



UNIVERSITY OF
NORTHERN
COLORADO

**APCE 789 School Psychology
Internship Accomplishment Form: Ed.S.**

SCHOOL PSYCHOLOGY INTERNSHIP

Department of School Psychology

University of Northern Colorado

Greeley, CO 80639

(970) 351-2731

Intern: _____

Evaluation Dates: Mid Final

Supervisor: _____

Site: _____

Please check all that apply:

State Dep. of Ed. License/Certification (school psychologist)

NCSP

State DORA License (licensed psychologist)

Please complete and return this evaluation form to the UNC internship supervisor at the end of the trainee's internship experience. Rate the trainee according to the following scale, with NA indicating that the intern has not had an opportunity to attempt the task. In your ratings, evaluate this student's readiness to begin practice as a school psychologist.

1 – Requires supervision for all aspects of task; heavy emphasis on skill acquisition – **Novice**

2 – Requires supervision for all aspects of task; from initiation to completion – **Advanced Beginner**

3 – Requires supervision initiating task and evaluating task completion; completes task independently – **Competent**

4 – Requires supervision on final aspect (evaluation) of task completion, but initiates and carries out tasks on own – **Proficient**

5 – Independent on all aspects of task completion, including initiation and evaluation – **Independent**

Interns are expected to earn a mean of 3.0 on each section

Academic, Social, and Life Skill Development (CDE 11.06(2); NASP Standard IV, 4.1 and 4.2) – School psychology interns have knowledge of direct and indirect services to support students' academic, behavioral, and social/emotional development.

Competencies

Demonstrates knowledge of biological, developmental, cultural, and social influences on learning, behavior, and mental health.

1 2 3 4 5 NA

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| Understands behavioral and emotional impacts on learning and life skills. | 1 2 3 4 5 NA |
| Develops appropriate learning goals for students. | 1 2 3 4 5 NA |
| Uses assessment results to develop appropriate academic recommendations that address student learning, social, and behavioral goals. | 1 2 3 4 5 NA |
| Implements appropriate and evidence-based interventions to help students meet their learning, social, and behavioral goals. | 1 2 3 4 5 NA |
| Considers the attainment of standards when planning recommendations or developing individual plans. | 1 2 3 4 5 NA |
| Uses assessment and other data collection methods to evaluate services that support skill development in these areas. | 1 2 3 4 5 NA |
| Develops and implements behavioral, affective, or adaptive goals for students and monitors student progress toward selected goals. | 1 2 3 4 5 NA |
| Comments: | |

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| Multi-tiered System-Level Services (CDE 11.06(4), 11.06(6), 11.06(7); NASP Standard V, 5.1 and 5.2) – School psychology interns help implement prevention and intervention programs that promote resilience and reduce sources of risk. | |
| Competencies | |
| Demonstrates awareness of the policies and practices that create and maintain safe, supportive, and effective learning (e.g., PBIS, discipline policies). | 1 2 3 4 5 NA |
| Identifies risk and resiliency factors in students and their environments and uses this information in program development. | 1 2 3 4 5 NA |
| Facilitates and/or participates in effective team meetings. | 1 2 3 4 5 NA |
| Implements evidenced-based prevention and intervention programs across individual, group, classroom, or school settings. | 1 2 3 4 5 NA |
| Adapts prevention and intervention strategies to meet unique student and system needs. | 1 2 3 4 5 NA |
| Facilitates a positive school climate by supporting classroom-wide or school-wide prevention programs. | 1 2 3 4 5 NA |
| Develops rapport with students, teachers, and families. | 1 2 3 4 5 NA |
| Provides effective direct student-level interventions such as individual or group counseling. | 1 2 3 4 5 NA |
| Implements and monitors focused behavioral interventions. | 1 2 3 4 5 NA |
| Conducts risk assessments (e.g. suicide, threat) and crisis response planning to promote and maintain school safety. | 1 2 3 4 5 NA |
| Participates in crisis response planning to promote and maintain school safety. | 1 2 3 4 5 NA |
| Comments: | |

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| Data-Based Decision Making (CDE 11.06(3); NASP Standards II and VIII, 8.1) – School psychology interns understand and are able to apply various models and methods of informal and formal assessment to identify students’ strengths and needs, monitor progress, and determine program effectiveness. | |
| Competencies | |
| Selects appropriate instruments based on the presenting concern(s). | 1 2 3 4 5 NA |
| Administers and scores norm-referenced assessments correctly. | 1 2 3 4 5 NA |
| Administers and scores curriculum-based measures correctly. | 1 2 3 4 5 NA |
| Conducts accurate observations of testing, classroom, and school environments. | 1 2 3 4 5 NA |
| Conducts effective interviews with teachers, parents, and students. | 1 2 3 4 5 NA |
| Integrates school records, observations, interviews, and developmental history into interpretation of assessment results. | 1 2 3 4 5 NA |
| Organizes and carries out functional behavioral assessments. | 1 2 3 4 5 NA |
| Interprets, integrates, and communicates information in written form that is clear, accurate, and concise. | 1 2 3 4 5 NA |
| Communicates assessment results in a clear, understandable manner, including measurement concepts. | 1 2 3 4 5 NA |
| Uses assessment results to develop appropriate recommendations and/or intervention approaches. | 1 2 3 4 5 NA |
| Monitors student progress through a variety of different techniques. | 1 2 3 4 5 NA |
| Evaluates the outcomes of programs and services by using appropriate research design, including single subject. | 1 2 3 4 5 NA |
| Supports positive outcomes for children/students through effective interventions. | 1 2 3 4 5 NA |
| Demonstrates skill in evaluating and applying research to service delivery selection and implementation. | 1 2 3 4 5 NA |
| Comments: | |

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| <p>Collaboration and Consultation (CDE 11.06(8); NASP Standards III and VI) – School psychology interns have knowledge of various consultation and collaboration methods and their application to individuals, families, groups, and systems. Problem-solving processes permeate all aspects of service design, implementation, and evaluation.</p> |
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| Competencies | |
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| Communicates effectively with school personnel, families, and students. | 1 2 3 4 5 NA |
| Displays good listening skills. | 1 2 3 4 5 NA |
| Demonstrates knowledge of different models and levels of consultation and participates at individual, group, and system levels | 1 2 3 4 5 NA |
| Participates actively in collaborative problem-solving processes. | 1 2 3 4 5 NA |
| Integrates principles and research related to family systems, strengths, needs, and culture as related to assessment and intervention planning. | 1 2 3 4 5 NA |
| Promotes family involvement through frequent communication, consultation, and/or parent training activities. | 1 2 3 4 5 NA |
| Works to create/strengthen ties to the community and its resources. | 1 2 3 4 5 NA |
| Conducts effective in-services or other programs for parents, school staff members, or others | 1 2 3 4 5 NA |
| Evaluates the effectiveness of consultation efforts. | 1 2 3 4 5 NA |
| Comments: | |

| Competencies | |
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| Individual Diversity in Development and Learning (CDE 11.06(5); NASP Standard VII) – School psychology interns have knowledge of individual differences, abilities, disabilities, and other diverse characteristics of students, families, and schools. | |
| Understands principles and research related to diversity factors for students, families, schools, and communities. | 1 2 3 4 5 NA |
| Uses culturally responsive approaches with diverse populations. | 1 2 3 4 5 NA |
| Develops and implements evidence-based academic and behavioral interventions that reflect knowledge and understanding of a student’s culture, language, and individual learning characteristics. | 1 2 3 4 5 NA |
| Integrates principles of advocacy and social justice into service delivery. | 1 2 3 4 5 NA |
| Comments: | |

Legal, Ethical, and Professional Practice (CDE 11.06(9); NASP Standard VIII, 8.2) – School psychology interns are able to apply ethical, professional, and legal standards to guide their work. They also have knowledge of information sources and technology relevant to the

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| practice of school psychology. | |
| Competencies | |
| Practices in accordance with law and ethics as they relate to parent rights and educational practice. | 1 2 3 4 5 NA |
| Behaves in ways consistent with professional ethical codes. | 1 2 3 4 5 NA |
| Participates in professional development activities. | 1 2 3 4 5 NA |
| Engages in responsive ethical and professional decision making. | 1 2 3 4 5 NA |
| Uses computer scoring and IEP programs and uses them appropriately. | 1 2 3 4 5 NA |
| Uses technology to enhance communication, collaboration, and service delivery. | 1 2 3 4 5 NA |
| Comments: | |

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| Professional Work Characteristics (NASP Standard VIII 8.2) | |
| Communication skills | 1 2 3 4 5 NA |
| Adaptability | 1 2 3 4 5 NA |
| Effective interpersonal relations | 1 2 3 4 5 NA |
| Initiative and dependability | 1 2 3 4 5 NA |
| Ethical responsibility | 1 2 3 4 5 NA |
| Respect for human diversity | 1 2 3 4 5 NA |
| Comments: | |

Midterm Goals:

Ongoing Professional Development Goals: (to be completed at final evaluation)

Intern Signature and Date

Field Supervisor(s) Signature and Date

University Supervisor Signature and Date