



UW School Psychology Program

Pre-Certification Internship

Site Supervisor Handbook

2026 - 2027

Dear Incoming Supervisor,

Thank you for agreeing to serve as a pre-service internship supervisor for the 2026-2027 school year! We are excited and grateful that a University of Washington graduate student will have the opportunity to train and grow professionally under your mentorship. The internship year is such an integral part of training for school psychologists and I look forward to getting to know and support you and your intern in this process.

Please use this handbook as a guide during this academic year. I hope it provides clarification as to the goals and requirements of the internship and each person's role in the training experience. My number one goal is to provide a collaborative supervision relationship between site supervisors and myself as a university supervisor. Should any questions arise, please do not hesitate to contact me directly via email.

I look forward to meeting and collaborating with you this year!

Take care,

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The Ed.S. Pre-Certification Internship Experience

The third year pre-certification internship is the culminating training experience for Ed.S students. The internship is a vital, integrative experience in which students conduct supervised work in a school setting over the course of an entire school year (three quarters) for at least 1,200 hours. The primary objective is the provision of practical school-based experiences in the role of a school psychologist, and requires the cooperative efforts of the student, a faculty supervisor from the UW College of Education, and an approved school district "site supervisor." Specifically, students participate in supervised experiences in **assessment, consultation, and intervention** per their approved internship plan. Ideally students would get experiences in both universal prevention and targeted intervention levels of support. Students apply professional, ethical, and legal standards to practice while on internship.

Internship experiences are related to the competencies and standards required by the State of Washington for school psychologists ([WAC 180-78A](#)) and the National Association of School Psychologists (NASP). The internship is designed to provide a diverse set of experiences; as a result, the internship site must agree to provide a training experience that meets the guidelines of UW's School Psychology Program and NASP.

Ed.S. Internship Requirements

Students must complete a **1,200 hour internship** for their ESA residency certification, *at least half of which must be in a school setting* (for further information on potential internship pathways, please refer to the [Program's handbook](#)). An **Internship Site Agreement** (Appendix A), which is signed by the intern, university internship supervisor, site supervisor and authorizing official of the agency, must be submitted to the Program Coordinator before the internship begins. A **Proposed Internship Plan** (Appendix B) must also be completed and sent to the Program Coordinator. The purpose of this document is to outline how the internship will provide supervised experiences in all the assessment, consultation, and intervention experiences required for the student's portfolio. In addition, the internship site must agree to abide by the ethical principles of NASP and the Washington State Legal Code.

Site Supervision

Interns must be supervised by a site (field-based) internship supervisor who has held a professional certification as a school psychologist in Washington state for at least three years and has no more than two interns at any one time. For research or clinical settings, the supervisor must be a licensed psychologist with at least two years of experience. The field-based supervisor must agree, in writing, to provide at least two hours per week of direct individual supervision for the intern. The agency where the internship takes place must agree, in writing, to support the internship experience.

University Supervision

The university-based internship supervisor (Internship Coordinator) is responsible for no more than 25 interns at any given time and meets with these interns for a minimum of eight hours per month for direct, group supervision. In order to best support site supervisors and monitor training activities and experiences, the UW Internship Coordinator will schedule three virtual meetings with site supervisors (held via Zoom) throughout the academic year, including:

- Summer (August): pre-internship orientation for supervisors and check-in with interns
- Autumn quarter: internship site visits including meeting and observation
- Winter quarter: internship site visits including meeting and observation

The UW Internship Coordinator is available as needed via virtual meetings and email to provide additional support to interns and site supervisors.

Required Ed.S. Internship Paperwork

There are a number of documents required for students to submit to the university prior to beginning of their pre-certification internship. While it is the intern's responsibility to manage the completion and submission of these documents, we appreciate your cooperation in supporting your intern to complete these documents in a timely manner. Both of the documents must be completed, signed, and returned to the UW Internship Coordinator no later than the first day of class in autumn quarter each academic year.

Internship Site Agreement

Once a site makes an offer and the intern accepts the position, an **Internship Site Agreement** (Appendix A) should be signed. This form outlines the responsibilities of all parties associated with the internship. The UW Internship Coordinator emails the Internship Site Agreement form to the field-based supervisor along with a formal cover letter (Appendix A).

The Internship Site Agreement was developed to incorporate the training guidelines for school psychology programs as outlined by NASP. The form also includes the standards for credentialing of ESA School Psychologists in Washington State. The Internship Site Agreement is considered a formal contract for the internship year. A brief overview of the agreement is described below:

Responsibilities of the UW Internship Coordinator

As the university faculty supervisor, the primary responsibilities include approving the internship site, evaluating the intern on a quarterly basis, visiting the interns on-site, providing ongoing support to site supervisors, and providing weekly group supervision.

Responsibilities of the school district/internship site

The school district must ensure that the site supervisor has ESA certification as a School Psychologist, has served in this role for a minimum of three years, and holds professional certification status. If the intern is completing hours at an alternative site the supervisor must be a licensed psychologist with at least two years of experience. The supervisor must ensure that the intern receives the appropriate amount of supervision. The internship site must provide a minimum of 1,200 hours (unless otherwise agreed upon) of experience for the intern under the title of *"School Psychology Intern."* Additional requirements are outlined in detail on the Site Agreement form.

Responsibilities of the Site Supervisor

The site supervisor must provide at least two hours of face-to-face supervision for every full-time week. The site supervisor must provide a diverse set of training experiences – including assessment, consultation, and intervention – with student interns. Supervisors are required to review their intern's weekly logs of training activities and hours on Time2Track (T2T), and approve these logs for the intern's

monthly submission to UW Internship Coordinator. The site supervisor must also evaluate the intern's progress on a quarterly basis before the end of each UW academic quarter.

If there are concerns regarding the intern's progress, the site supervisor will contact the university supervisor as soon as possible. Should the need arise, the university and site supervisor will work together to document concerns and assist in creating and implementing a support plan for the intern.

Responsibilities of the Student Intern

The intern is required to follow the policies, standards and practices of the internship site as well as uphold the highest legal and ethical standards of the profession. The intern must not mislead the public regarding their status or credentials. Thus, all interns must refer to themselves as *"School Psychology Intern."* Interns must demonstrate a diverse set of experiences and log them on a weekly basis on T2T, turning them in for approval by site supervisor and to the UW Internship Coordinator. Interns must complete all the requirements of the internship coursework and receive adequate ratings on quarterly evaluations to indicate expected progress toward training goals.

Internship Plan

The **Proposed Internship Plan** (Appendix B) is an essential document that will help the intern and their site supervisor develop a training experience that is diverse in nature. It is the goal of the School Psychology Program that interns receive training experiences in assessment, consultation, and intervention (including counseling), with **equal weight** given to the three areas.

In developing the Proposed Internship Plan, it is beneficial to use the following table to guide your planning to ensure a diverse set of internship experiences. Interns should track these experiences by collecting reports or other data that reflect a diverse set of experiences with children and adolescents. Interns should receive a variety of experiences that include a minimum of two cases in each category:

Domain	Category
<i>Assessment</i>	Cognitive/Intellectual Educational/Academic Achievement Social Emotional Assessment Adaptive functioning Visual motor & other diagnostic Functional Behavior Assessment
<i>Special Populations</i>	Developmental delay or Intellectual Disability Learning disabled (reading, math, written expression) Behavioral disabilities English Language Learners Health Impairment
<i>Multicultural</i>	African American, Native American, Asian, Pacific Islander, Hispanic, Indian, or biracial – 20% of all contact hours*
<i>Consultation</i>	Academic consultation - reading Academic consultation - writing Academic consultation - math Behavioral consultation Mental Health consultation
<i>Intervention</i>	Academic Intervention- reading Academic Intervention- writing Academic Intervention- math Behavioral Intervention (Tier II & Tier III) Individual counseling (Tier III) Group counseling (at least 1) (Tier II) Parent education or in service to teachers Crisis intervention
<i>Multi Tiered Systems of Support</i>	Academic and/or Social-Emotional Screening Prevention Programming Administration and Review of Curriculum-Based Measures Progress Monitoring

* It is preferred that at least 20% of all contact hours should be with students who are not white or middle class. Since this requirement is contingent upon the population of the school, interns should seek out opportunities to work with children of color and may discuss this with their supervisor(s).

It is recommended that students have exposure to and gain experience in as many of the following assessment tools as possible. The list below is not exhaustive and we encourage interns to gain exposure to as many valid and reliable measures as possible throughout their training experience.

Cognitive/Intellectual Assessment

- Bayley 4
- DAS-II
- KABC-II NU
- SB-5
- WAIS-5
- WISC-V
- WJ-V

Educational Achievement

- KeyMath3-DA
- KTEA-3
- WIAT 4
- WJ-V

Neuropsychological/Process Diagnostic (as appropriate)

- Beery VMI 6
- Brown Attention System
- BRIEF2
- CTOPP-2
- D-KEFS
- NEPSY-II
- PAL-II Revised
- WRAML or Memory Scale for Children

Adaptive Functioning

- ABAS-3
- Vineland-3

Language Assessment (as appropriate)

- CELF-5 (expressive and receptive)

- PPVT-5

Social-Emotional Assessment

- ABAS-II
- Achenbach CBCL (Parent, Teacher, Self-Report)
- BASC-3 or BASC-4 (Parent, Teacher, Self-Report, Classroom Observation, and Developmental History)
- BSI
- CDI-2
- RCMAS-2

Other Recommended Experiences

- Work with universal screening tools for academics and behavior
- Work with curriculum-based assessments
- Participation in school committees [i.e., crisis response team; SIT (student intervention team)) and/or student clubs (i.e., Gay-Straight Alliance; Anti-Bullying)]
- Professional Development opportunities
- Student & Family Advocacy opportunities
- Home-School-Community Collaboration opportunities
- Observe various self-contained and/or other specialized programs in the district
- Be involved in transition planning for students
- Participate in various types of evaluations, such as those for students who are medically fragile, non-verbal, or otherwise impaired so that they require non-traditional assessments

Weekly Log

Students are expected to log internship hours and experiences on a weekly basis using [Time2Track \(T2T\)](#). Site supervisors may elect to review hours on a weekly basis as well. Students are responsible for submitting logs to be approved by their site supervisor in T2T, and then turned into the UW Internship Coordinator at least once per month once the site supervisor has approved the hours log.

Ed.S. Intern Evaluations

Quarterly evaluations of student performance are completed by site supervisors in Qualtrics and reviewed by the UW Internship Coordinator. Interns will also complete self-evaluations. The site supervisor utilizes the *School Psychology Quarterly Intern Evaluation Form* (Appendix C) based on the NASP 2020 Professional Standards, to provide feedback on student progress in achieving training objectives and competences. These quarterly evaluations are completed online. Additionally, the intern completes a self-evaluation. **Quarterly evaluation forms must be submitted online by the last week of each quarter, or the Friday before finals in every quarter.**

Please note these dates:

- Autumn quarter instruction ends: December 11, 2026
- Winter quarter instruction ends: March 12, 2027
- Spring quarter instruction ends: June 4, 2027

Supervisors should meet with their interns to review these evaluations and share feedback. Interns should have their self-evaluation completed prior to this meeting so as to facilitate effective supervision and planning for upcoming experiences and supervision needs.

NCSP Internship Verification Form

At the conclusion of the internship, interns will complete and submit an Internship Verification form as part of their NCSP applications. This form confirms that the intern has completed the minimum number of hours required for their internship. This form will be signed by the student intern, their site supervisor, and the UW Internship Coordinator. Students are not able to complete their NCSP application until this form is complete. Site supervisors have the option to sign this form during the UW Internship Celebration on the final day of class or wait until the end of the student's internship. This form must be signed and returned to the intern no later than the final day of the spring quarter; incomplete forms or failure to return to the form to the student may delay a student's final grades and ultimately, degree conferral.

EDPSY 566: Third-Year Case Study and Internship Seminar

EDPSY 566/EDUC 750 includes formal group supervision by the UW Internship Coordinator for eight hours per month. During this group supervision time, interns have the opportunity to engage in a reflective community of practice with their peers, present progress on their case studies, and participate in didactic training seminars on various topics related to the practice of school psychology. The School Psychology Program highly values the expertise of each site supervisor and would welcome any site supervisors who would like to teach a didactic on a specialized topic or population during our class.

Interns are required to receive a total of eight hours of monthly supervision from the university supervisor, per NASP. This supervision time takes place weekly on Mondays from 4:30 to 6:20 PM; the majority of classes will take place virtually over Zoom, but four classes per term will be scheduled in-person on the University of Washington campus. Students who are stationed at internship sites that are 50 miles or more away from the Seattle campus are not required to attend classes in-person.

Case Study Assignment

As part of the internship training experience, interns are required to select two cases for which they will conduct a formal case study over the course of the year using NASP's case study guidelines for internship. One case will be a social-emotional case and another will be an academic case. The cases may consist of assessment and/or intervention. Interns will be required to present briefly on the progress of their case study and engage in case consultation regarding their case throughout the year. At the end of autumn and spring quarters, the intern will turn in a paper summarizing their work and the outcomes of the particular case. Interns are provided with detailed information regarding case study requirements at the start of EDPSY 566 **and should discuss their case study plan and progress with their internship supervisors.**

Self-Care for School Psychologists (SCSP)

An integral part of achieving success as a practitioner in the field is engaging in practices that promote resilience and well-being and combat stress and burn-out.

We will spend class time learning about and discussing evidence-based practices in self-care and resilience for educators and mental health professionals. Students will be asked to engage in at home resilience practices and reflect on their experience from time-to-time in class.

Grading

The intern's quarterly grades (credit/no credit) for the 24 internship credits (EDUC 750) are determined by timely and complete submissions of both the supervisor and intern *School Psychology Quarterly Intern Evaluations* (Appendix C). EDPSY 566 grades are determined by case study grades and the completion of hours logs. Evaluations and other required documentation must be completed and submitted no later than the final instructional day of each quarter. Incomplete forms or failure to submit documentation may result in a temporary designation of "Incomplete" for a class' final grade; if this occurs in spring quarter, it may delay a student's final grades and ultimately, degree conferral. Timely completion of required documentation and advance communication if a delay is anticipated will positively and significantly facilitate the UW Internship Coordinator's work regarding student grades.

Supervision Resources

Documenting Concerns

If there are concerns about the progress, skill level, or professionalism of an intern, the following process should be followed.

Step 1 – Direct Supervision

The site supervisor should directly share concerns with the intern and provide direct and descriptive supervision to support growth in the necessary skills and areas related to the concerning behavior and/or skill gap.

Step 2 – Performance Improvement Plan

The site supervisor will work with the intern to complete a Performance Improvement Plan (Appendix D). The site supervisor should contact the UW Internship Coordinator to inform them that a Performance Improvement Plan has been created. The UW Internship Coordinator can support the site supervisor in consultation around the Performance Improvement Plan; however, the site

supervisor should create the plan in consultation with the intern without the UW Internship Coordinator being present. It is the responsibility of the site supervisor to follow up on the Performance Improvement Plan and collect necessary data to support further actions if necessary.

Step 3 – Corrective Action Plan

If a Performance Improvement Plan has been implemented, appropriate growth has not been demonstrated by the intern, and supporting data has been documented, then the UW Internship Coordinator should be contacted to help in the creation of a Corrective Action Plan (Appendix E).

Conditional Certification Policy

The UW School Psychology Program has specific requirements in order for interns to qualify for conditional certification:

- the intern has shown growth from the first evaluation,
- the intern has received a strong second quarterly evaluation,
- the intern has participated in internship class at an above average level, and
- the school-based and university-based internship supervisors feel that the intern is ready for certification

With the first two evaluations completed, interns can be eligible to be certified in or around March of the internship year. The first supervisor evaluation cannot be completed until early December and is required as the written evidence to document initial progress. To speed up the process, the internship supervisor can complete the second performance evaluation as early as mid-February. If the February ratings are strong and document appropriate growth from the initial ratings received in December, an intern can then apply for condition certification at that time.

The conditional certification process is school district-initiated action, not intern-initiated action. If the district would like to pursue the conditional certification process, please have the appropriate district personnel email the UW Internship Coordinator with the following information:

- Intern's FTE, sites, and roles
- Description of ongoing support for the intern
- Agreement to continue fulfilling the terms of the Internship Agreement signed at the beginning of the school year

Even after conditional certification, the Program requires that students maintain a balance between assessment, consultation, and intervention activities on internship. It has been our experience that when an intern is conditionally certified, the level of supervision drops off for the remainder of the school year and interns' work shifts heavily into assessment and SPED compliance. At the University of Washington, we train students in the expanded model of school psychology service delivery to be eligible for NCSP with NASP. Therefore, if an internship site recommends an intern for conditional certification, we require the intern to continue with the same level of supervision with the same proportion of hours across intervention, consultation, and intervention. This framework protects our students' experiences and the UW School Psychology Program, since we complete paperwork for national certification (NCSP) in the final quarter of internship year that confirms the full internship and supervision requirements were met for every student, regardless of completed conditional certification.

District Strike Policy

In the event that district employees go on strike as part of a bargaining process or for another union-approved reason, UW School Psychology Interns are expected to follow the lead of their supervisor and act in accordance with the union policies for school psychologists. If the strike continues for an extended period of time and would impact the interns ability to attain the necessary number of hours required to complete the internship, the intern and their site supervisor should meet with the university supervisor to plan for how the internship hours and experiences can be met during the strike. Interns should continue their internship in the district they began in unless there are extensive extenuating circumstances; in this event, the university supervisor and Program Director must approve the change.

Supervisor Resources

Providing supervision for school psychology interns is both an honor and sometimes challenging work. The following are resources to help you in supporting your interns.

Digital Resources

- [NASP Best Practice Guidelines for School Psychology Internships](#)
- [Decolonizing Psychology Training Seminar](#)

Books

- Campbell, J. M. (2006). *Essentials of clinical supervision*. Wiley & Sons, Inc. [\(link to purchase\)](#)
- Falender, C. A. & Shafranske, E. P. (2021). *Clinical supervision. A competency-based approach* (2nd ed.). American Psychological Association. [\(link to purchase\)](#)

List of traits, qualities, and actions of effective supervisors

- Provide mindful and intentional leadership
- Provide regularly scheduled, face-to-face supervision meetings
- Begin each supervision session with a working agenda
- Help supervisees conceptualize cases
- Demonstrate and teach techniques and skills
- Scaffold experiential learning opportunities
- Provide collaborative and interactive learning opportunities
- Model and teach organization skills and systems
- Assist supervisees as they select assessment batteries
- Assist supervisees as they design intervention strategies
- Assist supervisees as they analyze and interpret data

- Model culturally competent practice
- Debrief supervisees after difficult or crisis situations
- Provide informal and formal feedback (evaluation) that is direct, timely, solution-oriented, and constructive
- Connect trainees with professional development opportunities
- Ensure that supervisees practice only within areas of professional competences
- Communicate concerns to supervisee and university supervisor
- Take ultimate responsibility for services provided by supervisees

Appendices

Appendix A: Internship Site Agreement

_____ school(s) in the _____, agrees to
name of school(s) *name of district/agency*

serve as a host site for the purpose of providing internship activities appropriate to the role of a school psychologist. _____ is enrolled in the School Psychology Program in the
student name

College of Education at the University of Washington. For a period beginning _____ and
MM/DD/YYYY

ending _____, _____ is appointed as a **School Psychology Intern** at
MM/DD/YYYY *student name*

the host site for _____ hours per week with the following compensation _____.
*agreed upon pay/pay structure*

Terms and conditions of this agreement as noted below shall continue to effect for the period cited above unless one or both parties request termination of the agreement.

Responsibilities of the Site Supervisor

As party to the agreement, the **site supervisor** will:

- Provide the intern two hours of face-to-face supervision for every full-time week.
- Create an internship plan (in collaboration with the intern) within one month of the start of the internship. The plan should offer a diverse set of training experiences for the intern. See proposed internship plan as a guide.
- Oversee all the intern's professional activities in the district and provide guidance throughout the intern's professional growth and development.
- Co-sign all psychological reports throughout the internship year as a certified School Psychologist.
- Evaluate the intern's competencies on a quarterly basis by completing the School Psychology Competency Standards form provided by the University.

Responsibilities of the School District/ Research Setting/Clinic

As party to the agreement, the **school district** will:

- Appoint a site supervisor from its staff who holds ESA certification as a School Psychologist, who has served in this role for a minimum of three years, and holds continuing certification status or a licensed psychologist with at least two years of experience.
- Ensure that the intern receives face-to-face supervision for a minimum of two hours per week of full-time work.
- Ensure that the site supervisor adheres to the guideline of supervising no more than 2 interns at a time.
- Assure that the intern is treated as part of the professional staff; provide appropriate compensation (as agreed upon by the intern and the district); and provide a supportive work environment with adequate supplies and test materials.
- Designate time in the intern's workweek for professional development activities and training experiences.
- Provide the intern the following experiences:
 - No less than 1,200 hours of full-time experience or 600 hours of part-time experience in the setting as a "School Psychology Intern"
 - Orientation to the internship site's administrative policies, standards, and practices
 - Opportunities for the intern to develop a broad and diverse role including development of professional competence in assessment, intervention, counseling, and consultation.
 - Opportunities for the intern to develop professional competencies with a broad range of programs and populations including: regular education, special education, age, disabilities, and cultures.

Responsibilities of the University:

As a party of the agreement, the School Psychology Program at the University of Washington shall provide a **faculty supervisor** who will:

- Evaluate each candidate for the internship and validate compliance with all OSPI and University requirements.
- Provide the internship site a written statement that delineates the responsibilities of the site supervisor with respect to supervision, instruction, and evaluation of the intern.
- Provide the internship site supervisor a format for evaluating the intern on a quarterly basis.
- Provide supervision to the intern which will include the following:
 - Coordinate regular contacts with the site supervisor and/or the director of the internship program regarding the intern's progress.
 - Review the quarterly evaluations completed by the intern and the site supervisor prior to providing a grade in each internship course.
 - Assess the student's completion of all the requirements in cooperation with the school district's field supervisor.
 - Observe and conduct one on-site supervision visit with each intern and supervisor during the year. Additional support includes: (1) supervisor orientation via webinar in Fall Quarter, (2) Winter Quarter phone/virtual consultation, and (3) host intern and supervisor on UW campus for final evaluation meeting.
 - Provide weekly supervision and training for the intern throughout the internship year.

Responsibilities of the Intern

As party to the agreement, the **intern** will:

- Conform to the administrative policies, standards, and practices of the internship site, and to the legal and ethical standards of the profession.
- Identify themselves as a "School Psychology Intern."
- Demonstrate and document a wide variety of competencies as required for the school psychology certification and NASP school psychology program standards.
- Log internship hours weekly via Time2Track
- In collaboration with the supervising school psychologist, the intern will create an internship plan that outlines the proportion of time dedicated to a diverse set of training experiences.
- Complete a self-evaluation of performance at least once per quarter and submit this evaluation to the University supervisor. This evaluation is required prior to posting a grade for quarterly internship credits.

By following the guidelines in this agreement, all parties in agreement will provide a training experience that is consistent with the ethical standards of the National Association of School Psychologists and the Washington State legal code.

_____ Site Supervisor Name	_____ Credentials	_____ Site Supervisor Signature	_____ Date
_____ Authorizing Official Name (district/admin)	_____ Title	_____ Authorizing Official Signature	_____ Date
_____ University Supervisor Name	_____ Credentials	_____ University Supervisor Signature	_____ Date
_____ Student Intern Name		_____ Student Intern Signature	_____ Date

Appendix B: Proposed Internship Plan

Course Number _____ Credits _____ Quarter & Year _____

Student Name _____ Degree _____

Student Address _____ Phone _____

Internship Agency Name _____

Agency Address _____ Phone _____

Site Supervisor Name _____ ESA Cert # _____

Internship Weekly Schedule (Days & Hours) _____

Students should receive supervised experiences in assessment (1/3), consultation (1/3), and counseling/intervention (1/3). Proposed plans will be reviewed and approved by the university supervisor.

Practicum/Internship Activities	Approximate % of Time
A.	
B.	
C.	
D.	
E.	

Intern Signature _____ Date _____

Site Supervisor Signature _____ Date _____

University Supervisor Signature _____ Date _____

Appendix C: School Psychology Quarterly Internship Evaluation

*All evaluations are now completed online using Qualtrics.
The content below is a reference for students and faculty to complete the evaluations.*

Student Intern's Name: _____ **Site Supervisor's Name:** _____

Quarter/Year: _____ **Date of evaluation:** _____

The internship experience in the School Psychology Program is a full-time experience. Site supervisors are to complete the online evaluation of the intern on a quarterly basis. The following evaluation is based on intern performance on all these tasks within the context of the internship experience. The expectation is that interns show numerical progress over the course of the year, demonstrating a minimum level of competency at a 3.0 or higher on all domains by the spring quarter of the internship.

The following evaluation is based on student performance on all these tasks within the context of the individual internship experience. By completing these ratings electronically, the supervisor certifies that this internship evaluation is based in part on direct observation of the intern and their developing skills.

The rating scale is as follows:

4	Area of Emerging Expertise	Intern has built additional expertise in this area above and beyond what is typically seen at the introductory residency level and requires minimal supervision to operate in this area.
3	Independent Level Competence	Intern is performing at the expected competency level for an independent residency level school psychologist.
2	Internship Level Competence	Intern is performing at the level expected of an internship level school psychologist; requiring frequent and appropriate supervision.
1	Unsatisfactory Progress	Intern needs additional training; does not meet level of competency required to work at an internship level of competence.
N/O	Not Observed or No Opportunity	Not yet demonstrated; No opportunity to practice.

NASP Domain 1: Data-based decision making APA Competency IV: Assessment Interns have knowledge of varied methods of assessment and data collection methods for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes.	Supervisor Evaluation		
	Autumn	Winter	Spring
Activity	Supervisor's Comments (1-2)		
Use psychological and educational assessment, data collection strategies, and technology resources as part of a comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery			
Demonstrates skills in data-based case conceptualization – able to use data/information to conceptualize cases and generate hypotheses and possible solutions; uses evidence to evaluate outcomes.			
Systematically collect data and other information about individuals, groups, and environments as key components of professional school psychology practice			
Translate assessment and data collection results into design, implementation, and accountability for evidence-based instruction, interventions, and educational and mental health services effective for situations, contexts, and diverse characteristics			
Use assessment and data collection methods to evaluate response to, progress in, and outcomes for services to promote improvement and effectiveness			
Access information and technology resources to enhance data collection and decision making			
Measure and document effectiveness of their own services for children, families, and schools			
Additional Comments for NASP Domain 1			

NASP Domain 2: Consultation and Collaboration APA Competency IX: Consultation and Interprofessional/Interdisciplinary Skills Interns have knowledge of varied methods of consultation, collaboration, and communication applicable to individuals, families, groups, and systems and used to promote effective implementation of services.	Supervisor Evaluation		
	Autumn	Winter	Spring
Activity	Supervisor's Comments (1-2)		
Applies consultation methods, collaborate, and communicate effectively with others as part of a comprehensive process that permeates all aspects of service delivery.			
Consults and collaborates in planning, problem solving, and decision-making processes and to design, implement, and evaluate instruction, interventions, and educational and mental health services across particular situations, contexts, and diverse characteristics.			
Consults and collaborates at the individual, family, group, and systems level.			
Facilitates collaboration and communication among diverse school personnel, families, community professionals, and others.			
Effectively communicates information for diverse audiences, for example, parents, teachers, other school personnel, policy makers, community leaders, and/or others.			
Promotes application of psychological and educational principles to enhance collaboration and achieve effectiveness in provision of services.			
Additional Comments for NASP Domain 2			

NASP Domain 3: Academic Interventions and Instructional Supports APA Competency VII: Intervention Interns have knowledge of biological, cultural, and social influences on academic skills; human learning, cognitive and developmental processes; and evidence-based curriculum and instructional strategies.	Supervisor Evaluation		
	Autumn	Winter	Spring
Activity	Supervisor's Comments (1-2)		
Uses assessment and data collection methods to develop appropriate academic goals for children with diverse abilities, disabilities, backgrounds, strengths, and needs.			
Implements services to achieve academic outcomes, including classroom instructional support, literacy strategies, home-school collaboration, instructional consultation, and other evidence-based practices.			
Uses evidence-based strategies to develop and implement services at the individual, group, and systems levels and to enhance classroom, school, home, and community factors related to children's cognitive and academic skills.			
Implements methods to promote intervention acceptability and fidelity and appropriate data-based decision making procedures, monitor responses of children to instruction and intervention, and evaluate the effectiveness of services.			
Additional Comments for NASP Domain 3			

NASP Domain 4: Mental and Behavioral Health Services and Interventions APA Competency VII: Intervention Interns have knowledge of biological, cultural, developmental, and social influences on behavior and mental health; behavioral and emotional impacts on learning and life skills; and evidence-based strategies to promote social-emotional functioning and mental health.	Supervisor Evaluation		
	Autumn	Winter	Spring
Activity	Supervisor's Comments (1-2)		
Uses assessment and data collection methods to develop appropriate academic goals for children with diverse abilities, disabilities, backgrounds, strengths, and needs.			
Implements services to achieve academic outcomes, including classroom instructional support, literacy strategies, home-school collaboration, instructional consultation, and other evidence-based practices.			
Integrate behavioral supports and mental health services with academic and learning goals for children.			
Use evidence-based strategies to develop and implement services at the individual, group, and/or systems levels and to enhance classroom, school, home, and community factors related to children's mental health, socialization, and learning.			
Implement methods to promote intervention acceptability and fidelity and appropriate data-based decision-making procedures, monitor responses of children to behavioral and mental health services, and evaluate the effectiveness of services.			
Additional Comments for NASP Domain 4			

NASP Domain 5: School-wide Practices to Promote Learning APA Competency IX: Consultation and Interprofessional/Interdisciplinary Skills Interns have knowledge of school and systems structure, organization, and theory; general and special education; technology resources; and evidence-based school practices that promote academic outcomes, learning, social development, and mental health.	Supervisor Evaluation		
	Autumn	Winter	Spring
Activity	Supervisor's Comments (1-2)		
Design and implement evidence-based practices and policies in, for example, areas such as discipline, instructional support, staff training, school improvement activities, program evaluation, student transitions at all levels of schooling, grading, home-school partnerships, etc.			
Utilize data-based decision making and evaluation methods, problem-solving strategies, consultation, technology resources, and other services for systems-level issues, initiatives, and accountability responsibilities			
Create and maintain effective and supportive learning environments for children and others within a multi-tiered continuum of school-based services.			
Develop school policies, regulations, services, and accountability systems to ensure effective services for all children			
Additional Comments for NASP Domain 5			

NASP Domain 6: Services to Promote Safe and Supportive Schools APA Competency __ Interns have knowledge of principles and research related to resilience and risk factors in learning and mental health, services in schools and communities to support multi-tiered prevention, and evidence-based strategies for effective crisis response.	Supervisor Evaluation		
	Autumn	Winter	Spring
Activity	Supervisor's Comments (1-2)		
Promote environments, contexts, and services for children that enhance learning, mental and physical well-being, and resilience through protective and adaptive factors and that prevent academic problems, bullying, violence, and other risks			
Use assessment and data collection methods to develop appropriate goals for and to evaluate outcomes of prevention and response activities and crisis services			
Contribute to, design, implement, and/or evaluate prevention programs that integrate home, school, and community resources and promote learning, mental health, school climate and safety, and physical well-being of all children and families			
Contribute to, design, implement, and/or evaluate services for crisis prevention, preparation, response, and recovery at the individual, family, and systems levels and that take into account diverse needs and characteristics			
Utilize data-based decision-making methods, problem-solving strategies, consultation, collaboration, and direct and indirect services for preventive and responsive services to promote learning and mental health and for crisis services			
Additional Comments for NASP Domain 6			

NASP Domain 7: Family, School, and Community Collaboration APA Competency IX: Consultation and Interprofessional/Interdisciplinary Skills Interns have knowledge of principles and research related to family systems, strengths, needs, and culture; evidence-based strategies to support family influences on children’s learning, socialization, and mental health; and methods to develop collaboration between families and schools.	Supervisor Evaluation		
	Autumn	Winter	Spring
Activity	Supervisor’s Comments (1-2)		
Design and implement evidence-based practices and policies that facilitate family–school partnerships and interactions with community agencies to enhance academic, learning, social, and mental health outcomes for all children			
Identify diverse cultural issues, situations, contexts, and other factors that have an impact on family–school interactions and address these factors when developing and providing services for families			
Utilize data-based decision making, evaluation methods, problem-solving strategies, consultation, communication, and direct and indirect services to enhance family–school–community effectiveness in addressing the needs of children			
Design, implement, and evaluate education programs and other types of services that assist parents with promoting the academic and social–behavioral success of their children and addressing issues and concerns			
Additional Comments for NASP Domain 7			

NASP Domain 8: Equitable Practices for Diverse Student Populations APA Competency III: Individual and Cultural Diversity Interns have awareness, appreciation, and skills in working with individuals and groups from a variety of racial, cultural, ethnic, socioeconomic, gender-related, and linguistic backgrounds.	Supervisor Evaluation		
	Autumn	Winter	Spring
Activity	Supervisor's Comments (1-2)		
Provide effective professional services in data-based decision making, consultation and collaboration, and direct and indirect services for individuals, families, and schools with diverse characteristics, cultures, and backgrounds and across multiple contexts, with recognition that an understanding of and respect for diversity and in development and learning is a foundation for all aspects of service delivery			
In collaboration with others, address individual differences, strengths, backgrounds, and needs in the design, implementation, and evaluation of services to improve academic, learning, social and mental health outcomes for all children across family, school, and community contexts			
Advocate for social justice and recognition that cultural, experiential, linguistic, and other areas of diversity may result in different strengths and needs; promote respect for individual differences; recognize complex interactions between individuals with diverse characteristics; and implement effective methods for all children, families, and schools to succeed			
Provide culturally competent and effective practices in all areas of school psychology service delivery and in the contexts of diverse individual, family, school, and community characteristics			
Additional Comments for NASP Domain 8			

NASP Domain 9: Research and Evidence-Based Practice APA Competency I: Research Interns have knowledge of research design, statistics, measurement, varied data collection and analysis techniques, and program evaluation methods sufficient for understanding research and interpreting data in applied settings.	Supervisor Evaluation		
	Autumn	Winter	Spring
Activity	Supervisor's Comments (1-2)		
Evaluate and synthesize a cumulative body of research and its findings as a foundation for effective service delivery			
Provide assistance in schools and other settings for analyzing, interpreting, and applying empirical evidence as a foundation for effective practices at the individual, group, and/or systems levels			
Incorporate various techniques and technology resources for data collection, measurement, analysis, and accountability in decision-making and in evaluation of services at the individual, group, and/or systems levels			
Design, conduct analyses, and/or interpret research and/or program evaluation in applied settings			
Additional Comments for NASP Domain 9			

NASP Domain 10: Legal, Ethical, and Professional Practice APA Competency II: Ethical and legal standards Interns have knowledge of the history and foundation of school psychology; multiple service models and methods; ethical, legal and professional standards; and other factors related to professional identity and effective practice as school psychologists.	Supervisor Evaluation		
	Autumn	Winter	Spring
Activity	Supervisor's Comments (1-2)		
Engage in effective and responsive ethical and professional decision-making that reflects recognition of diverse needs and characteristics of children, families, schools, and other professionals			
Engage in effective, collaborative professional relationships and interdisciplinary partnerships			
Apply professional work characteristics needed for effective practice as school psychologists, including respect for human diversity and social justice, communication skills, effective interpersonal skills, responsibility, adaptability, initiative, dependability, and technology skills			
Utilize supervision and mentoring for effective school psychology practice			
Advocate for school psychologists' professional roles to provide effective services, ensure access to their services, and enhance the learning and mental health of all children and youth			
Engage in career-long self-evaluation and continuing professional development			
Additional Comments for NASP Domain 10			

NASP Standard: Professional Work Characteristics APA Competency IV: Professional Values and Attitudes APA Competency V: Communication and Interpersonal Skills The ultimate goal of the internship experience is to (a) prepare the student for the realities of practice in school psychology, and (b) prepare the student for independent practice after the internship. The following are characteristics that the UW School Psychology Program aspires to instill in students prior to graduation.	Supervisor Evaluation		
	Autumn	Winter	Spring
Activity	Supervisor's Comments (1-2)		
Demonstrates respect for human diversity - Respects racial, cultural, socioeconomic, religious, gender-related, sexual-orientation, and other human differences - Demonstrates the sensitivity and skills needed to work with diverse populations			
Demonstrates effective oral communication skills Speaks orally in an organized and clear manner			
Demonstrates effective written communication skills Writes in an organized, clear manner			
Demonstrates professional identity and ethical responsibility - Appears to identify with the profession of school psychology - Conducts self in an ethically responsible manner			
Demonstrates attending/listening skills Attends to important communications and listens effectively			
Demonstrates adaptability and flexibility - Adapts effectively to the demands of a situation - Is sufficiently flexible in dealing with change			
Demonstrates initiative and dependability - Initiates activities when appropriate - Can be counted on to follow through on a task once a commitment to it has been made - Reliably completes assignments in a timely manner			

NASP Standard: Professional Work Characteristics, Continued	
Activity	Supervisor's Comments (1-2)
Demonstrates time management and organization Organizes work and manages time effectively	
Responsiveness to supervision/feedback Is open to supervision/ feedback and responds to such appropriately	
Demonstrates skills in data-based case conceptualization • Able to use data/information to conceptualize cases and generate hypotheses and possible solutions • Uses evidence to evaluate outcomes.	
Demonstrates systems orientation • Understands that schools, families, and organizations are systems • Recognizes and effectively utilizes rules, policies, and other characteristics of the system	
Demonstrates problem-solving/critical thinking • Thinks critically • Effectively analyzes problem situations and conceptualizes alternative approaches and solutions	
Additional Comments for NASP Professional Work Characteristics	

Evaluation of Involvement with Various Populations	Supervisor Evaluation		
	Autumn	Winter	Spring
Early childhood (Age 0-4)			
Primary (Grades K-3)			
Intermediate (Grades 4-6)			
Junior High (Grades 7-9)			
Secondary (Grades 10-12)			
Regular (general) education			
Diverse Populations (racial and ethnic diversity)			
Diverse Populations (Socioeconomic diversity)			
Developmentally delayed			
Emotional and behavioral disabilities			
Learning disabilities			
Multiple disabilities			
Sensory impaired (vision, hearing)			
Orthopedic/health-impaired			
Gifted/talented			
Low incidence (autism, TBI, etc.)			

Recommendations: Initial (Autumn evaluation)

Results of the current evaluation suggest that the following competencies/skills/activities should be emphasized during the upcoming months of the internship:

Recommendations: Midterm (Winter evaluation)

Results of the current evaluation suggest that the following competencies/skills/activities should be emphasized during the remaining months of the internship:

Final Evaluation (Spring Quarter ONLY)	
I certify that this internship evaluation is based in part on direct observation of the intern and their developing skills. Direct observation was conducted live (at least once) during each evaluation period (Autumn, Winter, and Spring).	
SIGN HERE	
It is my professional judgment that this intern has completed the activities and experiences planned for the School Psychology pre-certification internship, and that they have achieved the minimum level of competency in each of the domains specified herein.	
☐ TRUE	☐ FALSE

Appendix D: Performance Improvement Plan Template

Performance Improvement Plan

Intern Name: _____

DATE: _____

Statement of Problem

[STUDENT NAME], school psychology intern in [DISTRICT NAME], has [INSERT SHORT DESCRIPTION OF BEHAVIOR DESIRED TO CHANGE]. The below plan is designed to support [STUDENT NAME] in making appropriate changes so they will be able to [INSERT SHORT DESCRIPTION OF EXPECTED BEHAVIOR].

The specific challenges below outline individual reasons that have resulted in [BEHAVIOR(S) DESIRED TO CHANGE]. The plan to resolve the problem outlines specific actions [STUDENT NAME] will take in order to remediate the specific challenges. Supports needed are specific items [STUDENT NAME] needs or needs help with in order to be able to complete the plan. Measures of progress are how stakeholders will know if the plan has been met sufficiently.

[SUPERVISOR NAME] and [STUDENT NAME] agree to follow up on the plan on [DATE (suggested six weeks after initial plan is written)] to review [STUDENT NAME]'s progress on the above mentioned plan. If measures of progress are not being met consistently by [DATE], then the supervisor and intern can decide to take the following steps:

- 1) Adjust the Performance Improvement Plan and reassess progress after six additional weeks.
- 2) Contact the UW Internship Coordinator to schedule a meeting for further discussion and creation of a Corrective Action Plan.

[EXAMPLE] Performance Improvement Plan

Specific Challenge	Plan to Resolve	Support(s) Needed	Measures of Progress
STUDENT has had difficulty starting assessments early enough to complete all required areas prior to the scheduled feedback meeting.	STUDENT will make a general timeline for completing assessments that frontloads testing. This will serve as a template to follow for how to complete evaluations in a timely fashion. STUDENT will schedule feedback meetings as soon as they receive consent, which will help them clarify the timeline they have for completing the evaluation.	STUDENT plans to make a back calendar that puts in each phase of the evaluation. They will review this calendar each week to make sure they are sending out consents, scheduling meetings, performing testing, and writing up results in a manner that allows them to complete the evaluation on time.	STUDENT will have reports completed at least 24 school-day hours before the meeting so as to allow time for their supervisor to review and request changes.

Appendix E: Corrective Action Template

CORRECTIVE ACTION PLAN

Intern Name: _____

DATE: _____

Statement of Problem

[STUDENT NAME], school psychology intern in [DISTRICT NAME], has [STATEMENT OF THE PROBLEM]. The below plan is designed to support [STUDENT NAME] in making appropriate changes so they will be able to [INSERT SHORT DESCRIPTION OF EXPECTED BEHAVIOR].

The specific challenges below outline individual reasons that have resulted in [BEHAVIOR(S) DESIRED TO CHANGE]. The plan to resolve the problem outlines specific actions [STUDENT NAME] will take in order to remediate the specific challenges. Supports needed are specific items [STUDENT NAME] needs or needs help with in order to be able to complete the plan. Measures of progress are how stakeholders will know if the plan has been met sufficiently.

The UW Internship Coordinator and [STUDENT NAME] agree to schedule a formal check-in meeting on [DATE (suggested six weeks after initial plan is written)] in order to review [STUDENT NAME]'s progress on the above mentioned plan.

[EXAMPLE] Corrective Action Plan

Specific Challenge	Plan to Resolve	Support(s) Needed	Measures of Progress
STUDENT has had difficulty starting assessments early enough to complete all required areas prior to the scheduled feedback meeting.	STUDENT will make a general timeline for completing assessments that frontloads testing. This will serve as a template to follow for how to complete evaluations in a timely fashion. STUDENT will schedule feedback meetings as soon as they receive consent, which will help them clarify the timeline they have for completing the evaluation.	STUDENT plans to make a back calendar that puts in each phase of the evaluation. They will review this calendar each week to make sure they are sending out consents, scheduling meetings, performing testing, and writing up results in a manner that allows them to complete the evaluation on time.	STUDENT will have reports completed at least 24 school-day hours before the meeting so as to allow time for their supervisor to review and request changes.