



# University of Northern Iowa School Psychology Program

## Internship Manual

## Table of Contents

1. Objectives & Purposes of Internship .....	3
2. Registering for Internship .....	3
3. The Internship Site .....	4
4. Internship Supervision .....	5
5. Intern Responsibilities .....	5
6. Applying for Internships .....	6
7. Iowa Licensure .....	6
8. Praxis Exam & NCSP Application .....	7
9. NASP Internship Standards .....	8
10. Comprehensive Case Study .....	9
11. Appendices .....	10
➤ A – Requesting Letters of Recommendation .....	10
➤ B – Sample Interview Questions.....	12
➤ C – Internship Agreement .....	14
➤ D – Contact and Schedule Information.....	18
➤ E – Goals and Objectives Form .....	20
➤ F – Practicum Log.....	23
➤ G – Intern Evaluation Form .....	25
➤ H – Intern Reaction to Evaluation Form.....	32
➤ I – Comprehensive Case Study – Description .....	34
➤ J – Comprehensive Case Study – Writing Checklist .....	37
➤ K – Comprehensive Case Study – Evaluation Areas and NASP Domains .....	40
➤ L – Comprehensive Case Study – Evaluation Form .....	42

# University of Northern Iowa School Psychology Program Internship Manual

## Objectives & Purposes of Internship

The internship in school psychology is a 1500-hour supervised, culminating, and comprehensive field experience that affords the intern an important opportunity to integrate and apply the knowledge and skills acquired in previous coursework and practica. Completed either on a full-time basis over one year or on a half-time basis over two consecutive years, the intern experience is supported through collaboration between the School Psychology Program and the internship site.

The internship offers the intern a well-supervised and intentionally scaffolded experience for integrating knowledge and skills from across all areas of the NASP Training Domains:

- Data-Based Decision-Making and Accountability
- Consultation and Collaboration
- Effective Instruction and Development of Cognitive/Academic Skills
- Socialization and Development of Life Skills
- Student Diversity in Development and Learning
- School and Systems Organization, Policy Development, and Climate
- Prevention, Crisis Intervention, and Mental Health
- Home/School/Community Collaboration
- Research and Program Evaluation
- School Psychology Practice and Development
- Information Technology

## Registering for Internship

Each student must register for three (3) credits for each semester of Internship, 200:291. Program approval is required prior to registration for the first semester of internship. This approval is granted only if all of the following conditions are met:

1. The student has an earned master's degree and all course requirements for the Ed.S. degree except 200:291 are completed.
2. The student has completed a minimum of 60 graduate credits in a sequence closely matching the degree requirements for School Psychology at the University of Northern Iowa.
3. The student has no incomplete credits.
4. The student has successfully passed the oral defense of the specialist thesis and the final written document has received approval from the Graduate College. A letter of approval from the Graduate College must be in the student's file prior to registration.
5. The student is in good academic standing as defined by the Graduate College for Ed.S. candidates.

Please note that while completion of the Ed.S. thesis prior to starting the internship year is not required, it is *strongly encouraged*. If the thesis is not completed by the end of the internship, a student cannot be recommended for full licensure as a School Psychologist.

### **The Internship Site**

The intern seeking credentialing as a school psychologist must have internship experiences in a school setting. This experience may be completed on a full-time basis over one year or on a half-time basis over two consecutive years. Though other settings may be incorporated into the internship experience, the school setting must constitute at least 600 clock hours of the internship experience. Where additional settings are employed, a rationale specifies its appropriate relationship to the practice of school psychology.

To ensure the intern a range of training experiences, the school-based internship site should have the availability of the following: 1) children of all school ages, 2) pupil personnel services functioning within a team framework, 3) full-range services for children with special needs of both high and low incidence, 4) regular and special educational services at the preschool, elementary and secondary levels, 5) at least one certificated school psychologist having at least two years of full-time school psychologist experience or the equivalent who serves as the site supervisor. While it is not essential that the above all be provided within the context of the local educational agency to which the intern is assigned, it is essential that all elements be available and integrated into the internship experience.

Additionally, the internship site should provide the following:

#### **Contract and Salary:**

A written contractual agreement is prepared and agreed to by both the local educational agency and the intern school psychologist. The contractual agreement specifies the length of the contract and the salary provided. When financially possible, the intern is provided a salary commensurate with his or her level of training, experience, and period of appointment. Contractual agreements are not entered into which require the intern to remain in the employment of the local educational agency beyond employment during the internship. Moreover, such arrangements do not specify in advance that employment for the intern be guaranteed beyond the internship.

#### **Schedule of Appointment:**

The intern is assigned to the same schedule and calendar time as is other school psychology staff employed by the local educational agency. Experiences such as in-services, conferences, etc., participated in by local educational agency school psychologists are also expected of interns. Like regularly employed psychological services personnel, the intern evidences a commitment to the provision of psychological services not necessarily reflected in hourly schedules.

#### **Continued Professional Development:**

It is important that continued professional development be recognized as a significant aspect of the internship. The intern is expected to participate in scheduled appropriate university, regional and statewide meetings for school psychologists. The opportunity to participate in national level meetings is also encouraged. The appropriation of reimbursement monies is strongly encouraged. When reimbursement or other financial support is unavailable, released time for attendance at professional meetings is provided. In instances where released time is judged to detract from the

provision of the internship experiences as planned, an agreement may be reached in which the intern serves additional time beyond the contractual schedule or calendar.

### **Travel Expenses:**

The provision of appropriate internship experiences often requires job-related travel. When such exists, the intern is provided reimbursement consistent with policies of the local educational agency.

## **Internship Supervision**

The internship is a fulltime commitment and carries with it the responsibility of professional level performance. Whereas in a practicum experience the supervisors are expected to closely observe and support the activities of the student, an intern is performing an independent role while under professional supervision. The guidelines established by the National Association of School Psychologists require that the internship supervision average two hours of face-to-face, individual supervision per week.

The university supervisor will meet with both the intern and the site supervisor at the intern site at least once each semester. The faculty member is also available by phone to both the intern and the site supervisor. At the request of either the intern or the site supervisor, or both, the university supervisor will arrange contacts that are more frequent. The site supervisor will complete the Internship Evaluation Form once each semester for each intern. The university supervisor is solely responsible for the assignment of academic credit grades for the internship experience.

While the authority for providing internship credit and grades rests with the university faculty, primary responsibility for internship supervision rests with appropriately credentialed local educational agency personnel. Local supervision is provided by a person(s) holding a valid credential as a school psychologist, who is employed full-time as a school psychologist in the local educational agency and who has held such employment in that agency for a minimum of one school year prior to undertaking supervisory responsibilities. In non-school settings, supervisory personnel hold an appropriate credential for that setting.

University faculty are responsible for providing appropriate orientation to site supervisors, facilitating the clarification of the role and function of all parties and assisting site supervisors in carrying out responsibilities in a manner consistent with the training objectives. Both university and site supervisors demonstrate active involvement in the profession as evidenced through professional association memberships, scholarly pursuits, and continued professional development.

## **Intern Responsibilities**

### **Goals and Objectives:**

At the beginning of the internship year, each intern in collaboration with the university supervisor will identify professional goal areas from the NASP Domains of School Psychology Training and Practice, along with a plan for attainment and assessment. The goals may be areas in which the intern or supervisor has noted a need for additional knowledge or experience or they may be an area in which the intern has a particular interest. The writing of goals and objectives gives the intern an opportunity to reflect on learning during the internship year, facilitating skill development and refinement. See Appendix E for the Goals and Objectives form.

## **Logs:**

The intern is required to prepare carefully and regularly a log of his or her professional experience, electronically submitting monthly summaries to the university supervisor. When reporting cases on logs, respect confidentiality and only use first or last initials of clients. The log provides necessary documentation of the internship experience. See Appendix F for log format and specific directions on its completion.

## **Supervision:**

The intern is expected to initiate contact with the field and university supervisors both as required and as needed. Awareness of one's own professional limitations and competent communication with supervisors is an important function not only of the internship but also of the profession. Supervision is a critical component of the internship. It provides an opportunity for both formative and summative assessment of intern strengths and weaknesses, enhances the intern's professional growth, and provides an avenue for monitoring the welfare of students, teachers, and families served by the intern. Interns are expected to meet with their supervisors prepared with specific questions and issues. Making the most of supervision time requires advance preparation on the part of the intern. It is assumed that interns will have explored multiple avenues to answer their questions prior to supervision so that this time may be effectively used to discuss possible next steps.

## **Ethical Practice:**

The intern is expected to conduct him or herself professionally in accord with the ethical code of the National Association of School Psychologists and the American Psychological Association. As a representative of the University of Northern Iowa, he or she also has an obligation to perform at the highest level of functioning at all times.

## **Applying for Internships**

Students planning to complete their internship in Iowa should begin preparing for internship applications and interviews at the beginning of the spring semester of their 2<sup>nd</sup> year. Students interested in completing their internship outside of Iowa should start to explore possible internship sites and their application deadlines during the fall semester of their 2<sup>nd</sup> year. Many internship sites outside of Iowa begin reviewing applications and scheduling interviews as early as February or March.

It is strongly recommended that students take advantage of the services provided by the University of Northern Iowa Career Center which provides assistance with tasks such as searching for job openings, writing cover letters and application materials, and preparing for interviews. On their website, at <http://www.uni.edu/careercenter/educators/educatorindex.html>, the Career Center has numerous resources specifically for people in education related fields. See the appendices of this manual for suggestions for requesting letters of recommendation and sample interview questions.

## **Iowa Licensure**

The Iowa Conditional License is REQUIRED of all interns in the state, regardless of training program location or degree requirements. Students at UNI will obtain their Conditional License application and the UNI Recommendation for Conditional License forms from the Educational Psychology and

Foundations department secretary. The completed forms, along with a check for the license fee, made payable to Board of Educational Examiners, must all be returned to the Educational Psychology & Foundations department secretary. The secretary will give all materials to the Department Head for review and signature. In turn, the Department Head will give the materials to the Registrar's Office for review and signature. The Registrar's Office will then submit the materials to the Board of Educational Examiners. The Board of Educational Examiners reviews all materials and makes the decision to grant or to deny the application. The Board will notify the student directly regarding licensure or denial.

It is important to know that some AEAs require the Conditional License to be in hand before the student can be employed. Students who are required to have a license prior to employment as an intern **MUST** submit their specialist thesis to the Graduate College prior to July 1<sup>st</sup> of the summer before starting the internship to ensure receipt of the conditional license before the start of the internship school year.

It is *strongly* recommended that all students apply for an Iowa Conditional License whether or not they are planning to intern in Iowa. In some states, the process of gaining licensure is more efficient if licensure is already held in one state. In addition, if a student would decide to return to Iowa later, the licensure process is facilitated if the Conditional License has already been obtained.

After completion of the internship and successful defense of the Ed.S. thesis, students are eligible to apply for the Iowa Initial License. This license application must go through the University of Northern Iowa. To do this, go to [www.state.ia.us/BOEE](http://www.state.ia.us/BOEE) and click on "Applications for Licensure or Renewal." Open the PDF file "Licensure (Iowa Institution)" and complete Section 1 of the application. Mail the application, with a check for \$50.00 made out to the Board of Educational Examiners, to:

Cathy Humke  
Registrar's office  
243 Gilchrist  
University of Northern Iowa  
Cedar Falls, IA 50614-0607

### **Praxis Exam & NCSP Application**

All students are required to take the Praxis Examination for School Psychologists (also referred to as the National School Psychology Examination); however, attainment of a specific score is not required. It is recommended that this exam be taken during the summer before the internship year. Because a copy of a student's score must be received by the program in order for the student to be recommended for full licensure, the exam must be taken no later than January during the internship year. Information about dates, locations, and costs for the administration of the Praxis Exam can be found at <http://www.ets.org/praxis/index.html>. It is the student's responsibility to provide the Program Director a copy of the score report form upon its receipt from ETS.

Upon successful completion of the internship, students who earn a score of 660 or higher on the Praxis Examination also meet all requirements for recognition as a Nationally Certified School Psychologist (NCSP). While application for the NCSP is not a program requirement, school psychologists with this credential are widely recognized as meeting high standards for training and continued professional development. More information on applying for the NCSP can be found on the NASP website at <http://www.nasponline.org/pdf/Application.pdf>.

## NASP Internship Standards

- The internship experience shall be provided at or near the end of the formal training period.
- The internship experience shall occur on a full-time basis over a period of one academic year, or on a half-time basis over a period of two consecutive academic years.
- The internship experience shall be consistent with a written plan and shall meet the specific training objectives of the program.
- The internship experience shall occur in a setting appropriate to the specific training objectives of the program.
- At least 600 clock hours of the internship experience shall occur in a school setting and shall provide a balanced exposure to regular and special educational programs.
- The internship experience shall be provided appropriate recognition through the awarding of academic credit.
- The internship experience shall occur under conditions of appropriate supervision. Field-based internship supervisors shall hold a valid credential as a school psychologist for that portion of the internship that is in a school setting. The portion of the internship that appropriately may be in a non-school setting shall require supervision by an appropriately credentialed psychologist.
- Field-based internship supervisors shall be responsible for no more than two interns at any given time. University internship supervisors shall be responsible for no more than twelve interns at any given time.
- Field-based internship supervisors shall provide at least two hours per week of direct supervision for each intern. University internship supervisors shall maintain an on-going relationship with field-based internship supervisors and shall provide at least one field-based contact per semester with each intern.
- The internship placement agency shall provide appropriate support for the internship experience which shall include: a) a written contractual agreement specifying the period of appointment and the terms of compensation, b) a schedule of appointment consistent with that of agency school psychologists (e.g., calendar, participation in in-service meetings, etc.), c) provision for participation in continuing professional development activities, d) expense reimbursement consistent with policies pertaining to agency school psychologists, e) an appropriate work environment including adequate supplies, materials, secretarial services, and office space, f) release time for internship supervisors, and g) a commitment to the internship as a training experience.
- The internship experience shall be systematically evaluated in a manner consistent with the specific training objectives of the program.
- The internship experiences shall be conducted in a manner consistent with the current legal-ethical standards of the profession.

## Comprehensive Case Study

A performance-based assessment in the form of a comprehensive case study must be completed during the internship year. The case study is described in a paper and oral presentation that address background information, collaboration with the problem solving team, reflective practice driven by theory and research, evaluation procedures tied to problem definition, and intervention tied to evaluation data and effectiveness research.

Two or more department faculty will evaluate each student's paper and oral presentation on a satisfactory/unsatisfactory basis. The ultimate decision for the acceptability of responses remains with the School Psychology Committee. In the event that a student's responses fail to achieve a satisfactory rating, the student may be asked to complete additional course work, be given a second attempt at the paper and/or presentation, or advised not to continue in the program. Results of the assessment must be provided to the Registrar, in writing, at least 3 weeks prior to the date of expected graduation.

Additional information on the case study, including a general description of the paper format, a writing checklist, and the evaluation form, can be found in the appendices of this manual. An example case study is available on the UNI School Psychology webpage.

## Appendix A

### Requesting Letters of Recommendation

## Requesting Letters of Recommendation

Letters of recommendation provide an important opportunity for people with whom you have worked closely and who know you well to describe your skills and abilities to potential employers. The following suggestions are meant to facilitate the process of requesting letters and ensure that you receive letters that highlight your background and strengths.

1. Provide your writers plenty of time to complete their letters. A minimum of 2-3 weeks is customary. Several days before a letter's deadline, follow-up with each recommender to be sure the letters will be sent on time.
2. Give some time and thought to whom you ask to write a letter for you. Ideally, each letter should reflect a different dimension of your strengths, for example your report writing skills or ability to develop behavioral interventions with preschool age children. The best letters of recommendation often come from people with whom you have developed a personal relationship. As you consider possible writers, ask yourself the following questions: "Does this person know me well enough to write a strong letter?" "Does this person think highly of me?" "What area of my skills can this person best address?"
3. At the time that you request letters be written, provide writers with information that will make the task as easy as possible for them. You should give each writer a well-organized, thorough packet of materials that includes the following:
  - Name, title, and complete address of the person to whom each letter should be addressed
  - Deadline for each letter's receipt
  - A brief description of the information you would especially like this writer to address in his or her letter
  - Your résumé
  - A list of your practicum sites and a brief summary of your learning experiences at each site, for example "consultation case with 3<sup>rd</sup> grade teacher concerned about a student's poor math skills"
  - The title of your Ed.S. thesis and name of your committee chair, include a brief description of where you are at in the process and when you anticipate defending
  - Any other information you believe it would be helpful for the writer to be aware of
4. After your letters have been sent, write a personal thank-you note to each recommender. Also, after you have accepted an internship offer, be sure to let your letter writers know. They are concerned about your future and will be excited to learn where you are going!

## Appendix B

### Sample Interview Questions

## Sample Interview Questions

The following questions were gathered from students following their internship interviews. They are provided as an example of the types of questions interviewers may pose and as a place to begin preparing your thoughts for an upcoming interview. In addition to thinking about your answers to these questions, be sure to learn as much as possible about the district to which you are applying. The internet makes this a relatively easy task. Interviewers expect you know something about the district you are interested in working with and likely will ask questions specific to their needs and department focus.

1. What do you consider your greatest strengths in relationship to a school psychologist position? What do you perceive might be areas that you would find challenging?
2. Describe your most notable job or school related accomplishments.
3. Please describe how you might use various assessment tools and techniques in the practice of school psychology.
4. What do you think are some of the most important current issues in general and special education? What are the implications of these for the role of the school psychologist?
5. What is the best professional decision that you have ever made?
6. What is the worst professional decision that you have every made?
7. What types of job situations create stress for you and how do you handle this stress?
8. What do you think about the following statement: “Handicaps do not reside or exist within students but rather within the educational system”?
9. What makes an excellent school psychologist?
10. What would you do after receiving a request from a general education teacher for assistance with a student who was having academic difficulties?
11. What would you do after receiving a request from a general education teacher for assistance with a student how was having behavioral difficulties?
12. What is the ideal role for a school psychologist?
13. What strengths do you have that would enable you to be successful in the ideal role of a school psychologist?
14. What would you do if you were having a conflict with a member of the staff with whom you work?
15. What criteria would you use to determine if your first year here was a successful one?

Appendix C  
Internship Agreement

# Agreement Between

---

Field Agency

---

School Psychology Intern

And

University of Northern Iowa  
School Psychology Program

It is mutually agreed by the University of Northern Iowa School Psychology Program, hereinafter called “the university” and \_\_\_\_\_ hereinafter called “the field agency,” that a School Psychology Internship will be provided through the field agency. The agency will provide the intern with training and supervision opportunities that will assist in increasing awareness, sensitivity, knowledge, and practice about issues affecting the psychological development, health status and social development of children and the educators and parents who work with them.

## I. The Field Agency

The **field agency** agrees and promises to work with participating local education agencies to provide the School Psychology Intern with the following:

- A. An opportunity to carry out major professional functions under appropriate supervision in a sequence of experiences designed to enhance professional attitudes, responsibility, communication skills, critical judgment and technical skills.
- B. A training experience that includes a minimum of 1500 supervised hours, obtained in not less than a 10-month period and not more than a 24-month period. At least 600 hours must be completed in a school setting.
- C. Appropriate support for the internship experience, including:
  1. A written contractual agreement specifying the School Psychology Intern as a permanent employee for a term of 10-months (a school calendar year) and terms of compensation including the amount of compensation and proration of salary in 12-month or 22 bi-weekly equal paychecks. The contract further specifies that the intern is limited to employment for the period of appointment, is not guaranteed employment beyond that period, nor is required to stay in employment of the member of the field agency.
  2. A salary that is at a level commensurate with the intern's experience and at a level that allows the intern to be fully devoted to training.
  3. Employee benefits consistent with those of other full-time school psychologists.
  4. Employ a clearly designated, actively licensed/certified professional school psychologist who is responsible for the integrity and quality of the internship program.

5. Provide an average of at least two hours per week of regularly scheduled, formal, face-to-face, and individual supervision with the specific intent of dealing with school psychological services rendered directly by the intern. The mentor, a licensed and certified professional school psychologist, must provide at least an hour of individual supervision per week but may delegate one hour of supervision to appropriate members of the field agency staff.
6. Assure that the intern has unscheduled opportunities such as in-service meetings, conferences, etc., to interact professionally with other school psychology interns, school psychologists, and persons from other disciplines and agencies.
7. Provide a description of the goals and content of the internship including clearly stated expectations for the nature of the experiences offered in the field agency and for the quantity and the quality of the work.
8. Designate the “trainee” status of the intern by the title of “School Psychology Intern.”
9. Assure that reports by the intern to schools and parents are reviewed by the licensed professional school psychologist responsible for the intern.
10. Provide an evaluation of the intern's experience consistent with specific training objectives at mid-semester and the end of the semester, using forms provided by the university.
11. Certify the internship requirements have been met and provide appropriate recognition to the intern's successful completion of the internship with a final written evaluation.
12. Inform the University of any changes in policy, procedures and field agency staffing that might affect the internship experience.

## II. The University

The University agrees and promises to:

- A. Certify at the start of the internship that the intern:
  1. Has completed course work in scientific, applied and specialty areas, including formal and informal assessment and intervention.
  2. Has completed a formal introduction to ethical and professional standards.
  3. Is eligible for licensure/endorsement by the state Department of Education.
  4. Notify the Site Supervisor of any change in the student’s status prior to internship.
- B. Provide an internship supervisor from the university who shall maintain an ongoing relationship with the field supervisor and who shall provide at least one field-based contact during the semester with the intern.
- C. On request of the field agency, withdraw from employment any intern whose performance is unsatisfactory or whose personal characteristic prevent desirable relationships within the field

agency. The University may reassign or withdraw an intern in placement after consultation with appropriate field agency representatives if it is in the best interest of the student, the field agency, or the University.

### III. The Field Agency and University

It is mutually agreed that:

- A. The school psychology intern shall function within the policies of the field agency.
- B. The school psychology intern shall receive due process at the same level as other psychological staff consistent with the School Board policy and applicable law.
- C. The University and the field agency will not discriminate on the basis of race, color, creed, age, national origin, or sex (except as provided by law), nor will either party discriminate on the basis of handicap under Section 504 of the Rehabilitation Act of 1973.

This agreement shall remain in effect for twenty-four months from date of execution, but is subject of review and revision at the request of either party by June 1 of each year. Either party may terminate this agreement by notification of intent of termination given at least three months in advance of the desired date of termination.

\_\_\_\_\_  
University Intern Supervisor

\_\_\_\_\_  
Date

\_\_\_\_\_  
Field Agency Representative

\_\_\_\_\_  
Date

\_\_\_\_\_  
University Department Chair

\_\_\_\_\_  
Date

\_\_\_\_\_  
Intern

\_\_\_\_\_  
Date

## Appendix D

### Contact and Schedule Information

# University of Northern Iowa School Psychology Program

## Internship Contact and Schedule

### Contact Information

Contact	Office Address	Office phone	Home phone
Intern			
AEA/District supervisor			(not required, but helpful)
UNI supervisor			
Building 1			
Building 2			
Building 3			
Building 4			

### Intern Weekly Schedule

	Monday	Tuesday	Wednesday	Thursday	Friday
AM					
PM					

## Appendix E

### Goals and Objectives Form

# University of Northern Iowa School Psychology Program

## Internship Goals and Objectives

### Goals

The intern, in collaboration with the UNI internship supervisor, shall identify one or more goal areas from the NASP Domains of School Psychology Training and Practice. The goals may be areas in which the intern or the UNI supervisor have noted a need for additional knowledge or experience or may be an area in which the intern has a particular interest. There is no limit to the number of goal areas identified, but a minimum of one area is required. When considering the number of goal areas to identify, the intern should be aware that measurable objectives will be identified for each goal and that the student will collect and report data for each objective. A goal may be stated broadly.

### Objectives

Within each goal area identified, the student will identify one or more specific knowledge or performance objectives. The objectives are specific activities or performances that would reasonably be expected to help the student attain the identified goal. An objective must be a specific statement about 1) the activity in which the student will engage 2) the frequency or number of times that the activity will occur 3) how the information about performance will be collected and 4) how and how often the data will be reported.

### Example goal and objectives

Goal 1: I will increase my understanding of school and systems organizations and policy development. (NASP domain 2.6)

Objective 1: During the 2003-2004 academic year, I will attend 5 of the 9 monthly school board meetings.

- Data collection: I will keep a log of my school board meeting attendance, which will include the date, notes regarding the topics of discussions, decisions made, and my reflections about how these decisions affect students in my schools.
- Reporting: I will share my log, notes, and reflections with the UNI supervisor each semester at the time of my evaluation.

Objective 2: During the first quarter of the school year, I will obtain and read a copy of my school's CSIP plan and the progress report supplied to the public. I will discuss my findings with my AEA supervisor.

- Data collection: I will place a copy of the CSIP and progress report in my portfolio. I will record the time spent discussing the CSIP and report with the AEA supervisor in my internship log.
- Reporting: I will provide the documents and log information to my UNI supervisor at the end of the first semester.

University of Northern Iowa  
School Psychology Program

**Internship Goals and Objectives**

Intern \_\_\_\_\_ Date \_\_\_\_\_

Goal 1:Description of goal (NASP competency area:\_\_\_\_\_)

Objective 1:

- Data collection
- Frequency and method of reporting

Objective 2:

- Data collection
  - Frequency and method of reporting



Goal 2:Description of goal (NASP competency area:\_\_\_\_\_)

Objective 1:

- Data collection
- Frequency and method of reporting

Objective 2:

- Data collection
- Frequency and method of reporting

Objective 3:

- Data collection
- Frequency and method of reporting

Appendix F  
Practicum Log

## Practicum Log Instructions

The Practicum Log is an excel spreadsheet designed to summarize your learning experiences during the internship year. You should update the Practicum Log spreadsheet on a weekly basis, and submit it electronically to your university supervisor at the end of each month.

Each entry in the log should include the following:

- Date activity took place
- Location of activity, i.e. Lincoln Elementary School or administration building
- Brief description of the activity that took place
- Student code (the student's initials) if applicable
- Activity code
- Amount of time spent in the activity

Date	Location	Description of Activity	Student Code (if applicable)	Activity Code	Time (Minutes)

Use the Activity Codes provided below to describe your daily activities. Time should be recorded in 15-minute intervals.

### Activity Codes

M = Meeting, including problem solving

P = Planning

R = Reports and other writing

S = Staffing

C = Consultation

SP = Supervision

I = Direct intervention

A = Assessment

T = Training

O = Other

## Appendix G

### Intern Evaluation Form

UNIVERSITY OF NORTHERN IOWA  
SCHOOL PSYCHOLOGY PROGRAM

**Intern Evaluation**

Student \_\_\_\_\_ Site \_\_\_\_\_ Semester/Year \_\_\_\_\_

Site Supervisor \_\_\_\_\_ University Supervisor \_\_\_\_\_

The ratings provided on this form are intended to guide the student and the School Psychology program in evaluating the student's readiness for supervised practice following the internship. Please use the following rating scale in evaluating the student on each of the dimensions below.

Send the completed form and direct any questions regarding practicum students to the University Supervisor. Thank you for providing supervision to the student and assisting in the professional development of school psychologists.

University Supervisors:

Dr. Charlotte Haselhuhn  
617 Schindler Education Center  
Educational Psychology & Foundations  
University of Northern Iowa  
Cedar Falls, Iowa 50614  
319-273-3834

Dr. Kimberly Knesting  
617 Schindler Education Center  
Educational Psychology & Foundations  
University of Northern Iowa  
Cedar Falls, Iowa 50614  
319-273-2695

Rating Scale:

**N/A Not applicable.** Student was not observed practicing this skill, and it may not be appropriate for practice in this setting.

- 1 Unsatisfactory.** Student's performance reflects lack of critical knowledge and skill. Consultation with university supervisor is recommended.
- 2 Developing.** Student's skills are developing in this area. Plans should be made to assure student has continued supervised practiced in this area.
- 3 Competent.** Student's skills in this area reflect sufficient mastery for independent practice in this setting with appropriate supervision. Satisfactory quality of work.
- 4 High Competent.** Student's skills in this area are very well developed and performed at an above average level. Student practices independently with minimal supervision.
- 5 Exceptional.** Student demonstrates an unusually complete mastery of skill for a student at the internship level.

**Professional Behaviors**

Presents a professional appearance.	N/A	1	2	3	4	5
Is punctual for appointments and meetings.	N/A	1	2	3	4	5
Aptly prepared and organized for meetings, reports, and appointments.	N/A	1	2	3	4	5
Follows through with tasks and responsibilities in a prompt, well-organized manner.	N/A	1	2	3	4	5
Manages time realistically and efficiently.	N/A	1	2	3	4	5
Completes written reports and forms in a neat, thorough, accurate manner.	N/A	1	2	3	4	5
Works with school staff in a professional manner.	N/A	1	2	3	4	5
Displays initiative and resourcefulness.	N/A	1	2	3	4	5

**Data-Based Decision-Making and Accountability**

Translates assessment results into empirically-based decisions about service delivery.	N/A	1	2	3	4	5
Moves logically from the conclusions reached as a result of an evaluation to the choice of intervention(s).	N/A	1	2	3	4	5
Clearly identifies the nature of the referral problem and the purpose of the assessment.	N/A	1	2	3	4	5
Uses appropriate assessment procedures and is sensitive to sources of bias when selecting, administering, and interpreting tests.	N/A	1	2	3	4	5
Appropriately administers and scores tests.	N/A	1	2	3	4	5
Analyzes and interprets test results in a meaningful and thorough fashion.	N/A	1	2	3	4	5
Presents assessment information to parents and teachers in an understandable and concise manner.	N/A	1	2	3	4	5
Considers all alternatives and implications before making recommendations for a child's entitlement to special education.	N/A	1	2	3	4	5

Integrates assessment information into a useful and readable report. N/A 1 2 3 4 5

**Consultation and Collaboration**

Collaborates effectively with others in planning and decision-making. N/A 1 2 3 4 5

Communicates and listens effectively. N/A 1 2 3 4 5

Is tolerant of others' values and viewpoints. N/A 1 2 3 4 5

Is assertive in problem-solving when needed. N/A 1 2 3 4 5

Shows concern, respect, and sensitivity for others. N/A 1 2 3 4 5

Effectively involves teachers and other school staff in collaborative consultative relationships. N/A 1 2 3 4 5

Evaluates effectiveness of consultation strategies used. N/A 1 2 3 4 5

**Effective Instruction and Development of Cognitive/Academic Skills**

Demonstrates knowledge of learning processes and techniques to assess these processes. N/A 1 2 3 4 5

Develops appropriate cognitive and academic goals for students. N/A 1 2 3 4 5

Implements interventions to achieve identified cognitive and academic goals. N/A 1 2 3 4 5

Evaluates effectiveness of interventions addressing cognitive and academic goals. N/A 1 2 3 4 5

Demonstrates knowledge of effective teaching methods. N/A 1 2 3 4 5

Develops interventions that utilize the strengths of the child. N/A 1 2 3 4 5

**Socialization and Development of Life Skills**

Demonstrates knowledge of human developmental processes and techniques to assess these processes. N/A 1 2 3 4 5

N/A-Not Applicable 1-Unsatisfactory 2-Needs Improvement 3-Competent 4-High Competent 5- Exceptional

Develops appropriate behavioral, affective, adaptive and social goals for students.	N/A	1	2	3	4	5
Implements interventions to achieve identified behavioral, affective, adaptive and social goals.	N/A	1	2	3	4	5
Demonstrates knowledge of classroom management procedures.	N/A	1	2	3	4	5
Evaluates effectiveness of interventions addressing goals which may include consultation, behavioral intervention, and counseling.	N/A	1	2	3	4	5
Develops interventions that utilize the strengths of the child.	N/A	1	2	3	4	5

### Student Diversity in Development and Learning

Demonstrates knowledge of individual differences, abilities, and disabilities.	N/A	1	2	3	4	5
Demonstrates knowledge of the potential influence of biological, social, cultural, ethnic, socioeconomic, gender-related and linguistic factors.	N/A	1	2	3	4	5
Demonstrates sensitivity and skills needed to work with diverse Individuals.	N/A	1	2	3	4	5
Implements strategies selected and/or adapted based on individual characteristics, strengths, and needs.	N/A	1	2	3	4	5
Achieves comfortable interactions with students of other ethnic and cultural backgrounds.	N/A	1	2	3	4	5

### School and Systems Organization, Policy Development, and Climate

Demonstrates knowledge of general education, special education, and other educational and related services.	N/A	1	2	3	4	5
Understands schools and other settings as systems.	N/A	1	2	3	4	5
Works with others to create and maintain a safe, supportive, and effective learning environment.	N/A	1	2	3	4	5

**Prevention, Crisis Intervention, and Mental Health**

Demonstrates knowledge of how human development and psychopathology influence human behavior. N/A 1 2 3 4 5

Contributes to prevention and intervention programs the promote mental health and physical well-being. N/A 1 2 3 4 5

**Home/School/Community Collaboration**

Demonstrates knowledge of family systems and how families influence student development, learning, and behavior. N/A 1 2 3 4 5

Involves families in education and service delivery. N/A 1 2 3 4 5

Works effectively with families, educators, and community members. N/A 1 2 3 4 5

Plans and implements effective parent/community education programs. N/A 1 2 3 4 5

Demonstrates an awareness of community agencies and programs. N/A 1 2 3 4 5

**Research and Program Evaluation**

Monitors the integrity of intervention implementation. N/A 1 2 3 4 5

Consults appropriate literature when gathering information, planning assessments and interventions, and making recommendations. N/A 1 2 3 4 5

**School Psychology Practice and Development**

Practices according to ethical, professional and legal standards. N/A 1 2 3 4 5

Demonstrates an awareness of competency level and doesn't accept responsibilities beyond this level. N/A 1 2 3 4 5

Utilizes constructive criticism. N/A 1 2 3 4 5

Shows evidence of continued self-evaluation. N/A 1 2 3 4 5

Keeps supervisor informed of unusual events and activities, as well as routine matters. N/A 1 2 3 4 5

N/A-Not Applicable 1-Unsatisfactory 2-Needs Improvement 3-Competent 4-High Competent 5- Exceptional

When necessary, able to work independently without supervision. N/A 1 2 3 4 5

**Information Technology**

Accesses, evaluates, and utilizes information sources and technology in ways that safeguard or enhance quality of services. N/A 1 2 3 4 5

Please comment concerning the student’s strengths and weaknesses, with particular attention to their training and level of expertise.

Multiple horizontal lines for student comment.

Signature of On-site Supervisor \_\_\_\_\_ date \_\_\_\_\_

Signature of University Supervisor \_\_\_\_\_ date \_\_\_\_\_

Signature of Student\* \_\_\_\_\_ date \_\_\_\_\_

\*Indicates that the evaluation has been discussed with the student

## Appendix H

### Intern Reaction to Evaluation Form

University of Northern Iowa  
School Psychology Program

**Intern Reaction to Evaluation**

Intern: Please comment on the evaluation provided by your supervisor, indicating points of agreement and disagreement with this assessment of your performance.

Intern \_\_\_\_\_

Semester/Year \_\_\_\_\_

## Appendix I

### Comprehensive Case Study – Description

# Comprehensive Case Study – Description

## Background Information

An acceptable presentation would have evidence that the intern had carefully considered the multifaceted environment that influences the child, the evaluation, and the solutions to the problem. This evidence would be found in the written material presented in the case report and in the intern's discussion of the nature of the problem. The intern will have reflected on the referral statements and conferred with the affected school staff, child, peers, and family members. The intern will have made a sincere attempt to determine how the referred child might be affected by family background, by the teacher's choices in constructing her classroom climate, by the teacher's expectations, by the atmosphere of the school in relationship to accepting differences in children, and how the child fits into the rest of the class. The intern will also have reflected on who is to be the client for this case, because the answer to that question will underpin the ethics in the process and shape many of the procedures. The intern presents evidence that the identification of the nature of the problem went beyond a simple acceptance of the statement on the referral form.

## Collaboration with the Problem Solving Team

As an effective team member, the intern will provide evidence of how the problem solving team functioned in all phases of the case, and how the intern participated as appropriate. The composition and name of the problem solving team will differ among the AEAs and districts in which UNI interns are employed, and may be referred to as Building Assistance Teams, Problem Solving Teams, or Solution-Focused Teams. For purposes of this case study, any collaborative problem solving team in which the intern participates, at any level of the problem solving process will be referred to as a "problem solving team." An acceptable presentation will show evidence that team members collaborated on the definition of the problem, the selection of evaluation procedures, the interpretation of the various data sets, the design of the intervention, the assignment of monitoring responsibilities, and the communication with the teacher, child, parents, and school administrators. The intern may not be responsible for conducting all activities, but evidence of the intern's input and participation is presented.

## Reflective Practice Driven by Theory and Research

The intern will demonstrate that the case proceeded with careful reflection of the theoretical perspective the intern has chosen as the base. An acceptable presentation will show the intern has clearly identified a theoretical perspective from which to proceed and can defend the choice against the alternatives. The intern may reflect succinctly on the ethics for practice within the theoretical perspective, can show how the choices of evaluation procedures follow the theoretical perspective, can identify the elements of the intervention design that are predicated from the theoretical perspective, and can discuss the research strategies that could assess the effectiveness of practice derived from the perspective.

## Evaluation Procedures Tied to Problem Definition

It is important that the procedures used to gather information upon which evaluation decisions will be based will have a high probability of leading to meaningful understandings of the nature of the problem and can lead to intervention designs that reflect a reasoned relationship to how such identified difficulties can be remediated. An **acceptable** presentation would be one in which the intern would be able to show

how each procedure was chosen to address the possibilities identified in the problem definition. No procedure would have been conducted as simply part of a routine battery, and each set of data can be discussed for relationship to a problem definition element and can be related to the intervention design. It is admissible that a procedure can be defended as necessary to eliminate a possibility from further consideration. The intern should be able to discuss how informal, curriculum-based, and/or standardized techniques are used to confirm or disconfirm the hypothesized relationships in the problem identification. It is important that the procedures chosen were accurately administered and scored, and can be shown to be valid for the characteristics of the client. The intern will also be able to discuss accurately the technical reliability and validity of the procedures chosen.

### **Intervention Tied to Evaluation Data and Effectiveness Research**

The school psychologist is committed to designing and conducting interventions that have been shown to be effective. For this professional and ethical reason, the school psychologist checks the research literature for support for the intervention design. Where the preponderance of the evidence does not support the planned intervention for the client being served, the school psychologist redesigns the intervention. If there is no reported research on the effectiveness of the design, the school psychologist recommends a research procedure to monitor the effects of the design for the client. An **acceptable** presentation will show a relationship between available research and the choice of the intervention. The intern will also have considered whether the research was well conducted or whether it should be viewed as needing further experimentation. If the latter, the intern will be able to suggest what design changes need to be made in the way the research is being conducted.

## Appendix J

### Comprehensive Case Study – Writing Checklist

## Comprehensive Case Presentation – Writing Checklist

Background Information	
	The stated reason for referral is specific and clearly tied to behaviors of concern. Problem identification went beyond a simple acceptance of the statement on the referral form.
	The environment was considered in understanding the student concerns. For example, class climate, teacher expectations, and/or peers' acceptance of differences are a part of the assessment and interventions.
	The intern talked with the affected school staff, child, peers, and family members when considering the referral and identifying the problem.
	There is discussion of how the student might have been affected by family and cultural background, teacher's choices in constructing classroom climate, the teacher's expectations, the school's acceptance of differences in children, and the peer group's acceptance of the student.
	There is reflection on who is the client for this case, as the answer to this question underpins the ethics in the process and shapes many of the procedures.
	There is a definition of the prevalent model of service delivery on site and discussion of how it affected the intern's participation in addressing the referral concerns.
Collaboration with the Problem Solving Team	
	There is discussion of how the Team functioned in all phases – problem definition, diagnostic procedure selection, data interpretation, intervention design, assignment of monitoring responsibilities, and communication with parents, teacher, administration, and student.
	As appropriate, there is evidence of the intern's role as a member of the Student Assistance Team in all phases of the case as discussed above.
	There is evidence of the intern's participation in the Team's collaboration on problem definition, diagnostic procedure selection, data interpretation, intervention design, assignment of monitoring responsibilities, and communication with others.
	There is evidence that the intern and team ensured that parents and other adults, as appropriate, are encouraged to be active, equal members of the problem solving team.
Practice Driven by Theory and Research	
	The intern indicates the one or more theoretical perspectives used in addressing the referral concerns and how the client is defined in the model(s).
	There is discussion of why the indicated theoretical perspective(s) was chosen. The intern is able to defend his or her choice against alternative models.
	Evidence is presented that the choices of evaluation procedures followed the theoretical perspective(s) used.
Evaluation Procedures Tied to Problem Definition	
	There is justification of how each evaluation procedure addressed the identified problem. If the procedure was not particularly helpful, the intern discusses why it was not helpful and what might have been a better choice.

	There is a discussion of the psychometric properties of the evaluation tools that were used and the implications of this for data interpretation.
	There is explanation of how the evaluation procedures used were valid for the characteristics of the client, e.g. racial, gender, and cultural characteristics.
	A clear link is established between the evaluation procedures chosen and both problem definition and intervention design.
	There is description of how informal, curriculum-based, and/or standardized techniques were used to confirm or disconfirm hypothesized relationships in the problem identification.
<b>Intervention Tied to Evaluation Data and Effectiveness Research</b>	
	Research literature is cited that supports the use of the intervention used in this particular case. If a limited literature is available, there is discussion of how this influenced the development of the intervention.
	There is evidence that the intervention was implemented according to the literature and the integrity of intervention implementation was continually monitored.
	There is documentation of a plan for ongoing data collection throughout implementation of the intervention.
	There is evidence of ongoing data monitoring and of any necessary alterations to the intervention in response to this data.
<b>Reflective Practice</b>	
	There is evidence that the intern has considered the unique characteristics of the individual student and family, including cultural background, in planning and implementation of evaluation and interventions.
	Ethical considerations have been considered and addressed, as appropriate.
	The report includes discussion of what the student learned from the case study, regarding collaboration, assessment, intervention planning, and implementation, and about his or her own professional characteristics. Discuss how this learning will affect future practice.

## Appendix K

### Comprehensive Case Study – Evaluation Areas and NASP Training & Practice Domains

# **Comprehensive Case Study – Evaluation Areas and NASP Training & Practice Domains**

## **Ecological Context of the Referral**

School Structure, Organization, and Climate  
Student Diversity in Development and Learning  
Home/School/Community Collaboration

## **Collaboration with the Problem Solving Team**

Interpersonal Communication, Collaboration, and Consultation  
Home/School/Community Collaboration

## **Reflective Practice Driven by Theory and Research**

Legal, Ethical Practice, and Professional Development  
Research and Program Evaluation

## **Diagnostic Procedures Tied to Problem Definition**

Data Based Decision Making and Accountability

## **Intervention Tied to Diagnostic Data and Effectiveness Research**

Research and Program Evaluation  
Effective Instruction and Development of Cognitive/Academic Skills  
Socialization and Development of Life Competencies

## Appendix L

### Comprehensive Case Study – Evaluation Form

# Comprehensive Case Study – Evaluation Form

University of Northern Iowa  
School Psychology Program

Intern: \_\_\_\_\_ Semester/Year \_\_\_\_\_

Evaluator: \_\_\_\_\_

Internship Site: \_\_\_\_\_

Internship Supervisor: \_\_\_\_\_

- 
- |                     |  |
|---------------------|--|
| 1 – Unsatisfactory  | Performance in this area reflects a lack of critical knowledge and skill.  |
| 2 – Developing      | Skills in this area are still developing. Performance is minimally acceptable, either or both in quantity and quality.                             |
| 3 – Competent       | Skills in this area reflect sufficient mastery for independent practice. Satisfactory quality of work, average level of synthesis and application. |
| 4 – High Competent  | Skills in this area are very well developed and performed above average. Knowledge and skills are applied to new areas.                            |
| 5 – Exceptional     | Extraordinarily high achievement. Unusually complete mastery of skill for a student at the internship level.                                       |
| NA – Not Applicable | The skill does not apply to this particular case.  |

## Domains of School Psychology Training and Practice

- |   |                     |
|---|---------------------|
| <p>1. <b>Data-Based Decision-Making and Accountability</b><br/>         Able to define current problem areas, strengths, and needs through assessment, and measure the effects of the decisions that result from the problem solving process</p>                        | <p>1 2 3 4 5 NA</p> |
| <p>2. <b>Consultation and Collaboration</b><br/>         Able to listen well, participate in discussions, convey information and work together with others at an individual, group and systems level</p>  | <p>1 2 3 4 5 NA</p> |
| <p>3. <b>Effective Instruction &amp; Development of Cognitive/Academic Skills</b><br/>         Able to develop challenging but achievable cognitive/academic goals, provide information about ways to achieve these goals, and monitor progress toward these goals</p>  | <p>1 2 3 4 5 NA</p> |
| <p>4. <b>Socialization and Development of Life Skills</b><br/>         Able to develop challenging but achievable behavioral/affective/adaptive goals, provide information about ways to achieve these goals, and monitor progress towards these goals</p>              | <p>1 2 3 4 5 NA</p> |
| <p>5. <b>Student Diversity in Development and Learning</b><br/>         Aware of, appreciates, and works with individuals and groups from a variety of racial, cultural, ethnic, experiential, and linguistic backgrounds</p>   | <p>1 2 3 4 5 NA</p> |
| <p>6. <b>School and Systems Organization, Policy, and Climate</b><br/>         Able to understand school as a system and work with individuals and groups to facilitate structure and policies that create and maintain schools as safe, caring and inviting places</p> | <p>1 2 3 4 5 NA</p> |
| <p>7. <b>Prevention, Crisis Intervention, and Mental Health</b><br/>         Has knowledge of child development and psychopathology in order to develop and implement prevention and intervention programs</p>  | <p>1 2 3 4 5 NA</p> |
| <p>8. <b>Home/School/Community Collaboration</b><br/>         Has knowledge of family influences that affect students' wellness, learning, and achievement, and able to form partnerships between parents, educators, and the community</p>                             | <p>1 2 3 4 5 NA</p> |
| <p>9. <b>Research and Program Evaluation</b><br/>         Knows current literature on education and child development, able to translate research into practice, and conduct investigations relevant to their own work</p>  | <p>1 2 3 4 5 NA</p> |
| <p>10. <b>School Psychology Practice and Development</b><br/>         Takes responsibility for developing as professional and practices in ways which meet all appropriate ethical, professional, and legal standards</p>   | <p>1 2 3 4 5 NA</p> |
| <p>11. <b>Information Technology</b><br/>         Has knowledge of information sources and technology relevant to work and access, evaluate, and utilize this in ways that safeguard or enhance quality of services</p>   | <p>1 2 3 4 5 NA</p> |

### **Data-Based Decision-Making and Accountability**

Has knowledge of varied models and methods of assessment	1	2	3	4	5	NA
Uses models and methods of assessment as part of a systematic process to collect data and other information	1	2	3	4	5	NA
Translates assessment results into empirically-based decisions about service delivery	1	2	3	4	5	NA
Provides a logical connection between the conclusions reached as a result of the evaluation and the choice of intervention(s).	1	2	3	4	5	NA
Evaluates outcomes of services provided	1	2	3	4	5	NA
Presents case information in a way that logically flows through the entire referral, evaluation, and intervention process.	1	2	3	4	5	NA

### **Consultation and Collaboration**

Has knowledge of behavioral, mental health, collaborative and/or other consultation models	1	2	3	4	5	NA
Able to apply behavioral, mental health, collaborative and/or other models of consultation to particular situations	1	2	3	4	5	NA
Collaborates effectively with others in planning and decision-making	1	2	3	4	5	NA

### **Effective Instruction and Development of Cognitive/Academic Skills**

Has knowledge of learning processes and techniques to assess these processes	1	2	3	4	5	NA
Develops appropriate cognitive and academic goals for students	1	2	3	4	5	NA
Implements interventions to achieve identified goals	1	2	3	4	5	NA
Evaluates effectiveness of interventions	1	2	3	4	5	NA

### **Socialization and Development of Life Skills**

Has knowledge of human developmental processes and techniques to assess these processes	1	2	3	4	5	NA
Develops appropriate behavioral, affective, adaptive and social goals for students	1	2	3	4	5	NA

Implements interventions to achieve identified goals 1 2 3 4 5 NA

Evaluates effectiveness of interventions which may include consultation, behavioral assessment/intervention, and counseling 1 2 3 4 5 NA

### **Student Diversity in Development and Learning**

Has knowledge of individual differences, abilities, and disabilities 1 2 3 4 5 NA

Has knowledge of the potential influence of biological, social, cultural, ethnic, socioeconomic, gender-related and linguistic factors 1 2 3 4 5 NA

Demonstrates sensitivity and skills needed to work with diverse individuals 1 2 3 4 5 NA

Implements strategies selected and/or adapted based on individual characteristics, strengths, and needs 1 2 3 4 5 NA

### **School and Systems Organization, Policy Development, and Climate**

Has knowledge of general education, special education, and other educational and related services 1 2 3 4 5 NA

Understands schools and other settings as systems 1 2 3 4 5 NA

Works with others to create and maintain a safe, supportive, and effective learning environment 1 2 3 4 5 NA

### **Prevention, Crisis Intervention, and Mental Health**

Has knowledge of how human development and psychopathology influences human behavior 1 2 3 4 5 NA

Contributes to prevention and intervention programs that promote mental health and physical well-being 1 2 3 4 5 NA

### **Home/School/Community Collaboration**

Has knowledge of family systems and how families influence student development, learning, and behavior 1 2 3 4 5 NA

Involves families in education and service delivery 1 2 3 4 5 NA

Works effectively with families, educators, and community members 1 2 3 4 5 NA

