



**QUEENS COLLEGE OF THE CITY UNIVERSITY OF NEW YORK  
DEPARTMENT OF EDUCATIONAL AND COMMUNITY PROGRAMS**

**GRADUATE PROGRAM IN SCHOOL PSYCHOLOGY**

**INTERNSHIP GUIDE 2018**

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## **The School Psychology Program at Queens College: Introduction**

The Graduate Program in School Psychology at Queens College is a 60-credit specialist level program that provides the skills necessary for the professional preparation of school psychologists. It meets the academic and internship requirements for New York State Certification in School Psychology and is approved as a training institution in School Psychology by the New York State Department of Education and the National Association of School Psychologists (NASP). The 60 credit graduate program leads to a qualifying Certificate in School Psychology and a degree of Master of Science in Education. It can be completed in three years of full-time study, including a one-year internship, or on a part-time basis, with three years of part-time study and a final year of full-time internship. Further, candidates may enroll in a bilingual specialization leading to a bilingual extension to the school psychology certificate. The specialization requires 6 additional credits of course work and a specialized internship. Candidates may also enroll in a multicultural specialization that also requires 6 additional credits of course work and a specialized internship; these candidates need not fulfill second language proficiency requirements.

The Graduate Program in School Psychology is cast in the scientist-practitioner model. This model seeks to integrate theoretical knowledge and applied skills in all coursework as well as practica and internship in order to promote educationally and psychologically healthy environments for all children and youth. The objectives of the Program are consistent with the domains of school psychology training and practice specified by the National Association of School Psychology which can be seen in Appendix A. Program objectives are also consistent with the Conceptual Framework of the Education Unit of Queens College which is dedicated to promoting ***Equity, Excellence, and Ethics*** in urban schools and communities. The Education Unit is committed to preparing teachers and educational professionals who:

- build inclusive communities that nurture and challenge all learners (***Equity***)
- demonstrate professionalism, scholarship, efficacy, and evidence-based and reflective practice (***Excellence***)
- value diversity, democracy, and social justice (***Ethics***)

## **The Internship Experience: An Overview**

Field experiences are an integral part of the training of all candidates in the School Psychology Program. Concurrent community experience and the mentorship of professionals in the field are invaluable in preparing candidates to be school psychologists. The internship is the culminating field experience in the Program and takes place in the last year of training. This occurs in the third year for those in the full-time program, and in the fourth year for those in the part-time program. No candidate may enroll in internship without successfully completing the practica in Assessment, Consultation, and Counseling.

During the internship year, candidates spend five days a week in placement sites. In consultation with the Field Placement Coordinator, an internship experience is planned which usually involves three days a week in one school and two days in a second school to provide experience with a varied student population. In some cases a candidate may spend three days a

week in a school or school district and two days a week in a mental health agency serving children and their families. A few candidates, generally for child rearing or financial reasons, have done part-time internships over the course of two consecutive years. Candidates interview at placement sites selected by the Field Placement Coordinator after joint consultation; (Candidates should be aware that it may be difficult to use public transportation to get to many sites). Unfortunately, internship sites in the New York City area do not offer compensation. One exception is the NYC Department of Education Psychologist-in-Training (PIT) Program which offers limited opportunities, primarily to bilingual candidates.

The internship begins in September and continues through June. Candidates follow school district and agency calendars. A minimum of 1440 hours is required with at least 600 hours spent in a school setting; most students spend considerably more than 600 hours in school settings. Interns also meet in groups with their university supervisor every other week from 3:15 to 4:15. These meetings take place at the University and are generally scheduled on Thursdays. Candidates earn three credits a semester for internship and are graded on a Pass/Fail basis.

### Bilingual and Multicultural Specializations

Interns in the Bilingual School Psychology Specialization are placed in internships where they will have a bilingual supervisor, and where they will be working with bilingual children and families. Emphasis will be placed on experiences with linguistically and culturally diverse children. Interns in the Multicultural School Psychology Specialization are placed in sites with a multicultural population with supervisors who have expertise with culturally and linguistically diverse populations.

### Culminating Experience—Professional Performance-Based Portfolio

All students in their internship year prepare a Professional Performance-Based Portfolio for submission to the faculty. This portfolio includes an Assessment Case Study, an Intervention (Behavioral or Academic) Case Study, a Consultation Case Study, a Counseling Case Study, a Research Project, a resume, and a personal statement. The portfolios are reviewed by the faculty and provide evidence of competency in all 10 NASP domains.

### **Procedure for Becoming an Intern**

a) Successful completion of practica courses in Assessment, Consultation, and Counseling is required in order to enroll in internship. Candidates who do not receive B or better in assessment or practica courses (ECPS 772, 773, 774, 775, 777, 778, 867) may not proceed to subsequent practica and internships except with permission of the faculty. Candidates may be asked to do additional work like retaking coursework and/or spending additional time in the field, if it is thought this will be sufficient to help them demonstrate competency in a reasonable time.

b) An orientation meeting is held in the late fall or early spring semester of the year preceding internship to describe the experience and placement opportunities.

c) Following the orientation meeting, candidates make appointments to meet individually with the Fieldwork Placement Coordinator. Placement sites and supervisors are identified by the Coordinator, and placement choices and individual requirements are discussed. If there is a potential internship site that is not one of our regular sites, the candidate may inform the Placement Coordinator well in advance so she might investigate. Please also be aware that candidates may not work in districts where a relative or someone with whom they have a close relationship works and must attest to this in writing.

d) At the individual meeting, candidates will be given copies of the Internship Guide and forms needed to complete the placement (conflict of interest form, letter of introduction to field supervisor, and contracts/site agreement forms). It is the Candidate's responsibility to present the introduction letter and the contract(s) when interviewed. Once candidates are given a prospective placement, they make an appointment to interview as soon as possible. This should not be delayed. It is the candidate's responsibility to keep the Fieldwork Placement Coordinator informed about the process and to hand in a signed contract as soon as it is obtained. Candidates should turn in the original contract and keep a copy for themselves.

e) A signed contract verifies the supervisor's acceptance of the intern and the intern's commitment to the placement. It specifies the period of appointment and the terms of compensation. Please make sure that your contract specifies the dates as well as the months of appointment. Do not verbally agree to a placement or sign a contract lightly. Contracts are binding in all but the most unusual circumstances (e.g., candidate not having completed practica work successfully, unforeseen illness). A signed contract is necessary to be sure that you have an internship in place before you leave for the summer and to register for internship. It is the candidate's responsibility to check on the status of the contract and to keep the Fieldwork Placement Coordinator informed.

f) Candidates need to purchase malpractice insurance for a cost of ~\$26.00 (and join NASP if they have not already done so to be eligible for the insurance policy). Most candidates will still have malpractice insurance in effect from the spring practica semester. If not, application and payment needs to be submitted by July 1st. Candidates must bring in proof (photocopies of application and payment) of initial or renewal of insurance for the second semester of internship.

### **Objectives of the Internship and Development of the Internship Plan**

The broad goal of the culminating internship experience is to enable interns to integrate and apply the full range of school psychology competencies and domains, under conditions of appropriate supervision, preparatory to independent practice as a school psychologist. In line with the goals of the Graduate Program in School Psychology, the Education Unit of Queens College, and *NASP Standards for Training and Field Placement Programs in School Psychology* (See Appendix A for standards specified after each goal) the intern is helped to:

1. Demonstrate the ability to base practice on discipline specific knowledge of assessment, consultation, counseling, and other mental health interventions. (NASP 1, 2, 4, 7, 10)
2. Demonstrate the ability to base practice on developmental, learning, and psychological theory as well as knowledge of individual and cultural differences. (NASP 3, 4, 5)
3. Demonstrate the ability to develop partnerships with families and communities to create good learning environments for students (NASP 2, 8)
4. Demonstrate the ability to plan for or advise on inclusive learning environments that respond to differences in language, culture, ability, experience, and interests of students and encourage students being treated with respect and social justice. (NASP 5, 6)
5. Demonstrate the ability to apply knowledge of first and second language acquisition to (a) assess learning in second language learners, and (b) plan interventions to enhance literacy skills. (NASP 3, 5)
6. Demonstrate the ability to apply knowledge of effective instructional and teaching approaches to assessing learning problems and planning appropriate interventions (NASP 1, 2, 3)
7. Demonstrate the ability to make data-based decisions in assessment (NASP 1)
8. Demonstrate the ability to select and implement empirically-based interventions (NASP 3, 4, 7, 9)
9. Demonstrate the ability to use technology relevant to assessment or intervention. (NASP 11)
10. Demonstrate the ability and inclination to engage in professional and professionally ethical behavior. (NASP 10)

Schools and agencies vary in the opportunities they can provide for reaching each of these goals. Each candidate's experience will depend on the particular setting as well as his/her previous background. Some candidates have taught or have had other professional work experience. Some have entered the program immediately after obtaining undergraduate degrees. The field supervisor will need to explore with each student the types of experiences appropriate to his/her level of expertise. All students, however, will be able to take an active participant role from the beginning. All students have had extensive skill training and practica experiences in a school in which they had supervision in assessment and intervention. Additionally, they have completed substantial academic course-work.

Objectives for internship experiences, as well as suggested activities for reaching these objectives, are listed in the *Internship Planning Objectives Form* (Appendix B). At the beginning of the academic year, the intern's university supervisor will meet with the field supervisor and intern at the placement site to formulate a written individualized activity plan. Each participant will receive a copy of this plan which should be reviewed periodically.

### Experiences in School Settings

Generally speaking, experiences in the school should include work with general and special education preschool and school age populations from diverse cultural backgrounds. Experience is needed in prereferral intervention, assessment, consultation, and intervention, including counseling. Interns need opportunities to participate in teacher, parent and team

conferences, work with other school personnel, and participate in prevention and crisis intervention activities. Interns are encouraged to work collaboratively with families to involve families in all aspects of their child's education. Interns learn about the culture, organization, and administration of the school. Finally, interns are expected to demonstrate appropriate professional behavior by adhering to legal standards. All interns are required to follow NASP/APA ethical guidelines.

### Experiences in Agency Settings

In mental health agencies interns profit from opportunities to experience an expanded team approach to working with children and their families. They need experience in assessment and intervention. Assessment includes, but is not limited to, psychodiagnostic evaluation. It may also include doing intakes, obtaining social histories, interviewing, and making behavioral observations at the agency or elsewhere. Interns are expected to gain experience in report writing and communicating findings to clients and other professionals. Intervention experience should include ongoing counseling of individuals. Other desirable intervention activities are adjunctive counseling of parents with respect to child management issues, participating as a co-leader in groups, providing consultation services to other childcare professionals and parents, academic assessment and planning, and working with behavioral management plans. Interns also should be involved in liaison work, if possible, with schools and other community agencies. Intern participation in agency meetings, seminars and programs is encouraged. As in the school settings, students are expected to demonstrate appropriate professional behavior by adhering to legal and ethical standards.

### **Requirements for the Internship Site**

Schools and agencies are expected to provide appropriate support for the internship experience including:

1. a written agreement specifying the period of appointment, minimum number of individual supervision hours, and any terms of compensation
2. an appropriate work environment including adequate supplies, materials, office space, secretarial services, supervisors
3. provision for participation in continuing professional development activities, including biweekly supervision sessions at the university
4. release time for field supervisors to supervise interns
5. a schedule consistent with that of other school psychologists (e.g., participation in inservice meetings etc)
6. a commitment to the internship as a diversified training experience.

Candidates may not intern in a district in which a relative or someone with whom they have a close relationship works.

## **Qualifications and Responsibilities of Field Supervisors**

Supervision is to be provided in school settings by a certified school psychologist. It is recommended that supervisors have a minimum of five years of experience. The supervisor should be employed in the district, preferably full-time, and have at least one year of prior experience at the employing school. Qualifications for supervisors also include commitment to continuing professional development. Among the measures that demonstrate such commitment are engaging in ongoing supervision with a supervisor, engaging in peer review activities, attending workshops and conferences, reading and/or contributing to the professional literature, participating in formal Continuing Professional Development programs, and actively participating in professional organizations.

Bilingual supervisors provide supervision of interns in the Bilingual Specialization. Supervisors providing supervision of interns in both the Bilingual and Multicultural Specializations are expected to have expertise with culturally and linguistically diverse populations.

Supervisors in mental health agencies are expected to be professional psychologists who have a doctoral degree in an appropriate specialty area and a minimum of two years of experience. They should be employees of the agency and not hired on a casework or consultant basis. They, too, should demonstrate commitment to continuing professional development.

Supervision in specific procedures and techniques may be provided by others, as well, within both schools and agencies. All supervisors are expected to follow NASP/APA ethical guidelines.

Field supervisors are responsible for supervising the student in his/her service delivery to clients and ensuring that clients' needs are effectively met in a manner consistent with legal and ethical considerations. All student activities should be closely supervised. A minimum of two hours a week of individual, direct supervision is required each week, one hour per site if there are two sites. It is recommended that this be in the form of regularly scheduled sessions with additional as-needed time.

Field supervisors will be asked to provide two evaluations yearly submitted on-line (in December and May). Forms, including rating scales will be provided for this purpose. (See Appendix C for a copy.) These evaluations should be shared with, and signed by, interns. In addition, supervisors are expected to provide interns with ongoing feedback concerning strengths and weaknesses of their performance and ways to improve. Problems in evaluation can be minimized if interns and university supervisors are made aware of potential areas of concern well before formal evaluations. Should problems arise, field supervisors are expected to contact the university supervisor in a timely fashion so that both can collaborate to find solutions.

If a field supervisor is out for a short time, he/she should designate an alternative supervisor (a school psychologist or social worker), whom the student can consult; provide his/her phone number, if possible; and inform the principal not to refer new problems to interns

in his/her absence. Should a supervisor have to be out for any length of time, please call the university supervisor to discuss plans.

Field supervisors will also be asked to monitor the time the intern spends at the site and to sign the time sheets that interns are required to submit at the end of each semester.

### **University Recognition of Field Supervisors**

In recognition of their commitment and role in training candidates, the university provides a tuition waiver for one course to field supervisors. This waiver can be used within three semesters (including the summer semester); unfortunately an activity fee is levied. The School Psychology Program invites supervisors to attend the Annual School Psychology Conference in January as their guests.

### **Responsibilities of the University and University Supervisors**

A Queens College faculty supervisor will be assigned to each student. University supervisors are responsible for collaborating with field supervisors to plan an individualized activity schedule for the intern, assess the intern's progress, assess the effectiveness of the internship program, and to work out problems that may arise. In addition to maintaining phone contact, the university supervisor will visit the field site at least once per semester to meet with the field supervisor and the intern. The first visit will take place as close to the beginning of the semester as possible so that an individualized activity schedule can be planned. University supervisors also hold regularly scheduled group meetings with interns at the College, respond to their logs, and are available on an as-needed basis.

The Fieldwork Coordinator works with the Placement Coordinator and the faculty supervisors to effect appropriate placements for interns and to ensure appropriate monitoring of intern experiences. In some instances the Fieldwork Coordinator meets regularly with interns with special needs, such as those repeating fieldwork. She/he may also facilitate university-field collaboration by arranging meetings of faculty and field and university supervisors at the university. The Fieldwork Coordinator is available for consultation with students and supervisors.

Grades are based on field and university supervisor evaluations. The final responsibility for assigning grades, however, rests with the university. The internship is graded on a Pass/Fail basis. A passing grade indicates that internship objectives have been met adequately. A failing grade is given only following discussion with the intern and review by a committee of the full-time School Psychology faculty in its entirety. The faculty, in conjunction with the field supervisor, may decide in unusual cases to give a grade of Incomplete if it is felt that further or delayed internship experience may enable a candidate to meet internship objectives in a reasonable time.

## **Appendix A: 10 Domains of School Psychology Training and Practice**

### **Practices That Permeate All Aspects of Service Delivery**

#### **Domain 1: Data-Based Decision Making and Accountability**

School psychologists have knowledge of varied models and methods of assessment and data collection for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes.

#### **Domain 2: Consultation and Collaboration**

School psychologists have knowledge of varied models and strategies of consultation, collaboration, and communication applicable to individuals, families, groups, and systems and methods to promote effective implementation of services.

### **Direct and Indirect Services for Children, Families, and Schools**

#### ***Student-Level Services***

#### **Domain 3: Interventions and Instructional Support to Develop Academic Skills**

School psychologists have knowledge of biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curricula and instructional strategies.

#### **Domain 4: Interventions and Mental Health Services to Develop Social and Life Skills**

School psychologists 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.

#### ***Systems-Level Services***

#### **Domain 5: School-Wide Practices to Promote Learning**

School psychologists have knowledge of school and systems structure, organization, and theory; general and special education; technology resources; and evidence-based school practices that promote learning and mental health.

#### **Domain 6: Preventive and Responsive Services**

School psychologists have knowledge of principles and research related to resilience and risk factors in learning and mental health, services in schools and communities to support multitiered prevention, and evidence-based strategies for effective crisis response.

#### **Domain 7: Family–School Collaboration Services**

School psychologists 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 and mental health; and strategies to develop collaboration between families and schools.

### **Foundations of School Psychological Service Delivery**

#### **Domain 8: Diversity in Development and Learning**

School psychologists have knowledge of individual differences, abilities, disabilities, and other diverse student characteristics; principles and research related to diversity factors for children, families, and schools, including factors related to culture, context, and individual and role difference; and evidence-based strategies to enhance services and address potential influences related to diversity.

#### **Domain 9: Research and Program Evaluation**

School psychologists have knowledge of research design, statistics, measurement, varied data collection and analysis techniques, and program evaluation sufficient for understanding research and interpreting data in applied settings.

#### **Domain 10: Legal, Ethical, and Professional Practice**

School psychologists have knowledge of the history and foundations of school psychology; multiple service models and methods; ethical, legal, and professional standards; and other factors related to professional identity and effective practice.

## Appendix B

Queens College  
Graduate Program in School Psychology  
Flushing , NY 11367  
718-997-5230  
718-997-5248 (fax)

### School Psychology Internship: Objectives Planning Form

Name of Intern \_\_\_\_\_ Date of Planning Session \_\_\_\_\_

Clinical Field Supervisor \_\_\_\_\_

Telephone \_\_\_\_\_ Email address \_\_\_\_\_

Placement \_\_\_\_\_ Address \_\_\_\_\_

University Supervisor \_\_\_\_\_ Contact at \_\_\_\_\_

Internship begins \_\_\_\_\_ ends \_\_\_\_\_ Supervision time \_\_\_\_\_  
(day, month, year) (day, month, year) (day & hours)

Days and hours at this placement \_\_\_\_\_

Is intern in the Bilingual Specialization? \_\_\_ Yes \_\_\_ No

Is intern in the Multicultural Specialization? \_\_\_ Yes \_\_\_ No

### Instructions

- Various activities are listed under each objective. They are suggestions for how to reach an objective and serve as a basis for planning a unique internship experience. Obviously the activities chosen will vary depending on the site. Supervisors may also identify other opportunities for reaching objectives. Space is provided on the planning form to identify other activities.
- The plan will be formulated at a meeting of the intern, the field, and university supervisors at the beginning of the experience and each party will keep a copy.
- The plan may be modified as the year progresses; the university supervisor should be informed of modifications.
- The university supervisor should also be informed if any change in supervisor is contemplated or if the intern is having difficulty meeting objectives.

8/17/07

1. Become familiar with the roles of a practicing school psychologist and appropriate professional conduct.
  - Ask intern to shadow supervisor during a variety of professional activities
  - Introduce intern to other school psychologists in the district (or area) and encourage contact
  - Ask intern to become familiar with laws, ethics, and standards that govern the provision of school psychological services
  - Ask intern to discuss issues of professional ethics and standards that relate to his/her contacts with clients
  - Ask intern to reflect upon his/her impact on those with whom he/she works
  - Encourage culturally-sensitive service delivery (e.g., address gender, ethnicity, religion, cultural diversity, language, sexual orientation)
  - Ask intern to reflect upon his/her impact on linguistically and culturally different students, parents, professionals
  - Encourage attendance at professional meetings and workshops
  - Provide intern with face-to-face supervision and feedback on his/her effectiveness and professional behavior on a weekly basis
  
2. Develop knowledge of the organization, administration, policies, and culture of school settings; educational programs; and how schools function as systems: The intern will:
  - Be introduced to various members of the staff and school community
  - Have opportunities to interact with various professionals
  - Attend building staff meetings
  - Become familiar with student records and record keeping systems
  - Read and report on district policies for providing services and dealing with crises
  - Attend a school board meeting
  - Attend a parent organization meeting
  - Attend multidisciplinary team meetings
  - Participate in multidisciplinary team meetings
  - Observe and spend time in a variety of classrooms and programs at different grade levels (e.g., general education, special education contained and inclusion classes, ESL, gifted, resource room)
  - Observe various content areas being taught at a variety of grade levels
  - Discuss school culture issues that have a direct impact on students and staff
  
3. Become knowledgeable about community resources that may support school psychological services

- Observe supervisor working with other agencies
  - Visit community agencies (e.g., child support services, family service agency, residential treatment agency, juvenile court) and feeder schools
  - Consult with personnel from the community or coordinate services with a community agency
4. Gain experience and develop competence in multi-method assessment that is focused on problem solving
- Observe supervisor interviewing, collecting behavioral data, doing classroom observations, testing, and sharing findings
  - Observe other professionals (e.g., speech pathologist, educational evaluator) conduct an assessment
  - Be observed interviewing and testing
  - Conduct diagnostic clinical interviews with parents, teachers, and children
  - Gain competence with relevant tests with which they are unfamiliar
  - Conduct functional behavioral analyses
  - Conduct assessments of academic functioning, including reporting on curriculum materials being used
  - Include academic assessment in interpretation and report writing (even if it has been conducted by another professional)
  - Conduct curriculum based assessments of academic functioning
  - Select appropriate and nonbiased assessment strategies with ethnically and linguistically diverse students
  - Conduct a variety of assessment cases at different ages with academic, social, and emotional problems, including linguistically and culturally different children and their families
  - Include families in the assessment process
  - Observe children's classroom behavior to identify and systematically record data on target behaviors
  - Observe teachers' instructional strategies and classroom management and analyze their impact on referred children's problem behavior
  - Consider ecological variables when interpreting and reporting assessment results
  - Integrate assessment data from different sources
  - Write reports that focus on answering the referral question rather than just reporting test scores
  - Report findings and recommendations orally to caretakers
  - Report findings and recommendations orally at team meetings
5. Gain experience and develop competence in consultation

- Observe supervisor doing consultation cases
- Engage in consultation cases with parents, teachers, or other staff members
- Work with consultees to collect data for problem clarification through a variety of means (e.g., interviews, observations, informal assessment, curriculum based assessment)
- Use data collected to plan and implement intervention programs in collaboration with teachers and/or parents
- Use information collected on an ongoing basis to further clarify and address problems
- Collect data to evaluate effectiveness of planned interventions
- Evaluate the effectiveness of consultation strategies with consultees
- Provide consultation services through various models (e.g., behavioral, academic, mental health)
- Write consultation reports

6. Gain experience and develop competence in intervention

- Observe supervisor planning, implementing, and evaluating interventions
- Plan and implement academic or instructional interventions
- Plan and implement behavioral intervention and classroom management strategies
- Plan and implement interventions for social or emotional problems
- Provide individual counseling
- Provide group counseling or group discussion services
- Participate in a social skills training group
- Observe/participate in providing crisis intervention
- Observe/participate in implementing prevention programs
- Provide an in-service program for teachers and/or other school staff
- Discuss rationale for selecting interventions for specific purposes and the evidence that they are effective for intended purpose
- Collect data to analyze the effectiveness of interventions
- Evaluate whether interventions are implemented as planned
- Write intervention reports

**THE FOLLOWING SECTION IS ONLY TO BE FILLED OUT FOR INTERNS IN THE BILINGUAL AND MULTICULTURAL SPECIALIZATIONS**

7. Acquire knowledge and skills relevant to multicultural issues and the needs of linguistically and culturally diverse (LCD) students
- Become familiar with a variety of services, programs, and resources for LCD students

- \_\_\_ Become familiar with community services for LCD students and their families
- \_\_\_ Ask the intern to examine the culture and values of the school and their impact on LCD students and their families
- \_\_\_ Learn about the roles of school psychologists working with LCD disabled students and their families
- \_\_\_ Examine the educational and psychological needs of LCD students with and without disabilities
- \_\_\_ Develop competence in interviewing students and families from LCD backgrounds
- \_\_\_ Use assessment strategies and instruments that are appropriate for LCD students, including bilingual students.
- \_\_\_ Report results of comprehensive non biased assessments of LCD students, including bilingual students
- \_\_\_ Address issues related to second language development and acculturation in assessment and service delivery
- \_\_\_ Plan and implement culturally sensitive intervention services for LCD students and their families
- \_\_\_ Provide culturally sensitive consultation services
- \_\_\_ Provide multicultural counseling services
- \_\_\_ Work with interpreters using appropriate procedures

**FOR ALL INTERNS**

Comments: Other objectives, goals, or activities for this intern

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Field Supervisor

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University Supervisor

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Intern

## Appendix C

Queens College  
Graduate Program in School Psychology  
Flushing , NY 11367  
718-997-5230  
718-997-5248 (fax)

### School Psychology Internship: Intern Evaluation

Name of Intern \_\_\_\_\_ Date \_\_\_\_\_

Field Supervisor \_\_\_\_\_ University Superv \_\_\_\_\_

Name of Placement & Address \_\_\_\_\_

Is intern in the Bilingual Specialization? \_\_\_ Yes \_\_\_ No

Is intern in the Multicultural Specialization? \_\_\_ Yes \_\_\_ No

Directions: Please use the following rating scale to evaluate the intern.

N/O Not Observed

- 1 Performance in this area is below expectations for an intern at this level
- 2 Performance meets minimally acceptable performance for an intern at this level
- 3 Performance meets expectations for an intern at this level
- 4 Performance in this area is above expectations for an intern at this level

#### A. PROFESSIONALISM & PERSONAL CHARACTERISTICS

- |   |     |   |   |   |   |
|---|-----|---|---|---|---|
| 1. Presents a good personal appearance  | N/O | 1 | 2 | 3 | 4 |
| 2. Demonstrates professional behavior   | N/O | 1 | 2 | 3 | 4 |
| 3. Demonstrates good judgment and common sense                                      | N/O | 1 | 2 | 3 | 4 |
| 4. Communicates and listens effectively   | N/O | 1 | 2 | 3 | 4 |
| 5. Works well with teachers, staff, and other professionals                         | N/O | 1 | 2 | 3 | 4 |
| 6. Works well with students and their families                                      | N/O | 1 | 2 | 3 | 4 |
| 7. Displays initiative and resourcefulness  | N/O | 1 | 2 | 3 | 4 |
| 8. Acknowledges and addresses cultural and linguistic differences                   | N/O | 1 | 2 | 3 | 4 |
| 9. Demonstrates sensitivity to diverse ethnic, cultural, and linguistic Backgrounds | N/O | 1 | 2 | 3 | 4 |

7/24/07

10. Practices are consistent with legal considerations and mandates	N/O	1	2	3	4
11. Behaves ethically	N/O	1	2	3	4
12. Accepts and utilizes constructive criticism	N/O	1	2	3	4
13. Manages time efficiently and meets deadlines	N/O	1	2	3	4
14. Keeps supervisors and administrators informed of unusual events as well as routine matters.	N/O	1	2	3	4
15. Consistently follows through when additional action is needed	N/O	1	2	3	4
16. Objective in dealing with problems	N/O	1	2	3	4

**B. KNOWLEDGE BASE**

1. Knowledge of varied methods of assessment	N/O	1	2	3	4
2. Knowledge of appropriate consultation models to apply to particular situations	N/O	1	2	3	4
3. Knowledge of how to assess learning and help students progress	N/O	1	2	3	4
4. Knowledge of how to assess human development and ways of promoting growth	N/O	1	2	3	4
5. Knowledge of the effects of cultural, biological, instructional and other ecological factors on development and learning	N/O	1	2	3	4
6. Knowledge of educational programs and how schools function as systems	N/O	1	2	3	4
7. Knowledge of mental health prevention and intervention programs	N/O	1	2	3	4
8. Knowledge of how family systems influence student functioning and of methods to involve families in their children's education.	N/O	1	2	3	4
9. Knowledgeable consumer of research and program evaluation	N/O	1	2	3	4
10. Knowledge of various service models, ethical, professional, legal standards, and public policy development applicable to services for children and families	N/O	1	2	3	4
11. Knowledge of relevant information sources and technology	N/O	1	2	3	4

### C. ASSESSMENT SKILLS

1. Clearly identifies the nature of the referral problem and purpose of the assessment	N/O	1	2	3	4
2. Collects appropriate data taking into consideration background, family and culture	N/O	1	2	3	4
3. Uses appropriate and nonbiased assessment strategies with ethnically and linguistically diverse students	N/O	1	2	3	4
4. Demonstrates skill in using assessment techniques other than testing (e.g., interviews, behavioral observation and informal assessment)	N/O	1	2	3	4
5. Accurately administers tests	N/O	1	2	3	4
6. Accurately scores tests	N/O	1	2	3	4
7. Considers ecological variables when interpreting and reporting assessment results (e.g., classroom instructional and management style, family background, culture and language)	N/O	1	2	3	4
8. Thoroughly integrates assessment data from different sources	N/O	1	2	3	4
9. Makes data-based decisions based on assessment results	N/O	1	2	3	4
10. Makes recommendations that follow logically from the assessment results and are educationally relevant	N/O	1	2	3	4
11. Reports answer the referral question	N/O	1	2	3	4
12. Skillful in writing reports	N/O	1	2	3	4
13. Skillful in communicating results and recommendations orally	N/O	1	2	3	4

### D. CONSULTATION SKILLS

1. Knowledgeable about the process of entry into a system	N/O	1	2	3	4
2. Reaches a clear agreement with consultee about purpose of consultation	N/O	1	2	3	4
3. Operationally defines the problem	N/O	1	2	3	4
4. Collects data to assess the baseline level of the behavior/academic performance	N/O	1	2	3	4
5. Identifies environmental and ecological conditions that may affect the behavior/academic performance	N/O	1	2	3	4
6. Identifies facilitators/barriers to the consultation process	N/O	1	2	3	4
7. Effectively uses information collected to further clarify and address problems	N/O	1	2	3	4

8. Evaluates effectiveness of consultation strategies used with consultees	N/O	1	2	3	4
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E. INTERVENTION SKILLS

1. Clearly identifies goal of intervention	N/O	1	2	3	4
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2. Demonstrates skill in formulating academic goals and instructional strategies	N/O	1	2	3	4
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3. Demonstrates skill in formulating behavioral, affective, and social goals	N/O	1	2	3	4
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4. Uses evidence-based intervention strategies	N/O	1	2	3	4
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5. Considers ecological variables in formulating interventions (e.g., classroom instructional and management style, family background, culture & language)	N/O	1	2	3	4
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6. Includes families in assessment, intervention and evaluation of outcomes	N/O	1	2	3	4
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7. Demonstrates skill in utilizing individual counseling techniques	N/O	1	2	3	4
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8. Demonstrates skill in using group intervention techniques (e.g., counseling, social skills training)	N/O	1	2	3	4
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9. Demonstrates skill in utilizing behavior intervention and classroom management techniques	N/O	1	2	3	4
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10. Demonstrates skill in implementing prevention programs	N/O	1	2	3	4
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11. Demonstrates skill in crisis intervention	N/O	1	2	3	4
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12. Evaluates whether interventions are implemented as planned	N/O	1	2	3	4
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13. Evaluates the effectiveness of the intervention through follow-up and data collection	N/O	1	2	3	4
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14. Provides intervention services that are sensitive to differences in gender, ethnicity, cultural diversity, religion, and sexual orientation	N/O	1	2	3	4
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15. Works effectively with other professionals to promote services to children and families	N/O	1	2	3	4
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F. THE FOLLOWING SECTION IS ONLY TO BE FILLED OUT FOR INTERNS IN THE BILINGUAL/MULTICULTURAL SPECIALIZATION

1. Knowledgeable about the educational and psychological needs of linguistically and culturally diverse (LCD) children	N/O	1	2	3	4
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2. Demonstrates knowledge about cultural differences and the acculturation process	N/O	1	2	3	4
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3. Demonstrates knowledge about second language acquisition	N/O	1	2	3	4
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4. Demonstrates knowledge about research relevant to the needs of LCD students	N/O	1	2	3	4
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5. Demonstrates skill in communicating with LCD students and their families	N/O	1	2	3	4
6. Uses appropriate strategies to assess language proficiency and second language acquisition	N/O	1	2	3	4
7. Uses appropriate and non biased assessment strategies with LCD students	N/O	1	2	3	4
8. Analyzes and interprets assessment results taking into consideration linguistic and cultural factors	N/O	1	2	3	4
9. Recommends and implements culturally sensitive interventions	N/O	1	2	3	4
10. Demonstrates skill in cross-cultural consultation	N/O	1	2	3	4
11. Demonstrates skill in multicultural counseling	N/O	1	2	3	4
12. Demonstrates skill in using interpreters when providing services to English language learning students and their families	N/O	1	2	3	4

The overall rating I would give to the intern's ability to undertake independent practice at the present time is:

1    2    3    4

Please elaborate on ratings of 1 and 4 that you have given in different areas. Examples of behavior or incidents that formed the basis for your rating(s) are helpful to the intern and university faculty. (Use other side to continue)

Suggestions for improving internship format. (Use other side to continue)

Supervisor's signature \_\_\_\_\_ Date \_\_\_\_\_

Student's signature \_\_\_\_\_ Date \_\_\_\_\_

(The student's signature indicates only that the evaluation has been discussed with the student.)