

Loyola Marymount University
School of Education



School Psychology Program
Internship Learning Plan 2013 – 2014

Submitted by:

School Psychology Intern

Internship Placement

School District

Directions for Completion

This Internship Learning Plan (ILP) is intended to help you structure your internship experience around the 10 NASP training domains based on your individual needs and goals. The first 4 domains are considered to be Foundational Competencies, and the last 4 are Functional Competencies. This document is *confidential* and will be reviewed only by your field mentor and the SP faculty. Steps to complete the ILP are as follows:

Step 1: Review carefully each of the 10 NASP Domains. Note the distinction and connection between Theory and Practice.

Step 2: Sit down with your field mentor and *together* decide at least 1 additional activity that will be beneficial for your learning related to each NASP Domain. The domain activities must demonstrate an understanding of the intent of the Domain and reflect a breadth of practice. (Note: You can consult the list of activities in the appendix in your Intern Handbook for ideas. Be certain to identify activities that will broaden your knowledge and skills!) After you and your field mentor have agreed on the required activities for each Domain, ask your mentor to *initial in the box* on the left margin on *each* Domain page.

Step 3: Now rate yourself on *every activity*¹ of each Domain, plus Professional Disposition, on the following scale:

3 – Mastery Level, skills of an entry-level psychologist.

2 – Developing Skill Level.

1 – Emerging Skill Level.

NO – No Opportunity.

At the beginning of internship, I would expect you to rate yourself mostly at “NO”, “1” and some “2”. There should probably be few, if any, “3”. (“3” = possess close to 1st year psychologist competency). This self rating is Livetext Form 9.

Step 4: Turn in the completed ILP to your university supervisor for approval. All ILP activities should be approved before starting them.

Step 5: Just prior to each semester’s visitation, you should ask your mentor to rate your level of competency in *every* activity (the second column for mid-year, and third column at end-of-year) in each Domain. We will use these ratings as a basis to discuss you progress during our fall and spring visitations. Note: D10.3 should be initialed by the cohort 2 candidate with whom you have reviewed his/her portfolio.

Step 6: At or after each semester visitation, your field mentor should review and sign the appropriate Verification Page (page 14 at mid-year, and page 15 at the end of the year). Scan a copy of the mid-year Verification Page to turn it in and keep the original Verification Page with the ILP. At the end of the year, you will turn in the entire ILP with both original Verification Pages attached.

¹ For self-care (D10.4), your self-ratings indicate to what extent you engage in self-care now.

School Psychology Intern Candidate: _____ District: _____

3 – Mastery Level, approximate skills of an entry-level psychologist. 2 – Developing Skill Level. 1 – Emerging Skill Level. NO – No Opportunity.

Domain 1: Data-Based Decision Making and Accountability.				
<ul style="list-style-type: none"> • Theory: School psychologists 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. • Practice: As part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery, school psychologists demonstrate skills to use psychological and educational assessment, data collection strategies, and technology resources and apply results to design, implement, and evaluate response to services and programs. . 				
<i>Learning Activities that demonstrate Competence (3)</i>	Intern Self-Rating	Field Mentor Rating	Field Mentor Rating	
	Start of Year	Mid-Year Evaluation	End of Year Evaluation	
	Date:	Initials: Date:	Initials: Date:	
1. Use CBM, DIBELS, or self-designed instruments to chart progress of at least 10 students to determine effectiveness of interventions following SST and from teacher consultations. (Progress monitoring may also include IEP goals and objectives)				
2. Use different models (e.g., Piagetian, NRT, ecological) and procedures (e.g., RIOT) for individual assessment of students for Special Education service. Complete between 25 – 40 entire case studies for the year (at least 1 case study using the SC Ordinal Scales).				
3.				
(optional) 4.				
Average Rating for this Domain:				



Commendations and/or Suggestions: _____

School Psychology Intern Candidate: _____ District: _____

3 – Mastery Level, approximate skills of an entry-level psychologist. 2 – Developing Skill Level. 1 – Emerging Skill Level. NO – No Opportunity.

Domain 2: Consultation and Collaboration.

- Theory: School psychologists 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.
- Practice: As part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery, school psychologists demonstrate skills to consult, collaborate, and communicate with others during design, implementation, and evaluation of services and programs.

<i>Learning Activities that demonstrate Competence (3)</i>	Intern Self-Rating	Field Mentor Rating Mid-Year Evaluation	Field Mentor Rating End of Year Evaluation	
	Start of Year Date:	Initials: Date:	Initials: Date:	
1. Behavioral consultation – Demonstrate skills and knowledge in understanding and resolving pupils’ dysfunctional or maladaptive behaviors, which affect school performance in regular or special education settings. Data collection methods may include FAA or informal methods. Impact may be documented with a GAS. A minimum of 1 FAA and a completed BICM application to your local SELPA.				
2. Academic consultation – Demonstrate skills and knowledge in assisting teachers and parents to resolve pupil learning difficulties in any academic setting, including after school programs. Your impact may be documented with a GAS.				
3.				
<i>(Optional)</i>				
Average Rating for this Domain:				

Commendations and/or Suggestions: _____

School Psychology Intern Candidate: _____ District: _____

3 – Mastery Level, approximate skills of an entry-level psychologist. 2 – Developing Skill Level. 1 – Emerging Skill Level. NO – No Opportunity.

Domain 3: Interventions and Instructional Support to Develop Academic Skills.				
<ul style="list-style-type: none"> • Theory: School psychologists have knowledge of biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curriculum and instructional strategies. • Practice: School psychologists, in collaboration with others, demonstrate skills to use assessment and data collection methods and to implement and evaluate services that support cognitive and academic skills. 				
<i>Learning Activities that demonstrate Competence (3)</i>	Intern Self-Rating	Field Mentor Rating	Field Mentor Rating	
	Start of Year	Mid-Year Evaluation	End of Year Evaluation	
	Date:	Initials: Date:	Initials: Date:	
1. Provide academic 6 – 8 week intervention at both individual and group levels and chart progress using goal attainment scaling. (GAS is required)				
2. Assist in benchmark assessment activities in the school’s core curriculum in reading and math, along with teachers and administrators.				
3.				
<i>(Optional)</i>				
Average Rating for this Domain:				



Commendations and/or Suggestions: _____

School Psychology Intern Candidate: _____ District: _____

3 – Mastery Level, approximate skills of an entry-level psychologist. 2 – Developing Skill Level. 1 – Emerging Skill Level. NO – No Opportunity.

Domain 4: Interventions and Mental Health Services to Develop Social and Life Skills.				
<ul style="list-style-type: none"> • Theory: 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. • Practice: School psychologists, in collaboration with others, demonstrate skills to use assessment and data collection methods and to implement and evaluate services that support socialization, learning, and mental health. 				
<i>Learning Activities that demonstrate Competence (3)</i>	Intern Self-Rating	Field Mentor Rating	Field Mentor Rating	
	Start of Year	Mid-Year Evaluation	End of Year Evaluation	
	Date:	Initials: Date:	Initials: Date:	
1. Demonstrate effective counseling skills with a caseload (minimum): 8 individual counseling with 4 DIS cases, 5 counseling groups, and 1 whole class counseling on behavioral, affective, adaptive, and social skill enhancements. One of your groups will be conducted in collaboration with a cohort-1 candidate (Spring semester).				
2. Ability to write behavior support plans based on FAA (could be included in your BICM application).				
3.				
<i>(Optional)</i>				
Average Rating for this Domain:				



Commendations and/or Suggestions: _____

School Psychology Intern Candidate: _____ District: _____

3 – Mastery Level, approximate skills of an entry-level psychologist. 2 – Developing Skill Level. 1 – Emerging Skill Level. NO – No Opportunity.

Domain 5: School-Wide Practices to Promote Learning.

- Theory: 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 academic outcomes, learning, social development, and mental health.
- Practice: School psychologists, in collaboration with others, demonstrate skills to develop and implement practices and strategies to create and maintain effective and supportive learning environments for children and others.

<i>Learning Activities that demonstrate Competence (3)</i>	Intern Self-Rating	Field Mentor Rating	Field Mentor Rating	
	Start of Year	Mid-Year Evaluation	End of Year Evaluation	
	Date:	Initials: Date:	Initials: Date:	
1. Create, administer, and analyze a campus climate survey and prepare a brief report. This can be part of your Innovation Research Project				
2. Conduct at least 1 workshop with school staff regarding school engagement or climate.				
3.				
<i>(Optional)</i>				
Average Rating for this Domain:				

Commendations and/or Suggestions: _____

School Psychology Intern Candidate: _____ District: _____

3 – Mastery Level, approximate skills of an entry-level psychologist. 2 – Developing Skill Level. 1 – Emerging Skill Level. NO – No Opportunity.

Domain 6: Preventive and Responsive Services.				
<ul style="list-style-type: none"> • Theory: 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 multi-tiered prevention; and evidence-based strategies for effective crisis response. • Practice: School psychologists, in collaboration with others, demonstrate skills to promote services that enhance learning, mental health, safety, and physical well-being through protective and adaptive factors and to implement effective crisis preparation, response, and recovery. 				
<i>Learning Activities that demonstrate Competence (3)</i>	Intern Self-Rating	Field Mentor Rating	Field Mentor Rating	
	Start of Year	Mid-Year Evaluation	End of Year Evaluation	
	Date:	Initials: Date:	Initials: Date:	
1. Active participation with school-based prevention and intervention programs (e.g., pupil and staff resiliency, drug & alcohol prevention, pregnant teen program, dropout prevention, etc.).				
2. Demonstrate school-based primary prevention, secondary intervention or postvention skills as required.				
3.				
<i>(Optional)</i>				
Average Rating for this Domain:				



Commendations and/or Suggestions: _____

School Psychology Intern Candidate: _____ District: _____

3 – Mastery Level, approximate skills of an entry-level psychologist. 2 – Developing Skill Level. 1 – Emerging Skill Level. NO – No Opportunity.

Domain 7: Family–School Collaboration Services.

- Theory: 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, socialization, and mental health; and methods to develop collaboration between families and schools.
- Practice: School psychologists, in collaboration with others, demonstrate skills to design, implement, and evaluate services that respond to culture and context and facilitate family and school partnership/ interactions with community agencies for enhancement of academic and social-behavioral outcomes for children.

<i>Learning Activities that demonstrate Competence (3)</i>	Intern Self-Rating	Field Mentor Rating Mid-Year Evaluation	Field Mentor Rating End of Year Evaluation	
	Start of Year Date:	Initials: Date:	Initials: Date:	
1. Demonstrate knowledge a variety of community agencies, center, clinics local to your schools, and participate in the matching family characteristics and needs (academic, mental, physical health) to these referral sources for support.				
2. Conduct at least 1 parent workshop during your internship and collect evaluation results.				
3.				
<i>(optional)</i>				
Average Rating for this Domain:				



Commendations and/or Suggestions: _____

School Psychology Intern Candidate: _____ District: _____

3 – Mastery Level, approximate skills of an entry-level psychologist. 2 – Developing Skill Level. 1 – Emerging Skill Level. NO – No Opportunity.

Domain 8: Diversity in Development and Learning.

- Theory: School psychologists have knowledge of individual differences, abilities, disabilities, and other diverse characteristics; principles and research related to diversity factors for children, families, and schools, including factors related to culture, context, and individual and role differences; and evidence-based strategies to enhance services and address potential influences related to diversity.
- Practice: School psychologists demonstrate skills to provide professional services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds and across multiple contexts, with recognition that an understanding and respect for diversity in development and learning and advocacy for social justice are foundations of all aspects of service delivery.

<i>Learning Activities that demonstrate Competence (3)</i>	Intern Self-Rating	Field Mentor Rating	Field Mentor Rating	
	Start of Year	Mid-Year Evaluation	End of Year Evaluation	
	Date:	Initials: Date:	Initials: Date:	
1. Assessment reports reflect understanding of cultural and linguistic factors in student performance (e.g., L2 language acquisition, cultural opportunities and expectations).				
2. Suggestions to teachers and parents demonstrate knowledge and skill about how individual differences (e.g., gender, race, ability) affect motivation, achievement, and social interactions with others.				
3.				
<i>(optional)</i>				
Average Rating for this Domain:				



Commendations and/or Suggestions: _____

School Psychology Intern Candidate: _____ District: _____

3 – Mastery Level, approximate skills of an entry-level psychologist. 2 – Developing Skill Level. 1 – Emerging Skill Level. NO – No Opportunity.

Domain 9: Research and Program Evaluation.

- Theory: School psychologists 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.
- Practice: School psychologists demonstrate skills to evaluate and apply research as a foundation for service delivery and, in collaboration with others, use various techniques and technology resources for data collection, measurement, analysis, and program evaluation to support effective practices at the individual, group, and/or systems levels.

<i>Learning Activities that demonstrate Competence (3)</i>	Intern Self-Rating	Field Mentor Rating	Field Mentor Rating	
	Start of Year	Mid-Year Evaluation	End of Year Evaluation	
	Date:	Initials: Date:	Initials: Date:	
1. Conduct a school-based innovation research project, and prepare a brief report (hypothetical or actual implementation).				
2. Engage in activities to monitor program effectiveness of at least two 504 accommodation plans for pupils in general education.				
3.				
<i>(optional)</i>				
Average Rating for this Domain:				



Commendations and/or Suggestions: _____

School Psychology Intern Candidate: _____ District: _____

3 – Mastery Level, approximate skills of an entry-level psychologist. 2 – Developing Skill Level. 1 – Emerging Skill Level. NO – No Opportunity.

Domain 10: Legal, Ethical, and Professional Practice.				
<ul style="list-style-type: none"> • Theory: 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 as school psychologists. • Practice: School psychologists demonstrate skills to provide services consistent with ethical, legal, and professional standards; engage in responsive ethical and professional decision-making; collaborate with other professionals; and 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, technology skills; and practices self-care in order to be in the best physical and mental health to serve others. 				
<i>Learning Activities that demonstrate Competence (3)</i>	Intern Self-Rating	Field Mentor Rating	Field Mentor Rating	
	Start of Year	Mid-Year Evaluation	End of Year Evaluation	
	Date:	Initials: Date:	Initials: Date:	
1. Demonstrate ethical decision making.				
2. Demonstrates knowledge of legal mandates related to school psychological services.				
3. Demonstrates collaborative leadership skill by advising a cohort-2 candidate regarding his/her professional portfolio. (by January)		Initial by cohort-2 below		
4. Implements self-care practices by engaging in non-academic, non-work-related activities that focus on maintaining physical, psychological, social/emotional and/or spiritual health on a weekly basis (2 hrs per week)		Initial by University Supervisor		
Average Rating for this Domain:				



Commendations and/or Suggestions: _____

3 – Consistently Evident. 2 – Developing Level. 1 – Emerging Level. NO – Not Observed.

Professional Dispositions. Research and experience have both indicated the importance of positive disposition in the overall success of a school psychologist. In accordance with the School of Education’s Conceptual Framework, the faculty has identified a number of dispositions as important for School Psychology candidates.

<i>Professional Dispositions (8)</i>	Intern Self-Rating Pre-Internship Evaluation	Field Mentor Rating Mid-Year Evaluation	Field Mentor Rating End of Year Evaluation	Intern Self-Rating Post-Internship Evaluation
	Initials: Date:	Initials: Date:	Initials: Date:	Initials: Date:
SOE Outcome #1: Respect and value all individuals and communities				
SOE Outcome #2: Tendency to integrate theory and practice				
SOE Outcome #3: Advocates for equitable service for all pupils (Social Justice).				
SOE Outcome #4: Demonstrate leadership potential.				
Values collaborative working relationships.				
Resourceful in overcoming obstacles.				
Seeks and responds to feedback without defensiveness.				
Assumes responsibilities and is dependable.				

Commendations and/or Suggestions regarding Intern’s disposition: _____

Mid-Year Verification

School Psychology Intern Candidate: _____ District: _____

Based on ratings on the previous pages, I would rate the intern's progress at this point as:

- Exceed Expectations: Ready to continue to second semester of Internship.
- Meets Expectations:
- Does not meet Expectations. A remedial plan is needed.

Areas of Strength of Intern: Domains _____, _____, _____, _____, _____ ; Comments: _____

Areas for more work: Domains _____, _____, _____, _____, _____ ; Comments: _____

Signature of Field Mentor

Signature of Intern

Date

Reviewed by University Supervisor

Date

Year-End Verification

School Psychology Intern Candidate: _____ District: _____

Based on ratings on the previous pages, I would rate the intern’s progress at this point as:

- Exceed expectations Ready to graduate. Recommend for credential.
- Meets Expectations.
- Does not meet Expectations. Extended internship may be needed.

Areas of Strength of Intern: Domains _____, _____, _____, _____, _____; Comments: _____

Areas for continued work: Domains _____, _____, _____, _____, _____; Comments: _____

To what extent has the candidate’s work this past year been impactful on families and students?

- High Impact*** ***Some Impact*** ***Limited Impact*** ***No Impact***

Signature of Field Mentor

Signature of Intern

Date

Reviewed by University Supervisor

Date