation, performance portfolios, field supervisor evaluations, candidate/graduate performance on licensing/certification examinations, alumni follow-ups) are used, as appropriate, to evaluate and improve components of the program.

4.2. The program applies specific published criteria, both objective and qualitative, for the assessment and admission of candidates to the program at each level and for candidate retention and progression in the program. The criteria address the academic and professional competencies, as well as the professional work characteristics needed for effective practice as a school psychologist (including respect for human diversity, communication skills, effective interpersonal relations, ethical responsibility, adaptability, and initiative/dependability).

4.3. The program employs a systematic, valid process to ensure that all candidates, prior to the conclusion of the internship experience, are able to integrate domains of knowledge and apply professional skills in delivering a comprehensive range of services evidenced by measurable positive impact on children, youth, families, and other consumers.

V. Program Support/Resources. Adequate resources are available to support the training program and its faculty and candidates. Such resources are needed to assure accomplishment of program goals and objectives and attainment of competencies needed for effective school psychology practice that positively impact children, families, and other consumers.

5.1 Faculty loads take into account program administration, supervision, scholarship, service, and assessment associated with graduate level school psychology faculty responsibilities. Faculty teaching and supervision loads are no greater than 75% of that typically assigned to those teaching primarily undergraduate courses. The program administrator receives at least 25% reassigned time for administrative duties.

5.2. In order to ensure sufficient candidate access to program faculty instructors, mentors, and supervisors, the program maintains a no greater than 1:10 FTE faculty to FTE student ratio in the overall program, as well as in practica and internship.

5.3. Program faculty receive support for ongoing learning and professional experiences relevant to assigned training responsibilities. This includes support for continuing professional development in school psychology, involvement with professional organizations, and similar involvement in the profession, research, and related activities important to maintaining and enhancing knowledge, skills, and contributions to the profession.

5.4. Candidates receive ongoing support during training that includes faculty advisement and supervision, the availability of university and/or program support services, and opportunities for funding and/or related assistance needed to attain their educational goals (e.g., assistantships, fellowships, traineeships, internship stipends).

5.5 Adequate physical resources are available to support faculty and candidates in school psychology. These resources include adequate office space, clinical and laboratory facilities, data and information processing facilities and equipment, instructional resources, audiovisual materials, and technology needed for effective instruction.

5.6. The program provides reasonable accommodations for the special needs of candidates and faculty with disabilities.

5.7. Adequate library and information resources and services are available to support instruction, independent study, and research relevant to school psychology. Resources include access to major publications and periodicals in the field.

5.8. The program meets established approval standards for the appropriate state credentialing body(s) and is located in a unit/institution that meets regional accreditation standards.

Appendix B

School District/Agency Training Site Appraisal

Training Site Appraisal

(To be completed by the University Coordinator following on-site review of the proposed training site.)

Date

School District/Agency Requesting Approval

University Program Coordinator

Training Site's Compliance with Requirements of *The Ohio Internship in School Psychology*

Yes	No	Does the training site have a comprehensive program of school psychological services which can provide an appropriate variety of experience for the intern across age ranges, student need areas, psychological services, and service delivery models?
Yes	No	Does the training site district provide a comprehensive special education program and system of pupil personnel services so as to insure that the intern will be knowledgeable about the full range of available service?
Yes	No	Does the training site agree to provide the intern and field facilitator released time to attend conferences associated with the internship as well as those necessary to promote continuous professional development?
Yes	No	Does the training site have a good working relationship with representative community agencies so that the intern will acquire an understanding of and skills in school-community collaboration?
Yes	No	Does the training site employ at least one more full-time school psychologist than the number of interns to be assigned to the district so as to insure the intern's exposure to diverse professional styles and individual strengths in service delivery?
Yes	No	Does the training site demonstrate a commitment to (a) planning, delivering, and evaluating comprehensive interventions for students at risk, and (b) including interns in intervention-related activities as a significant proportion of their assigned activities, as evidenced in the following: <ul style="list-style-type: none">- Multidisciplinary problem-solving teams operating in school buildings, holding regular meetings and applying a systematic problem-solving procedure;- Meaningful academic and/or behavioral intervention for children at risk, prior to (and as part of) multifactorial evaluation for suspected disabilities;- Data collection practices suitable for use in a problem-solving process, including direct observation and measurement of academic skills;- For field facilitators (supervisors), participation in professional development activities that promote and strengthen skills in direct assessment and intervention.

Field Facilitator of Intern Competencies (Direct Intern Supervisor)

Yes No Does the Field Facilitator (Intern Supervisor) agree to serve as a field facilitator?

Yes No Does the Field Facilitator vet least two years of successful full-time experience as a school psychologist?

Yes No Does the proposed supervisor have at least one year of full time service in this district/setting?

Field Facilitator (Supervisor) Name _____

No. years of experience _____

No. years in district _____

Yes No Will the proposed supervisor be given released time for supervision? (Guidelines specify a minimum of 2 hours of face-to-face direct supervision per week)

Yes No Does the proposed supervisor have administrative duties other than intern supervision? If so, please describe:

Other School Psychologists Who May Participate in the Intern's Training

Name: _____

No. Years Experience: _____

Buildings assigned: Elementary School Middle School High School

Name: _____

No. Years Experience: _____

Buildings assigned: Elementary School Middle School High School

Name: _____

No. Years Experience: _____

Buildings assigned: Elementary School Middle School High School

Name: _____

No. Years Experience: _____

Buildings assigned: Elementary School Middle School High School

Place a checkmark in each column to indicate the populations of children with whom the intern will have experience:

Special Education Category	Preschool	Elementary	Middle	High School
Cognitive Disability/Mental Retardation				
Specific Learning Disability				
Emotional Disturbance				
Sensory Impairment				
Multiple Disabilities				
Traumatic Brain Injury; Autism				
Orthopedic & Other Health Impairment				
Gifted & Talented				
Other: _____				

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

Yes	No	Throughout the period of approval. the training site will maintain supervising staff and programs at or above the level in effect at the time of this approval.
Yes	NO	The training site will provide a salary to the intern equivalent to the State Teacher's Minimum salary level.
Yes	No	The training site will allow the intern and field facilitator to attend required state and/or university seminars and meetings.
Yes	No	The training site will make provisions for released time for the intern to attend state and regional intern conferences, OSPA conferences, and other meetings that support professional growth.
Yes	No	The training site will provide ample time, opportunity, and resources for the intern to acquire the intern competencies outlined in the intern's Outline of Behavioral Objectives and Planned Experiences.
Yes	No	Officials of the training site will include the proposed field facilitator in the initial interview of an intern proposed for a given school year.
Yes	No	The training site provides assurance that the training experience offered the intern has training as the primary focus, and that field facilitators are given released time to ensure the quality of the internship experience.
Yes	No	The training site demonstrates a commitment to continued professional development as related to the responsibilities associated with intern supervision for both the intern and the field facilitator.
Yes	No	The training site provides an appropriate work environment for the intern in a setting that provides adequate space, secretarial assistance, supplies, telephone access, and confidentiality as may be required for various professional activities.
Yes	No	The superintendent or chief officer of the training site will provide to the university a written letter requesting approval of the district or agency as an intern training site.

Summary Recommendation

_____ Recommended for approval (No. of interns to be assigned: _____)

_____ Recommended for approval under the following conditions: _____

_____ Not recommended at this time. The following components of the intern training experience need to be strengthened:

University Representative Signature	Title	Date
School District/Agency Representative Signature	Title	Date
Other	Title	Date

Appendix C

Sample Letters Requesting Internship Site Approval

School Psychology Intern: University Letter (Initial Approval)

Ohio Inter-University Council for School Psychology
c/o _____
(Address of IUC Designee for Site Approval)

Dear _____:

This letter is to request initial approval of the _____ School District/agency as a training site for School Psychology interns. We have conducted a site visit and completed the Training Site Appraisal, and have concluded that the district/agency meets all of the requirements to qualify as a training site, as specified in *The Ohio Internship in School Psychology*.

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

Sincerely,

_____ (University School Psychology Program Coordinator)

School Psychology Intern: Superintendent's Letter (Initial Approval)

Ohio Department of Education
Ohio Inter-University Council for School Psychology
c/o _____ (University School Psychology Program Coordinator)
_____ (University Address)

Dear _____:

This letter is intended to convey our interest in serving as a training site for a School Psychology Intern. Our district /agency employs a total of ___ school psychologists, who are funded through the following sources (% of funding from each source, or FTEs funded from each source) ___ via state funds; ___ via VI-B funds; ___ via local funds; and ___ via auxiliary funds. We are willing to train ___ intern(s) under the supervision of a School Psychologist who has completed at least two years of service as a School Psychologist, with at least one of those years in service to our district/agency. _____ University will coordinate the internship training experience, and **(District/entity serving as fiscal agent)** will serve as the fiscal agent for this internship placement.

(Name of district/agency) agrees to comply with guidelines of *The Ohio Internship in School Psychology*, and other policies as implemented by the Inter-University Council for School Psychology and the Office for Exceptional Children, and with the *Operating Standards for Ohio's Schools Serving Children with Disabilities*. We further agree to provide comprehensive training experiences across age groups and across both high and low incidence disability conditions in the areas of problem-solving consultation, direct assessment and intervention; counseling of parents of children with disabilities; and counseling children with disabilities as individuals or in groups. We will ensure that the School Psychology intern is assigned on a regular basis to provide services to at least one school building that is actively engaged in a program of team-based problem-solving consultation.

Thank you for your consideration of our request for approval as a training site for School Psychology interns. We look forward to hearing from you. [If notification of approval should be sent to any person other than this superintendent: "*Please send additional notification of approval to _____*"].

Sincerely,
[Superintendent]

cc: [Other person to whom notification of approval should be sent]

School Psychology Intern: University Letter (Renewal)

Ohio Inter-University Council for School Psychology

c/o _____

(Address of IUC Designee for Site Approvals)

Dear _____

I am writing to seek re-approval of the _____ School district/agency as an intern training site for the three-year period beginning _____. A letter from the Superintendent/Chief Officer of the _____ School district/agency requesting re-approval of the district/agency as a training site also is enclosed.

To the best of our knowledge – based on visits and discussions with administrative and supervisory personnel, as well as interns themselves – the _____ School district's school psychology services comply with the *Operating Standards for Ohio's Schools Serving Children with Disabilities*. In addition, the district has agreed to and complies with guidelines promulgated by the Inter-University Council for School Psychology and the Office for Exceptional Children as presented in *The Ohio Internship in School Psychology*. To document the manner by which the _____ School district/agency provides interns with experiences across all age ranges, disability conditions, and service areas, we visit each training site at least once during each academic term, and review with the intern and his/her field facilitator the nature and quantity of such experiences to date. Interns are assigned by the district/agency on a regular basis to schools actively engaged in a program of team-based problem-solving consultation.

We are satisfied that the _____ School District/agency provides an appropriate training experience for School Psychology interns, and request their re-approval as a training site.

Sincerely,

_____ (University School Psychology Program Coordinator)

School Psychology Intern: Superintendent's Letter (Renewal)

Ohio Inter-University Council for School Psychology
Ohio Department of Education
c/o _____ (University School Psychology Program Coordinator)
_____ (University Address)

Dear _____:

This letter is intended to convey our interest in continuing to serve as a training site for a School Psychology Intern. Our district employs a total of ___ school psychologists, who are funded through the following sources (% of funding from each source, or FTEs funded from each source) ___ via state funds; ___ via VI-B funds; ___ via local funds; and ___ via auxiliary funds. We are willing to train ___ intern(s) under the supervision of a School Psychologist who has completed at least two years of service as a School Psychologist, with at least one of those years in service to our district. _____ University will coordinate the internship training experience, and **(District/entity serving as fiscal agent)** will serve as the fiscal agent for this internship placement.

(Name of district/agency) agrees to comply with guidelines of *The Ohio Internship in School Psychology*, and other policies as implemented by the Inter-University Council for Ohio School Psychology and the Office for Exceptional Children, and with the *Operating Standards for Ohio's Schools Serving Children with Disabilities*. We further agree to provide comprehensive training experiences across age groups and across both high and low incidence disability conditions in the areas of problem-solving consultation, direct assessment and intervention; counseling of parents of children with disabilities; and counseling children with disabilities as individuals or in groups. We will ensure that the School Psychology intern is assigned on a regular basis to provide services to at least one school building that is actively engaged in a program of team-based problem-solving consultation.

Thank you for your consideration of our request for approval as a training site for School Psychology interns. We look forward to hearing from you. [If notification of approval should be sent to any person other than this superintendent: "*Please send additional notification of approval to _____*"].

Sincerely,
[Superintendent]

cc: [Other person to whom notification of approval should be sent]

Appendix D

Sample Memorandum of Agreement between University and School District/Agency

**Sample Memorandum of Agreement
between
University and School District/Agency**

The School Psychology Program at _____ University (University) hereby enters into an agreement with _____ (Intern) and _____ School District/Agency (District/Agency) pursuant to the Supervised Experience in School Psychology (Internship). The purpose of this agreement is to set forth conditions of the internship and to clarify the responsibilities of the parties to this agreement.

Intern

1. The intern has completed all program coursework, with the exception of courses offered in conjunction with the internship.
2. The intern and field facilitator will meet at the beginning of the internship year to develop an action plan and timeline for activities specified in the *Outline of Behavioral Objectives and Planned Experiences*.
3. The intern will notify the university internship coordinator of any internship-related concerns that cannot be resolved in the placement setting, and cooperates in problem-solving activities recommended by the university and/or district/agency.
4. The intern maintains a log of activities and a record of the number of hours of face-to-face supervision provided each week. (Face-to-face supervision must average 2 hours per week.)
5. The intern completes all requirements for written documentation of activities as required by the university (e.g., portfolio), and submits such documentation to the university prior to the conclusion of the internship.
6. The intern maintains appropriate professional conduct at all times, respects the authority of the field facilitator and other supervisory personnel, and displays behavior consistent with ethical and legal guidelines and requirements.
7. The intern attends all professional development activities required by the university and/or district/agency, including on-campus class meetings, seminars, inservice programs, and conferences/meetings of professional associations in School Psychology (i.e., Ohio School Psychologists Association).
8. Services and professional activities of the intern are conducted in a manner consistent with standards for professional practice and the *Operating Standards for Ohio's Schools Serving Children with Disabilities*.

Field Facilitator/Supervisor

1. The supervisor is an appropriately credentialed School Psychologist in the state in which the supervised experience is offered.
2. The supervisor has at least two years of professional experience as a School Psychologist at the time the internship is initiated, with at least one of those years served in the district/agency in which the supervision will occur.
3. No more than two supervisors will collaborate in the supervision of an intern at any time.

4. The supervisor and intern will meet at the beginning of the internship year to develop an action plan and timeline for activities specified in the *Outline of Behavioral Objectives and Planned Experiences*.
5. The supervisor will provide to the intern an average of two hours per week of face-to-face supervision time.
6. The supervisor will ensure that the experience provided to the intern has training as its primary focus, and will provide ample time and opportunity for the intern to attain the competencies specified in the *Outline of Behavioral Objectives and Planned Experiences*.
7. The supervisor will cooperate with the university in conducting periodic written evaluations of the intern's progress toward attaining the competencies specified in the *Outline of Behavioral Objectives and Planned Experiences*.
8. The supervisor will notify the university on a timely basis of any concern about the intern's performance that cannot be resolved in the placement setting, and will cooperate with the university in developing and monitoring a remedial plan of action, if needed.
9. The supervisor will participate in continuing professional education activities to ensure a best-practice orientation to the provision of school psychological services.

School District/Agency

1. The school district will provide adequate, well-lighted office space that ensures confidentiality for consultation and assessment.
2. The school district will provide a lockable cabinet or other secure place for keeping confidential information.
3. The school district will provide all necessary assessment and intervention materials, including test scoring and report preparation resources comparable to those provided for certified/licensed school psychologists employed by the district.
4. The school district will enable the intern to meet internship-training requirements, including attendance at on-campus classes and seminars, out-of-district meetings, professional association conferences, the annual Ohio intern conference, and other regional, state, or national programs that will further the intern's professional knowledge and skills.
5. The school district (or fiscal agent) will enter into a formal contract with the intern pursuant to compensation, services to be rendered, and the time frame for the services provided by the intern.

University

1. The University will provide the school district and the intern with a copy of *The Ohio Internship in School Psychology Manual*.
2. The University faculty supervisor will make periodic site visits during the academic year. Visits will be scheduled on a routine basis with additional visits upon request from the intern or field supervisor.
3. The University faculty supervisor will assist the intern and the field supervisor in problem solving when the intern or the field supervisor reports an unresolved issue.
4. The University faculty supervisor is responsible for assigning internship grades.

5. University faculty members will conduct on-campus intern seminars.

It is understood and agreed that the parties to this arrangement may revise or modify this agreement or the written plan for the internship experience. Revisions will be communicated in writing upon agreement by involved parties.

By: _____
School Psychology Program Coordinator, University

Date: _____

By: _____
Representative of School District or Agency

Date: _____

By: _____
School Psychology Internship Student

Date: _____

Appendix E

**Application Materials for the
Temporary Child Study License**

* If a county district, specify the local school district.

**Field Facilitator: the school psychologist sharing building assignment with intern; not a district supervisor or administrator.

REV 05/04

Checklist of Eligibility Requirements for Supervised Experience for _____

I. 60 semester hours of graduate coursework well distributed over the following:

A. Educational Foundations

1. Possession of a valid Ohio Teacher License

ATTACH LICENSE/CERTIFICATE OR

2. Satisfactory completion of the following coursework
 - a. The curriculum and instructional techniques, including education of exceptional learners

- b. The organization and operation of schools

- c. Field- based experiences including at least 120 hrs. in a school setting in a variety of grade levels

B. Psychological Foundations

1. Human diversity, human exceptionalities, and human learning

2. Normal and abnormal child and adolescent development; and

3. Biological, emotional, and social bases of behavior.

COURSE NAME AND NUMBER	Credit Hours	DATE	
		Completed	Scheduled

C. Assessment and Intervention

1. Diagnosis and remediation of basic academic areas.
2. Psychoeducational assessment. Preparation shall include a planned sequence in psychoeducational assessment of children and adolescents with both criterion-referenced and norm-referenced methods. Culturally, racially, socioeconomically diverse populations, and all exceptionalities, shall be addressed.
3. Intervention methods. Preparation shall address implications of the assessment results and other data for classroom management, instructional materials, teaching methodologies, and related services including:
 - a. behavior management;
 - b. consultation and interview techniques; and
 - c. counseling theory and practice.
4. Practicum. Supervised practice in the use and interpretation of a broad range of assessment devices and methods and in the integration of assessment results with appropriate intervention strategies.

D. Statistics and Research Design

E. School Psychology Foundations

1. History of School Psychology
2. Legal and ethical issues; and
3. Role and function of the school psychologist.

COURSE NUMBER	Credit Hours	DATE	
		Completed	Scheduled

II. A Master's Degree --

Date granted or anticipated: _____

University trainer's signature indicating courses listed meet requirements described:

_____ Date

_____ Signature

Assurances

I plan to provide at least one year service as a school psychologist in the schools of Ohio subsequent to the successful completion of the supervised experience.

Signature

Date

I am aware of the decision of the Court of Appeals of Ohio, Sixth District (C.A. No. L-83-063) regarding unemployment compensation.

Signature

Date

I am aware that the school district is employing me for purposes of providing necessary training required for school psychology certification.

- a) I am aware that the school district has no obligation to employ me subsequent to the year of supervised experience.
- b) In the event that I am unable to satisfactorily complete internship requirements, I am aware that the university can discontinue my internship thereby relieving the school district of any obligation to maintain any contractual agreements with me.

Signature

Date

Appendix F

Annual Internship Program Evaluation

OHIO INTERNSHIP EVALUATION
Demographic Data Collection Sheet

Name of Intern: _____

Name of School: _____

Directions: Please identify as best you can the number of students you served at this school according to the three tier model (Universal, Targeted, Individual). A student who was not responsive to interventions may appear in your count in more than one tier.

Tier of Service	# Served
For how many students did you provide Tier 1 services (Universal Services, such as, developing local norms using CBM/DIBELS, school-wide or grade level-wide Positive Behavior Supports)?	
For how many students did you provide Tier 2 services (Targeted Services, such as, group interventions for academic concerns, group interventions for social & behavioral concerns)?	
For how many students did you provide Tier 3 services (Individual Services, such as, intervention planning and implementation, crisis counseling, assessment & evaluation)?	

Directions: For Tier 2 and Tier 3 students, please provide the following demographic information. For a student that received Tier 2 and Tier 3 interventions, only count them once.

State and Federally Required School Demographic Data	# Served
Gender	
Female	
Male	
Race/Ethnicity	
African American	
American Indian or Native Alaskan	
Asian or Pacific Islander	
Hispanic	
Multi-racial	
White	
Students with Disabilities	
Economically Disadvantaged	
Limited English Proficiency (LEP)	

Signature of Field Supervisor: _____

OHIO INTERNSHIP EVALUATION
GOAL ATTAINMENT SCALING PILOT

Intern: _____ Program: _____ Year: _____

LEVEL OF ATTAINMENT	Academic Intervention	Behavioral Intervention	<u>Class-wide Intervention</u>	Individual Counseling
Much less -2 than expected				
Somewhat less -1 than expected				
Expected level 0 of outcome				
Somewhat more +1 than expected				
Much more +2 than expected				

Appendix G
Calendar of Internship Cycle

Calendar of Internship Cycle

<i>Month (Approximate)</i>	<i>Activity</i>
January	Internships continue into second semester
February	Initiate site approval process for new approval or renewal
March	University coordinator conducts 2 nd site visit Direct prospective interns to obtain BCI/FBI background check Prospective interns begin interview process
April	Complete site approval process and submit letters to IUC (due 4/15) Superintendent sends letter of application for site approval or renewal to university for inclusion in site approval documentation (due 4/15) Provide prospective interns with application materials for Temporary Child Study License Provide current interns with application materials for Provisional Pupil Personnel License Furnish information to districts regarding proposed intern placements
May	University coordinator conducts 3 rd site visit IUC Meeting; OSPA Spring Conference
June	Submit to IUC: Application materials for Temporary Child Study License (due 6/1) Submit to IUC: Roster of interns (sites, field facilitators, etc.) (due 6/1) IUC submits internship and certification approval materials to Ohio Dept. of Education Districts notified of site approval status by IUC University coordinator compiles data for annual Internship Program Evaluation; submits to IUC (due 6/30)
July	Districts complete and submit application for internship funding
August	Interns begin assignments; maintain log of activities and other documentation as directed by university University coordinator conducts site visit
September	OEC notifies school districts of funding arrangements Interns notified of arrangements for annual Intern Conference

October	Demographic information (field facilitator, contact information, etc.) is confirmed by intern with IUC
November	IUC Meeting; OSPA Fall Conference Intern Conference
December	University coordinator conducts 1 st site visit

