



California Association
of School Psychologists

School
Psychology
Internship
Manual

4th edition

CALIFORNIA ASSOCIATION OF SCHOOL
PSYCHOLOGISTS
SCHOOL PSYCHOLOGY INTERNSHIP MANUAL
4th EDITION

A quality internship is vital to the career of a school psychologist. In many ways, a successful internship leads to the development of a confident and competent individual ready to assume the high-profile work of a psychologist in the schools.

This 4th edition of the Internship manual has been updated but the general format is retained from the previous edition. This edition is again organized based primarily on the four groups of people who impact the quality of an internship – District Administrators, Field Supervisors, University Trainers, and of course, the Interns. Each of these individuals has specific and interrelated responsibilities to ensure a quality internship experience. The Manual presents guidelines for quality practices for each group to consider. Additionally, the task and process of supervision seldom garner attention, but they are in fact what defines a quality Internship. Thus, we present some issues in promoting the important work of supervision. To facilitate the use of the Manual, all the guidelines are presented in checklist format for joint planning.

This Manual is again dedicated to all the field mentors and supervisors who have devoted, and continue to devote, their time selflessly to train future generations of school psychologists.

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Table of Contents

Chapter 1: School Psychology Internship Defined	4
Chapter 2: Ethical and Professional Behaviors	5
2.1 Books and Sources	5
2.2 Ethical Principles	5
Chapter 3: The Internship Supervision Process	7
3.1 Process of Supervision	7
3.2 Maintaining Ongoing Communication	7
3.3 Managing Conflict	7
3.4 Strategies and Logistics	7
3.5 Ongoing Evaluation and Feedback	8
Chapter 4: Checklist for Trainers	9
4.1 Pre-placement Activities	9
4.2 Facilitate Appropriate Placements	9
4.3 Identification of Field Supervisor	9
4.4 Orientation Meeting to Clarify Expectations	9
4.5 Evaluation of Intern's Progress	9
4.6 Preparation for Employment	9
4.7 Transition Issues	10
4.8 Collaboration	10
4.9 Currency in the Profession	
Chapter 5: Checklist for Interns	11
5.1 Pre-placement Activities	11
5.2 Providing Services during Internship	11
5.3 Reflection during Internship	11
5.4 Documentation	11
5.5 Self-Care	
Chapter 6: Checklist for Field Supervisor	12
Characteristics of a Mentor	12
6.1 Qualifications	12
6.2 Goals of Supervision	12
6.3 Managing Workload and Expectations	12
6.4 Responsibilities of a Supervisor	13
6.5 Training Competencies	13
Chapter 7: Checklist for District Administrators	14
7.1 Liaison Responsibility	14
7.2 District Program Responsibility	14
Concluding Comments	15

Chapter 1

School Psychology Internship Defined

In this manual, Internship is defined as the culminating fieldwork experience in which the school psychology credential candidate seeks to integrate previous classroom and practical fieldwork experiences with the goal of becoming an independent school psychologist. Under the supervision of a credentialed and practicing school psychologist, the intern provides both direct and indirect service to students, parents, and staff within diverse school environments.

The California Commission on Teacher Credentialing (CCTC) establishes standards for the training of school psychologists. All school psychology training programs in California must meet these standards (<http://www.ctc.ca.gov/profserv/programstandards/pps/pps.pdf>) CCTC Standards 25 and 26 address the activities related to fieldwork experience, including practica and internship, and defines an internship experience in this way:

The second level of field-based experiences is the culminating field experience, or internship, which provides candidates the opportunity to demonstrate the full range of skills acquired during formal training, and to acquire additional knowledge and skills most appropriately gained through supervised professional experience.

A quality school psychology internship:

- Demands adherence to NASP ethical principles and professional behaviors;
- Is consistent with CCTC training standards;
- Provides interns with consistent and regular supervision by a credentialed school psychologist;
- Ensures that interns progress through developmental stages in skill acquisition and self-knowledge;
- Broadens the knowledge base of the school psychologists who supervise interns;
- Maximizes the intern's learning by careful workload management;
- Allows the intern a broad range of experiences with diverse student populations in regular and special education;
- Promotes intern's development of data-based decision making;
- Develops knowledge of intervention methodologies, and provides interns opportunities to use those methodologies;
- Promotes emerging knowledge and skills in research; and
- Does NOT use an intern to supplant credentialed school psychologist

Internship Requirements:

- Internships must include at least 1,200 hours completed on a full-time basis over one academic year, or on a half-time basis over two years
- At least 1000 hours of the internship must be completed in a school-based setting (grades prek-12) providing direct and indirect service to students
- Up to two hundred (200) hours of internship experience may be completed in other settings (e.g., clinical, state-approved educational programs, research or program evaluation activities).

[Return to Table of Contents](#)

Chapter 2

Ethical and Professional Behaviors

The practice of school psychology affects human lives, and therefore, school psychologists must know and follow ethical principles in delivering services. It is critical that all involved have a clear understanding of the ethical principles that govern school psychologists and are mindful of these principles for application in specific situations. An understanding of ethical principles may prevent the occurrence of problems, is helpful for making informed choices, provides a rationale for actions, and also serves to bring about greater consistency in the delivery of services.

2.1. Books and Sources

- The following professional documents and books offer ethical guidelines and direction on ethical and professional conduct for school psychologists:
- Ethics Manual, CASP (2012), <http://www.casponline.org/pdfs/pdfs/code.pdf>
- Ethical Principles of Psychologists and Code of Conduct, APA (2016), <https://www.apa.org/ethics/code>
- *Ethics and Law for School Psychologists* (7th Ed.). by S. Jacob, D. Decker & E. Timmerman Lugg Wiley & Sons.
- Professional Ethics and Standards for Training NASP (2010); <https://www.nasponline.org/standards-and-certification/professional-ethics> National Association of School Psychologists. (2014). *Best Practices Guidelines for School Psychology Internships*. Bethesda, MD: Author.
- *School Psychology: A Blueprint for Training and Practice III* (2006) <http://www.naspcenter.org/blueprint/>
- Standards for Educational and Psychological Testing (2014) from American Educational Research Association, Washington DC. <https://www.aera.net/Publications/Books/Standards-for-Educational-Psychological-Testing-2014-Edition>
- *Best Practices in School Psychology 6th Edition* (2014). www.nasponline.org

2.2. Ethical Principles

Ethical principles provide a mechanism for “quality control” in the profession. Internship experiences must be conducted in a manner consistent with the current legal and ethical standards of the profession.

Responsibilities in this area include:

University Trainer

- a. Ensure adequate preparation of interns before they to enter the field.
- b. Teach ethics and problem-solving skills through formal course work and modeling.
- c. Follow ethical guidelines when training school psychology interns.
- d. Provide a mechanism for interns to receive feedback and guidance for ethical issues they encounter during the internship.
- e. Facilitate interns’ continued professional development through professional organizations and other appropriate avenues.

Field Supervisor

- a. Meet state and/or national requirements for credentialing as a school psychologist.
- b. Have at least three years of experience working as a credentialed school psychologist.
- c. Supervise no more than two school psychologist interns at any time
- d. Recognize that the intern’s diverse training needs are the responsibility of both the supervisor and district.
- e. Refrain from engaging in a dual relationship with the intern.
- f. Provide systematic and on-going guidance to assist the intern in moving toward independent professional decision making.
- g. Allow atmosphere of open exchange of information without being defensive.
- h. Coordinate feedback and training opportunities to be consistent with training program requirements (when an intern has more than one field supervisor).
- i. Model appropriate professional and ethical behavior at all times.

Intern

- a. Provide services appropriate to their level of training and move toward increasingly independent service delivery.
- b. Seek assistance from supervisors in all areas and develop plans and goals.
- c. Request supervisor's opinion, judgment, and constructive feedback.
- d. Accurately represent intern status to all client groups.
- e. Learn and internalize ethical principles governing school psychological services.
- f. Assume responsibility for meeting training program competencies
- g. Become aware of and follow district policies and procedures.
- h. Develop an awareness of the unique cultural and linguistic differences of the populations being served

[Return to Table of Contents](#)

Chapter 3

The Internship Supervision Process

Effective supervision is not an easy process. Effective supervision requires sensitive and timely communication. It means knowing when to provide corrective feedback and when to support, when to provide direct teaching and when to let the intern learn on their own. Building confidence while providing corrective feedback requires patience, insight about the intern's learning style, and a careful management of the supervisor-intern relationship. A genuine interest in the development of the intern should undergird all supervision activities.

3.1. Process of Supervision

- a. Reflect on the model of supervision that best fits the supervisor's training and philosophy.
- b. Clarify internship expectations and the supervision process early and repeat as needed.
- c. Determine experiential/knowledge/confidence level of intern to properly determine workload.
- d. Jointly determine level and type of experiences needed by intern.
- e. Be aware of issues related to cross-cultural and cross-gender supervision dynamics.

The supervisor creates an optimal learning environment that includes:

- f. Support and reassurance.
- g. Discussion of fears and anxieties.
- h. On-going evaluation and monitoring.
- i. Development of collegiality.
- j. Development of professional identity.
- k. Movement from close supervision to increasing autonomy.
- l. Access to district and professional organization training opportunities.

3.2. Maintaining Ongoing Communication

Effective ongoing communication and joint problem solving are the foundations of a productive Internship experience. These activities require a clear awareness of the potential for differences in personality, cultural and/or communication styles, as well as issues related to power, trust, and differences of opinion.

- a. Schedule regular weekly meeting times for supervision.
- b. Create opportunities to discuss differences of opinion and approaches. Allow for open, two-way communication.
- c. Provide both affective and technical support through coaching, modeling, and mentoring.

Provide systematic feedback in a supportive and non-critical manner, using the following strategies:

- d. Provide objective and accurate information on specific performance standards.
- e. Assist intern in identifying their own strengths and needs.
- f. Provide feedback that is timely, consistent, and reliable.
- g. Retain ultimate responsibility for professional decisions.
- h. Allow reciprocal feedback with the intern to develop an atmosphere of mutual trust and respect.
- i. Review all intern products and co-sign formal documents as appropriate.
- j. Work to support and maintain open communication with the university training program about the intern's progress.
- k. Complete intern evaluations as required by the university training program.

3.3. Managing Conflict

- a. Create a safe environment to discuss differences of opinion and viewpoints. Each viewpoint may be based on differing roles and responsibilities.
- b. Discuss various styles and methods to resolve conflicts.
- c. Identify a mediator to facilitate communication when the intern and supervisor have sensitive issues that need resolution.
- d. Assist interns in developing an understanding of systemic obstacles and brainstorm ways to overcome them.

3.4. Strategies and Logistics

- a. Actively engage the intern in establishing his/her own goals. This could take the form

- of the intern writing an internship-training plan early in the year
- b. Use appropriate instructional strategies (e.g., model, role-play).
- c. Observe intern in various professional contexts and provide feedback.
- d. Check for understanding.
- e. Provide the intern with opportunities for independent practice, increasing in frequency over the school year.
- f. Ensure that the intern is provided a breadth of training opportunities with different student populations, across regular and special education settings and various special education eligibilities, and through direct and indirect service delivery.
- g. Encourage self-monitoring and self-evaluation.

3.5. Ongoing Evaluation and Feedback

Evaluation of an intern's performance is critical for his or her overall development and refinement of skills. Formative evaluation data are useful for the field supervisor to guide day-to-day practice, and for the university trainer to focus instruction in the classroom. Summative evaluation data at mid-year and year-end allow for an overall assessment of the intern's readiness for credentialing. Clearly outlined internship expectations and processes for giving feedback (both orally and in writing) will facilitate meaningful evaluations.

- a. Provide positive feedback to interns on successfully completed tasks. Give immediate, specific, and authentic corrective feedback on performance in a supportive manner (i.e., whenever possible, reference specific problems and how they could be handled differently in the future).
- b. Arrange regular Progress Reviews (e.g., once a month), thus allowing the intern and supervisors (Field and University) regular opportunities to monitor performance and make adjustments.
- c. Solicit feedback from school personnel who work directly with the intern and incorporate their comments into Progress Reviews.
- d. Propose areas and strategies to assist with further growth and development, based on the individual needs of the intern.
- e. If the supervisor does not have specialized expertise in an area where the intern needs extra guidance/support, enlist a second field supervisor with particular strength in this area.
- f. Provide guidance and feedback in technical areas as well as other aspects of the job (e.g., social judgment, problem-solving skills, communication, interpersonal relationships, and conflict resolution).
- g. Provide opportunities for the intern to give feedback about the quality and extent of the internship.

[Return to Table of Contents](#)

Chapter 4

Checklist for University Trainers

The following activities are recommended for consideration among university trainers when facilitating a productive internship experience. The selection of an appropriate internship placement should not be based solely on pay, rather on the scope of the experience and quality of supervision. Specific characteristics and background experiences of the interns may necessitate a modification of these activities.

4.1. Pre-placement Activities

- a. Prepare interns for interviewing and internship applications.
- b. Assist in identifying potential internship placements.
- c. Develop a written agreement with the district/ ensure an MOU is set up with District Administrator.
- d. Determine the intern's readiness by evaluating both technical and interpersonal skills, as well as disposition for professional conduct.
- e. Facilitate submission of the application for the Internship Credential as needed.

4.2. Facilitate Appropriate Placements

- a. Ensure that the school district is informed that interns must not supplant the services of credentialed school psychologists.
- b. Ascertain that the placement provides a broad range of experiences in terms of the range of ages, social class, ethnic cultures, and experiences with both general and special education students.
- c. Verify that experiences will allow the intern to meet university competencies.
- d. Provide final approval of internship site.

4.3. Identification of Field Supervisor

- a. Identify a school psychologist who will be an appropriate role model and supervisor.
- b. Request that the school psychologist be responsible for overall supervision, mentoring, and evaluation of the intern.
- c. Confirm that the supervisor's workload is such that appropriate teaching, supervision, and monitoring can take place.
- d. Initiate and maintain communication with the supervisor to inform him or her of the university requirements and how to resolve any conflicts should they arise.
- e. Evaluate the quality of the supervision provided to guide future internship placements.

4.4. Orientation Meeting to Clarify Expectations

An orientation meeting early in the internship is critical to set the stage. During this meeting, it is important to:

- a. Clarify expectations (goals and competencies, work schedule, method of evaluation, time lines for when evaluation of intern is due, size of caseload, duties and responsibilities, etc.).
- b. Schedule and designate meeting times for supervision and professional development opportunities.
- c. Discuss the learning needs of the intern and identify opportunities to meet them within the district.
- d. Identify available resources and develop alternate support when the supervisor is unavailable.
- e. Establish a written contract that includes legal obligations (e.g., who co-signs the intern's psychoeducational evaluations).
- f. Exchange information to ensure open lines of communication (e.g., exchange phone numbers, addresses and schedules).

4.5. Evaluation of Intern's Progress

- a. Visit the intern at placement site on a regularly scheduled basis.
- b. Maintain regular contact (formal and informal) with the supervisor to determine the intern's progress.
- c. Request written evaluations of the intern from their supervisor on a scheduled basis.
- d. Determine the intern's technical and interpersonal readiness for recommendation for

- credential.
- e. Develop a remediation plan if the intern is not progressing satisfactorily.
- f. Maintain formal documentation of the intern's completed competencies for credential application.

4.6. Preparation for Employment

- a. Facilitate access to information about potential employment opportunities.
- b. Review resume preparation and interviewing.
- c. Discuss possible options and different criteria that students might consider when selecting a job
- d. Prepare letters of recommendation

4.7. Transition Issues

- a. Facilitate termination with internship site.
- b. Develop a professional development plan with interns for their future development.
- c. Encourage involvement with professional organizations.
- d. Facilitate a successful transition from training program to the work environment.

4.8. Collaboration Among Trainers

- a. Ensure ongoing communication within University training programs across field supervisors.
- b. Clarification of expected roles for fieldwork students between University training programs and fieldwork placements.
- c. Increase outreach for collaboration across training programs for regional expectations of supervision requirements.

4.9. Currency in the Profession

- a. University supervisors will maintain currency in the profession with ongoing continuing education and/or active field-based experiences in school psychology
- b. This may or may not include maintenance of a state an/or national credential or related professional credential
- c. Fieldwork supervisors will be current on Best Practice applications for the field of School Psychology before providing direct or indirect student supervision.

[Return to Table of Contents](#)

Chapter 5

Checklist for Interns

It is important that interns assume responsibilities for their own development and refinement of practice. This requires an intense commitment to do competent work as well as to seek additional learning experiences beyond what was required of their training program. Maintaining open and honest communication with both the field supervisor and university trainer is necessary.

5.1. Pre-placement Activities

- a. Identify districts of interest to apply (e.g., consider learning needs, experiences available, and possible opportunities for future employment within selected district)
- b. Determine if field supervisor has had other interns and talk with them about their experiences.
- c. Prepare for initial orientation with supervisor (e.g., discuss needs, expectations, district procedures and policies, size of caseload, and general questions regarding internship).
- d. Consult with field supervisor in completing an Individual Learning Plan

5.2. Providing Services during Internship

- a. Know legal issues, timelines, eligibility criteria, confidentiality issues, and ethical guidelines.
- b. Willingly take appropriate intellectual risks, exercise initiative and practice modeled skills in order to enrich experience (e.g., try new tests, attempt writing reports with minimal guidance, effectively handle situations independently).
- c. Participate in open, forthright communication during regularly scheduled supervision meetings.
- d. Non-defensively accept supervisor's concrete, constructive, and timely feedback about performance.
- e. Apply feedback by fine-tuning skills.
- f. Meet required internship schedule for hours on-site.

5.3. Reflection during Internship

- a. Identify deficits in knowledge base throughout the internship experience for future professional development.
- b. Remediate deficit areas by being resourceful (e.g., know where to find additional information, tactfully pose questions regarding challenging assessment issues).
- c. Begin to establish a professional network for increased productivity and future support.
- d. Critically examine personal beliefs and biases and acquire knowledge to dispel stereotypes.
- e. Develop organizational skills critical to effective practice.
- f. Actively seek out experiences in all areas of school psychology practices (refer to list of university competencies).

5.4 Documentation

- a. Complete all paperwork required by the university training program related to internship.
- b. Maintain a log identifying hours and activities.
- c. Complete all evaluation and feedback forms on a timely basis.
- d. Prepare material to demonstrate competencies as required by the university training program (e.g. portfolio, comp exam).

5.5 Self-Care

- a. Remember you are working in a "helping profession"; take time to invest in yourself!
- b. Find a meaningful work/life balance
- c. Develop support systems to increase feelings of belonging and support
- d. Develop effective study skills and time management
- e. Build proactive strategies to manage stress
- f. Set tangible goals to stay focused on your reasons for being a school psychologist!

[Return to Table of Contents](#)

Chapter 6

Checklist for Field Supervisor

The process of supervision and the intern-supervisor relationship are crucial factors that determine the success and outcome of the internship experience. This section highlights the role of a mentor and issues related to task responsibilities.

Characteristics of a Mentor

A mentor is someone who provides supervision and guidance to an aspiring professional AND is genuinely concerned about the development of the intern as a person and as a professional.

Mentors will:

- Provide a safe learning environment for interns free of intrusion, harassment, humiliation, and other unprofessional behaviors that impede learning.
- Explain underlying reasons for diagnosis and decision-making so interns can learn the process of arriving at a conclusion.
- Seek a broad range of experiences for the intern, even if it is not within the typical assignment of school psychologists in the district.
- Assist interns to learn strategies to overcome systemic obstacles to best practices.
- Work with the intern to develop a viable internship plan that addresses the CCTC school psychology training standards.
- Advocate for the intern to ensure that the objectives of the internship plan are completed.
- Provide early corrective feedback to the intern and the training program so that any necessary adjustments to the internship experience can be made.

6.1. Qualifications

- a. Hold a valid school psychology credential (minimum of three years' total work experience).
- b. Have at least one year of experience at the current school district prior to intern supervision.
- c. Be employed as a staff school psychologist in the district where intern is working.
- d. Be committed to continuing professional development.
- e. Be actively involved in professional association(s).
- f. Have had some training in supervision.

6.2. Goals of Supervision

The supervisor will develop goals for the intern to include the following:

- a. Refine foundational skills in assessment, consultation, counseling, and research.
- b. Gain exposure to a wide variety of cases (e.g., ED, ID, AUT, alternative assessments for EL students)
- c. Develop a problem-solving approach to situations, including exposure to MTSS/PBIS models.
- d. Understand and use appropriate professional ethics.
- e. Develop visibility on site and be a supportive resource to staff.
- f. Respect children, parents and families from diverse backgrounds.
- g. Value teamwork (e.g., SST, SSPT, IEP team).
- h. Facilitate change within an organizational structure.
- i. Make the transition to professional independence.

6.3. Managing Workload and Expectations

The field supervisor, university trainer, and the intern need to work together to establish, monitor and adjust the intern's workload throughout the internship placement. The intern's professional strengths and weaknesses and previous experience in education determine the amount of work an intern can be expected to undertake and the readiness to assume added responsibilities. Other personal factors may also limit or expand an intern's capacity to manage their workload.

The intern's workload or assignment must be designed to optimize the intern's learning without undue or debilitating stress. If, during the internship, it is determined by the university trainer and field supervisor that the intern is not progressing in a manner that would indicate readiness for certification, an intervention remediation plan should be developed to identify specific needs and strategies to address the areas of need.

- a. Adjust and monitor load for intern based on current experiential level (e.g., an

inexperienced intern may take twice as long to complete an assignment).

- b. Monitor the intern's perceptions of the pressures of their assignments and adjust the workload to facilitate optimal learning and growth.
- c. As the intern progresses, a greater workload should successively be completed.
- d. By completion of the internship, the intern's workload should approximate that of a beginning staff school psychologist in a school district.

6.4. Responsibilities of Supervisor

The supervisor has legal responsibilities in the assessment, report writing, and decision-making processes. However, the supervisor may incorporate the following points to encourage greater independence.

- a. Delegate appropriately, coach, and support.
- b. Provide opportunities for informal on-going dialogue regarding cases and intern progress (NASP Standards recommend that interns be provided with a minimum of two hours per week of direct supervision).
- c. Encourage accountability and periodically review a log of experiences.
- d. Involve the intern in cases that include a variety of disabilities, languages and age groups.
- e. Jointly process more difficult cases together.
- f. Provide an overview of the formal/informal organizational structure of agency, district, and/or school.
- g. Introduce the intern to school and district personnel.
- h. Provide an appropriate working environment.
- i. Specify an alternate supervisor when the primary supervisor is unavailable.
- j. Review ethical considerations and cautions.

6.5. Training Competencies

There is an essential knowledge and experiential base for professional practice in school psychology. The following experiences would be expected to facilitate the development of professional competencies during the internship.

- a. Behavioral specialist duties (e.g., develop and write FBAs and BIPs).
- b. Mental health counseling with individuals and groups.
- c. Parent training and initiate parent support systems.
- d. Crisis intervention (e.g., school-wide and individual cases).
- e. Research and program evaluation.
- f. In-service training and orientation meetings.
- g. Classroom presentations and interventions (e.g, SEL lessons).
- h. Problem-solving and intervention cases that do not involve special education (MTSS/PBIS).
- i. Working with students with disabilities in the general education settings
- j. Working with families from different socio-cultural backgrounds

[Return to Table of Contents](#)

Chapter 7

Checklist for District Administrators

District administrators of Pupil Personnel Services, Psychological Services and/or Special Education (hereafter referred to as administrator) who are responsible for the evaluation and supervision of school psychologists shall be the legal liaison between the school districts (or consortium of districts) and the University Training programs. They establish internship programs in coordination with university training programs in a manner that is consistent with the CTC school psychology training guidelines.

(<http://www.ctc.ca.gov/profserv/programstandards/pps/pps.pdf>)

The leadership and governance of internships are shared responsibilities. Each participating school district works with the institution to give appropriate attention to the effective operation of the program. Because interns function as employees of the school district (whether paid or unpaid), it is important that the school district ensures that the program is operating in a manner to further the educational goals of the district. The employing school district supports the goals and purposes of the program and assures the college or university that the appropriate support for the intern is available in the district.

Furthermore, district administrators help to identify the best supervisors in a manner that is consistent with CCTC training standards:

Each district-employed field experience supervisor is carefully selected, trained in supervision, oriented to the supervisory role, and certified and experienced in either teaching the subject(s) of the class or performing the services authorized by the credential. District supervisors and supervisory activities are appropriately evaluated, recognized and rewarded by the institution.

The responsibilities of district administrators also include the following:

7.1. Liaison Responsibility

- a. Provide coordination with the university training program (e.g., facilitate meetings, be the contact person, sit on the university advisory committee).
- b. Oversee/develop MOUs or other legal paperwork necessary between the district and the university program.
- c. Develop job descriptions, salary schedule, and obtain board approval for intern positions.
- d. Participate as a member of a university training program advisory committee. (If several districts participate, an administrator representing the "consortium" should be appointed.)
- e. Assure that all district employees who are part of the intern program act in professional and ethical manner.

7.2. District Program Responsibility

- a. Oversee the budget as related to interns (e.g., salary, materials, equipment and mileage).
- b. Work in consultation with district psychologists and university trainers.
- c. Arrange interviews (if appropriate) for interns.
- d. Establish professional parameters for interns working in the district.
- e. Assist in monitoring and evaluating the progress of interns.
- f. Establish expectations and guidelines for psychologists who supervise interns.
- g. Provide appropriate administrative support, reflecting a commitment to the internship as a training experience, which could include:
 - 1) A written contractual agreement specifying the period of appointment and terms of compensation (this contract shall be used to determine the number of credit hours the student receives for the internship).
 - 2) A schedule of appointment consistent with that of district school psychologists.
 - 3) Provision for participation in continuing professional development activities.
 - 4) Expense reimbursement consistent with policies for district psychologists
 - 5) Appropriate work environment and sufficient material.
 - 6) Release time for internship supervisors.

Concluding Comments

The profession of school psychology is indebted to all those persons who have given time and energy to assist and train future generations of competent providers. The internship is critical, and the role of a mentor is significant. We all remember supervisors who have had an impact on our professional lives. The supervisory outcome influences our ability to effectively serve children, adolescents, parents and teachers.

While supervisors are providing a professional service to interns, it is also expected that the supervisor will experience both personal and professional rewards. Among other things, the supervisory experience fosters self-supervision, enhanced functioning, and provides leadership experiences. The process of brainstorming various problem-solving strategies fosters creativity and generates new ideas. By seeking the intern's perspective or taking a "fresh point of view," the practitioner may avoid feelings of being in a rut or "burnt-out."

School psychologists must keep abreast of new knowledge, clinical skills, and research. As legislation and practices change, the collaboration amongst administrators, supervisors, trainers, and interns leads to advancement of our profession. The liaison between "ivory tower" and "everyday practice" promotes better services to the communities we serve, and to society as a whole.

[Return to Table of Contents](#)

