



CALIFORNIA SCHOOL OF EDUCATION
PUPIL SERVICES CREDENTIAL PROGRAM IN SCHOOL PSYCHOLOGY

PPS SCHOOL PSYCH INTERN “COMPETENCIES”

District Personnel:

Students admitted to the AIU School Psychology Credential Program are expected to complete twelve hundred (1200) hours of an internship in a K-12 school setting. We are indebted to you for your time and guidance in the training of our students. We appreciate the opportunity you have given them to learn from you, as well as provided them with opportunities to fulfill their program requirements. The following is a list of “Intern Competencies” which will help guide you as to what we would like to see our students accomplish during the completion of the internship within your district:

1. During their 1200 hour internship, it would be expected that interns would gain experience assessing the following populations:
 - a) Students with Learning Disabilities
 - b) Students with Emotional Disturbance
 - c) Students with Autism
 - d) Students with Mild, Moderate and Severe Developmental Delays
 - e) Alternative Assessment (for African American students)
 - f) *Bilingual Assessments (if the Intern speaks Spanish)*

2. Attend and participate in IEPs for completed cases. Prior to this, the intern should be exposed to at least three IEP meetings in order to understand the paper work and process specific for that particular district. Following this exposure or experience, it is expected that the intern have clear opportunities to run either a portion of an IEP meeting or the entire IEP meeting. In this way, the intern can receive feedback concerning their performance.

3. Participate in SST meetings
 - a) Review information about referred student prior to the meeting
 - b) Actively participate in development of intervention strategies

4. Participate and complete observations and district forms necessary for:
 - a) Functional Behavioral Assessment (FBA) and Behavior Support Plan
 - b) A Functional Analysis Assessment

5. Counseling students (individual and group) *where applicable*. (The student should be at least exposed to individual and/or group counseling sessions.)

6. Consult with teachers and parents on matters involving academic or behavioral difficulties.

7. It is recommended that students gain some exposure and experience on how to prepare for and conduct in-service trainings for teachers, administrators, or other educational staff within the school setting.

(Note: Each site supervisor will be asked to complete a formal evaluation on at least two different occasions)

The intern will be evaluated in the following areas *(note: these areas will appear on the “Intern Evaluation” form):*

I. Diversity

- Knowledgeable about typical and atypical development across the lifespan
- Knowledgeable about the unique characteristics of the different worlds of which children are a part
- Recognizes the present cultures and the behavioral regularities that underlie membership in various communities
- Understands the unique challenges of moving across settings (e.g., home-school) and crossing cultural or linguistic boundaries
- Recognizes the social, cultural, organizational and historical contexts in which learning and development occur
- Conceptualizes problems from various points of view
- Understands the organizational culture of schools
- Understands and respects individual differences

- Understands how culture, gender, class, and disability influence behavior

II. Consultation

- Demonstrates the ability to serve as resource person
- Effectively develops collaborative consultation relationships
- Provides effective consultation with parents, teachers, educational staff and agency personnel
- Knowledgeable about organizational cultures
- Knowledgeable about organizational configuration and issues

III. Assessment

- Demonstrates knowledge about learning difficulties and disabilities
- Understands psychometric properties of tests (validity, reliability, SEM, etc.)
- Completes Assessment Plans effectively
- Demonstrates the ability to score assessment and evaluation instruments accurately, and maintains evaluation reports according to federal and state guidelines.
- Completes assessment battery with students effectively (applies standardization methods and is aware of time management issues)
- Interprets assessments effectively
- Writing skills are effective and free from error (i.e., typos, scoring errors, grammatical errors)
- Possesses expertise in assessing socio-emotional functioning and/or personality
- Possesses expertise in assessing intellectual functioning
- Demonstrates expertise in using or evaluating assessment procedures with individuals, groups, and organizations
- Understands how cultural, class, gender, and ethnic differences may influence behavior and assessment results

IV. Interventions

- Plans, recommends, implements and evaluates interventions effectively
- Uses evidence-based intervention approaches
- Is knowledgeable about a range of academic interventions (and/or is willing to expand knowledge)
- Is knowledgeable about a range of socio-emotional interventions (and/or is willing to expand knowledge)
- Knowledgeable about behavioral interventions (and/or is willing to expand knowledge)
- Demonstrates knowledge of requirements and procedures for functional behavioral assessments and manifestation determination reviews
- Plans and implements appropriate classroom management procedures with other educational staff
- Possesses effective counseling skills (and/or is knowledgeable about counseling services within the community)

V. Professionalism

- Carries out role in a responsible and professional manner
- Develops clear professional identity
- Is punctual for meetings
- Completes reports in a timely manner
- Articulates statement of professional practice
- Is knowledgeable about legislation and case law affecting the practice of school psychology
- Participates in a community of school psychologists (e.g., participates in regularly scheduled departmental meetings; is member of CASP or NASP; attends workshops or inservices provided or endorsed by the district)
- Knows organizations and publications relevant to the field of educational diagnosis, and demonstrates awareness of the importance of engaging in activities that foster professional competence and benefit families of individuals with exceptional learning needs
- Collaborates effectively with educational and auxiliary staff
- Establishes rapport effectively with educational and outside agency staff
- Possesses effective communication skills
- Possesses effective interpersonal skills

VI. Ethics/Laws

- Knowledgeable about the ethical and legal guidelines for professional practice and for the profession of school psychology in particular
- Integrates ethical principles into professional practice and scholarship activities
- Recognizes and responds appropriately to ethical dilemmas
- Knowledgeable about legal standards guiding professional practice (e.g., use of and storage of protocols, testing procedures)

- Applies knowledge of legal and regulatory timelines, schedules, deadlines, and reporting requirements and methods for maintaining eligibility folders and for organizing, maintaining, accessing, and storing records
- Adheres to current legal standards, policies, and procedures

VII. Special Topics

- Interprets data appropriately
- Disseminates and communicates research findings (e.g., classroom observations)
- Approaches tasks responsively as data-based problem-solvers (as opposed to simply functioning as a “tester”)
- Analyzes and identifies problems systematically
- Uses appropriate assessment procedures for developing interventions
- Develops, implements, and monitors evidence-based interventions (e.g. RTI)

Naturally, there may be other activities and skills inherent to your particular school district which you will also expect from each intern. If you have any questions about this list please feel free to contact the Alliant International University Program Director or the intern’s university supervisor.