

Pre-Doctoral Internship in Psychology
Procedures Manual

2010-2011 Internship Year

Tennessee Internship Consortium in Psychology

Jerome Morton, Ph.D.

Executive Director, Little Tennessee Valley Educational Cooperative
Training Director, Tennessee Internship Consortium in Psychology

Accredited by the American Psychological Association
APPIC Member

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Overview

The Tennessee Internship Consortium in Psychology (TIC), also referred to as the Consortium, consists of a number of cooperating agencies that offer a broad range of field experiences for qualified doctoral students in professional psychology. The Consortium follows all rules and regulations set by the Tennessee Department of Education, APPIC-member internship programs, and APA-accredited internship programs.

The training program is individually designed but functions within the constraints required by funding commitments as well as needs imposed by didactic and clinical experiences. The program consists of a 2000-hour internship that is completed within a 12 to 24 month period. Each agency provides a number of different settings for the intern. Some interns may serve two concurrent agencies. Supervision, seminars, staff meetings, and additional selected learning experiences are important components of the internship program. The program only accepts applicants from doctoral students in school psychology. Preference is given to school psychology applicants from APA-approved programs.

The philosophy of the Tennessee Internship Consortium in Psychology is the adoption and implementation of the Data-Based Problem Solving Model in the practice of psychological services within the school system environment. The Data-Based Problem Solving Model is a variant of the more general scientist-practitioner model.

The function of the Tennessee Internship Consortium in Psychology is to provide a professional internship experience in school psychology that conforms to the high quality expected of an APA-accredited and APPIC-member program. The Consortium is dedicated to providing vital experiences to ensure the intern's success in their chosen profession. Utilizing both school-based and professional licensed supervisors, the internship provides students with intensive supervision and comprehensive regular- and special- education program experiences with children across the age spectrum.

The Consortium is a joint venture between, Cherokee Health Systems, Little Tennessee Valley Educational Cooperative, Knox County Schools, Lenoir City Schools, Monroe County Schools, and the University of Tennessee School Psychology Program. The Consortium is an affiliated program with the University of Tennessee, College of Education, Health, and Human Sciences, Department of Educational Psychology & Counseling, and School Psychology Program. As an affiliated program, the Consortium reserves one of its internship positions to a qualified University of Tennessee School Psychology Program graduate student who applies to the Consortium through the APPIC match process.

APA Accreditation

The Tennessee Internship Consortium in Psychology is accredited by the Committee of Accreditation, American Psychological Association, 750 First Street, NE, Washington, D. C. 20002-4242, phone: 202-335-5957, website: www.apa.org.

APPIC

The Tennessee Internship Consortium in Psychology is a member of the Association of Psychology Postdoctoral and Internship Centers (APPIC). TIC agrees to abide by the APPIC policy that no person at this training facility will solicit, accept, or use any ranking-related information from any intern applicant.

Statement of Diversity

The Consortium believes in recognizing and valuing diversity. A high value is placed on the dignity and worth of individuals regardless of gender, ethnicity, race, sexual orientation, age, physical and mental abilities, religious beliefs and socioeconomic status.

Therefore, multicultural experiences and issues are an important component of the internship experience at the Tennessee Internship Consortium in Psychology. The Consortium will strive to provide training experiences that increase competency in cultural awareness. We are committed to cultivating awareness of issues surrounding racial, ethnic, religious, minority, gender, sexual orientation, geographic, and socioeconomic diversity. Multicultural experience opportunities are integrated into the internship experience.

Due Process/Grievance Procedures

Informal Grievance Measures

Although an intern may file a grievance at any time, it is anticipated that complaints and grievances about training components will first be brought to the attention of the direct supervisor, group supervisor, one of the co-chairs of the consortium, the training director, or the chief psychologist and be successfully resolved. If an intern has a concern or grievance, there are informal steps that can be taken. If possible, the intern should discuss the situation with a direct supervisor. The supervisor will give the intern feedback on what actions to take. It is also beneficial to let the group supervisor, Dr. Ron Carlini, know about the situation so that he may also assist in finding a resolution. If needed, the group supervisor will talk to the other party or parties involved and try to reach an appropriate resolution. At any time, the training director can be approached in a confidential manner to assist the intern in resolving a problem as is the case with the chief psychologist or any member of the TIC Board of Directors.

The Consortium's training program is carefully crafted to provide regular feedback to the intern on his or her progress throughout the internship experience. Progress is carefully monitored by the one-on-one supervisor, group supervisor, and training director. These individuals systematically monitor the progress of the intern both formally and informally. Monitoring includes review of the daily time sheets, activity logs, and documentation of the systematic accomplishment of goals and related objectives. This progress is reported to the TIC Board of Directors at every Board meeting.

At the first indication that an intern is experiencing difficulty in the investment of time, the accomplishment of a goal or related objective, or professional relationships with a supervisor or school-based employee, one of the supervisors will assist the intern in developing an effective strategy to correct the difficulty. This is considered a normal process within the activities of the internship experience. In the event that the intern is unsuccessful in implementing the recommended corrective actions and is having difficulty appropriately adjusting, the TIC Training Director or the Chief Psychologist or both professionals will be advised of the difficulty. If their assistance is unsuccessful in assisting the intern, the formal due process/grievance procedures herein described will be implemented. These procedures can also be implemented by the intern to address a grievance that needs to be resolved concerning behaviors or conflicts with TIC training personnel or school-based personnel.

Again, it should be noted that the implementation of the informal problem resolution process has been highly successful for both the training staff and the interns. The formal due process/grievance procedures have never been implemented by interns or staff in the history of the Consortium.

Notice, Hearing and Appeal

Given the amount of time and the financial and professional resources that the Consortium participants invest in each intern, it is essential that the admission process select only those students who are intellectually and personally qualified to succeed. Thus, it is assumed that each student admitted to the Consortium will complete the internship and that consortium faculty, staff, and students are jointly responsible for maximizing the probability of attaining that goal.

Ideally, at no point will the following policies need to be implemented. Realistically, in a limited number of instances, probation or termination procedures may need to be instituted. In such cases, it is assumed that all concerned, especially the intern, are fully aware of the relevant issues and the likelihood that disciplinary action will be taken. The only time an intern should be surprised by a consortium governing board decision should be when the student has actively avoided his/her supervisors.

Notice and Hearing for Probation

Probation of an intern will be considered when a student fails to make satisfactory progress as a result of inadequacies in academic, research, ethical, or fieldwork performance. The intern's supervisor or one of the board members can make a recommendation for a probation hearing. The student will be notified in writing that the consortium governing board is considering probation. A quorum of three board members must be present in order to hear the complaint. A majority vote of the members present is required for all decisions of the board. Any board member who cannot hear the evidence fairly and objectively for any reason is obligated to dismiss himself/herself from the case. An intern who fails to appear before the board in accordance with proper notification shall be deemed to have waived his/her rights to be present during the presentation and to present information in his/her own behalf. Interns placed on probation will be notified, in writing, as to both the probationary period and the specific steps that must be taken for its termination. Identified deficits must be made up before a student can be removed from probation. Should this occur prior to the end of the probationary period, the intern may petition the governing board to be removed from probation.

Notice, Hearing and Appeal for Termination

Termination of an intern will be considered when (1) the intern fails to meet the conditions established by the governing board at the time of the initial probation decision or (2) an intern not on probation breaches legal or ethical conduct in his/her collegiate, personal, or professional behavior. The student will be notified in writing that the consortium governing board is considering termination. A quorum of three board members must be present in order to hear the charges. A majority vote of the members present is required for all decisions of the board. Any board member who cannot hear the evidence fairly and objectively for any reason is obligated to dismiss himself/herself from the case. An intern who fails to appear before the board in accordance with proper notification shall be deemed to have waived his/her rights to be present during the presentation and to present evidence in person to his/her supervisors, or any member of the Consortium staff. At the determination of the Consortium's governing board, the violation may be outlined with a written request for corrective action or the intern may be terminated. Violation of legal, ethical, personal or professional behavior deemed flagrant without corrective recourse will result in the governing board's recommendation for immediate termination. Ignorance of ethical and legal standards does not constitute extenuating circumstances. If the members of the governing board vote to terminate the intern, a recommendation to that effect will be conveyed to the intern and a notice sent to the intern's training program. When an intern is being considered for termination due to any one of the following events: (1) a material breach of the contract with the consortium; (2) conviction of intern of a felony or exclusion from participating in any federal healthcare; (3) failure of the intern to comply with any other rules and regulations established by federal and state government agencies, the intern will be

immediately suspended, with pay, from working until the governing board has made a ruling on the issues.

The disciplinary action of the governing board may be appealed. In all cases, the request for appeal must be submitted in writing to the director of training within seven (7) calendar days of written notice of the board decision. If the seventh day falls on a weekend or holiday, the time is extended to the next regular workday. All appeals must be taken upon the record made before the original board. Pending the outcome of an appeal, termination will not be imposed. The director of training will form an appellate board of three members of licensed psychologists from the community. The intern has a right to refuse a member for cause. A majority vote of the members present is required for all decisions of the board. Any board member who cannot hear the evidence fairly and objectively for any reason is obligated to dismiss himself/herself from the case. The appellate board will review the request for appeal together with any written briefs or other supporting documents to determine if the appeal presents a substantial question within the scope of review. The scope of review shall be limited to the following:

- Appropriateness of Termination: In cases appealing the appropriateness of termination, the appeal board shall uphold termination unless termination is shown to be clearly unreasonable (i.e., that which has been clearly and fully proven to have no sound basis or justification in reason).
- New Evidence: In cases appealed on grounds of new evidence, the moving party must show that such evidence could not have been discovered by due diligence prior to the original hearing.
- Due Process: In cases appealed on the grounds of denial of due process, the moving party must show that the adjudicatory process of the initial hearing was not conducted in conformity with properly prescribed procedures.

Formal Grievance Procedure

An intern has the right to file a grievance by presenting concerns in written form to the governing board. The board will respond in writing to the concern within a 30-day period. The intern may appeal the board's decision by so notifying the board in writing within a 15-day period. Upon receiving the written appeal, the board will notify the director of The University of Tennessee School Psychology Training Program. The UT Director will appoint a three-member committee to review the appeal. The committee members will be selected from members of the University of Tennessee School Psychology Training Program. The co-chairs are nonvoting members of the committee. The appeal committee shall make a ruling on the appeals within 30 days of the consortium's receiving the written appeal from the intern. Decisions of the appeal committee shall be considered final by all parties involved.

Site Placements

Cherokee Health Systems

Description

Cherokee Health Systems is an integrated health care provider offering an array of services. With 23 sites in 13 East Tennessee counties, Cherokee Health Systems strives to improve the quality of life for its patients through the blending of primary care, behavioral health and prevention services. Cherokee Health Systems provides school psychology services to over seven county school systems and multiple Head Start centers across 18 counties in East Tennessee. Annual services provided directly and indirectly touch or influence upwards of 18,000 school-aged children and upwards of 2,000 preschool-aged children. www.cherokeehealth.com

Typical Intern Schedule

Mondays are typically reserved for supervision, peer interaction, and internship-related activities. Interns attend individual supervision with Dr. Wilhoit for one hour in the morning. During the afternoon and early evening, the intern has peer interaction with all of the TIC interns (2 hours) and group supervision with Dr. Carlini (2 hours). Additionally, there are didactic presentations on a monthly basis. Cherokee interns typically use the rest of the day to write reports, make follow-up phone calls, and complete other tasks. Interns are placed at a variety of sites including a year-long school placement, a year-long Head Start placement, and various 3-month rotations: ADHD/LD Clinic, Autism Clinic, and Pediatric Clinic. In the school-based placement, interns complete the general duties of a school psychologist (conducting evaluations and classroom observations, participating in school support team and IEP meetings, and consulting with parents and school staff). In the Head Start placement, interns travel to Head Start classrooms throughout East Tennessee to conduct classroom observations and consult with Head Start teachers and parents. The ADHD/LD rotation consists of conducting intakes and comprehensive evaluations with children and adults. Most clients seen in this setting are assessed for ADHD and LD, but many also present with symptoms of anxiety and depression. In the Autism Clinic rotation, interns conduct observations and comprehensive evaluations of children with Autism Spectrum Disorders and participate in various interventions such as discrete trial training and video modeling. In the Pediatric Clinic rotation, the intern is responsible for conducting well-child checks and consulting with parents and physicians on a variety of issues (e.g., inattention and hyperactivity, defiance, bed wetting). Interns may have the chance to complete more than one rotation in the various settings; schedules are developed by Dr. Wilhoit with consideration of each intern's specific interests and goals.

Interns typically have some time each day to complete daily logs, discuss cases with the site supervisor, and write reports. Cherokee interns also have several opportunities throughout the year to attend treatment team meetings, participate in case conferences with the Cherokee clinical interns, and contribute to in-services on various topics.

Knox County

Description

The population of Knox County was estimated by the Census Bureau at 411,967 residents as of July 2006. Knox County operates 92 facilities including 50 elementary schools, 14 middle schools, 12 high schools, one adult school, one vocational center, one technology center, two special educational centers, two alternative learning schools, two family life resource centers, two maintenance/operation centers, five facilities of support, ancillary services and offices. The Psychological Services Department of Knox County Schools employs 5 licensed (by the State of Tennessee Health Related Boards) doctoral psychologists and 35 licensed (by the State of Tennessee Department of Education) professional psychologists. www.knoxcounty.org

Typical Schedule

Knox County interns may be assigned to various school-based placements including Head Start, Title I pre-schools, elementary, middle, and high schools, as well as the Knox County alternative school. Interns may be at one or more sites each day engaged in activities such as observations, reviewing records, conducting assessments, attending school support team and IEP meetings. Interns may also have the opportunity to conduct progress monitoring for students involved in school-wide interventions.

On one morning each week, the intern may meet with the clinical teams to discuss cases. Interns may have the opportunity to work with other school-based professionals such as intervention mentors. The interns typically have half a day to spend in a centrally-located office at which time the intern works on reports, research, and other internship-related duties.

Monroe County

Description

The Monroe County School System serves approximately 5400 students on twelve campuses in grades Kindergarten through 12th grade. It is the fifth largest county in the state and includes the towns of Madisonville, Sweetwater, Tellico Plains and Vonore. The Monroe County placement offers opportunities for interns who may wish to focus on educational issues faced by children in rural areas or in small communities. Dr. Christy Sorrell is the current licensed on-site supervisor for the 2009-2010 school year and Bruce Beaty is the supervisor of special education. Interns will be involved in School Support Team and IEP team meetings, screenings and assessment, report writing, consultation, and intervention at the elementary, middle, and high school levels with the additional opportunity to work at the pre-school level. www.monroe.k12.tn.us

Typical Schedule

Monroe County is roughly 1 hour from the campus of the University of Tennessee. Most mornings, the intern begins the day at the Monroe County Schools Central Office. At the Central Office, the intern will share a spacious office with another employee. The intern's typical workday is 8am to 4pm, except Mondays when the intern has individual and groups supervision and peer interaction. However, interns may spend some time at their assigned schools in order to gain more direct contact hours with clients.

Responsibilities and activities may differ from year to year and depend on the intern's interests and goals. Interns typically work with students at the elementary, middle, and high school levels. There are opportunities to work with preschool aged students as well. About once a week, schools typically hold student support team (S-Team) meetings to address academic or other concerns. The intern is responsible for corresponding and working with other professionals (e.g., general education teachers, special education teachers, principals, Title I teachers) to address concerns during these meetings. Interns also monitor student progress through AIMSWeb and may be involved in setting up student profiles and individualized goals. In Monroe County, school psychologists typically play a primary role in support team meetings and also participate in activities such as ADHD screenings and gifted screenings.

Interns work on re-evaluations for students in special education, as well as initial referral situations for those suspected to need services. In these cases, the intern administers standardized intelligence and achievement batteries, behavior and adaptive behavior rating forms, and other assessment methodologies to gain information needed to determine whether Tennessee's State Department of Education criteria for special education are met. The intern consults with team members to determine eligibility and presents findings during IEP team meetings.

If an on-site licensed supervisor is available, the intern will likely be working at the on-site licensed supervisor's schools as well as getting some experience in additional schools with other psychologists based on the intern's interests. In addition to 2 hours of scheduled individual supervision each week, the intern consults with on-site psychologists as needed.

Training Model

The Consortium training model consists of general competency areas, goals for each competency, and specific objectives. Each intern develops an individual internship plan to determine the specific activities that will be accomplished in order to meet the objectives and competency areas. See Appendix for a complete list of objectives.

The Competency areas are:

1. Assessment/Evaluation
2. Consultation
3. Intervention
4. Research and Program Evaluation
5. Ethical and Legal Issues
6. Professional/Interpersonal Conduct
7. Supervision
8. Professional Development
9. Diversity Awareness

The Goals are:

1. Demonstrate the successful completion of the comprehensive psychological evaluation, the writing of the report and the related communications of the evaluation to relevant parties such as in multidisciplinary team meetings.
2. Provide successful culturally appropriate consultation to relevant others for the betterment of a child or the learning environment.
3. Successfully plan and implement scientific, research-based intervention strategies for a child, a teacher, or the educational environment.
4. Successfully establish and implement an evaluation of a program or project that utilizes established scientific procedures
5. Demonstrate an understanding of ethical behavior in the practice of psychology and incorporate that behavior into daily professional behavior. Includes demonstration for, understanding of, and conformation to the ethical and legal regulations.
6. Demonstrate professional and interpersonal conduct with children, parents and professional staff that is reflective of the intellectual, emotional and educational functioning levels of the different target audiences and are respectful of the cultural diversity of those individuals.
7. Successfully supervise others in their professional or interpersonal development and effectively receive supervision in a manner that produces measurable changes.
8. Engage in professional development activities benefiting self and others.
9. Demonstrate an awareness of diversity issues and the appropriate behavior expected with that awareness within a culturally diverse environment that has been evaluated to be effective through direct observation or empirically verifiable results. Display appropriate awareness of multicultural issues through the accomplishment of predetermined activities.

Goals, Objectives and Competencies

I. Goal: Assessment/Evaluation

Demonstrate the successful completion of the comprehensive psychological evaluation, the writing of the report and the related communications of the evaluation to relevant parties such as multidisciplinary teams.

1. Objective: Conduct Screen Evaluations. Assist in screening students who possibly need more comprehensive assessment using annual and continuous screening methods.

Competencies:

- Can plan a screening program.
- Can coordinate and conduct a group screening program for the purpose of determining who needs a more extensive psychoeducational evaluation.
- Can communicate to relevant parties the results of the screening program.

2. Objective: Conduct Standardized Assessments. Utilize objective instruments as necessary for a comprehensive psychoeducational evaluation.

Competencies:

- Can determine the appropriate testing tools to use for a comprehensive psychoeducational evaluation of a referred child.
- Can administer and score psychoeducational tools used in comprehensive evaluations.
- Can determine if there is a need for further testing of a referred child and cause that testing to take place.
- Can determine if a child meets the criteria specified in the Federal special education law (IDEA) as a child with a qualified disability or can determine the appropriate specialists to refer the child to for further evaluation.
- Can communicate orally and in written format the results of a comprehensive psychoeducational evaluation so that meaningful actions to assist the evaluated child can be implemented by the evaluator or others.

3. Objective: Conduct Informal Assessments. Utilize other non-standardized techniques to gather information about current or past functioning of a student.

Competencies:

- Can conduct informational collecting interviews and gain insights to assist the child.
- Can review records and gain insights to assist the child.
- Can observe a child in multiple settings and gain insights to assist the child.
- Can communicate gained insights in writing and orally so that meaningful actions to assist the evaluated child can be implemented by the evaluator or others.

II. **Goal: Consultation**

Provide successful culturally appropriate consultation to relevant others for the benefit of a child or the learning environment.

1. **Objective: Academic Consultation.** Provide individual psychoeducational consultation on individuals/groups to teachers, parents, school staff and others to facilitate academic growth and development of students.

Competencies:

- Can create a plan of consultation based upon the identified academic needs of a child/children for implementation by the child/teacher/staff/parents that will enable a child/children to make academic/psychoeducational improvements.
- Can provide consultation to meet the needs of child/children for implementation by the child/teacher/staff/parents that enables a child/children to make academic/psychoeducational improvements.
- Can evaluate the implementation of a consultation strategy designed to enable a child/children to make academic/psychoeducational improvements by the child/teacher/staff/parents and to make appropriate adjustments in the consultation when warranted by the data.

2. **Objective: Behavioral Consultation.** Provide consultation to teacher/staff/others to cause a child/children to behave more consistently positive in a psychoeducational environment (may include classroom management strategies).

Competencies:

- Can create a plan for behavioral consultation based upon obtained data to cause a child/children to behave in a more consistently positive manner in a psychoeducational environment.
- Can implement a behavioral consultation so that a teacher/staff/other can implement a behavioral intervention strategy that causes a child/children to behave in a more consistently positive manner in a psychoeducational environment.
- Can evaluate the implementation of a consultation strategy designed to enable a teacher/staff/others to implement a strategy that causes a child/children to behave in a more consistently positive manner in a psychoeducational environment.

3. **Objective: Community Agencies.** Serve as a liaison between a school/educational organization and outside agencies to enhance services to children.

Competencies:

- Can identify agencies that are capable of addressing specific needs of a school/educational organization.
- Can effectively communicate to the school/educational organization how a specific community agency.
- Can assist the organization and can communicate to a specific community agency how it can assist a school/educational organization to meet its needs in enhancing services to children.
- Can cause a school/educational organization and a community agency to work together to enhance services to children.

- Can make appropriate recommendations as to how a school/educational organization and a community agency can improve their working relationship based upon an evaluation of recent cooperative activities.
4. Objective: Classroom Organization. Participate as a consultant to teachers/staff/others on classroom organizational structures such as physical settings, cooperative goal setting, use of peers, tutoring, accommodating and motivating students and the use of aides/volunteers.
- Competencies:
- Can identify needs for specific classroom organizational improvements and develop appropriate strategies for making the improvements.
 - Can assist relevant educators in identifying needs for organizational improvements in a classroom environment and assist the educators in developing a plan for those improvements.
 - Can monitor the implementation of the organizational improvements and prompt the implementers into making positive adjustments in the improvements when it is needed.

III. Goal: Intervention

Successfully plan and implement researched-based intervention strategies for a child, a teacher or the educational environment.

1. Objective: Academic Interventions. Provide academic intervention strategies for children with and without disabilities.

Competencies:

- Can determine from collected data appropriate researched-based academic intervention strategies to recommend.
 - Can deliver specific researched-based academic interventions to a child.
 - Can cause other professionals to deliver researched-based academic interventions to a child through direct training and/or consultation.
 - Can evaluate the effectiveness of the researched-based academic interventions to determine if adjustments in the interventions need to be made while making appropriate recommendations.
2. Objective: Behavioral Interventions. Provide researched-based behavioral intervention strategies in such areas as social skills, classroom behavior, bullying, etc. for children with and without disabilities.

Competencies:

- Can determine from collected data appropriate researched-based behavioral intervention strategies to recommend.
- Can deliver specific researched-based behavioral interventions to a child.
- Can cause other professionals to deliver researched-based behavioral interventions to a child through direct training and/or consultation.
- Can identify community resources to recommend when the behavioral interventions are beyond the scope of the educational environment to provide.

- Can evaluate the effectiveness of the research-based behavioral interventions to determine if adjustments in the interventions need to be made while making appropriate recommendations.

IV. Goal: Research and Program Evaluation

Successfully establish and implement an evaluation of a program or project that utilizes established scientific procedures.

1. Objective: Keep Data. Demonstrate time management skills in the collection of data on activities and goal accomplishments of a program/project so that the data can be used for evaluation.

Competencies:

- Can determine a process of collecting data that will enable a program/project to be evaluated in a scientifically validated process.
- Can cause the data to be collected as designed without disrupting the expenditures of resources (professional time, clerical time, support costs, etc.) from the primary delivery of the program/project or critical assigned duties of those involved in data collection.
- Can organize the collected data so that it fits into a scientifically validated process of analysis.

2. Objective: Evaluate. Evaluate an intervention outcome using data on individuals and/or groups and/or school programs with established scientific procedures.

Competencies:

- Can collect scientifically reliable data on programs/projects that enable the programs/projects to be evaluated.
- Can communicate the results of the data analysis to educators in a manner that they understand it and can use that analysis in improving the delivery of services to children.
- Can make recommendations based upon the data analysis to educators and/or others that improves the delivery of services to children.

3. Objective: Research. Participate in research that may include program evaluation, data collection or intervention techniques that is submitted for publication or presentation to a professional group (may include dissertation defense).

Competencies:

- Can collect, analyze, and report data so that practitioners in the educational environment can understand it and take action on it.
- Can collect, analyze, and report data so that professional organizations/groups will consider it for publication/presentation.

V. Goal: Ethical and Legal Issues

Demonstrate an understanding of ethical behavior in the practice of psychology and incorporate that behavior into daily professional behavior.

1. Objective: Ethical Behavior. Provide services consistent with ethical practices, best practices and local procedures.

Competencies:

- Can access the accepted definitions of ethical practices and best practices, current issues being addressed by the legal system and

resources to approach when there is doubt concerning specific ethical issues.

- Can function within ethical and best practices boundaries in the school system environment.
 - Can provide guidance to co-professionals when they have questions concerning appropriate ethical and best practices issues.
 - Can maintain fidelity to ethical and best practice behaviors while functioning under local school system procedural requirements.
2. Objective: Legal Issues. Provide services consistent with state regulation and federal laws.

Competencies:

- Can access the federal and state regulations concerning legal issues relating to the practice of psychology and special education law.
- Can make recommendations for services to children that are consistent with federal and state regulations concerning legal issues relating to the practice of psychology and special education law.
- Can access information concerning current legal rulings and issues of concern related to the practice of psychology and special education law.
- Can access consulting resources when encountering issues of doubt concerning the legal issues relating to the practice of psychology and special education law.

VI. Goal: Professional/Interpersonal Conduct

Demonstrate professional and interpersonal conduct with children, parents, and professional staff that are reflective of the intellectual, emotional and educational functioning levels of the different target audiences and are respectful of the cultural diversity of those individuals.

1. Objective: School Staff. Interacts appropriately with school staff, including respecting the culture, rules and procedures within each subsection of the school system environment.

Competencies:

- Can behave within the boundaries of local customs without compromising professional best practice behaviors (keeping schedule appointments, honoring local dress codes, functioning within the established communication networks, etc.).
- Can professionally disagree with other professionals while continuing to honor the child centered intent of those that hold the differing positions and valuing the personhood of the individuals involved.
- Can effectively obtain assistance from other professionals in reviewing the merits of all positions put forth when a difference of opinion is being considered.

2. Objective: Parents. Modifies communication style to meet parents' level of emotional/intellectual functioning, including emphasizing students' strengths and addressing misconceptions during meetings and interactions with parents.

Competencies:

- Can translate professional information into non-professional vocabulary so that it is understood by those not trained in the area and who may be experiencing emotional stress.
 - Can consistently relay information in a positive and supportive manner when the stress of those receiving it prompts resistive behaviors.
 - Can identify and positively respond to those behaving under different cultural norms so that the individuals consider themselves to be valued for their cultural heritage perspective.
3. Objective: Problem Solving. Use effective communication/conflict resolution strategies and collaborative problem solving within the school/clinical setting.
- Competencies:
- Can demonstrate knowledge of conflict resolution strategies, collaborative problem solving strategies and identify common goals of all parties involved in conflict situations.
 - Can implement conflict resolution strategies, collaborative problem solving strategies to successfully resolve a conflict.
 - Can obtain a consensus within a group of diverse individuals on common goals that are consistent with accepted ethical, legal and best practice procedures.

VII. Goal: Supervision

Successfully receive supervision and provide supervision to others in their professional or interpersonal development in such a manner that it produces observable behavioral changes.

1. Objective: Receive Supervision. Successfully receive supervision in such a manner that it produces observable behavioral changes.
- Competencies:
- Can identify several supervisory strategies and utilize a variety of them in situational appropriate settings.
 - Can receive supervision and incorporate the resultant recommendations.
 - Can receive supervision and disagree with the resultant recommendations while providing alternative recommendations within a collegial context.
2. Objective: Provide Supervision. Provide supervision to others within the educational environment.
- Competencies:
- Can identify several supervisory strategies and utilize a variety of them in situational appropriate settings while noting the supervisory strategies preferred by the individual and the reasons for that preference.
 - Can effectively supervise subordinates, equals and superiors (such as in the supervision of practicum students, in-service training programs, RTI activities, M-team meetings, consortium activities, etc.) so that the desired goals of the supervision are accomplished with the supervisees acknowledging the value of the supervision.

- Can observe and analysis the supervision efforts of others while providing suggestions for improving the supervision that could be reasonably implemented within the context of the supervision.

VIII. Goal: Professional Development

Engage in professional development activities benefiting self and others.

1. Objective: Didactics. Attend and evaluate scheduled didactic presentations on various issues pertaining to school psychology and the education of children.

Competencies:

- Can articulate an understanding of the importance of engaging in professional development activities in the present and for the future.
- Can evaluate attended didactic presentations on various issues pertaining to school psychology and make recommendations as to their relevancy, quality and recommend strategies for improvement.

2. Objective: Professional Presentations/Workshops/Trainings. Attend and evaluate scheduled professional presentations/workshops/trainings relating to the education of children.

Competencies:

- Can articulate an understanding of the importance of engaging in professional presentations/workshops/trainings in the present and for the future and
- Can evaluate attended professional presentations/workshops/trainings on various issues pertaining to the education of children.

3. Objective: Plan a didactic presentation/ professional presentation/workshop/training on a school psychology topic/educational topic and then conduct a presentation for educators/parents/students/psychologists.

Competencies:

- Can plan a professional presentation for the individual or others to present.
- Can make a professional presentation to a designated target audience.
- Can design an effective evaluation of a professional presentation.

4. Objective: Current Topics: Maintains an awareness of evolving issues in school psychology/education.

Competencies:

- Can identify current and developing issues in school psychology/education.
- Can identify and access resources that inform professionals about the multiple perspectives and evolving research relating to current and developing issues in school psychology/education.
- Can articulate various positions proposed to address current and developing issues in school psychology/education.
- Can articulate the position held by the individual, with references to the literature, on current and developing issues in school psychology/education.

IX.

Goal: Diversity Awareness

Demonstrate an awareness of diversity issues and the appropriate behavior expected with that awareness within a culturally diverse environment that has been evaluated to be effective through direct observation or empirically verifiable results.

1. Objective: Cultural Awareness. Recognize the importance of multicultural sensitivity/responsiveness to culturally and racially different individuals.

Competencies:

- Can identify culturally different behavioral responses between racial/ethnic/ age/economic/ sexual orientation/geographically located large and small groupings of people that could be misinterpreted by groups other than the targeted group.
- Can reference information on this topic from the literature studying it.
- Can apply the information known to successfully communicate across culturally specific subgroups in a non-threatening manner.

2. Objective: Bias. Develop an awareness of one's own cultural background and the inherent biases it contains so that they can be neutralized in the interaction with culturally different individuals.

Competencies:

- Can reference the literature of the biases within one's own culture.
- Can identify potential biases within one's self and the strategies used to neutralize them.
- Can interact with culturally different individuals without reflecting a bias towards those individuals.

Didactic Training

There are many opportunities throughout the internship year to attend didactic presentations, workshops, and trainings. Many workshops and trainings are made available by the Consortium, the University of Tennessee, and area organizations. Many other didactic experiences are lead by internship supervisors. Workshops and trainings cover a variety of psychology-related topics, such as administration and theory of specific assessments (e.g., DAS, NEPSY). Didactic experiences include presentations on topics such as diversity, consultation, supervision, interventions, ethics, and school law. Diversity trainings focus on working in and with cultures that interns interact with on a regular basis.

List of Didactic Trainings for 2010-2011

Tentative Date	Topic	Instructor
August	Ethics and Law	Bill Berez, Ph.D.
August	Research Designs and Academic Interventions	Chris Skinner, Ph.D.
September	Test Anxiety	Richard Driscoll, Ph.D.
September	Diversity Presentation- Gay, Lesbian, and Bisexual Issues	Adair Allen, Ph.D.
October	Traumatic Brain Injury	Jerome Morton, Ph.D.
October	Diversity Presentation- Rural School Psychology	Joshua Booher, Ph.D.
November	Assessment Theory	Steve McCallum, Ph.D.
November	Attention Deficit Hyperactivity Disorder	Bill Allen, Ph.D.
December	Diversity Presentation- Hispanic Culture	Adair Allen, Ph.D.
January	Effective In-service Training	Bill Allen, Ph.D.
February	Diversity Presentation- African American Culture	Derrick Folsom
February	Neuropsychology	Thomas Bishop, PsyD.
March	Diversity Presentation- Religion and School Psychology	Joshua Booher, Ph.D.
March	The Intervention Component of RTI	Phil Axtel, Ph.D.
April	Diversity Presentation- Appalachian Culture	Brian Wilhoit, Ph.D.
April	Mental Health Consultation	Kristin Mahoney, Ph.D.
May	Diversity Presentation- Cultural Diversity in the Military	Romeo Morrissey
May	Introduction to the Autism Diagnostic Observation Schedule (ADOS)	Heather Stewart, Ed.S.
May	Supervision	Ron Carlini, Ph.D.
June	Interventions for Autism Spectrum Disorders	Bobbie Burton, Ph.D.

Supervision

Individual

All interns in the Consortium are given two hours per week of individual, face-to-face supervision from doctoral level licensed psychologists at their particular site(s). The supervision time is determined at the beginning of the internship year and whenever changes are made in interns' assignments.

Group

An additional two hours per week of group supervision is provided by a licensed psychologist to the interns of the consortium. These meetings take place at the University of Tennessee and cover a variety of topics such as case discussion, intern concerns, Tennessee Department of Education Rules and Regulations, and other issues of importance to the interns and the group supervisor.

Internship Credit

It is possible for the intern to receive up to 3 hours per semester of graduate internship credit through the University of Tennessee. The Consortium conducts two hours a week of group supervision in such a manner that it meets the University's requirements for graduate credit. If an intern is interested in receiving graduate credit for this time, she or he needs to make an arrangement directly with the University. Requesting graduate credit for the group supervision is not required of the intern. This is simply an additional benefit if it is of value for the intern.

Activity Logs

Interns are required to keep logs of internship experiences. A spreadsheet will be sent to the interns at the beginning of the internship year. At the first group supervision session each month, interns are required to submit a summary sheet of hours to Dr. Carlini, who reviews the overall number of hours obtained by each intern as well as the percentage of time spent in certain activities. See appendix for a sample activity log,

Committee Involvement

Interns are required to maintain membership on one committee through the Board of the Tennessee Internship Consortium in Psychology. All interns are considered members of the Board of Directors and as such rotate duties attending monthly Board meetings. Committees may include:

- Applicant Screening
- Interview Committee
- Intern Orientation
- Diversity
- Intervention
- In-service
- Procedures
- Evaluation
- Website

Evaluations

A mutual evaluation process takes place four times over the course of the internship year (i.e., October, January, April, upon completing internship). Each site supervisor completes an evaluation of the intern's skills in the following areas: Assessment/Evaluation, Consultation, Intervention, Research and Program Evaluation, Ethical and Legal Issues, Professional/Interpersonal Conduct, Supervision, Professional Development, and Diversity Awareness.

Interns will be evaluated on a quarterly basis. Interns are evaluated on specific objectives within each competency area. Those items listed for evaluation on the first quarter evaluation form that the intern has not had an opportunity to demonstrate or develop will not have an evaluative score. They will be marked as non-applicable (N/A). They will not be averaged into the composite evaluation score.

The minimum acceptable level of success for any item on the evaluation form is considered to be a score of three. A score of two on an item will prompt the supervisor and intern to develop a written plan of specialized training for improving the performance in the area. The written plan will be given to the training director and the group supervision supervisor. They will monitor the implementation of the training plan. A score of one on an item will require the training director to present the training plan of corrective instruction to the TIC Board of Directors at its next scheduled meeting for their collective insights in monitoring the progress and success of the intern. Once a specific task has been evaluated by a supervisor in a quarter it is assumed that the intern will continue to have opportunities to utilize those skills throughout the remainder of the internship year. Therefore, the intern will continue to be evaluated in those skills to ensure that there is not a regression in the skills being evaluated and that the intern maintains the minimum level of success (a score of three) in that area.

An evaluation of three or higher on 25% of the objectives/skills in the first quarter evaluation of the intern is considered necessary in order for the intern to be considered to be making adequate progress for that quarter. In the second quarter, 50% of the objectives/skills need to be evaluated at three or higher in order for the intern to be considered to be making adequate progress for the first semester of the internship. At the end of the third quarter 75% of the objectives/skills must be evaluated at three or higher in order for the intern to be considered as making adequate progress through the internship year. At the end of the year 100% of objectives/skills have to be evaluated at a level three or higher in order for the intern to have demonstrated adequate progress in the internship year.

In the event that at the end of any quarterly evaluation the intern does not make adequate progress as demonstrated by the appropriate percentage of skills being evaluated at a three or if the intern has not attempted an adequate number of objectives (as determined by the individual or group supervisor), the following steps are taken. A written plan of assistance to the intern must be developed by the intern's one-on-one licensed supervisor within 10 working days of the completion of the quarterly evaluation form. That written plan will be provided to the training director, the group supervision supervisor and the chief psychologist. They will review the plan, make modifications where appropriate and monitor its implementation. They will make a report

on the progress of the intern at every TIC Board of Directors meeting until the intern has been determined to have been successful as reflected in the next quarter's evaluation.

Each intern also completes an evaluation of their placement, including professional atmosphere, training atmosphere, direct service (assessment, consultation, intervention), training received, group supervision (at specific sites and in group seminar class). The intern also evaluates how well the site prepares one to become a psychologist, the strengths and weaknesses of the site, and recommendations for improvement.

At any time an intern or a supervisor can raise an issue of concern about the performance of the other. This concern can be addressed without initiating the formal due process grievance procedures. Any of the following steps may be initiated to address the concern:

- The situation will be addressed between the interns and the individual supervisor.
- The group supervisor will become involved in addressing the situation and determining steps to take in order to ensure the intern is minimally competent in an area.
- The situation will be brought to the training director.
- The situation will be brought to the chief psychologist.

An appropriate supervisor will become involved in addressing the situation with or on behalf of the intern. This involvement will consist of determining steps to take in order to ensure that the intern receives appropriate supervision from another supervisor or professional related to the internship experience. None of these steps supersede the intern's right to request that formal due process grievance procedures be initiated at any time throughout the internship experience.

Other requirements to be accomplished by the intern during the internship year include the following: (1) documentation of the accomplishment of the competencies, goals, and objectives (see Appendix pages 28-34), (2) completion of an internship year portfolio (documentation of specific internship activities), (3) documentation of the completion of 2000 hours of internship activities within the designated categories (Appendix, page 42, Sample Activity Log Summary Sheet), and (4) co-chairing a TIC Board of Directors Committee and supervising at least one committee activity.

Intern Selection Procedures

Applications are initially screened using a point-based checklist focusing on various aspects of the application packet. Qualifying interns are then invited to on-site interviews and are evaluated on their performance during interviews. Each intern invited to on-site interviews will interview with each of the Consortium's sites. Each site independently compiles a rank-order list and submits this list to APPIC. Applicants separately rank each TIC site when submitting their rank-order list; an applicant can rank all or some of the sites. Each site's Match number will be provided to applicants at the time of interview.

Application Materials

The Consortium Governing Board will review all applicants to ensure that they have a University preparation program compatible with the objectives of the Consortium, as well as appropriate practicum experience in a doctoral program in School Psychology. Preference is given to school psychology students from APA-accredited programs. The Consortium members review all applications and invites applicants for interviews; however, TIC sites separately submit rank order lists. Similarly, applicants separately rank TIC sites. One internship position of the consortium is reserved for a student from the University of Tennessee School Psychology Training Program. The UT training program is affiliated with the Tennessee Internship Consortium in Psychology program.

The Tennessee Internship Consortium in Psychology is a member of the Association of Psychology Postdoctoral and Internship Centers (APPIC) and is accredited by the American Psychological Association (APA). The Consortium endorses the APPIC Match Policies and agrees to abide by the APPIC policy that no person at this training facility will solicit, accept, or use any ranking-related information from any intern applicant. The Consortium adheres to APPIC guidelines regarding notification of acceptance.

The deadline for applications is November 15, 2009. A complete application consists of the following:

- Cover Letter
- Curriculum Vitae
- Application
- All Graduate Transcripts
- Three letters of recommendation
- A completed Psycho-Educational Evaluation as a sample of written reports (Attached as "supplementary materials" via AAPI online).

Applicants need to submit their application materials via AAPI Online which may be accessed at www.appic.org.

Preference is given to applicants with the following attributes:

- Graduate Program in School Psychology
 - APA accredited
 - NASP approved
- Comprehensive exam passed
- Awards/recognition in graduate studies
- Previous experience working in schools (e.g., teacher, school psychologist)
- Strongly worded statement of goals/essay
- More than 1,000 hours of practica experience
- Two or more professional presentations
- At least one professional publication
- Coursework or practica in the areas of
 - Behavioral intervention
 - Mental health intervention
 - Academic intervention
 - Consultation
 - Assessment
- High-quality recommendation letters
- Psychoeducational evaluation and report
 - clearly written
 - logically organized
 - well integrated
 - includes summary of information
 - included recommendations that reflect knowledge of empirical base in psychology and/or education
- Clearly stated special interests (such as behavior assessment, curriculum evaluation, RTI, CBM, Autism, mental health)

Interviews

Interviews will be conducted on two dates in January at the central office of the Knox County School District, the Andrew Johnson Building. This is located at 912 South Gay Street in Downtown Knoxville.

Upon arrival to the interview site, interns will be provided with a light breakfast and coffee. The interview day begins with a brief introduction of each site by a lead psychologist or supervisor. This includes a description of the typical activities and available opportunities at each site. After the introduction, interns will be divided into two groups. One group will interview in the morning and take a tour of Knoxville in the afternoon with current interns. The second group will take a tour in the morning and interview in the afternoon. Applicants will have a 20-30 minute interview with each of the Consortium's three sites. At each interview, the applicant will meet with at least two representatives of the specific site. All applicants, current interns, and intern supervisors will join together for lunch (provided by the Consortium) where applicants can ask questions and talk with current interns and supervisors in an informal, relaxed atmosphere.

Process of Establishing Employment

Requirements

As a member of TIC, Little Tennessee Valley Educational Cooperative agrees to collect all funding from all of the cooperating agencies and pay all expenses as directed by TIC. LTVEC also pays the intern salaries for TIC; therefore, all TIC interns are considered employees of LTVEC and must complete the appropriate documentation for employment. This includes the following forms:

- I-9 with a copy of driver's license and social security card or other acceptable documents that establish identity and employment eligibility.
- W-4
- TBI background checks:
 - LTVEC is required to run a background check on all employees who will work in an educational setting with children, including intern positions. Interns will not be able to enter internship sites until background check is complete. Starting in 2008-2009 we will have access to an electronic fingerprinting process through the Tennessee Bureau of Investigation. This process is easy and does not require any out-of-pocket expense. Steps include the following:
 - LTVEC will need all of the required personal information from the intern.
 - LTVEC will register the intern for fingerprinting and will pay the fee for fingerprinting electronically.
 - LTVEC will then provide each intern with a registration number and locations that the intern can take their registration number to and have the actual fingerprinting completed.
 - Once the intern has had the fingerprinting completed their portion of the process is complete. The background check will automatically be sent to LTVEC to be put in the intern's employment file.
- Hepatitis B form and TB Test:
 - LTVEC employees are required to either complete the series of HEP B vaccines or sign a release form stating they elect not to complete the series. LTVEC will reimburse for it if the intern elects to take the vaccine series. Interns who elect to complete the vaccine series and want to be reimbursed need to fill out a reimbursement form and attach a receipt in order to receive reimbursement.
 - LTVEC employees are also required to have a TB test completed. LTVEC will reimburse for this at the health department rate. Interns will need to turn in their TB test card for their file and fill out a reimbursement form with receipt in order to receive reimbursement.
- Employee Insurance Checklist:
 - LTVEC offers health insurance to its full-time employees through the State of Tennessee Insurance Administration. Unfortunately, interns are not eligible through the State Department. There is a form that needs to be signed by the

intern stating that they were informed that they are not eligible for health insurance through the State of Tennessee Insurance Administration.

- Intern Short Term Health Insurance Option:
 - TIC has found an affordable short term health insurance policy that will be available to the interns during the year of their internship. Interns will receive a brochure on the policy and be able to choose their deductibles and length of coverage up to 12 months. Interns can apply for coverage online or send in the brochure. They also have the option of paying their premiums monthly or in one payment. TIC has done the necessary research in order to find an affordable, comprehensive short term health insurance policy for the interns. It is then up to the interns to manage their policies.

- Professional Liability Insurance:
 - Interns need to purchase professional liability insurance and turn in a copy of the policy or other proof that they have a policy for their employment file at LTVEC. In order to be reimbursed for their liability insurance, interns will need to fill out a reimbursement form for LTVEC and attach a copy of a receipt or a copy of the check used for payment. Liability insurance can be obtained through UT.

- Paychecks:
 - LTVEC pays its employees on the last working Friday of every month. Interns will receive a payday list with the exact pay dates.
 - Interns have the option of receiving their pay in 10 or 11 months. They need to inform LTVEC in early August of their preference. The best place to do this is at the top of their W-4 form.
 - LTVEC has direct deposit. All that is needed is a voided check from the account they wish to have their monthly stipend paycheck deposited in.

- OSHA Training:
 - LTVEC holds an annual OSHA training at the same time their annual staff meeting is held at the end of August. It is a requirement that intern attend OSHA training. Some of the internship sites will have their own training that the intern can attend. If an intern does not have access to OSHA training they will need to attend the staff meeting and OSHA training with the LTVEC staff.

Salary and Benefits

The salary for the 2010-2011 internship year is \$21,100. Interns will have the option of purchasing a short-term health insurance policy. Each intern is provided with access to testing materials, scoring software, a laptop, voicemail access, office space, secretarial support, copier access, and access to libraries/professional databases.

In addition, interns at Cherokee Health Systems, Monroe County Schools, and Sweetwater City Schools receive mileage reimbursement for travel from the University of Tennessee to the internship assignment.

It's August....Now What?

During the first few weeks of internship, many school sites may not be in session and you may find that you have extra time on your hands. During this time, you will want to find other ways to accrue hours. It is suggested that interns engage in professional development activities such as reviewing test kits, listening to educational CDs on various topics (e.g., ethics, supervision), and reading professional journals or other materials. Another option is reviewing the paperwork your system uses and becoming familiar with what is needed for different types of assessments. You may also organize your internship portfolio or begin to develop goals and objectives. This is also a good time to work on your dissertation if you have not yet completed it. Each intern should discuss these activities with his or her supervisor to determine the most effective use of the intern's time. Additionally, each intern should meet with their supervisor to discuss procedures for supervision, office hours, and time off.

The 365-day health insurance policy for interns is anticipated to begin on August 1. Those interested in participating in the group health insurance program for interns can sign up beginning 45 days before that date. LTVEC's office manager coordinates this process.

The first three days of the internship year is a group orientation process. The first working day of the 2009-2010 internship year is Monday, August 3, 2009. The training director and the interns meet collectively for those three days with the primary goal of assisting the interns to become a clear support group for each other. Secondary goals include learning a new intervention technique, learning about some special knowledge or skill each of the interns have, and learning about Tennessee's special education laws.

The beginning of the first day is for introducing the interns to each other and the TIC staff. Then, the training director leads the group in a positive feedback group discussion technique developed from NTL strategies. This strategy has successfully been used with public school students who are social isolates and has quickly enabled them to be accepted by their classmates. It has also been successfully used with school staff to build staff cohesiveness when there has either been an influx of new staff members or there is tension between subgroups of faculty members. Each intern can elect to participate in the positive group feedback discussion or to be an observer of it. At the end of the positive feedback session the group is treated to lunch at a local restaurant. The rest of the afternoon is made available to the interns to meet with each other on an informal basis.

The second day's activities consist of presentations from each of the interns on research they have participated in, such as work on their dissertation or an empirically- based intervention technique that they are comfortable in using. This activity serves two functions. First, it establishes an area of expertise that each intern brings to the internship class that is a resource for all of the other interns to draw upon. It also serves as an expansion of the knowledge base of the interns into current research and/or intervention strategies that are presently in use.

The third day is spent with each intern presenting a section of Tennessee's special education laws. The interns pre-select which sections of the law they will present so they are familiar with those sections. The purpose of this presentation is for the intern to familiarize the group with key

issues of the law and to identify points that need further clarification. It is understood that every nuance of the law may not be understood but that nuances need to be further explored. This exercise also enables each intern to become more comfortable presenting to the group and engaging the group in finding answers to issues not fully understood.

The first group supervision session is scheduled for the Monday following the three days of group orientation. An hour before this group supervision begins the LTVEC Office Manager will meet with the interns to familiarize them with payroll and reimbursement procedures, liability insurance costs, fingerprinting costs, and vaccination information. Employment paperwork will also be completed at this time.

Appendix A

Current Staff

Jerome H. Morton, Ph.D.
Executive Director, Little Tennessee Valley Educational Cooperative
Training Director, TIC
littletnvalley@bellsouth.net
865-458-8900

Cherokee Health Systems

William Allen, Ph.D., NCSP
Licensed Psychologist
Vice President of Children's Services
Autism Rotation Supervisor
Bill.Allen@cherokeehealth.com
423-587-7337 x4033

Tom Bishop, Psy.D.
Licensed Psychologist
Pediatric Clinic Supervisor
Tom.Bishop@cherokeehealth.com
423-586-6553 x

Kris Mahoney, Ph.D.
Licensed Psychologist
Head Start Rotation Supervisor
Kristin.Mahoney@cherokeehealth.com
423-586-6553 x4117

Knox County Schools

David White, Ph.D., NCSP
Licensed Psychologist
Individual Supervisor
Whited1@k12tn.net
865-974-2949

Ron Carlini, Ph.D., NCSP
Licensed Psychologist
Group Supervisor
rcarlini@utk.edu
865-594-1515

Clovis Stair, Ph.D.
Supervisor of Psychological Services
stairc@k12tn.net
865-594-1515

Monroe County Schools

Christy A. Sorrell, Ph.D., NCSP
Licensed Psychologist
Individual Supervisor
christy@monroek12.org
423-442-5592

Bruce Beaty
Director of Special Education
bruce@monroek12.org
423-442-5592

Appendix B

Current and Former Interns

2010-2011

Kathleen Aspiranti	University of Tennessee
Kristin Johnson	University of Northern Colorado
Daniel McCleary	University of Tennessee
Megan Terry	Texas A & M University

2009-2010

Tara Dickey	Illinois State University
Emily Fuller	The University of Tennessee
Rose Jackson	Indiana State University
Emily Kirk	The University of Tennessee
Katherine Krohn	The University of Tennessee
Cristina Ruffner	Georgia State University
Casey Shannon	The University of Northern Colorado

2008-2009

Katherine Brown	The University of Tennessee
Amanda Collins	Georgia State University
Rhiannon Ducey	University of Northern Colorado
Kate Jaspers	The University of Tennessee
Megan Marshall	Georgia State University
Lee Saecker	The University of Tennessee

2007-2008

Lindsay Allen	Central Michigan University
Erin Carroll	The University of Tennessee
Stephani Choate	The University of Tennessee
Ruthie Schulz	Indiana State University
Briana von Mizener	The University of Tennessee
Jacqueline Williams	The University of Tennessee

2006-2007

Melissa Anderson	Mississippi State University
Anna Bodner	Illinois State University
Daniel Fudge	The University of Tennessee
Rebecca Grey	The University of Tennessee
Sara McCane	The University of Tennessee
Allison McCormack	Memphis State University
Haley Turner	The University of Tennessee

2005-2006

Phillip Axtell	The University of Tennessee
Rachelle Whittaker Hinkle	Indiana State University
Elizabeth McCallum	The University of Tennessee
Danielle Pappas	The University of Tennessee
Beverly Whalen-Schmeller	Tennessee State University
Ashley Williams	The University of Tennessee

2004-2005

Jessica Allin	The University of Tennessee
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Holly Hutchins
Gang Sun
Janet Winn

The University of Tennessee
The University of Iowa
The University of Tennessee

2003-2004

Kay Grantham
James Hawkins
Olena Kyselova
Jamie Yarbrough

Mississippi State University
The University of Tennessee
The University of Tennessee
The University of Tennessee

2002-2003

Joshua Boohe
Shannon Sharp
Christy Sorrell
Graham Taylor

The University of Tennessee
The University of Tennessee
The University of Tennessee
The University of Florida

2001-2002

Carlton H. Burge
Lloyd Clark
Elizabeth Cox
Christine Mitchell
Heather Shelton
Donna Teeple
Christine Vaupel,

Forest Institute of Professional Psychology
The University of Tennessee
The University of Tennessee
Illinois State University
The University of Tennessee
The University of Tennessee
The University of Tennessee

2000-2001

Sadonya Meadows
Amanda Monville
Sherlyn Robinson
Adrienne Roderiques
Robin Skrutski

The University of Tennessee
The University of Tennessee
Illinois State University
The University of Tennessee
The University of Tennessee

1999-2000

Kevin Buehler
Ronald L.W. Roberts
Sandra Wilson
Stephen Worth

Indiana State University
The University of Tennessee
The University of Tennessee
The University of Tennessee

1998-1999

Robin Armbrister
Laura Echols
Laurel Henegar-Hagaman
Kristen Mahoney
Brian Wilhoit

The University of Tennessee
The University of Tennessee
The University of Tennessee
Indiana University-Bloomington
The University of Tennessee

1997-1998

Mary Cornelius
Felicia Houston
Kary Jessup
Sandra Machleit
Carolyn Wade

The University of Tennessee
The University of Alabama
The University of Tennessee
The University of Tennessee
The University of Tennessee

1996-1997

Mary Cornelius
Connie England
Mari Pat Gettelfinger

The University of Tennessee
The University of Alabama
The University of Tennessee

Ramona Noland
Kathy Walker

The University of Tennessee
University of Memphis

1995-1996

Stephanie Carroll
Gwynetta Draper
Connie England
Mari Pat Gettelfinger
Ramona Noland
Kathy Walker

The University of Tennessee
The University of Tennessee
The University of Alabama
The University of Tennessee
The University of Tennessee
University of Memphis

1994-1995

Pamela Gross
Cynthia Morse

The University of Tennessee
The University of Pittsburgh

Appendix C

The City of Knoxville

Knoxville was founded in 1791 and rests on the banks of the Tennessee River and in the foothills of the Great Smoky Mountains. Knoxville's population is approximately 180,000 with a metro population of 655,000 making it the largest city in East Tennessee and third largest in the state. It is located in a valley between the Cumberland Mountains and the Great Smoky Mountains. These two mountain ranges help provide a moderate climate with four distinct, mild seasons. The beauty and natural resources surrounding Knoxville mean limitless opportunities for fun and adventure. Knoxville also offers many recreational and cultural opportunities including museums, festivals, concerts, and sporting events. With a cost of living below the national average, Knoxville has been rated as the Best Place to Live for cities with a population under 1 million (Source: Places Rated Almanac Millennium Edition) and one of the top 50 places to live and work (Source: Expansion Management magazine, 2005)

The following links provide information on the city of Knoxville:

www.ci.knoxville.tn.us

www.knoxville.org

www.knoxnews.com

www.metropulse.com

www.knoxapts.com

www.utk.edu

Appendix D

Forms

Competencies, Goals, and Objectives

Educational Philosophy and Training Model- Supervision Sheet

Intern Evaluation

Evaluation of Training Program

Practicum Student Evaluation Form

Practicum Supervisor Form

Sample Activity Log Summary Sheet

Mileage Form

Goals, Objectives and Competencies

I. **Goal: Assessment/Evaluation**

Demonstrate the successful completion of the comprehensive psychological evaluation, the writing of the report and the related communications of the evaluation to relevant parties such as multidisciplinary teams.

4. Objective: Conduct Screen Evaluations. Assist in screening students who possibly need more comprehensive assessment using annual and continuous screening methods.

Competencies:

- Can plan a screening program.
- Can coordinate and conduct a group screening program for the purpose of determining who needs a more extensive psychoeducational evaluation.
- Can communicate to relevant parties the results of the screening program.

5. Objective: Conduct Standardized Assessments. Utilize objective instruments as necessary for a comprehensive psychoeducational evaluation.

Competencies:

- Can determine the appropriate testing tools to use for a comprehensive psychoeducational evaluation of a referred child.
- Can administer and score psychoeducational tools used in comprehensive evaluations.
- Can determine if there is a need for further testing of a referred child and cause that testing to take place.
- Can determine if a child meets the criteria specified in the Federal special education law (IDEA) as a child with a qualified disability or can determine the appropriate specialists to refer the child to for further evaluation.
- Can communicate orally and in written format the results of a comprehensive psychoeducational evaluation so that meaningful actions to assist the evaluated child can be implemented by the evaluator or others.

6. Objective: Conduct Informal Assessments. Utilize other non-standardized techniques to gather information about current or past functioning of a student.

Competencies:

- Can conduct informational collecting interviews and gain insights to assist the child.
- Can review records and gain insights to assist the child.
- Can observe a child in multiple settings and gain insights to assist the child.
- Can communicate gained insights in writing and orally so that meaningful actions to assist the evaluated child can be implemented by the evaluator or others.

II.

Goal: Consultation

Provide successful culturally appropriate consultation to relevant others for the benefit of a child or the learning environment.

5. Objective: Academic Consultation. Provide individual psychoeducational consultation on individuals/groups to teachers, parents, school staff and others to facilitate academic growth and development of students.

Competencies:

- Can create a plan of consultation based upon the identified academic needs of a child/children for implementation by the child/teacher/staff/parents that will enable a child/children to make academic/psychoeducational improvements.
- Can provide consultation to meet the needs of child/children for implementation by the child/teacher/staff/parents that enables a child/children to make academic/psychoeducational improvements.
- Can evaluate the implementation of a consultation strategy designed to enable a child/children to make academic/psychoeducational improvements by the child/teacher/staff/parents and to make appropriate adjustments in the consultation when warranted by the data.

6. Objective: Behavioral Consultation. Provide consultation to teacher/staff/others to cause a child/children to behave more consistently positive in a psychoeducational environment (may include classroom management strategies).

Competencies:

- Can create a plan for behavioral consultation based upon obtained data to cause a child/children to behave in a more consistently positive manner in a psychoeducational environment.
- Can implement a behavioral consultation so that a teacher/staff/other can implement a behavioral intervention strategy that causes a child/children to behave in a more consistently positive manner in a psychoeducational environment.
- Can evaluate the implementation of a consultation strategy designed to enable a teacher/staff/others to implement a strategy that causes a child/children to behave in a more consistently positive manner in a psychoeducational environment.

7. Objective: Community Agencies. Serve as a liaison between a school/educational organization and outside agencies to enhance services to children.

Competencies:

- Can identify agencies that are capable of addressing specific needs of a school/educational organization.
- Can effectively communicate to the school/educational organization how a specific community agency.
- Can assist the organization and can communicate to a specific community agency how it can assist a school/educational organization to meet its needs in enhancing services to children.
- Can cause a school/educational organization and a community agency to work together to enhance services to children.

- Can make appropriate recommendations as to how a school/educational organization and a community agency can improve their working relationship based upon an evaluation of recent cooperative activities.
8. Objective: Classroom Organization. Participate as a consultant to teachers/staff/others on classroom organizational structures such as physical settings, cooperative goal setting, use of peers, tutoring, accommodating and motivating students and the use of aides/volunteers.
- Competencies:
- Can identify needs for specific classroom organizational improvements and develop appropriate strategies for making the improvements.
 - Can assist relevant educators in identifying needs for organizational improvements in a classroom environment and assist the educators in developing a plan for those improvements.
 - Can monitor the implementation of the organizational improvements and prompt the implementers into making positive adjustments in the improvements when it is needed.

III. Goal: Intervention

Successfully plan and implement researched-based intervention strategies for a child, a teacher or the educational environment.

3. Objective: Academic Interventions. Provide academic intervention strategies for children with and without disabilities.

Competencies:

- Can determine from collected data appropriate researched-based academic intervention strategies to recommend.
 - Can deliver specific researched-based academic interventions to a child.
 - Can cause other professionals to deliver researched-based academic interventions to a child through direct training and/or consultation.
 - Can evaluate the effectiveness of the researched-based academic interventions to determine if adjustments in the interventions need to be made while making appropriate recommendations.
4. Objective: Behavioral Interventions. Provide researched-based behavioral intervention strategies in such areas as social skills, classroom behavior, bullying, etc. for children with and without disabilities.

Competencies:

- Can determine from collected data appropriate researched-based behavioral intervention strategies to recommend.
- Can deliver specific researched-based behavioral interventions to a child.
- Can cause other professionals to deliver researched-based behavioral interventions to a child through direct training and/or consultation.
- Can identify community resources to recommend when the behavioral interventions are beyond the scope of the educational environment to provide.

- Can evaluate the effectiveness of the research-based behavioral interventions to determine if adjustments in the interventions need to be made while making appropriate recommendations.

IV. Goal: Research and Program Evaluation

Successfully establish and implement an evaluation of a program or project that utilizes established scientific procedures.

4. Objective: Keep Data. Demonstrate time management skills in the collection of data on activities and goal accomplishments of a program/project so that the data can be used for evaluation.

Competencies:

- Can determine a process of collecting data that will enable a program/project to be evaluated in a scientifically validated process.
- Can cause the data to be collected as designed without disrupting the expenditures of resources (professional time, clerical time, support costs, etc.) from the primary delivery of the program/project or critical assigned duties of those involved in data collection.
- Can organize the collected data so that it fits into a scientifically validated process of analysis.

5. Objective: Evaluate. Evaluate an intervention outcome using data on individuals and/or groups and/or school programs with established scientific procedures.

Competencies:

- Can collect scientifically reliable data on programs/projects that enable the programs/projects to be evaluated.
- Can communicate the results of the data analysis to educators in a manner that they understand it and can use that analysis in improving the delivery of services to children.
- Can make recommendations based upon the data analysis to educators and/or others that improves the delivery of services to children.

6. Objective: Research. Participate in research that may include program evaluation, data collection or intervention techniques that is submitted for publication or presentation to a professional group (may include dissertation defense).

Competencies:

- Can collect, analyze, and report data so that practitioners in the educational environment can understand it and take action on it.
- Can collect, analyze, and report data so that professional organizations/groups will consider it for publication/presentation.

V. Goal: Ethical and Legal Issues

Demonstrate an understanding of ethical behavior in the practice of psychology and incorporate that behavior into daily professional behavior.

3. Objective: Ethical Behavior. Provide services consistent with ethical practices, best practices and local procedures.

Competencies:

- Can access the accepted definitions of ethical practices and best practices, current issues being addressed by the legal system and

resources to approach when there is doubt concerning specific ethical issues.

- Can function within ethical and best practices boundaries in the school system environment.
 - Can provide guidance to co-professionals when they have questions concerning appropriate ethical and best practices issues.
 - Can maintain fidelity to ethical and best practice behaviors while functioning under local school system procedural requirements.
4. Objective: Legal Issues. Provide services consistent with state regulation and federal laws.
- Competencies:
- Can access the federal and state regulations concerning legal issues relating to the practice of psychology and special education law.
 - Can make recommendations for services to children that are consistent with federal and state regulations concerning legal issues relating to the practice of psychology and special education law.
 - Can access information concerning current legal rulings and issues of concern related to the practice of psychology and special education law.
 - Can access consulting resources when encountering issues of doubt concerning the legal issues relating to the practice of psychology and special education law.

VI. Goal: Professional/Interpersonal Conduct

Demonstrate professional and interpersonal conduct with children, parents, and professional staff that are reflective of the intellectual, emotional and educational functioning levels of the different target audiences and are respectful of the cultural diversity of those individuals.

4. Objective: School Staff. Interacts appropriately with school staff, including respecting the culture, rules and procedures within each subsection of the school system environment.
- Competencies:
- Can behave within the boundaries of local customs without compromising professional best practice behaviors (keeping schedule appointments, honoring local dress codes, functioning within the established communication networks, etc.).
 - Can professionally disagree with other professionals while continuing to honor the child centered intent of those that hold the differing positions and valuing the personhood of the individuals involved.
 - Can effectively obtain assistance from other professionals in reviewing the merits of all positions put forth when a difference of opinion is being considered.
5. Objective: Parents. Modifies communication style to meet parents' level of emotional/intellectual functioning, including emphasizing students' strengths and addressing misconceptions during meetings and interactions with parents.
- Competencies:

- Can translate professional information into non-professional vocabulary so that it is understood by those not trained in the area and who may be experiencing emotional stress.
 - Can consistently relay information in a positive and supportive manner when the stress of those receiving it prompts resistive behaviors.
 - Can identify and positively respond to those behaving under different cultural norms so that the individuals consider themselves to be valued for their cultural heritage perspective.
6. Objective: Problem Solving. Use effective communication/conflict resolution strategies and collaborative problem solving within the school/clinical setting.
- Competencies:
- Can demonstrate knowledge of conflict resolution strategies, collaborative problem solving strategies and identify common goals of all parties involved in conflict situations.
 - Can implement conflict resolution strategies, collaborative problem solving strategies to successfully resolve a conflict.
 - Can obtain a consensus within a group of diverse individuals on common goals that are consistent with accepted ethical, legal and best practice procedures.

VII. Goal: Supervision

Successfully receive supervision and provide supervision to others in their professional or interpersonal development in such a manner that it produces observable behavioral changes.

3. Objective: Receive Supervision. Successfully receive supervision in such a manner that it produces observable behavioral changes.
- Competencies:
- Can identify several supervisory strategies and utilize a variety of them in situational appropriate settings.
 - Can receive supervision and incorporate the resultant recommendations.
 - Can receive supervision and disagree with the resultant recommendations while providing alternative recommendations within a collegial context.
4. Objective: Provide Supervision. Provide supervision to others within the educational environment.
- Competencies:
- Can identify several supervisory strategies and utilize a variety of them in situational appropriate settings while noting the supervisory strategies preferred by the individual and the reasons for that preference.
 - Can effectively supervise subordinates, equals and superiors (such as in the supervision of practicum students, in-service training programs, RTI activities, M-team meetings, consortium activities, etc.) so that the desired goals of the supervision are accomplished with the supervisees acknowledging the value of the supervision.

- Can observe and analysis the supervision efforts of others while providing suggestions for improving the supervision that could be reasonably implemented within the context of the supervision.

VIII. Goal: Professional Development

Engage in professional development activities benefiting self and others.

5. Objective: Didactics. Attend and evaluate scheduled didactic presentations on various issues pertaining to school psychology and the education of children.

Competencies:

- Can articulate an understanding of the importance of engaging in professional development activities in the present and for the future.
- Can evaluate attended didactic presentations on various issues pertaining to school psychology and make recommendations as to their relevancy, quality and recommend strategies for improvement.

6. Objective: Professional Presentations/Workshops/Trainings. Attend and evaluate scheduled professional presentations/workshops/trainings relating to the education of children.

Competencies:

- Can articulate an understanding of the importance of engaging in professional presentations/workshops/trainings in the present and for the future and
- Can evaluate attended professional presentations/workshops/trainings on various issues pertaining to the education of children.

7. Objective: Plan a didactic presentation/ professional presentation/workshop/training on a school psychology topic/educational topic and then conduct a presentation for educators/parents/students/psychologists.

Competencies:

- Can plan a professional presentation for the individual or others to present.
- Can make a professional presentation to a designated target audience.
- Can design an effective evaluation of a professional presentation.

8. Objective: Current Topics: Maintains an awareness of evolving issues in school psychology/education.

Competencies:

- Can identify current and developing issues in school psychology/education.
- Can identify and access resources that inform professionals about the multiple perspectives and evolving research relating to current and developing issues in school psychology/education.
- Can articulate various positions proposed to address current and developing issues in school psychology/education.
- Can articulate the position held by the individual, with references to the literature, on current and developing issues in school psychology/education.

IX.

Goal: Diversity Awareness

Demonstrate an awareness of diversity issues and the appropriate behavior expected with that awareness within a culturally diverse environment that has been evaluated to be effective through direct observation or empirically verifiable results.

3. Objective: Cultural Awareness. Recognize the importance of multicultural sensitivity/responsiveness to culturally and racially different individuals.

Competencies:

- Can identify culturally different behavioral responses between racial/ethnic/ age/economic/ sexual orientation/geographically located large and small groupings of people that could be misinterpreted by groups other than the targeted group.
- Can reference information on this topic from the literature studying it.
- Can apply the information known to successfully communicate across culturally specific subgroups in a non-threatening manner.

4. Objective: Bias. Develop an awareness of one's own cultural background and the inherent biases it contains so that they can be neutralized in the interaction with culturally different individuals.

Competencies:

- Can reference the literature of the biases within one's own culture.
- Can identify potential biases within one's self and the strategies used to neutralize them.
- Can interact with culturally different individuals without reflecting a bias towards those individuals.

**Educational Philosophy and Training Model
Competencies, Goals, and Objectives**

Intern's Name: _____

I. Goal: Assessment/Evaluation

Demonstrate the successful completion of the comprehensive psychological evaluation, the writing of the report and the related communications of the evaluation to relevant parties such as multidisciplinary teams.

1. Objective: Conduct Screen Evaluations.
Competencies:
 - a. Can plan a screening program.
 - b. Can coordinate and conduct a group screening program for the purpose of determining who needs a more extensive psychoeducational evaluation.
 - c. Can communicate to relevant parties the results of the screening program.
2. Objective: Conduct Standardized Assessments.
Competencies:
 - a. Can determine the appropriate testing tools to use for a comprehensive psychoeducational evaluation of a referred child.
 - b. Can administer and score psychoeducational tools used in comprehensive evaluations.
 - c. Can determine if there is a need for further testing of a referred child and cause that testing to take place.
 - d. Can determine if a child meets the criteria specified in the Federal special education law (IDEA) as a child with a qualified disability or can determine the appropriate specialists to refer to for further evaluation.

Line	Date	Supervisor's Signature
I.		
I.1		
I.1.a.		
I.1.b.		
I.1.c.		
I. 2.		
I.2.a.		
I.2.b.		
I.2.c.		
I.2.d.		

- e. Can communicate orally and in written format the results of a comprehensive psychoeducational evaluation so that meaningful actions to assist the evaluated child can be implemented by the evaluator or others.

3. Objective: Conduct Informal Assessments.

Competencies:

- a. Can conduct informational collecting interviews and gain insights to assist the child.
- b. Can review records and gain insights to assist the child.
- c. Can observe a child in multiple settings and gain insights to assist the child.
- d. Can communicate gained insights in writing and orally so that meaningful actions to assist the evaluated child can be implemented by the evaluator or others.

II. Goal: Consultation

Provide successful culturally appropriate consultation to relevant others for the benefit of a child or the learning environment.

1. Objective: Academic Consultation.

Competencies:

- a. an create a plan of consultation based upon the identified academic needs of a child/children for implementation by the child/teacher/staff/parents that will enable a child/children to make academic/psychoeducational improvements.
- b. Can provide consultation to meet the needs of child/children for implementation by the child/teacher/staff/parents that enables a child/children to make academic/psychoeducational improvements.

Line	Date	Supervisor's Signature
I.2.e.		
I.3.		
I.3.a.		
I.3.b.		
I.3.c.		
I.3.d.		
II.		
II.1		
II.1.a.		
II.1.b.		

- c. Can evaluate the implementation of a consultation strategy designed to enable a child/children to make academic/psychoeducational improvements by the child/teacher/staff/parents and to make appropriate adjustments in the consultation when warranted by the data.

2. Objective: Behavioral Consultation.

Competencies:

- a. Can create a plan for behavioral consultation based upon obtained data to cause a child/children to behave in a more consistently positive manner in a psychoeducational environment.
- b. Can implement a behavioral consultation so that a teacher/staff/other can implement a behavioral intervention strategy that causes a child/children to behave in a more consistently positive manner in a psychoeducational environment.
- c. Can evaluate the implementation of a consultation strategy designed to enable a teacher/staff/others to implement a strategy that causes a child/children to behave in a more consistently positive manner in a psychoeducational environment.

3. Objective: Community Agencies.

Competencies:

- a. Can identify agencies that are capable of addressing specific needs of a school/educational organization.
- b. Can effectively communicate to the school/educational organization how a specific community agency can assist a school/educational organization to meet its needs in enhancing services to children.
- c. Can assist the organization and can communicate to a specific community agency how it can assist a school/educational organization to meet its needs in enhancing services to children.

Line	Date	Supervisor's Signature
II.1.c.		
II.2.		
II.2.a.		
II.2.b.		
II.2.c.		
II.3.		
II.3.a.		
II.3.b.		
II.3.c.		

- d. Can cause a school/educational organization and a community agency to work together to enhance services to children.
- e. Can make appropriate recommendations as to how a school/educational organization and a community agency can improve their working relationship based upon an evaluation of recent cooperative activities.

4. Objective: Classroom Organization.

Competencies:

- a. Can identify needs for specific classroom organizational improvements and develop appropriate strategies for making the improvements.
- b. Can assist relevant educators in identifying needs for organizational improvements in a classroom environment and assist the educators in developing a plan for those improvements.
- c. Can monitor the implementation of the organizational improvements and prompt the implementers into making positive adjustments in the improvements when it is needed.

Line	Date	Supervisor's Signature
II.3.d.		
II.3.e.		
II.4.		
II.4.a.		
II.4.b.		
II.4.c.		
III.		
III.1		
III.1.a		
III.1.b.		

III. Goal: Intervention

Successfully plan and implement researched-based intervention strategies for a child, a teacher or the educational environment.

1. Objective: Academic Interventions.

Competencies:

- a. Can determine from collected data appropriate researched-based academic intervention strategies to recommend.
- b. Can deliver specific researched-based academic interventions to a child.

- c. Can cause other professionals to deliver researched-based academic interventions to a child through direct training and/or consultation.
 - d. Can evaluate the effectiveness of the researched-based academic interventions to determine if adjustments in the interventions need to be made while making appropriate recommendations.
2. Objective: Behavioral Interventions.
- Competencies:
- a. Can determine from collected data appropriate researched-based behavioral intervention strategies to recommend.
 - b. Can deliver specific researched-based behavioral interventions to a child.
 - c. Can cause other professionals to deliver researched-based behavioral interventions to a child through direct training and/or consultation.
 - d. Can identify community resources to recommend when the behavioral interventions are beyond the scope of the educational environment to provide.
 - e. Can evaluate the effectiveness of the research-based behavioral interventions to determine if adjustments in the interventions need to be made while making appropriate recommendations.

Line	Date	Supervisor's Signature
III.1.c.		
III.1.d.		
III.2.		
III.2.a.		
III.2.b.		
III.2.c.		
III.2.d.		
III.2.e.		
IV.		
IV.1		
IV.1.a.		

IV.

Goal: Research and Program Evaluation

Successfully establish and implement an evaluation of a program or project that utilizes established scientific procedures.

1. Objective: Keep Data.

Competencies:

- a. Can determine a process of collecting data that will enable a program/project to be evaluated in a scientifically validated process.

- b. Can cause the data to be collected as designed without disrupting the expenditures of resources (professional time, clerical time, support costs, etc.) from the primary delivery of the program/project or critical assigned duties of those involved in data collection.
 - c. Can organize the collected data so that it fits into a scientifically validated process of analysis.
- 2. Objective: Evaluate.
Competencies:
 - a. Can collect scientifically reliable data on programs/projects that enable the programs/projects to be evaluated.
 - b. Can communicate the results of the data analysis to educators in a manner that they understand it and can use that analysis in improving the delivery of services to children.
 - c. Can make recommendations based upon the data analysis to educators and/or others that improves the delivery of services to children.
- 3. Objective: Research.
Competencies:
 - a. Can collect, analyze, and report data so that practioners in the educational environment can understand it and take action on it.
 - b. Can collect, analyze, and report data so that professional organizations/groups will consider it for publication/presentation.

Line	Date	Supervisor's Signature
IV.1.b.		
IV.1.c.		
IV.2.		
IV.2.a.		
IV.2.b.		
IV.2.c.		
IV.3.		
IV.3.a.		
IV.3.b.		
V.		

- V. **Goal: Ethical and Legal Issues**
Demonstrate an understanding of ethical behavior in the practice of psychology and incorporate that behavior into daily professional behavior.

1. Objective: Ethical Behavior.
 Competencies:
 - a. Can access the accepted definitions of ethical practices and best practices, current issues being addressed by the legal system and resources to approach when there is doubt concerning specific ethical issues.
 - b. Can function within ethical and best practices boundaries in the school system environment.
 - c. Can provide guidance to co-professionals when they have questions concerning appropriate ethical and best practices issues.
 - d. Can maintain fidelity to ethical and best practice behaviors while functioning under local school system procedural requirements.

2. Objective: Legal Issues.
 Competencies:
 - a. Can access the federal and state regulations concerning legal issues relating to the practice of psychology and special education law.
 - b. Can make recommendations for services to children that are consistent with federal and state regulations concerning legal issues relating to the practice of psychology and special education law.
 - c. Can access information concerning current legal rulings and issues of concern related to the practice of psychology and special education law.
 - d. Can access consulting resources when encountering issues of doubt concerning the legal issues relating to the practice of psychology and special education law.

Line	Date	Supervisor's Signature
V.1		
V.1.a.		
V.1.b.		
V.1.c.		
V.1.d.		
V.2.		
V.2.a.		
V.2.b.		
V.2.c.		
V.2.d.		

VI. Goal: Professional/Interpersonal Conduct

Demonstrate professional and interpersonal conduct with children, parents, and professional staff that are reflective of the intellectual, emotional and educational functioning levels of the different target audiences and are respectful of the cultural diversity of those individuals.

1. Objective: School Staff.

Competencies:

- a. Can behave within the boundaries of local customs without compromising professional best practice behaviors (keeping schedule appointments, honoring local dress codes, functioning within the established communication networks, etc.).
- b. Can professionally disagree with other professionals while continuing to honor the child centered intent of those that hold the differing positions and valuing the personhood of the individuals involved.
- c. Can effectively obtain assistance from other professionals in reviewing the merits of all positions put forth when a difference of opinion is being considered.

2. Objective: Parents.

Competencies:

- a. Can translate professional information into non-professional vocabulary so that it is understood by those not trained in the area and who may be experiencing emotional stress.
- b. Can consistently relay information in a positive and supportive manner when the stress of those receiving it prompts resistive behaviors.
- c. Can identify and positively respond to those behaving under different cultural norms so that the individuals consider themselves to be valued for their cultural heritage perspective.

Line	Date	Supervisor's Signature
VI.		
VI.1.		
VI.1.a.		
VI.1.b.		
VI.1.c.		
VI.2.		
VI.2.a.		
VI.2.b.		
VI.2.c.		

3. Objective: Problem Solving.
Competencies:
- a. Can demonstrate knowledge of conflict resolution strategies, collaborative problem solving strategies and identify common goals of all parties involved in conflict situations.
 - b. Can implement conflict resolution strategies, collaborative problem solving strategies to successfully resolve a conflict.
 - c. Can obtain a consensus within a group of diverse individuals on common goals that are consistent with accepted ethical, legal and best practice procedures.

VII. Goal: Supervision

Successfully receive supervision and provide supervision to others in their professional or interpersonal development in such a manner that it produces observable behavioral changes.

1. Objective: Receive Supervision.
Competencies:
- a. Can identify several supervisory strategies and utilize a variety of them in situational appropriate settings.
 - b. Can receive supervision and incorporate the resultant recommendations.
 - c. Can receive supervision and disagree with the resultant recommendations while providing alternative recommendations within a collegial context.
2. Objective: Provide Supervision.
Competencies:
- a. Can identify several supervisory strategies and utilize a variety of them in situational appropriate settings while noting the supervisory strategies preferred by the individual and the reasons for that preference.

Line	Date	Supervisor's Signature
VI.3.		
VI.3.a.		
VI.3.b.		
VI.3.c.		
VII.		
VII.1.		
VII.1.a.		
VII.1.b.		
VII.1.c.		
VII.2.		
VII.2.a.		

- b. Can effectively supervise subordinates, equals and superiors (such as in the supervision of practicum students, in-service training programs, RTI activities, M-team meetings, consortium activities, etc.) so that the desired goals of the supervision are accomplished with the supervisees acknowledging the value of the supervision.
- c. Can observe and analysis the supervision efforts of others while providing suggestions for improving the supervision that could be reasonably implemented within the context of the supervision.

Line	Date	Supervisor's Signature
VII.2.b.		
VII.2.c.		
VIII.		
VIII.1.		
VIII.1.a		
VIII.1.b		
VIII.2.		
VIII.2.a		
VIII.2.b.		

VIII.

Goal: Professional Development

Engage in professional development activities benefiting self and others.

- 1. Objective: Didactics.
Competencies:
 - a. Can articulate an understanding of the importance of engaging in professional development activities in the present and for the future.
 - b. Can evaluate attended didactic presentations on various issues pertaining to school psychology and make recommendations as to their relevancy, quality and recommend strategies for improvement.
- 2. Objective: Professional Presentations/Workshops/Trainings.
Competencies:
 - a. Can articulate an understanding of the importance of engaging in professional presentations/workshops/trainings in the present and for the future and
 - b. Can evaluate attended professional presentations/workshops/trainings on various issues pertaining to the education of children.

3. Objective: Plan a didactic presentation/ professional presentation/workshop/training on a school psychology topic/educational topic and then conduct a presentation for educators/parents/students/psychologists.
Competencies:
- a. Can plan a professional presentation for the individual or others to present.
 - b. Can make a professional presentation to a designated target audience.
 - c. Can design an effective evaluation of a professional presentation.
4. Objective: Current Topics
Competencies:
- a. Can identify current and developing issues in school psychology/education.
 - b. Can identify and access resources that inform professionals about the multiple perspectives and evolving research relating to current and developing issues in school psychology/education.
 - c. Can articulate various positions proposed to address current and developing issues in school psychology/education.
 - d. Can articulate the position held by the individual, with references to the literature, on current and developing issues in school psychology/education.

Line	Date	Supervisor's Signature
VIII.3.		
VIII.3.a.		
VIII.3.b.		
VIII.3.c.		
VIII.4.		
VIII.4.a.		
VIII.4.b.		
VIII.4.c.		
VIII.4.d.		
IX.		
IX.1.		

IX.

Goal: Diversity Awareness

Demonstrate an awareness of diversity issues and the appropriate behavior expected with that awareness within a culturally diverse environment that has been evaluated to be effective through direct observation or empirically verifiable results.

1. Objective: Cultural Awareness.
Competencies:

- a. Can identify culturally different behavioral responses between racial/ ethnic/ age/economic/ sexual orientation/geographically located large and small groupings of people that could be misinterpreted by groups other than the targeted group.
- b. Can reference information on this topic from the literature studying it.
- c. Can apply the information known to successfully communicate across culturally specific subgroups in a non-threatening manner.

2. Objective: Bias.

Competencies:

- a. Can reference the literature of the biases within one's own culture.
- b. Can identify potential biases within one's self and the strategies used to neutralize them.
- c. Can interact with culturally different individuals without reflecting a bias towards those individuals.

Line	Date	Supervisor's Signature
IX.1.a.		
IX.1.b.		
IX.1.c.		
IX.2.		
IX.2.a.		
IX.2.b.		
IX.2.c.		

**TENNESSEE INTERNSHIP CONSORTIUM
SCHOOL PSYCHOLOGY INTERN EVALUATION**

INTERN _____

FIELD SUPERVISOR _____

Directions:

Please complete this form every three months. The ratings of the intern should be based upon actual observations and/or reports from staff, parents, students, and appropriate others. Select the number on the scale that best describes the intern's competence. A description of the ratings is provided below.

N/A= No Data. Insufficient information to make a rating at this time.

- 1 = Competence is considered to be in need of further training: Intern seems to lack basic professional maturation in this area.
- 2 = Competence is considered below average, but supervision and experience are expected to develop the skill.
- 3 = Competence is at an average level for functioning with moderate supervision.
- 4 = Competence is above average, suggesting only a minimal need for supervision.
- 5 = Competence is very well developed and reflects a capacity for independent functioning with little or no supervision required.

Completed form due end of:

October- Minimum level of competency = 25% at a 3 or higher

January- Minimum level of competency = 50% at a 3 or higher

April- Minimum level of competency = 75% at a 3 or higher

End of Internship- Minimum level of competency = 100% at a 3 or higher

EVALUATION/ASSESSMENT:

Comments: _____

Rating (N/A or 1-5)

_____ **Screening**

_____ Can plan a screening program.

_____ Can coordinate and conduct a group screening program for the purpose of determining who needs a more extensive psychoeducational evaluation.

_____ Can communicate to relevant parties the results of the screening program.

_____ **Standardized Assessment**

_____ Can determine the appropriate testing tools to use for a comprehensive psychoeducational evaluation of a referred child.

_____ Can administer and score psychoeducational tools used in comprehensive evaluations.

- _____ Can determine if there is a need for further testing of a referred child and cause that testing to take place.
- _____ Can determine if a child meets the criteria specified in the Federal special education law (IDEA) as a child with a qualified disability or can determine the appropriate specialists to refer the child to for further evaluation.
- _____ Can communicate orally and in written format the results of a comprehensive psychoeducational evaluation so that meaningful actions to assist the evaluated child can be implemented by the evaluator or others.

_____ **Informal Assessment**

- _____ Can conduct informational collecting interviews and gain insights to assist the child.
- _____ Can review records and gain insights to assist the child.
- _____ Can observe a child in multiple settings and gain insights to assist the child.
- _____ Can communicate gained insights in writing and orally so that meaningful actions to assist the evaluated child can be implemented by the evaluator or others.

_____ **OVERALL**

CONSULTATION:

Comments: _____

Rating (N/A or 1-5)

_____ **Academic Consultation**

- _____ Can create a plan of consultation based upon the identified academic needs of a child/children for implementation by the child/teacher/staff/parents that will enable a child/children to make academic/psychoeducational improvements.
- _____ Can provide consultation to meet the needs of child/children for implementation by the child/teacher/staff/parents that enables a child/children to make academic/psychoeducational improvements.
- _____ Can evaluate the implementation of a consultation strategy designed to enable a child/children to make academic/psychoeducational improvements by the child/teacher/staff/parents and to make appropriate adjustments in the consultation when warranted by the data.

_____ **Behavioral Consultation**

- _____ Can create a plan for behavioral consultation based upon obtained data to cause a child/children to behave in a more consistently positive manner in a psychoeducational environment.
- _____ Can implement a behavioral consultation so that a teacher/staff/other can implement a behavioral intervention strategy that causes a child/children to behave in a more consistently positive manner in a psychoeducational environment.

_____ Can evaluate the implementation of a consultation strategy designed to enable a teacher/staff/others to implement a strategy that causes a child/children to behave in a more consistently positive manner in a psychoeducational environment.

_____ **Community Agencies**

_____ Can identify agencies that are capable of addressing specific needs of a school/educational organization.

_____ Can effectively communicate to the school/educational organization how a specific community agency.

_____ Can assist the organization and can communicate to a specific community agency how it can assist a school/educational organization to meet its needs in enhancing services to children.

_____ Can cause a school/educational organization and a community agency to work together to enhance services to children.

_____ Can make appropriate recommendations as to how a school/educational organization and a community agency can improve their working relationship based upon an evaluation of recent cooperative activities.

_____ **Classroom Organization**

_____ Can identify needs for specific classroom organizational improvements and develop appropriate strategies for making the improvements.

_____ Can assist relevant educators in identifying needs for organizational improvements in a classroom environment and assist the educators in developing a plan for those improvements.

_____ Can monitor the implementation of the organizational improvements and prompt the implementers into making positive adjustments in the improvements when it is needed.

_____ **OVERALL**

INTERVENTION:

Comments: _____

Rating (N/A or 1-5)

_____ **Academic Interventions**

_____ Can determine from collected data appropriate researched-based academic intervention strategies to recommend.

_____ Can deliver specific researched-based academic interventions to a child.

_____ Can cause other professionals to deliver researched-based academic interventions to a child through direct training and/or consultation.

_____ Can evaluate the effectiveness of the researched-based academic interventions to determine if adjustments in the interventions need to be made while making appropriate recommendations.

_____ **Behavioral Interventions**

- _____ Can determine from collected data appropriate researched-based behavioral intervention strategies to recommend.
- _____ Can deliver specific researched-based behavioral interventions to a child.
- _____ Can cause other professionals to deliver researched-based behavioral interventions to a child through direct training and/or consultation.
- _____ Can identify community resources to recommend when the behavioral interventions are beyond the scope of the educational environment to provide.
- _____ Can evaluate the effectiveness of the research-based behavioral interventions to determine if adjustments in the interventions need to be made while making appropriate recommendations.

_____ **OVERALL**

RESEARCH AND PROGRAM EVALUATION:

Comments: _____

Rating (N/A or 1-5)

_____ **Keep Data**

- _____ Can determine a process of collecting data that will enable a program/project to be evaluated in a scientifically validated process.
- _____ Can cause the data to be collected as designed without disrupting the expenditures of resources (professional time, clerical time, support costs, etc.) from the primary delivery of the program/project or critical assigned duties of those involved in data collection.
- _____ Can organize the collected data so that it fits into a scientifically validated process of analysis.

_____ **Monitor and Evaluate**

- _____ Can collect scientifically reliable data on programs/projects that enable the programs/projects to be evaluated.
- _____ Can communicate the results of the data analysis to educators in a manner that they understand it and can use that analysis in improving the delivery of services to children.
- _____ Can make recommendations based upon the data analysis to educators and/or others that improves the delivery of services to children.

_____ **Research**

- _____ Can collect, analyze, and report data so that practioners in the educational environment can understand it and take action on it.
- _____ Can collect, analyze, and report data so that professional organizations/groups will consider it for publication/presentation.

_____ **OVERALL**

ETHICAL AND LEGAL ISSUES:

Comments: _____

Rating (N/A or 1-5)

_____ **Ethical Behavior**

- _____ Can access the accepted definitions of ethical practices and best practices, current issues being addressed by the legal system and resources to approach when there is doubt concerning specific ethical issues.
- _____ Can function within ethical and best practices boundaries in the school system environment.
- _____ Can provide guidance to co-professionals when they have questions concerning appropriate ethical and best practices issues.
- _____ Can maintain fidelity to ethical and best practice behaviors while functioning under local school system procedural requirements.

_____ **Legal Issues**

- _____ Can access the federal and state regulations concerning legal issues relating to the practice of psychology and special education law.
- _____ Can make recommendations for services to children that are consistent with federal and state regulations concerning legal issues relating to the practice of psychology and special education law.
- _____ Can access information concerning current legal rulings and issues of concern related to the practice of psychology and special education law.
- _____ Can access consulting resources when encountering issues of doubt concerning the legal issues relating to the practice of psychology and special education law.

_____ **OVERALL**

PROFESSIONAL/INTERPERSONAL CONDUCT:

Comments: _____

Rating (N/A or 1-5)

_____ **School Staff**

- _____ Can behave within the boundaries of local customs without compromising professional best practice behaviors (keeping schedule appointments, honoring local dress codes, functioning within the established communication networks, etc.).

_____ Can professionally disagree with other professionals while continuing to honor the child centered intent of those that hold the differing positions and valuing the personhood of the individuals involved.

_____ Can effectively obtain assistance from other professionals in reviewing the merits of all positions put forth when a difference of opinion is being considered.

_____ **Parents**

_____ Can translate professional information into non-professional vocabulary so that it is understood by those not trained in the area and who may be experiencing emotional stress.

_____ Can consistently relay information in a positive and supportive manner when the stress of those receiving it prompts resistive behaviors.

_____ Can identify and positively respond to those behaving under different cultural norms so that the individuals consider themselves to be valued for their cultural heritage perspective.

_____ **Problem Solving**

_____ Can demonstrate knowledge of conflict resolution strategies, collaborative problem solving strategies and identify common goals of all parties involved in conflict situations.

_____ Can implement conflict resolution strategies, collaborative problem solving strategies to successfully resolve a conflict.

_____ Can obtain a consensus within a group of diverse individuals on common goals that are consistent with accepted ethical, legal and best practice procedures.

_____ **OVERALL**

SUPERVISION:

Comments: _____

Rating (N/A or 1-5)

_____ **Provide Supervision**

_____ Can identify several supervisory strategies and utilize a variety of them in situational appropriate settings while noting the supervisory strategies preferred by the individual and the reasons for that preference.

_____ Can effectively supervise subordinates, equals and superiors (such as in the supervision of practicum students, in-service training programs, RTI activities, M-team meetings, consortium activities, etc.) so that the desired

goals of the supervision are accomplished with the supervisees acknowledging the value of the supervision.

_____ Can observe and analysis the supervision efforts of others while providing suggestions for improving the supervision that could be reasonably implemented within the context of the supervision.

_____ **Receiving Supervision**

_____ Can identify several supervisory strategies and utilize a variety of them in situational appropriate settings.

_____ Can receive supervision and incorporate the resultant recommendations.

_____ Can receive supervision and disagree with the resultant recommendations while providing alternative recommendations within a collegial context.

_____ **OVERALL**

PROFESSIONAL DEVELOPMENT:

Comments: _____

Rating (N/A or 1-5)

_____ **Didactics**

_____ Can articulate an understanding of the importance of engaging in professional development activities in the present and for the future.

_____ Can evaluate attended didactic presentations on various issues pertaining to school psychology and make recommendations as to their relevancy, quality and recommend strategies for improvement.

_____ **Professional Presentations/Workshops/Trainings**

_____ Can articulate an understanding of the importance of engaging in professional presentations/workshops/trainings in the present and for the future and

_____ Can evaluate attended professional presentations/workshops/trainings on various issues pertaining to the education of children.

_____ **Education**

_____ **Current Topics**

_____ Can identify current and developing issues in school psychology/education.

_____ Can identify and access resources that inform professionals about the multiple perspectives and evolving research relating to current and developing issues in school psychology/education.

_____ Can articulate various positions proposed to address current and developing issues in school psychology/education.

_____ Can articulate the position held by the individual, with references to the literature, on current and developing issues in school psychology/education.

_____ **OVERALL**

DIVERSITY AWARENESS:

Comments: _____

Rating (N/A or 1-5)

_____ **Cultural Awareness**

_____ Can identify culturally different behavioral responses between racial/ ethnic/ age/economic/ sexual orientation/geographically located large and small groupings of people that could be misinterpreted by groups other than the targeted group.

_____ Can reference information on this topic from the literature, studying it.

_____ Can apply the information known to successfully communicate across culturally specific subgroups in a non-threatening manner.

_____ **Bias**

_____ Can reference the literature of the biases within one's own culture.

_____ Can identify potential biases within one's self and the strategies used to neutralize them.

_____ Can interact with culturally different individuals without reflecting a bias towards those individuals.

_____ **OVERALL**

OVERALL RATING OF THE INTERN FOR ENTRY LEVEL PRACTICE:

1 2 3 4 5

Supervisor: Comment on any strengths or accomplishments not included above. Summarize the intern's overall progress, addressing established strengths, current areas of active growth, and priorities for future development:

FIELD SUPERVISOR SIGNATURE _____

DATE _____

Intern: Comment on perceived accuracy of evaluation, additional observations, and any new goals contemplated in response to this evaluation

INTERN SIGNATURE _____ DATE _____

Evaluation of Training Program - Tennessee Internship Consortium

Site: _____

Date: _____ Period Covered: _____

Scale for rating program areas:

- 5 = Outstanding
- 4 = Very good, above average
- 3 = average, accepted and typical level
- 2 = Below expected level
- 1 = Very poor
- N/A = Not applicable

1. Professional Atmosphere

- _____ Adherence to APA ethical guidelines
- _____ Commitment to serving the psychological needs of clients
- _____ Active collaboration between staff members
- _____ Respect for, and use of, professionals from other disciplines
- _____ Commitment to science and profession of psychology
- _____ Awareness of, and respect for, individual differences among clients and professionals
- _____ Respect for clients
- _____ Opportunities for professional development

2. Training Atmosphere

- _____ Commitment to training
- _____ Responsiveness of program to personal and individual training needs
- _____ Accessibility of staff for supervision, consultation, and other training needs
- _____ Training not subordinate to service
- _____ Adequate role models
- _____ Atmosphere conducive to intellectual stimulation and professional growth
- _____ Breadth of experience
- _____ Depth of experience

3. Direct Service

_____ Assessment
comments:

_____ Consultation
comments:

_____ Intervention
comments:

4. Training Received

_____ Individual Supervision
comments:

_____ Groups Supervision (specific site)
comments:

_____ Group Supervision (seminar class)
comments:

5. Please rate the site in helping to prepare you as a psychologist.

6. What are the strengths of this site's training program?

7. What are the weaknesses of this site's training program?

8. Recommendations for improvement.

9. Additional comments:

Student Evaluation Form
SP 650 Practicum in School Psychology

Student _____ Semester _____
Site _____ Site Supervisor _____

The purpose of this evaluation is to provide feedback on the School Psychology student's professional behavior and interpersonal interactions.

1. The student dressed appropriately	Agree	Neutral	Disagree
2. The student arrived on schedule	Agree	Neutral	Disagree
3. The student was respectful of school personnel	Agree	Neutral	Disagree
4. The student was respectful of you	Agree	Neutral	Disagree
5. The student behaved ethically	Agree	Neutral	Disagree
6. The student was pleasant to work with	Agree	Neutral	Disagree
7. The student followed directions	Agree	Neutral	Disagree
8. The student showed initiative	Agree	Neutral	Disagree

In your opinion, does the student display general professional behaviors that would make this student a good School Psychologist?

In your opinion, does the student display general interpersonal behaviors that would make this student a good School Psychologist? Please comment on strengths and weaknesses.

Site Supervisor's Signature _____ Date _____

Please place this evaluation in a sealed envelope, sign over the seal, and give it to the student. Thanks.

Supervisor Evaluation Form
SP 650 Practicum in School Psychology

Supervisor _____ Site _____

Practicum Student _____

The purpose of this evaluation is to provide feedback on the supervision skills and related interpersonal interactions of the school psychology intern.

1. The supervisor demonstrated commitment to the supervisee's professional development.
Agree Neutral Disagree
2. The supervisor provided constructive, supportive feedback when necessary.
Agree Neutral Disagree
3. The supervisor was accessible and communicated regarding issues of scheduling and fulfilling practicum requirements.
Agree Neutral Disagree
4. The supervisor exhibited good relationship skills.
Agree Neutral Disagree
5. The supervisor modeled ethical and professional behavior.
Agree Neutral Disagree
6. The supervisor was sensitive to diversity issues.
Agree Neutral Disagree
7. The supervisor demonstrated good clinical skills and knowledge of school psychology.
Agree Neutral Disagree
8. The supervisor possessed a positive attitude about training and supervision in general.

Comment on the overall effectiveness of this intern as a supervisor.

Sample Activity Log Summary Sheet

Activity	Total	Percent
01. Testing	46.25	5.07
02. Observing	53.25	5.84
03. Interviewing	16.00	1.76
04. Direct Intervention	8.50	0.93
05. IEP Team	40.00	4.39
06. Parent Conference	11.50	1.26
07. Screening	19.50	2.14
08. Education	5.00	0.55
09. Crisis Intervention	0.00	0.00
10. Consultation	55.00	6.03
11. Report Writing	120.25	13.19
12. Professional Development	99.75	10.94
13. Program Planning/Implementation	27.75	3.04
14. Program Evaluation	0.00	0.00
15. Research	20.50	2.25
16. Peer Interaction	57.25	6.28
17. Record Review	52.00	5.70
18. Supervision: Direct	72.00	7.90
19. Supervision: Group	83.25	9.13
20. Supervision: Other	11.75	1.29
21. Travel	25.50	2.80
22. Management	81.50	8.94
23. Supervision Provided	2.75	0.30
24. Teacher Conference	2.25	0.25
25. Other	0.00	0.00
TOTAL	911.50	100.00
Direct Client Contact	255.00	27.98

