



Alliant International University
California School
of Education

ALLIANT INTERNATIONAL UNIVERSITY

SCHOOL PSYCHOLOGY PROGRAM SITE SUPERVISOR INFORMATION PACKET



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**VERIFICATION OF PLACEMENT
SCHOOL PSYCHOLOGY CANDIDATES**

Dear Supervisor

Please use the hyperlink below to complete the Verification of Placement Form.

[Supervisor Verification Form for School Psychology Candidates](#)

CALIFORNIA SCHOOL OF EDUCATION
PUPIL SERVICES CREDENTIAL PROGRAM IN SCHOOL PSYCHOLOGY

SCHOOL PSYCHOLOGY INTERNSHIP COMPETENCIES

District Personnel:

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. 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. 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 (as appropriate)*
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.

Naturally, there may be other activities and skills inherent to your particular school district which you will also expect from each intern. The list provided serves as guidance and is not an exhaustive list.

Note: Towards the end of the first and second half of the student’s internship, each site supervisor will be asked to complete a formal evaluation

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)

Hourly Logs

Students are required to keep track of how many hours have been completed under the guidance of their site supervisor. Site supervisors will be asked to sign off on all hourly logs that were completed under their guidance. Supervisors should review activities listed on the student’s hourly log and at minimum, sign off on two hourly logs for the school year.

Evaluations

Site supervisors will be required to complete at minimum, two evaluation forms (the first one completed when the intern reaches 600 hours and the second one completed when the intern completes 1200 hours). If at any time there is a change in supervisor, supervisors should complete an evaluation and indicate how many hours the intern has worked.

If you have any questions about this list, hours and evaluation procedures, please feel free to contact the Alliant International University’s Program Director (ekridge@alliant.edu) or the student’s internship instructor.

Again, thank you and we are grateful for your support with our students.



**PPS PROGRAMS: SCHOOL PSYCHOLOGY AND
SCHOOL COUNSELING PROGRAMS
SITE SUPERVISOR EVALUATION**

Site supervisors are required to complete an evaluation form when the intern has reached the first half of their internship hours and at the completion of their internship hours

Online Form:

[Site Supervisor Evaluation for School Psychology/School Counseling Interns](#)

SCHOOL PSYCHOLOGY INTERN LOG

() First 600 hours () Second 600 hours

INTERN NAME

Hours mm/dd/yyyy to mm/dd/yyyy

Total Number of Hours for this period:

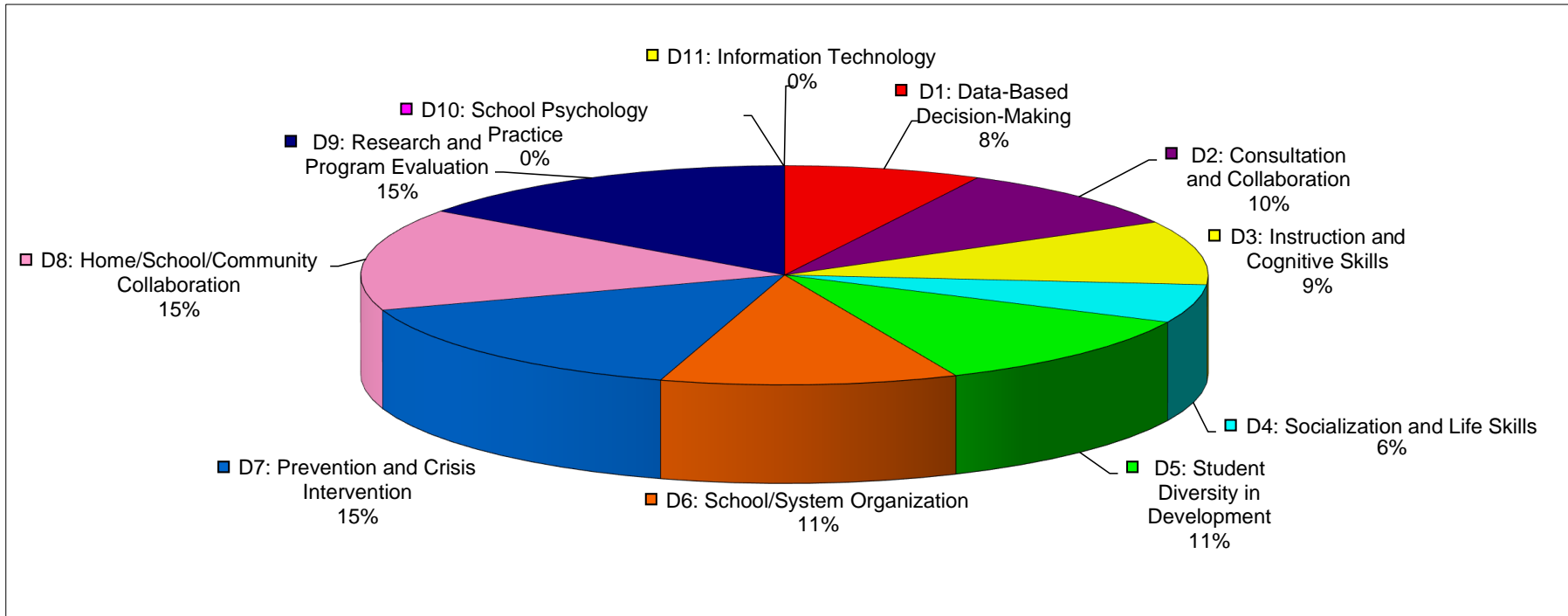
(Save as page as a pdf, sign and upload)

Site Supervisor(s): _____

Signature

Signature

| Domain | Hours | Percentage |
|---|-------------|---------------|
| D1: Data-Based Decision-Making | 4.0 | 7.5% |
| D2: Consultation and Collaboration | 5.0 | 9.4% |
| D3: Instruction and Cognitive Skills | 5.0 | 9.4% |
| D4: Socialization and Life Skills | 3.0 | 5.7% |
| D5: Student Diversity in Development | 6.0 | 11.3% |
| D6: School/System Organization | 6.0 | 11.3% |
| D7: Prevention and Crisis Intervention | 8.0 | 15.1% |
| D8: Home/School/Community Collaboration | 8.0 | 15.1% |
| D9: Research and Program Evaluation | 8.0 | 15.1% |
| D10: School Psychology Practice | 0.0 | 0.0% |
| D11: Information Technology | 0.0 | 0.0% |
| Total Hrs | 53.0 | 100.0% |



Total Hours

| Total by Grade Level for all Domains | Hours | Percentage of Total Hours |
|--------------------------------------|-------------|---------------------------|
| Pre-school | 0.0 | 0.0% |
| Elementary | 23.0 | 43.4% |
| Middle School | 11.0 | 20.8% |
| High School | 19.0 | 35.8% |
| Total | 53.0 | 100.0% |