



School Psychology Doctoral Program

Field Placement Handbook

2025-2026

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Introduction

Welcome to your professional journey. Field placements represent an essential cornerstone of your doctoral training in school psychology, serving as the essential bridge between academic learning and professional practice. These carefully structured experiences are designed to facilitate your growth from a student of psychology into a skilled practitioner ready to make a meaningful impact in the field. This handbook will guide you through each phase of your field placement journey, from initial preparation through the culminating internship experience. The expectations, procedures, and resources outlined here reflect our commitment to training highly skilled, ethical, and culturally responsive school psychologists who will contribute to the wellbeing and academic success of all students.

The field placements of our School Psychology Psy.D. Program at the Gordon F. Derner School of Psychology, Adelphi University, provide students with training and experiences reflective of professional standards in the field, including those that are promoted by the National Association of School Psychologists (NASP, 2020), American Psychological Association (APA, 2015) and the Council of Directors of School Psychology Programs (CDSPP, 2017) which provide expectations for high quality school psychology field training. Detailed information about NASP competencies and APA profession-wide competencies can be found online at NASP and APA websites.

Our program's field placements are designed to align with New York State (NYS) psychology licensing requirements, but state requirements can change, so students are encouraged to review requirements, which can be found for NYS on the NYSED.gov website. Students should note the most recent information about state credentialing requirements in New York or any other states where students may wish to practice in the future.

In this program, students are required to complete field placements, which include a clinical/community externship, a school practicum placement and a predoctoral internship. The requirements for these field placements are described for each of these placement types in this handbook. Requirements for field placements are carefully integrated within a sequence of coursework and program requirements to facilitate building student competency in the attainment of a Doctoral degree in School Psychology and for preparing students to become school psychologist practitioners at the doctoral level. See our program's Student Handbook for the program's mission statement, history, background, and detailed description of the program's overall structure and goals.

Field training supports development of competencies in NASP 2020 domains of practice, which include the following: data-based decision making; consultation and collaboration; academic interventions and instructional supports; mental and behavioral health services and interventions; school-wide practices to promote learning; services to promote safe and supportive schools; family, school and community collaboration; equitable practices for diverse student populations; research and evidence-based practice; and legal, ethical, and professional practice.

Field training supports development of APA profession-wide competencies, which include the following: research, ethical and legal standards, individual and cultural diversity, professional values and attitudes, communication and interpersonal skills, assessment, intervention, supervision, and consultation and interprofessional/interdisciplinary skills.

Philosophy and Objectives of the Practicum and Internship Experiences

The School Psychology Doctoral Program at Adelphi University prepares psychologists-in-training to be leaders in their respective roles, who are also committed to reflective practice and to working in collaboration with others to enhance the cognitive, academic, behavioral, and social/emotional functioning of individuals. Reflective practice is especially important because reflection allows students to integrate their past experiences with their current training to achieve deeper understanding and to reconcile who they are as individuals with who they are becoming as professionals. Developing understanding requires that the students have a variety of experiences through which they can: a) articulate ideas; b) converse with other professionals; c) test these ideas; and d) consider the connection between the information they are dealing with and other aspects of their lives.

The externship, practicum and internship field experiences provide numerous opportunities for reflective practice. The ultimate result is a professional who is engaged in active inquiry as part of their practice.

Professionalism Values, Attitudes, and Behaviors

Trainees at each level of field placements are expected to demonstrate commitment to the profession of school psychology and comport themselves in a professional manner. This includes, but is not limited to a) engaging in self-reflection regarding one's personal and professional functioning, seeking out professional development opportunities; b) seeking and being responsive to supervisor feedback and supervision; c) developing effective relationships with a wide range of individuals (e.g., colleagues, communities, organizations, supervisors, supervisees, and those receiving professional services); d) demonstrating effective interpersonal skills; e) producing oral, nonverbal and written communications that are informative and well-integrated; f) demonstrating consistent punctuality and attendance across all activities; and g) engaging in consistent self-care, maintaining well-being and demonstrating professional appearance and demeanor across all activities at which you represent the graduate program.

Table 1

Field Placement Requirements			
Year	Placement	Type of Setting	Hours Required
Third Year	Externship	Clinical/Community	500 NYNJADOT externships may require more than 500 hours – See requirements on the website https://nynjadot.apa.org/
Fourth Year	Practicum (1 day per week)	School	280
Fifth Year	Internship	School or Setting with Children and Adolescents	1750 APPIC internships may require more than 1750 hours – see requirements on the website https://www.appic.org/

Note: Do not exceed more than 10 % of required hours unless it is an exception approved by the Director of Field Placements, such as if it is a NYNJADOT or APPIC placement where more hours are required (e.g., externship no more than 550 hours, practicum no more than 308 hours, internship no more than 1925 hours).

Policies and procedures for field-based experiences in the school psychology doctoral program

There are three required field placements in this program (**Externship** in a clinical/community setting, **practicum** in a school setting and **predoctoral internship**). During each of these field placements students will also be required to take specific courses to extend their learning and practice of professional skills in clinical/community and/or school settings. Students will take 3 credit courses in the Fall and Spring to accompany each of their field training experiences (e.g., Case Study I and II during their externship year, Practicum in Schools I and II during their practicum year and Internship in School Psychology I and II during their internship year).

Students will be provided with specific information about the field placement options and procedures for applying to them in the Fall of each year prior to their applying for each of their training experiences in the field. Students should review the information in this handbook for guidance on applications, placement requirements, procedures and policies, and information about how they will be reviewed and evaluated in each placement, as well as other relevant information in this handbook.

Following graduation from our program, graduates will need to consult the state licensing guidelines where they will work for the current licensing requirements. These requirements and any postdoctoral internship requirements and requirements for limited permit licensing can be

found at NYSED for NYS. Other states may have different requirements and should be consulted if planning to work in those states.

Quality of Field Placement Sites

The Director of Field Placements approves training sites that meet program expectations and align with NASP, APA, and CDSPP guidelines. Sites are selected to support students' individual professional development goals while fulfilling program requirements and New York State credentialing standards.

Placements may be excluded to avoid settings where students have prior history, including previous employment, residence, school attendance, service receipt, or training experiences. The Director of Field Placements approves settings that fulfill the training objectives described in each placement section (externship, practicum, and internship overviews).

Field placement sites are selected to provide students with experiences that are consistent with program designated professional competencies. Considerations of quality include sites that provide students with access to training experiences that support the development of profession-wide competencies and the ability for students to practice such competencies at increasing levels of complexity across the course of field placement; supervision by an appropriately credentialed on-site individual; the capacity to support varied training experiences across age groups, settings, population needs and diversity.

The ongoing quality of these field placement sites is closely monitored by the core doctoral program faculty supervising the field placement courses. At a minimum, meetings are held with each external site supervisor once per semester to conduct reviews.

Supervisors in training sites must have at least 3 years of professional experience prior to supervising a student in their placements. An affiliation agreement form (Appendix A) must be signed by representatives of the training site and Adelphi University, documenting the agreement for the terms of the training and supervision that will be provided. For APA-accredited internship sites, site-specific procedures regarding agreements are followed. Supervisors also are provided with a copy of the field placement handbook outlining responsibilities and expectations for trainees, university staff and training site and supervisor. Supervisors have primary responsibility for trainees on a day-to-day basis.

Students provide formal feedback in the form of a self-evaluation rating form. This form collects information about field placement, quality of experience, perceived current level of competencies, and quality of supervision. In addition, the core program faculty review both the student self-evaluations and supervisor evaluations to examine congruence across areas of strength and areas of continued support and development.

Student eligibility

Students are eligible to attend placements if they are in academic good standing and making satisfactory progress with coursework to be eligible for field placement experiences at every step of the program (e.g., externship in year 3, practicum in schools in year 4 and internship in year 5)

Supervision

Supervisors must have a minimum of 3 years of full-time experience in a professional setting prior to their supervising trainees from our program. Supervision must be provided by a doctoral licensed psychologist, appropriately credentialed for the jurisdiction in which the program is located. When a supervisor in a school setting has a state certification in school psychology, but not a license, the student will be supervised and given guidance by that field supervisor. In addition, they will have access to a University-based doctoral licensed psychologist to discuss cases, experiences and to help develop their knowledge and skills.

The Director of Field Placements reviews placements by exploring criteria with the supervisor when it is a new setting and considering previous student experiences if it is a placement previously used by students in the program to make sure the placement fulfills the program's criteria.

In addition to providing feedback on specific skills, the supervisors should encourage students to reflect on their actions and consider multiple perspectives. The supervisor needs to provide opportunities for students to build knowledge and skill. The structure of the field placement experiences allows the student to acquire and exercise newly learned skills in a supervised and supportive environment. As the field placement experience is the joint responsibility of the doctoral school psychology faculty at the University and the participating sites, supervision is provided both on-site and within the University structure (i.e., field placement courses).

Field Placement Changes

Occasionally, circumstances may arise that necessitate consideration of a change in placement for a student. In such situations, the student or field-based supervisor who has a concern about a student placement should contact the Director of Field Placements. *Since a change in placement can represent a very significant disruption in a student's program and in the delivery of psychological services, requests for changes are given very careful consideration.* In most cases, the Director of Field Placements will first consider other possible, appropriate solutions to resolve any issues that may be interfering with the success of a placement. If it is determined that a change in placement is warranted, then every effort will be made by the Director of Field Placements to secure a new placement for the student in a manner that addresses fairness and minimal disruptions for those involved.

Application and Placement Guidelines

Applications – It is important to learn about the application process and apply to appropriate placements. The Director of Field Placements will hold an information session to review application information by November, prior to application deadlines for placements. You can also meet individually with faculty and with the Director of Field Placements for guidance or to discuss questions about the process. At the time of this handbook, the Director of Field Placements can be reached at weisz@adelphi.edu. Applicants must be students in good standing and making satisfactory progress with coursework to be eligible for field placement experiences at every step of the program (i.e., externship, practicum, internship). Maintaining a B average is required as part of this eligibility requirement.

Applicant Reviews - Placements typically have various ways to review your qualifications and background (e.g., Resumes or CVs, interviews, references, background checks, fingerprinting).

Pre-Requisites and Requisites – Find out about any requirements to work at the organization (e.g., liability insurance, fingerprinting, required courses such as reporting child abuse and DASA, orientation, on-boarding process, review of procedures, guides and rules related to applying, accepting, etc.).

Affiliation Agreement – As part of the agreement for students to be working in placements, an affiliation form must be completed and signed by representatives of the placement and Adelphi. The Director of Field Placements will provide the most current affiliation form to placement sites prior to students beginning to work at the sites.

Liability Insurance – Adelphi University provides general liability and malpractice insurance for extern, practicum, and internship students. This coverage is provided because externs, practicum students and interns are acting in an official capacity as students directed by Adelphi University. If externs, practicum students and interns act within that direction's scope, the plan will cover their actions. It is important to note that the plan does not cover willful or wanton misconduct. More information about the amount of coverage can be obtained by contacting the Risk Management office at Adelphi University. As of April 2024, the liability insurance coverage was 2 million/4 million (per incident, per aggregate).

Fingerprinting - Placements may require fingerprinting. There are multiple systems for fingerprinting (e.g., Board of Education, Department of Health). Be sure to find out which type of fingerprinting is required. Be aware that the fingerprinting process can be time-consuming. Therefore, it is advisable to find out and initiate the needed procedures as soon as possible. When securing placements, there may be various levels of background checks required. It is recommended that applicants disclose fully all information about their history. This includes information provided on resumes or CVs and information provided during interviews.

Background Checks - Some school divisions/agencies are beginning to require background checks for their externs, practica students and interns. Since the requirements for background checks vary from division to division and are currently subject to change, the School Psychology doctoral faculty are continuing to work with local school divisions to determine their requirements regarding background checks for practica students and interns. *Responsibility for having the background check completed and submitted to the appropriate agency resides with the student. Acceptance or termination of a placement based on the results of a background check is at the discretion of the school division. The Psychology Department cannot pay background check fees; therefore, any cost will be the responsibility of the student.*

Support for Adelphi Students with Disabilities - The School Psychology Psy.D. Program is committed to providing equal educational opportunity for all academically qualified students in keeping with legal requirements of the Americans with Disabilities Act of 1990. A student with a disability who seeks and is entitled to reasonable accommodations must notify the Student Access Office (SAO) at the University. It is the responsibility of the staff of the SAO to verify a student's disability, to work with the student to identify reasonable accommodations, and to notify the student's instructors. Students with disabilities should note that externships, practica and internship experiences are field-based and therefore, may necessitate consideration of

accommodations other than those deemed appropriate for a typical university classroom setting. In such instances, accommodations will be considered reasonable and appropriate only when they can both satisfactorily offset the disability and maintain the appropriate safety and adequate service to all individuals affected by the relevant field experience. When either of these would be compromised, alternative educational roles may need to be considered. Students with disabilities who will be participating in field experiences should discuss potential needs and concerns with the Director of Field Placements and the Student Access Office well in advance of any field experience to allow adequate time for planning, including the involvement of program professors, the field-based supervisors, and the administration of the hosting school, as appropriate.

On-Boarding or Orientations - Many placements will have an orientation or “on-boarding” process. It is best to make arrangements to be available at the times scheduled. Otherwise, call the contact person to explain your difficulty with the appointment time or day. Supervisors can be very sensitive to early impressions, and it is best to avoid appearing to be uncooperative or disengaged, particularly in these early interactions.

1. ***Training*** - Placements may require training to have occurred prior to the placement or during the year of the placement. The Psy.D. Program incorporates required training (e.g., reporting child abuse, Dignity for All Students Act). If you are aware of any further requirements that are not included, please discuss the need with faculty. Placements may also have various additional training and didactic experiences on site or off site. Consider these to be part of your training. Be mindful of the specific expectations at your placement including when attending training (e.g., dress, punctuality, participation). These expectations may be more formal or may differ in other ways from what you are used to in your University classroom setting, so make sure to present yourself in the most professional manner, which includes dressing appropriately, avoiding use of phones or technology for anything not appropriate to the situation and being mindful of how you may be seen by others in your behavior. These experiences can also be opportunities to make connections with professionals who can be helpful to you at a later time in your career. First impressions matter.
2. ***Attendance*** - Attendance during field placement experiences is a fundamental requirement of successful completion of program requirements. Some of the work students have to (or wish to) accomplish will need to be done beyond their regularly scheduled days. Students will need to manage their own personal schedule accordingly. As a professional courtesy, students should contact the field-based supervisor in advance of any change in attendance schedule. Further, students are expected to fulfill their contractual obligations with regard to attendance, sick days, and personal leave. School system calendars do *not* coincide with the University calendar. Interns must be present when school is in session, even though the University may not be in session. During internship, students take any breaks given by the school system but do *not* take the University's scheduled breaks. In cases of inclement weather and school closings, students follow the inclement weather policy of the school system/agency. All students should consult their contract for specific attendance requirements. *Due to the time-intensive nature of internship, holding another job or taking additional courses during this time is not recommended. Interns*

are not permitted to take an additional course during times that conflict with the regular school day during internship.

3. **Professional Conduct** – Every school/agency has norms and expectations regarding the appearance and dispositions of its faculty and staff. Externs, practicum students and interns are expected to meet or exceed the school/agency's expectations of appearance and behavior. Unkempt clothing, shorts, flip-flops, mini-skirts, bare midriffs, excessive body piercing, t-shirts, bare shoulders, and dyed hair of unnatural color are some examples of clothing and appearance that are oftentimes unacceptable for professionals. Students should dress professionally at all times in their training sites, typified by slacks, skirts, collared shirts, ties, and similar professional attire. It is the student's responsibility to become familiar with the school/agency's expectations for professional appearance and dress immediately upon beginning the first clinical experience. Inappropriate appearance or dress can adversely affect a student's placement or continuation in the School Psychology Psy.D. Program.

Student behavior is also governed by general expectations of professionalism and civility. School psychology is a service profession. During field experiences, students will interact with minors, parents/guardians, support staff, administrators, teachers and other professionals. While these interactions will largely be characterized as positive, students are also likely to encounter some situations that are uncomfortable or challenging. A vital area of training as a school psychologist is developing the attitudes, skills, and capacity to work productively and professionally with all populations of people in the myriad situations that arise each day. Students are responsible for their behavior during their training. Continuation in a field placement and in the School Psychology Psy.D. Program can be adversely affected by unprofessional or inappropriate dispositions and behaviors, and by inappropriate or confrontational interactions with others.

Although you will be learning during your field placements, it is strongly encouraged that you be proactive about participating in appropriate tasks and activities. Supervisors appreciate students who demonstrate a good work ethic, appropriate taking of initiative, checking and asking questions when unsure, and offering to help or do things. You are expected to participate with a degree of skills appropriate to your level of training. You should also be careful not to overstep your boundaries and do things you are not ready to do without support or supervision. Be aware of tasks or activities your supervisor may not want you to participate in, as well. It is important that you diligently work on developing your skills from coursework at your placement with coordination from your supervisor (e.g., assessment, report-writing, consultation, direct interventions and ethical issues).

Confidential Information - School psychologists regularly work with confidential information. Confidential information can include student grades, health records, academic records, assessment results, family histories, and more. All students on externship, practicum, and internship are held to the same legal and professional standards as professional psychologists with regard to confidential information. Questions regarding confidentiality policies should be directed to the field-based, university supervisor, or Director of Field Placements.

Code of Ethics - All schools and many professional organizations develop a set of standards for ethical behavior as a professional. As a student at Adelphi University, students agree to support and maintain the College Honor Code. Violations of the College Honor Code will follow the policy established by Adelphi University.

As a professional, you will develop your own personal standards for ethical behavior that are aligned with national, local and professional organization guidelines. In their capacity as externs, practicum students and interns, all Adelphi University students are expected to comply with APA's Code of Conduct and NASP's Principles for Professional Ethics. Some commonly accepted professional guidelines for behavior in field-based settings are listed below and can serve as an initial guide as you develop your own code of conduct.

1. **Do no harm.** Students are placed in schools/agencies to assist and facilitate the growth, learning, and development of the students in these settings. Be mindful of your actions in regard to this principle (e.g., do not practice outside of your training and supervision parameters, report concerns to supervisors if you believe students may be in danger of harm)
2. **Demonstrate cultural competency.** Recognize how personal values, opinions, and biases can affect professional judgment. Show respect for all children, families, and colleagues and treat all children, families, and colleagues with care and professional courtesy.
3. **Follow policies and procedures of the school/agency.** Read and be familiar with the policies and procedures of your field setting. All students must abide by the guidelines and code of ethics established by the school/agency in which they are obtaining their clinical experiences.
4. **Maintain confidentiality at all times.** Information related to student/client's behavior, academic performance, social interactions, or family must be confidential. Federal regulations guide all questions related to confidentiality of client records.
5. **Maintain high standards of professionalism in all areas at all times.** You serve as a role model for students and represent Adelphi University and the field of School Psychology.
6. **Be prepared.** Prepare appropriately for clinical experiences. Add to the learning experience by demonstrating best practice.
7. **Arrive and depart punctually.** As an adult and representative of Adelphi University, your arrival and departure times should occur in a timely fashion that reflects your interest and enthusiasm for the profession. *Please note that inaccurate logs are considered a violation of the honor code.*
8. **Communicate appropriately.** Language is a powerful tool. Professional child-first language should be used at all times (e.g., child with Autism rather than Autistic child).
9. **Dress professionally.** Appropriate attire is required.
10. **Be open to new ideas and be willing to learn from others.**

Policies - While on field placements, your functioning is still an extension of your student role as part of Adelphi University. This means that you are expected to fully comply with the University Student Code of Conduct and with expectations from your specific training program. You are

also provided with guidance from faculty, staff and the Director of Field Placements related to professional practices and ethical conduct. These will be reinforced during orientation meetings, field seminar courses and other courses in the Program. The Adelphi Student Code of Conduct and the Psy.D. Student Handbook provides additional information about these expectations.

Furthermore, you will also need to follow the practices and expectations of your placement. You should proactively seek out information and guidance regarding professional behavior, including asking questions and attending to supervisory guidance, reading policies and guidelines and incorporating information from orientations, training, Human Resources guidelines and policies, and laws. Make sure to be familiar with FERPA and HIPAA as they apply in your settings. If you are unsure or feel conflicted by different expectations or requirements, immediately discuss this with your supervisor, field placement class instructor and other faculty at Adelphi or the Director of Field Placements. Additionally, you will need to be familiar with expectations from professional organizations that have been incorporated throughout your training in the doctoral program and your placement setting.

Time Logs – Trainees are required to document data, including hours, activities, and field placement experiences. At this time, Time 2 Track is being used as the system to log hours and experiences, as well as to complete evaluations by the supervisor and the trainee. Trainees in placements should keep track of hours they will be required to complete and follow up with supervisors and the Director of Field Placements if there are any concerns about meeting their hours. If hours or days are missed, trainees should discuss with supervisors what options exist to make up those hours/days.

Trainees should not go beyond the hours by more than 10 percent to fulfill their requirements for this program (e.g., externship 500-550 hours, practicum 280-308 hours, internship 1750-1925 hours). In the case of a NYNJADOT externship or an APPIC internship, the hours required are set at a higher amount than our program's requirements, so if approved for one of those settings, trainees may exceed the program requirements for hours.

Evaluations, Feedback, Conduct and Discipline - The Director of Field Placements will request feedback and formal evaluations from placement supervisors to determine student performance and development. The Director of Field Placements will communicate with field supervisors early in the year, mid-year for student evaluations and at the end of the year for final evaluations. Unsatisfactory evaluations or concerns from the placement can lead to termination of the placement. Students having concerns about their field experience should communicate these concerns with the Director of Field Placements and with faculty and staff in the Psy.D. Program. At the placement, if a student fails to follow expectations or perform in a satisfactory manner, these may be addressed through various avenues, including supervisory discussions, impact on student evaluations, remediation plans, disciplinary actions or even termination from the setting. Similarly, the Psy.D. Program has expectations as detailed in the Student Code of Conduct and the Psy.D. Program's Student Handbook. Violations of the Student Code of Conduct will be addressed according to University and Derner policies and procedures.

Clinical/Community Externship Overview

Table 2

Externship Requirements	
Type of Setting	Clinical or community setting
Hours	500 NYNJADOT externships may require more than 500 hours – See requirements on the website https://nynjadot.apa.org/
Supervision	Minimum of an hour regularly scheduled weekly supervision from a psychologist appropriately credentialed for the jurisdiction. When not available, there will be on-going weekly opportunities to discuss cases and concerns with a licensed doctoral level psychologist at Adelphi University, during field placement classes.

The clinical/community externship placement is a requirement in the third year of the doctoral Program for students. Table 2 provides a brief overview of the requirements. The externship placement provides an opportunity for trainees to learn and practice professional skills in a clinical or community mental health setting (e.g., hospital, community mental health center, substance abuse recovery program, etc.) The organizations accepting externs must agree to the requirements of the externship as described here and in the externship affiliation agreement form.

The clinical/community externship presents students with meaningful training opportunities with diverse activities, such as intakes, evaluations, counseling and psychotherapy, consultation, therapeutic group work, family therapy, and participation in interdisciplinary team activities.

Externs are required to complete 500 hours of experience over the course of one academic year, which may include summer. The externship should not surpass the 500 hours required by more than 10 percent (i.e., no more than 550 hours) except for externships through NYNJADOT (New York New Jersey Association of Directors of Training) since there are different requirements for those externships, which can require more than 550 hours.

Students may apply to externships through the NYNJADOT (New York New Jersey Association of Directors of Training) system or may apply to alternative externships. Please review the NYNJADOT requirements for up to date information. These requirements can be found on the NYNJADOT APA website. As of Summer of 2025, this can be found at <https://nynjadot.apa.org/>.

Evening or weekend hours may be available for externship activities, subject to approval by the placement supervisor.

Externship Supervision

Supervision requirements include a minimum of 1-hour weekly, regularly scheduled supervision, by a psychologist who is appropriately credentialed for the jurisdiction in which the program is

located (i.e., licensed for the state in which the placement is located). Students will also be provided on-going weekly opportunities to discuss their clinical work conducted at their placements, with a licensed doctoral level psychologist at Adelphi University, during the field placement class.

Steps in the Externship Process

Please review earlier sections of this Field Placement Handbook to familiarize yourselves with expectations and information about application to field placements including the previous sections on **Field Placement Requirements** and **Application and Placement Guidelines**. Those sections detail important information about applying to field placements (e.g., application materials, fingerprinting, liability insurance, orientations, performance reviews on your placements, conduct and discipline, etc.).

NYNJADOT Externships- One source of externship applications available to students in the program is through the NYNJADOT portal. NYNJADOT is the New York New Jersey Association of Directors of Clinical Training, which developed guidelines for the application and acceptance process for externships in the NY and NJ areas. This website is a highly organized portal system designed to help match applicants with externship field placements. There are many placements listed and organized by various search criteria. At this time, instructions for applications are reviewed at the website <https://nynjadot.apa.org/>

At the time of this handbook being revised for the 2025/2026 academic year, the NYNJADOT system is undergoing some changes. The Director Field Placements will update you as the information becomes available. There will be a new portal and procedural changes being developed by the organization. If there are changes that involve a cost to students to use the system, students will be informed prior to their use of the service.

When applying, your **CV must include the name, email and telephone number of your Assistant Director of Clinical Training**. See below:

Assistant Director of Clinical Training

Name: Dr. Gaston Weisz, Psy.D.

Email: weisz@adelphi.edu

Telephone Number: 516 822-0955

Additional Externships - There are several externship placements that are not a part of the aforementioned portal and not governed by the rules and requirements of the NYNJADOT system. Many students have used these options and found them to be very valuable training settings. These sites must be approved by the Director of Field Placements as possible externship placements if they have not already been approved in the past. You can obtain an up-to-date list of approved placement options from the Director of Field Placements (e.g., placements where students have completed externships in the past).

Externship Objectives

Upon completion of the externship experience, students will develop the following APA/NASP competencies:

1. Use formal and informal measures to inform diagnostic, case conceptualization and intervention decision-making with clients. (Competency: assessment; data-based decision-making)
2. Generate recommendations for intervention and program planning based on intake and assessment results. (Competencies: intervention; academic intervention and instructional supports; mental and behavioral health services and interventions)
3. Intervene on an individual and/or group basis for children with mild behavioral and/or social-emotional difficulties. (Competencies: interventions; mental and behavioral health services and interventions)
4. Demonstrate effective consultation and collaboration skills using a problem-solving model. (Competency: consultation and interprofessional/interdisciplinary skills; consultation and collaboration)
5. Establish rapport and relate effectively with others from diverse backgrounds, with varying diagnostic or disability concerns, including child and adult clients, families, and professionals. (Competency: individual and cultural diversity)
6. Apply feedback provided by site-based and university supervisors in an effective and prompt manner. (Competencies: ethical and legal standards, professional values, and attitudes; communication and interpersonal skills, consultation, and interprofessional/interdisciplinary skills; legal, legal, ethical, and professional practice; collaboration and consultation)
7. Demonstrate proficient participation in various professional team meetings. (Competencies: communication and interpersonal skills, consultation and interprofessional/interdisciplinary skills, intervention; consultation and collaboration)
8. Demonstrate professional responsibility consistent with the ethical and legal standards of the profession. (Competency: professional values and attitudes; legal, ethical, and professional practice)
9. Describe the role and function of the school psychologist in clinical or community settings and how their own skills meet these demands. (Competency: professional values and attitudes; legal, ethical, and professional practice)
10. Demonstrate knowledge of current research in the field that is directly applicable to their functioning as a professional school psychologist in various settings. (Competency: research and evidence-based practice)
11. Actively evaluate the outcomes of services provided. (Competency: research and evidence-based practice)
12. Demonstrate reflective practice by generating questions and hypotheses, monitoring actions, modifying behaviors, and reflecting on past practices to improve current functioning (Competency: professional values and attitudes; legal, ethical, and professional practice)
13. Demonstrate the ability to apply information and technology in ways that enhance the quality of services. (Competency: professional values and attitudes; legal, ethical, and professional practice)

School Psychology Practicum Overview

Table 3

Practicum Requirements	
Type of Setting	Practicum in a School Setting
Hours	280 hours
Supervision	Minimum of an hour of regularly scheduled weekly supervision from a psychologist appropriately credentialed for the jurisdiction. A school psychologist who is NYS Certified and not licensed may be approved to provide on-site supervision. In addition, there will be on-going weekly opportunities to discuss field experiences with a licensed doctoral level psychologist at Adelphi University, during field placement classes.

The practicum field placement is a requirement for students in the fourth year of the doctoral Program. However, if a student has advanced standing, some requirements may be different or may be waived in terms of coursework or field placements. For more information about requirements and what can be waived, students should consult their advisor and the program handbook.

Trainees will complete a majority of their practicum experience in a school setting but may also spend time outside of the placement preparing for practicum activities, completing written assignments, and participating in professional development activities as part of their supervised training experience. The school must be a public school with a school psychologist employed by the school division or agency who can supervise the practicum trainee.

The school practicum experience should offer diverse experiences for the trainee to observe and learn about students and support available for both students in the general education and special education populations. Practicum trainees will become familiar with school settings and experiences relevant to the development of their professional identities and skills in school psychology. School experiences should include diverse activities, such as either observing or participating in various assessment, counseling, consultation activities. Trainees should also be able to observe various meetings.

Practicum experiences should be structured activities designed to provide trainees the opportunity to integrate knowledge and apply skills across curricular areas. These areas include learning theory, assessment linked to intervention, consultation and collaboration with families and school personnel, prevention and intervention, and professional and ethical practice. Further, trainees are required to reflect on their practices and their impact on the child, the family, school personnel and themselves. Active problem-solving to generate alternative plans of action is encouraged. Upon successful completion of the practicum experience, trainees are expected to demonstrate knowledge and skills that are sufficient for entry to the internship.

Professionalism Values, Attitudes, and Behaviors

Trainees on field placements are expected to show commitment to school psychology and comport themselves professionally. This includes, but is not limited to (a) engaging in self-reflection regarding one's personal and professional functioning, seeking out professional development opportunities; (b) seeking and being responsive to supervisor feedback and supervision; (c) developing effective relationships with a wide range of individuals (e.g., colleagues, communities, organizations, supervisors, supervisees, and those receiving professional services); (d) demonstrating effective interpersonal skills; (e) producing oral, nonverbal and written communications that are informative and well-integrated; (f) demonstrating consistent punctuality and attendance across all activities; and (g) engaging in consistent self-care, maintaining well-being and demonstrating professional appearance and demeanor across all activities at which they represent the graduate program.

During the practicum, trainees will move from an initial observing role to a more active one over time. Thus, the practicum sequence provides graduated experiences, skills and responsibilities during which trainees receive continuous feedback on the quality of their performance and their progress toward acquiring competency for professional practice as indicated by the grade given each semester in the course (B or better) that is determined by the supervisor's evaluation in conjunction with the university-based supervisor. The minimal level of competency is judged each semester relative to the assignments and skills, matched to the skill level the trainee is at, and evaluated both on the practicum site and within the university course that accompanies the practicum training experience.

All reports written by the trainee must be co-signed by the field-based supervisor. Additionally, the trainee should be identified as a student or a trainee for all professional purposes. All trainees receive additional supervision from doctoral licensed faculty in the program to ensure that, regardless of the site supervisor's credentials, all doctoral trainees receive doctoral level supervision.

Applying to Practicum Placements

To apply for practicum, it is necessary to ensure that trainees have met the prerequisites for practicum, including (but not limited to) the following:

- Successfully passed all required coursework, with no remaining Incomplete Grades
- Successful completion of the externship
- Background checks and other requirements from the site (e.g., fingerprinting, completion of DASA course, etc.)

See the application and placement guidelines on page 11 for further information about applying to placements, which includes information about application materials, fingerprinting, liability insurance, orientations, performance reviews on your placements, conduct and discipline, etc.) The Director of Field Placements will provide information each November, prior to applications to placements, as well. In addition, applicants are encouraged to contact the Director of Field Placements about any questions or needs regarding applications and follow-up once a placement is accepted and formalized. If you are accepted to a placement, be sure to communicate your appreciation to the contact person and ask about next steps. Also communicate with your

Director of Field Placements. Be mindful of all information about the timelines, required meetings (e.g., interviews, orientations). Be sure to pay attention to all the information available about who to contact and how, timelines, etc.

All placements must be approved by the Director of Field Placements, who will facilitate finding appropriate placements for trainees. Field placements are made in careful and close collaboration with school personnel. Placements are made primarily within a 50-mile radius from campus. Trainees should expect to incur travel time and associated expenses. The Psychology Department cannot supplement these expenses. In some cases, school divisions may pay trainees a nominal supplement. ***Trainees may not have a practicum placement where they attended school themselves, if they worked in the school or if they live in the community where the school is located.***

Quality of Practicum Sites

Practicum sites are selected which support our program's training objectives and which provide trainees with experiences to work toward professional competencies in school psychology. Considerations of quality include: a) practicum sites that provide trainees with access to training experiences that support the development of profession-wide competencies and the ability for trainees to practice such competencies at increasing levels of complexity across the course of practicum; b) supervision by an appropriately credentialed on-site individual; and c) the capacity to support varied training experiences across age groups, settings, levels of diversity, and populations with varying. In addition, considerations may consider the trainee's preferences and needs (e.g., travel or transportation needs).

When making placements, the School Psychology Doctoral program faculty must balance the needs of individual trainees, field supervisors, and host schools. Since each partnership school division processes requests for placements differently, the School Psychology Doctoral program cannot predict when or if placements will be confirmed.

The ongoing quality of these practicum sites is closely monitored by the core doctoral program faculty supervising the practicum courses. At a minimum, meetings are held with each external site supervisor once per semester to conduct reviews. On-site practicum supervisors are provided with an affiliation agreement form (Appendix A) and a copy of the field placement handbook outlining responsibilities and expectations for the trainee, the practicum site, and the on-campus core program faculty members supervising these practicum courses.

Trainees provide formal feedback in a practicum self-evaluation rating form regarding practicum quality of experiences, perceived current level of competencies, and quality of supervision (Appendix D). In addition, the core program faculty review both the trainee self-evaluations and supervisor evaluations to examine congruence across areas of strength and areas of continued support and development.

Supervision

A minimum of 1-hour weekly, regularly scheduled supervision is required by a supervisor who holds a doctoral degree in psychology and is appropriately credentialed for the jurisdiction in which the program is located. When such supervision is not available, trainees on-site will have additional on-going weekly opportunities to discuss their experiences with a university based doctoral level psychologist at Adelphi University.

The supervision of practicum trainees should be consistent with the reflective practitioner philosophy. Supervision must include some direct observation of the trainee in the performance of their activities (e.g., assessment, counseling, consultation). In addition to providing feedback on specific skills, the supervisors should encourage practicum trainees to reflect on their actions and consider multiple perspectives. The supervisor needs to provide opportunities for practicum trainees to build knowledge and skill. The structure of the practicum allows the trainee to acquire and exercise newly learned skills in a supervised and supportive environment. As the practicum is the joint responsibility of the school psychology doctoral faculty at the University and the participating school districts, supervision is provided both on-site and within the University structure (i.e., field placement courses).

Trainees also receive supervision through their participation in class/group supervision meetings facilitated by the university-based practicum supervisor. Weekly group meetings are led by the core faculty supervising practicum. Group supervision is comprised of group consultation regarding professional issues arising from practicum experiences, case-study presentations, review of current professional issues (e.g., mandated reporting, crisis intervention and resources for students), and topics or concerns raised by students about their experiences. These meetings also provide content relevant to school practices (e.g., special education legislation, state regulations, ethical issues, etc.)

The field-based supervisors evaluate the practicum students each semester. If the on-site supervisor reports student difficulties or concerns, the Director of Field Placements (DFP) engages in discussions to assess the concern or difficulty. A formal plan may be developed to help the trainee make satisfactory progress in the placement or to address any problems with trainee behavior in the placement. If there is a concern about a field-based supervisor by a student or by the DFP, the DFP will explore the concerns and determine if the concern can be resolved through discussion between the parties and with follow up to assess changes. The DFP is responsible for monitoring and helping resolve problems with placements or change placements if needed. If needed and in rare circumstances, the DFP will facilitate a change in the placement when an acceptable resolution is not able to possible or practical or when it is determined that the trainee needs a different experience for their training needs. The DFP will consider previous feedback and experiences with supervisors and field placements as part of the decision to place additional trainees in such placements each year.

Required Hours

Our program requires students to complete 280 hours at their practicum setting, which includes hours on-site and outside activities, such as preparing, working on reports, etc. Trainees should not exceed the required 280 hours by more than 10 percent (i.e., 308 hours).

Assessment of Competencies

All practicum competencies are evaluated through multiple assessment methods by the field placement supervisor(s) and University supervisor(s). On-site supervisors provide formal feedback on student competencies through written evaluations and meetings with the Director of Field Placements in both midyear and end of year periods in the placements. Direct observations are required as part of the supervisor's source of evaluations. Supervisors meet with the Director of Field Placements at least once per semester to discuss student progress and future goals for the trainees. Students who do not show minimal acceptable competency in practicum courses will

work with the site and university-based supervisors and the Director of Field Placements to develop a remediation plan. This would then be used for progress monitoring towards set objectives and will be monitored by the practicum site and university supervisor. Feedback, observations, and evaluations from field-based and university supervisors are considered as part of the criteria for students being able to move on to internship after their practicum experience.

Expectations of the Practicum Site

1. The practicum site must provide appropriate supervision (see Supervision Section below for elaboration).
2. The practicum site will provide appropriate release time for field-based practicum supervisors to provide weekly face-to-face supervision with the student.
3. The practicum site will provide the practicum student with an appropriate work environment.
4. The practicum site must be willing to engage in a collaborative relationship with Adelphi University to provide an effective learning environment.
5. The practicum site must be able to provide activities that will fulfill the expectations for field training as outlined in this handbook and in the affiliation agreement form sent to supervisors and trainees.

Responsibilities of the Practicum Student

1. Fulfill requirements outlined on the practicum syllabus within the timelines specified.
2. Arrive for field-based and university-based supervision on time and prepared with specific cases, questions, and/or issues.
3. Arrive promptly at any scheduled appointments and inform relevant personnel and their supervisor as soon as possible of any unexpected circumstances.
4. Reflect professionalism in all interactions with children, school personnel, and parents.
5. Complete required activities by the due dates prescribed by the field-based supervisor and/or university supervisor.
6. Inform the field-based and university supervisor of all practicum activities and secure necessary approval.
7. Be receptive to feedback and apply recommendations in an effective and prompt manner.
8. Enthusiastically seek new information to further their knowledge and skills.
9. Participate in professional development activities as they are available.
10. Participate in on-campus supervision and e-mail supervision with university supervisor as outlined in the syllabus.

Responsibilities of the Field-based Supervisor

1. Review the course syllabus with the student and help develop a timeline for completing assignments.
1. Orient the practicum student to the setting. Introduce the practicum student to personnel in the schools/agency, explain their roles, and familiarize the student with community agencies. It will also be important for the student to understand procedures for processing referrals, accessing student records, communicating with families, and engaging in crisis intervention.

2. Provide opportunities for the practicum student to observe various special and regular education classrooms, team meetings, and conferences.
3. Model skills related to assessment, intervention, and consultation.
4. Directly observe and evaluate the practicum student's skills in assessment, intervention, and consultation.
5. Check test record forms completed by the student for accuracy.
6. Provide timely feedback to the practicum student regarding skill development. Identify areas of strength and those needing improvement.
7. Review and co-sign psychological reports.
8. Meet with the practicum student regularly for one hour per week of direct face-to-face supervision.
9. Discuss broader school psychology topics relevant to the practicum student's practice (e.g., new instruments/techniques, ethical issues, school policies, etc.)
10. Assist the practicum student in considering multiple perspectives and alternative solutions to problems.
11. Formally evaluate the practicum student at the end of each semester by completing the School Psychology Practicum Evaluation Form.

Responsibilities of the University Based Supervisor

1. Clearly identify course requirements in a syllabus.
2. Provide timely feedback to the practicum student regarding skill development. Identify areas of strength and those needing improvement.
3. Assist the practicum student in considering multiple perspectives and alternative solutions to problems.
4. Formally evaluate the practicum student at the end of each semester with special attention to their performance in the following areas: data-based decision making; consultation and collaboration; academic interventions and instructional supports; mental and behavioral health services and interventions; school-wide practices to promote learning; services to promote safe and supportive schools; family, school and community collaboration; equitable practices for diverse student populations; research and evidence-based practice; legal, ethical and professional practice.
5. Assign a grade for each practicum student.

Practicum Objectives

Upon completion of the practicum experience, students will develop the following APA/NASP Competencies:

1. Plan and conduct comprehensive psycho-educational assessments that include both formal and informal measures. All assessments will be carried out with sensitivity to diversity (Competency: assessment; data-based decision-making)
2. Synthesize and integrate all assessment results in a written report that clearly describes the child's performance and levels of functioning. (Competency: assessment; data-based decision-making)
3. Generate recommendations for intervention and program planning based on assessment results (Competencies: interventions; academic interventions and instructional supports; mental and behavioral health services and interventions; school-wide practices to

- promote learning; services to promote safe and supportive schools; family, school and community collaboration)
4. Intervene on an individual and/or group basis for children with mild behavioral and/or social-emotional difficulties (Competencies: interventions; mental and behavioral health services and interventions; services to promote safe and supportive schools)
5. Understand the various types of programs and interventions offered to children with disabilities (Competencies: interventions; academic interventions and instructional supports; mental and behavioral health services and interventions)
6. Demonstrate effective consultation skills using a problem-solving model with school personnel and parents (Competency: consultation and interprofessional/interdisciplinary skills; consultation and collaboration; family, school and community collaboration)
7. Establish rapport and relate effectively with students, families, and professionals from diverse backgrounds and disabilities (Competency: individual and cultural diversity; equitable practices for diverse student populations; family, school and community collaboration)
8. Understand the importance of family-school partnerships to meet the educational and psychological needs of students (Competency: communication and interpersonal skills; consultation and interprofessional/interdisciplinary skills; family, school and community collaboration)
9. Apply feedback provided by site-based and university supervisors in an effective and prompt manner (Competencies: ethical and legal standards, professional values and attitudes; communication and interpersonal skills, consultation and interprofessional/interdisciplinary skills; legal, ethical and professional practice; consultation and collaboration)
10. Demonstrate proficient participation in various professional team meetings (Competencies: communication and interpersonal skills; consultation and interprofessional/interdisciplinary skills; intervention; consultation and collaboration; school and community collaboration; equitable practices for diverse student populations)
11. Demonstrate professional responsibility consistent with the ethical and legal standards of the profession (Competency: ethical and legal standards, professional values and attitudes; legal, ethical, and professional practice)
12. Describe the role and function of the school psychologist and how their own skills meet these demands (Competency: ethical and legal standards, professional values and attitudes; legal, ethical, and professional practice)
13. Demonstrate knowledge of current research in the field that is directly applicable to their functioning as a professional school psychologist (Competency: research; research and evidence-based practice)
14. Actively evaluate the outcomes of services provided (Competency: research; research and evidence-based practice)
15. Demonstrate reflective practice by generating questions and hypotheses, monitoring actions, modifying behaviors, and reflecting on past practices to improve current functioning (Competency: ethical and legal standards, professional values and attitudes; legal, ethical, and professional practice)
16. Demonstrate knowledge of school procedures for processing referrals, accessing student records, contacting parents, etc. (Competency: intervention; school-wide practices to promote learning)

17. Demonstrate the ability to apply information and technology in ways that enhance the quality of services (Competency: ethical and legal standards, professional values and attitudes; legal, ethical, and professional practice)

Internship Overview

Internship Requirements Overview

Type of Setting	<p>These settings must be approved by the Director of Field Placements and align with program requirements</p> <p>School Placement Option: 1,750 hours in one or more School Districts</p> <p>School and additional Clinical/Community Placement Option: At least 1200 hours in a school and remaining 550 or less hours in a clinical or community setting).</p> <p>Advanced standing students: APPIC or approved Community or Clinical settings with child/youth/family populations</p>
Hours	1,750 hours
Supervision	<p>A minimum of two hours of weekly regularly scheduled individual supervision from a doctoral level psychologist who is appropriately credentialed for the jurisdiction in which the program is located (licensed for the state in which the placement is located).</p> <p>In addition, two more hours of regularly scheduled supervision from an appropriately credentialed supervisor, either individual or group. When not available, there will be on-going weekly opportunities to discuss cases, concerns and field experiences with a doctoral level psychologist at Adelphi University during the field placement class.</p>

Students complete an internship (pre-doctoral internship) as part of our program's requirements. This internship is the culminating field experience of the doctoral program of study. The internship is organized around NASP and APA standards and is in concert with CDSPP (Council of Directors of School Psychology Programs) guidelines. Students may intern at school districts, an APPIC placement or an alternative setting with children, adolescents, youth and/or families with approval from the Director of Field Placements. In all cases, the Director of Field Placements will need to approve a placement to make sure it is aligned with program goals.

Interns should consult relevant credentialing (e.g., state licensure and certification) requirements to determine the number of internship hours required for licensure and other desired credentials.

The internship may be completed full-time over one academic year or half-time over two consecutive academic years, the internship should include 1750 hours at a minimum. Trainees should not exceed 1750 hours by more than 10 percent, unless they are interning at an APPIC internship, which may have a requirement for more hours than does our program.

The internship provides opportunities for students to integrate their knowledge and applied skills in working with children, families, and adults, under the supervision of a licensed psychologist. Supervision requirements for full time internship, require 2 hours weekly, regularly scheduled individual supervision, by a state licensed psychologist, appropriately credentialed for the jurisdiction in which the program is located. In addition, another 2 hours of supervision are required by such an appropriately credentialed psychologist, which can be in a group setting. When students are not being supervised on their field placement site by such licensed doctoral level psychologists, students will be provided on-going weekly opportunities to discuss their clinical work conducted at their placements, with a licensed doctoral level psychologist at Adelphi University, during the field placement class.

Primarily, students in our program will complete their internship in a school setting, often with 3 days in one school and 2 days in another school. This allows for experience with different populations in terms of age, school culture, and supervisors and staff. Trainees are expected to have experience with general education and special education populations, as well as observe and engage in a variety of experiences that are part of the roles of school psychologists (e.g., assessment, counseling, consulting). In order to achieve this, students will not have their internships in private schools, special education schools or some school settings that do not provide the above-described variety of experiences and exposure.

An exception to this policy is when a student has already completed a school internship fulfilling our requirements and with approval from the Director of Field Placements. Students who had a school internship experience in their previous graduate program would benefit from an internship that provides other experiences, so they may choose an internship that provides support to youth and families (e.g., child guidance agency, residential setting, hospital, etc.) rather than completing another internship in a school district. Students admitted to the Doctoral Program in School Psychology with an advanced degree will work with the Director of Field Placements to design an appropriate sequence of field experiences tailored to the doctoral student's needs.

To obtain 1750 internship hours, trainees may add other experiences to supplement their typical school setting hours and days from September through June if a school year. One approach is to add more hours in a summer program, meetings outside of school hours (e.g., board meeting, committee meetings, parent workshops) and outside of school projects and tasks that the trainee does with supervisory approval (e.g., working on a report at home, participating in a meaningful professional development training). Some trainees may also wish to add another training setting to their internship (e.g., evening hours, weekend hours at a community or clinical setting) which can supplement the hours needed for internship.

Trainees may not complete an internship at the site where their externship was completed, without approval from the Director of Field Placements. This could be approved if there is a special area of training or professional development that the student is working toward and this setting would be uniquely able to provide such training and development. In such a case, the former placement can be a supplement to the internship in a school setting, but with no more than 550 hours in that placement and the remainder in a school setting. Trainees may not intern where they attended school themselves, if they worked in the school or if they live in the community where the school is located. Conflicts of interest are avoided, such as interning at a school where family members also work.

Full-time school internships may not be 5 days in the same setting as the practicum placement. At most, 2 days of the internship can be at the previous practicum placement, while the other 3 days must be in another district. This requirement is to increase field experiences in schools during the practicum and internship placements. Trainees must have their internship in two population group settings (e.g., Elementary, Secondary).

Students are provided with guidance and specific information about applying to field placements prior to the year in which they are applying for each placement (i.e., externship, practicum and internships). Students may apply to APPIC internships, using the Post Vacancy Match System. They can also apply to non-accredited internships, with the Director of Field Placements guiding them on how to apply. Students are encouraged to consider APPIC internship sites. Information about application to APPIC internships are provided at the field placement orientation meeting conducted in the Fall of each year, as well as by contacting the Director of Field Placements. Interested applicants can also learn more about the APPIC portal for internships by visiting the APPIC website at <http://www.appic.org/>. At the time of this handbook, our program is not APA accredited. As a result, our students are only eligible for applying to the APPIC Post Match Vacancy Service to search and apply to internships in the APPIC system.

Quality of Internship Sites

Internship sites are selected to provide students with experiences consistent with program designated professional competencies. Considerations of quality include: a) sites that provide students with access to training experiences that support the development of profession-wide competencies and the ability for students to practice such competencies at increasing levels of complexity across the course of field placement; b) supervision by an appropriately credentialed on-site individual (i.e., licensed psychologist); and c) the capacity to support varied internship experiences across age groups, settings (e.g., primary and secondary), levels of diversity, and clinical groups.

The ongoing quality of these field placement sites is closely monitored by the core doctoral program faculty supervising the field placement courses. At a minimum, meetings are held with each external site supervisor once per semester to conduct reviews. On-site supervisors are provided with an affiliation agreement form (Appendix A) and a copy of the field placement handbook outlining responsibilities and expectations for the student, the field placement site, and the on-campus core program faculty members supervising these field placement courses.

Students provide formal feedback in a self-evaluation rating form regarding field placement quality of experiences, perceived current level of competencies, and quality of supervision. In addition, the core program faculty review both the student self-evaluations and supervisor evaluations to examine congruence across areas of strength and areas of continued support and development.

Approval of an internship placement is dependent upon the internship site meeting the following criteria:

1. The internship site must provide appropriate supervision.
2. The internship site must be willing to engage in a collaborative relationship with Adelphi University to provide an effective learning environment.
3. The internship site must provide activities appropriate to the intern's level of training.
4. The internship site recognizes the internship as a training experience and does not exploit the services of the intern.
5. The internship site will provide appropriate release time for field-based intern supervisors to provide weekly face-to-face supervision with the intern.
6. The internship site will provide the intern with an appropriate work environment, including supplies, materials, secretarial services, and office space.
7. The internship site will provide reasonable opportunities for the intern to participate in continuing professional development activities (supervision meetings on campus, regional workshops, conferences, etc.).

Additional requirements for New York State and other states should be reviewed by students depending on the student's interest in pursuit of specific state license. In NYS, students will need to complete the 1750-hour internship described here (i.e., pre-doctoral internship) and in addition, will need a 1750-hour post-doctoral internship after receiving their doctoral degree. Students are encouraged to discuss any concerns or questions with the Director of Field Placements and can review State specific requirements. New York State's requirements can be found at the NYS Education Department's website at <http://www.op.nysed.gov/prof/psych/psychlic.htm>.

As the internship reflects the final stage of training, prior to approval of the internship, doctoral students must have:

- a) Successfully passed all required coursework, with no remaining Incomplete Grades;
- b) Successfully completed all externship requirements;
- c) Successfully completed all practica requirements; and
- d) Passed the *Praxis-School Psychology* examination.

The pre-doctoral internship is an organized training program that is designed to provide the student with a planned, programmed sequence of training experiences associated with the practice of psychology and is satisfactory in quality, breadth, and scope and nature.

In cases in which a non-APA-accredited internship site is under consideration, the Director of Field Placements requests information and has a meeting (in person or remotely) with the site supervisor to determine if the placement and supervision meets the needs of our program for our students and as described in this handbook and in the affiliation agreement form (Appendix A).

This includes making sure that the supervisors have a minimum of 3 years of full-time experience in the setting and that supervision is provided by a doctoral licensed psychologist, appropriately credentialed for the jurisdiction in which the program is located. When a supervisor in a school setting has a state certification in school psychology, but not a license, the student will have access to a university-based doctoral licensed psychologist. Additionally, the Field Placement Director determines if the setting offers the kinds of experiences and training opportunities described in this handbook related to each type of placement (e.g., externship, practicum in schools and internship) as well as the opportunity for students to get sufficient hours for each field placement requirement of the Doctoral program.

The Director of Field Placements reviews placements by exploring criteria with the supervisor when it is a new setting and considering previous student experiences if it is a placement previously used by students in the program to make sure the placement fulfills the program's expectations and is in line with APA and NASP criteria for school psychology doctoral internships. Additionally, the Director of Field Placements also meets with supervisors for a midyear and end of year meeting to review the trainees and their training experiences. It is during this conversation that explicit training activities are addressed and discussed. Further, both the doctoral student and site supervisor complete evaluations in the fall and spring each year to address performance as well as progress towards requisite internship activities.

Our expectations align with CDSPP Internship guidelines – see below

CDSPP Internship Guidelines:

1. The intern, whether full-time or part-time, spends at least 25% of their time in providing direct (face-to-face) psychological services to clients, patients or consultees, such as teachers or other mental health service providers, which translates to a minimum of 437.5 hours out of 1750 doctoral internship hours. The intern engages in research activity which includes the evaluation of services delivered and the effectiveness of the intern's own training.
2. The internship program must communicate in writing that they agree to provide a supervised internship experience to the prospective interns which complies with the program's expectations as described in the affiliation agreement form and further described in this handbook. The parties agree to the start date of the internship, program requirements, internship requirements, benefits and policies.
3. Interns will receive a formal, written evaluation at the end of the internship from the training site. The evaluated areas will be consistent with the doctoral program's aims and address intern development of profession-wide competencies. Although the internship supervisor evaluates student performance during the internship year, the doctoral program is ultimately responsible for the determination of the student's readiness for graduation and entrance into the profession. Therefore, communication between doctoral programs and internship programs is of critical importance to the overall development of competent health service psychologists.
4. Full-time internships are completed in no less than 10 months; half-time internships may extend to no more than 24 months. The internship includes a minimum of 1,750 hours in activities described above. Interns should consult relevant credentialing (e.g., state licensure and certification) requirements to determine the number of internship hours required for licensure and other desired credentials. In addition, the National Association of School Psychologists (NASP) has established requirements for internship (e.g.,

completion of at least 600 hours in a school setting, fulfilling NASP requirements). For more information, consult the relevant NASP standards and credentialing documents. However, our program requires at least 875 hours of internship to be in a school setting.

5. The doctoral internship program issues to the intern written documentation (e.g., a certificate or letter) reflecting successful completion of a doctoral level internship in school psychology.
6. The internship program employs a clearly designated doctoral-level psychologist, who: (a) is currently licensed by the state regulatory board of psychology to practice at the independent level and (b) is responsible for the integrity and quality of the internship program. The internship program has at least two psychologists on staff available as supervisors for the intern. The intern's primary supervisor must be actively licensed as a psychologist by the state regulatory board of psychology. Internship programs such as school districts that have the capacity for only one staff psychologist may meet the spirit of this criterion (breadth of training experience) by entering into formal internship agreements with other entities, such as other school districts, clinics, or university doctoral programs.
7. The full-time internship includes at least two hours per week of regularly scheduled individual supervision by a doctoral level psychologist licensed for practice at the independent level. The primary supervisor must directly observe the intern with the specific intent of evaluating the intern's clinical deportment and skills in psychological service delivery and providing formative and summative feedback to the intern and university program. An internship program that does not permit live observation or audio-video recording by policy should not be approved under these guidelines.
8. In addition to the individual supervision (as described in #7 above), the intern spends at least two additional hours per week in scheduled group or individual supervision conducted by an appropriately credentialed health service provider (e.g., doctoral level psychologist, credentialed school psychologist, etc.). The intern has regularly scheduled, supervised, and documented training activities with other doctoral psychology interns such as professional development/in-service training; case conferences involving a case in which an intern is actively involved; seminars dealing with professional issues; or observing delivery of health, educational, and/or child/adolescent services. These activities may be in conjunction with appropriately credentialed professionals other than school psychologists.
9. When possible, internship programs will provide opportunities for interns to interact and engage in training with other trainees.
10. Internship supervision may be provided through synchronous audio and video format where the supervisor is not in the same physical facility as the intern. Supervision through electronic means may not account for more than one hour (50%) of the minimum required two weekly hours of individual supervision (as described in # 8 above), and two hours (50%) of the minimum required four total weekly hours of supervision (as described in #8 and #9 above). The use of tele-supervision should be consistent with the program's overall model and philosophy of training, with assurance that relationships between supervisors and trainees are established prior to engaging in tele-supervision. Programs utilizing any form of tele-supervision have a formal policy that includes procedures to address issues of non-scheduled consultation, crisis coverage, and handling of privacy and confidentiality. These policies and procedures are established in advance and shared among the training program, the internship site, and the intern(s). Internships

using tele-supervision adhere to best practices and ethical, legal, and professional guidelines.

11. Reports and documents prepared by the doctoral intern for consumers, other agency or school personnel, or other relevant publics are co-signed by the licensed psychologist supervisor for the intern.
12. The intern has a title such as “intern,” “resident,” or other designation of trainee status regardless of pay grade or temporary licensure status, etc. Interns who hold other relevant credentials (e.g., National Certified School Psychologist, NCSP) may include this information as long as it is accompanied by recognition of their doctoral intern status.

Qualifications of supervisors & frequency of supervision. All doctoral students must receive supervision by a psychologist credentialed for independent practice in the jurisdiction where the internship is located. As such, doctoral-level licensed psychologists with at least 3-years of full-time experience working as a school psychologist or psychologist are considered appropriately credentialed to serve as internship supervisors. For non-accredited internships outside of New York, state-specific statutes are reviewed; however, in most jurisdictions, doctoral-level licensed psychologists with 3-years of full-time experience working as a psychologist are considered appropriately credentialed. The field-based supervisor is responsible for the design, coordination, integrity, and quality of the internship experience for the equivalent of one year of full-time training (1750 hours).

Formal, written internship evaluation. The internship sites are expected to evaluate the students’ performance while they are completing the internship. For APA-accredited internship sites, at least two evaluations of the students’ performance are completed, depending on the evaluation schedule appropriate to the site. For all internship sites, the program requires the internship supervisor to complete at least two performance evaluations using the Practicum and Internship Evaluation Form (Appendix C). In addition, the site or supervisor will provide a document reflecting the trainee has successfully completed their internship. For APA-accredited internships, established standards for satisfactory performance are accepted. For students attending non-accredited internships, students are required to attain satisfactory ratings across all domains evaluated.

Internship portfolio. Students should refer to the program handbook for information about portfolio requirements related to their internship. The *Internship Portfolio* is intended to ensure that our interns demonstrate proficient knowledge, skills, and dispositions to positively impact their students’ and clients’ outcomes.

University-internship supervisor contacts. For all internship sites, the Director of Field Placements is in contact and reviews the internship setting and the student’s experience, which includes a mid-year and end-of-year evaluation during the internship. These meetings may occur in-person, by phone, or virtually. All site supervisors are made aware of internship requirements. For non-accredited internship sites, the site supervisor will be made aware of the assignments and requirements that students must complete. At the second meeting, which occurs at the beginning of the spring semester, the intern’s progress relative to training goals is discussed. If deficiencies are noted with respect to the internship setting or intern’s progress, a plan will be developed to address the deficiencies. The internship director, site-based supervisor, and intern communicate via email and telephone to address needs as they arise.

Intern demonstration of competency. For APA-accredited internships, established standards for intern demonstration of competency are accepted. For students attending non-accredited internships, there are three primary ways in which students completing non-accredited internships must demonstrate competence: a) sufficient clinical hours overall, in direct client/consultee contact, in a school/agency-based setting, and in supervision; b) adequate overall rating from the field-based supervisor on the end-of-year evaluation; and c) ratings of at least 1 (*Pass*) for each artifact in their Internship Portfolio at the end of the year.

Internship hours & hours logs. All interns must complete at least 1750 hours of internship across 1-year full-time or 2 years part-time; 437.5 (25 %) of hours must be direct client/consultee contact. For all students who have not completed 600 hours in a school-based site above and beyond required practicum hours, 600 of the 1750 hours must be in a school-based or other program-approved setting with clients who are youth (e.g., residential program, child and family guidance center, etc.) to fulfill this NASP requirement. Interns at non-accredited internships must maintain an internship-hours log that succinctly and accurately describes all the activities they perform throughout their internships. This log is to be completed, signed by the field-based supervisor, and submitted to the Director of Field Placements monthly. Interns at APA-accredited sites may follow the hour's documentation procedures of their site.

Formal, written internship evaluation. To pass the internship, interns must receive an overall rating of 4 or 5 (meets or exceeds expectations) on the end-of-year *Internship Evaluation*, with most competencies rated 3 or higher. If competencies are rated 2 or lower, this will be addressed to determine if the trainee should be considered to have passed their internship by discussions with the supervisors, trainee and faculty from the program.

Responsibilities of the Intern

The intern is expected to:

1. Fulfill their contractual obligations.
2. Develop an individualized internship plan with their supervisor that outlines specific goals for the internship experience. The internship plan should address the intern's professional goals in each of the competency areas listed on the intern evaluation form and include experiences, skills, knowledge, and supervision that the intern would like to acquire during a specified period. This plan can be completed quarterly with the required intern-authored quarterly reports to the university supervisor.
3. Arrive promptly to scheduled appointments and inform relevant personnel and their supervisor as soon as possible of any unexpected circumstances.
4. Reflect professionalism in all their interactions with children, school personnel, and parents.
5. Enthusiastically seek new information to further their knowledge and skills.
6. Meet the objectives of the internship outlined on the syllabus.
7. Maintain a daily log of activities and supervision meetings, including personal reflections on relevant issues.
8. Participate in on-campus supervision and web-based supervision with university supervisors as outlined in the syllabus.
9. Arrive for supervision prepared with specific cases, questions, and/or issues.

Professionalism Values, Attitudes, and Behaviors

Interns are expected to show commitment to school psychology and comport themselves professionally. This includes, but is not limited to (a) engaging in self-reflection regarding one's personal and professional functioning, seeking out professional development opportunities; (b) seeking and being responsive to supervisor feedback and supervision; (c) developing effective relationships with a wide range of individuals (e.g., colleagues, communities, organizations, supervisors, supervisees, and those receiving professional services); (d) demonstrating effective interpersonal skills; (e) producing oral, nonverbal and written communications that are informative and well-integrated; (f) demonstrating consistent punctuality and attendance across all activities; and (g) engaging in consistent self-care, maintaining well-being and demonstrating professional appearance and demeanor across all activities at which you represent the graduate program.

Additional Internships Options

Students with advanced standing who have completed their required school placement hours already, may have some additional options for internship, described in the next sections. In addition to the school placement described above, students can apply for APA/APPIC internships via the Post Match Vacancy Service described below, non-APA/APPIC internships or internships at their place of employment, if approved. Any of these options needs to fulfill the program's criteria for internship and will need approval from the Director of Field Placements.

APPIC Internships

Only students from APA approved doctoral programs can apply to APA/APPIC (Association of Psychology Postdoctoral & Internship Centers) internships during the initial rounds of applications. However, as an associate member of APPIC, our students can apply to the APPIC post-match vacancy service (PMVS). This allows our students to apply to APPIC internships after the earlier phases of the APPIC match system. Our program is in the process for applying for APA accreditation. This may lead to eligibility for students to apply to APPIC through the first round once the program is allowed to be an approved program for APPIC. Students can check with the Director of Field Placements on the status of this process if interested in applying to APPIC programs.

After the APPIC match system closes, placements within the APPIC system may consider and accept interns who are not from APA accredited programs. However, there are specific rules and requirements which are important to review and can be found at the following website:

<https://membership.appic.org/directory/search>. Students are encouraged to begin the process of applying to an APPIC internship early as there are many components required and you should provide ample time for requests for letters of recommendation, reviews of your application, etc. Additional detail is available on the APPIC website and is updated periodically. Applicant instructions for the PMVS can be found on the APPIC website (<https://www.appic.org/Internships/Match/Post-Match-Vacancy-Service/Instructions-for-Applicants-2022>).

As part of our program requirements, students applying to the PMVS, must meet NASP standards for certification as a school psychologist prior to internship (i.e., 600 hours in a school-based site above and beyond required practicum hours; note that the site must meet the NASP definition of school). Prior to submitting applications for APA/APPIC internships that are not school-based, students must obtain written approval from the Director of Field Placements, indicating that they have sufficient school-based clinical hours (i.e., 600 hours in a school-based site above and beyond required practicum hours) to be

eligible for certification as a school psychologist after internship. Since most doctoral students will not have 600 school-based hours above and beyond the required practicum hours, they will be limited to applying to APA/APPIC internships that are school-based or have a school-based rotation. Doctoral students interested in applying to an APA/APPIC internship typically begin exploring potential internship sites well before the spring they will apply. The APPIC match date is in February. The PMVS is usually in March. Preparing to apply should be started early enough as it is time-consuming to gather and prepare all required materials.

Internship at a Work Setting

Students are not permitted to complete their internship at their place of employment, which avoids many ethical concerns that would arise (e.g., conflicts of interest).

Steps in the Internship Process

1. Applications – The Director of Field Placements will provide you with specific information related to internships and requirements. Also, review this handbook, particularly the Application and Placement Guidelines (page 7 in this handbook). This section details important information about applying to field placements (e.g., application materials, fingerprinting, liability insurance, orientations, performance reviews on your placements, dealing with concerns about placements, conduct and discipline, etc.)

2. Acceptance Process – Become familiar with the specific expectations of systems through which you may be applying (e.g., school districts, agencies, hospitals).

3. Follow up after application – If you are accepted to a placement, be sure to communicate your appreciation to the contact person and ask about next steps. Also communicate with your Director of Field Placements. Be mindful of all information about the timelines, required meetings (e.g., interviews, orientations). Be sure to pay attention to all the information available about who to contact and how.

4. During your internship, present yourself in a professional manner. See Application and Placement Guidelines for additional detail regarding conduct and presentation.

Internship Objectives

Upon completion of the internship experience, students will develop the following APA/NASP competencies:

1. Participate in a comprehensive process of effective decision-making and problem-solving (competency: data-based decision making)
2. Demonstrate accurate assessment skills including effective interview and observation skills, test selection and administration, instructional assessment, and ecological assessment. All assessment must be carried out with sensitivity to diversity. (Competency: assessment; data-based decision making)
3. Integrate all assessment data for interpretation in order to make evidence-based diagnoses or educational classifications and specific recommendations to facilitate learning, social/emotional and/or behavioral change. (Competencies: intervention; academic

- interventions and instructional supports; mental and behavioral health services and interventions
4. Demonstrate the ability to write concise professional reports that are understandable to consumers (e.g., client's, agencies, parents or school personnel). (Competency: assessment; data-based decision making)
 5. Use assessment skills to monitor progress and evaluate clients' response to intervention. (Competency: assessment; data-based decision making)
 6. Exhibit proficiency in designing and implementing both individual and group interventions to meet the emotional and behavioral needs of clients. (Competency: intervention; mental and behavioral health services and interventions)
 7. Evaluate the effectiveness of interventions and prevention practices. (Competency: research; research and evidence-based practice)
 8. Apply consultation skills to effectively help parents and school/agency personnel identify problems and implement evidence-based interventions. (Competency: consultation and interprofessional/interdisciplinary skills; consultation and collaboration)
 9. Demonstrate appropriate interpersonal skills to communicate effectively with parents, school/agency personnel, and other professionals. (Competency: consultation and interprofessional/interdisciplinary skills; consultation and collaboration)
 10. Establish rapport and relate effectively with clients, families, and professionals from diverse backgrounds and disabilities. (Competency: individual and cultural diversity; equitable practices for diverse student populations)
 11. Demonstrate the ability to work collaboratively with families and professionals to meet the needs of students/clients. Encourage family involvement. (Competency: communication and interpersonal skills, consultation and interprofessional/interdisciplinary skills; family, school and community collaboration)
 12. Work with school/agency personnel to implement a systems level prevention project. (Competency: intervention, consultation and interprofessional/interdisciplinary skills; communication and interpersonal skills; school-wide practices to promote learning; services to promote safe and supportive schools)
 13. Facilitate practices that create and maintain positive environments for clients through teacher/parent/staff workshops. (Competency: intervention; communication and interpersonal skills; consultation and interprofessional/interdisciplinary skills; consultation and collaboration; school-wide practices to promote learning; services to promote safe and supportive schools; family, school and community collaboration)
 14. Apply feedback provided by both site-based and university-based supervisors in an effective manner. (Competency: ethical and legal standards, professional values, attitudes, and behaviors; legal ethical and professional practice)
 15. Demonstrate the ability to function effectively as a team and organization member to promote student learning and prevent problems. (Competency: intervention, consultation and interprofessional/interdisciplinary skills; school-wide practices to promote learning; services to promote safe and supportive schools; family, school and community collaboration)
 16. Utilize technology that is relevant to their work and that enhances the quality of services. (Competency: ethical and legal standards; professional values and attitudes; legal ethical and professional practice)
 17. Demonstrate professional responsibility consistent with the ethical and legal standards of the profession. (Competency: ethical and legal standards, professional values and attitudes; legal ethical and professional practice)

18. Apply program evaluation skills to evaluate the impact of services (Competency: research; research and evidence-based practice)
19. Demonstrate knowledge of current research in the field that is directly applicable to their functioning as a professional school psychologist. (Competency: research; research and evidence-based practice)
20. Demonstrate reflective practice by generating questions and hypotheses, monitoring actions, modifying behaviors, and reflecting on past practices to improve current functioning. (Competency: ethical and legal standards, professional values and attitudes; legal ethical and professional practice)

Appendix A. FIELD PLACEMENT AFFILIATION AGREEMENT FORM**FIELD PLACEMENT AFFILIATION AGREEMENT**

This Agreement is between Adelphi University for its Psy.D. in School Psychology Program (“Program”) in the Gordon F. Derner School of Psychology (“ADELPHI”) and _____ (*agency name*), located at _____ (*address*) (“Participating Agency”) is effective as of _____ (*start date*). Any and all modifications to the terms of this Agreement must be by a written Amendment, signed, and approved by all parties.

Purpose

Field placement training is required for students in the School Psychology doctoral program at Adelphi University’s Gordon F. Derner School of Psychology. The goals for the clinical/externship, school practicum, and internship training in this program are met through placing students in settings that are clearly committed to training and in which students will be supervised using an adequate number of appropriate professionals, and which provide a wide range of training and education experiences through application of empirically supported assessment and intervention procedures.

Term of Field Placement

This Agreement shall become effective as of _____ (*start date*) (Date) and shall continue in full force and effect through the end of the academic year (for purposes of this agreement academic year begins on September 1st and ends on August 31st). Thereafter, this agreement shall automatically renew from year to year unless terminated at the end of the academic year on at least sixty (60) days prior written notice to the other party.

Such termination shall not take effect with respect to Student(s) then currently involved in a field placement, and such Student(s) shall be permitted to complete their participation in the field placement unless the Participating Agency determines that it is not in the best interest of the Site or its clients to allow completion of the Student’s participation in the field-placement post-termination of this Agreement.

Requirements for Field Placement

1. Students will be involved in field placement settings as they progress through the program, either clinical/community externships, school practicum placements or internship placements which may be in schools or clinical/community settings. Depending on the setting, students may be involved in clinical or community psychology activities, such as intakes, clinical review meetings, assessments, psychotherapy, counseling, therapeutic group work, family support, interdisciplinary team activities, consultation, didactic training, administrative procedures and other meaningful training experiences for a student working toward a

doctorate in school psychology. In school settings, students will be involved in activities, such as assessments, psychoeducational report-writing, presentation of reports, consultation with parents, teachers or staff, counseling and other interventions with students, school-wide activities, and relevant meetings. Students will be provided with training, supervision and evaluations addressing their achievement of NASP standards and APA discipline-wide competencies as outlined in the Adelphi School Psychology Psy.D. Field Placement Handbook.

2. Field placements have different time-based requirements. The **externship is at least a 500-hour experience** (e.g., two days a week during the academic year which runs from September 1 through August 31 unless otherwise agreed upon). The **practicum placement is at least 280 hours**, typically in a one day per week experience from September through at late May. The **internship is a 1750-hour experience**, which typically is 5 days per week and can occur over the course of an academic year. Summer months may be counted as part of the year for any of these placements. Some placements may also include evening or weekend hours.
3. **Supervision for externship** will be provided by a licensed supervisor (e.g., licensed psychologist, licensed social worker, licensed mental health professional) at the Externship Participating Agency site. Supervision will be provided at a minimum of once per week. **Supervision for practicum** will be provided by a certified school psychologist providing a minimum of once per week supervision. **Supervision for internship** requires regularly scheduled supervision, including face to face supervision and including direct observation of students performing direct services. The required supervision for a full time one-year internship includes at least two hours of regularly scheduled individual supervision from a state licensed doctoral level psychologist as well as an additional two hours of scheduled individual or group supervision from a state certified psychologist (or another state licensed psychologist or licensed mental health professional who has expertise in the area of supervision).
4. The field placement schedule, including the starting and ending times will be negotiated between the Student and their on-site supervisor at the Participating Agency. The Student will follow the Participating Agency's calendar and schedule. If the Student does (with Participating Agency supervisor's approval) miss any days/hours (e.g., Thanksgiving, spring break, program –related activity, etc.) these days/hours must be made up in consultation with their Participating Agency site and ADELPHI supervisor.
5. The ADELPHI Field Placement Coordinator will contact the Participating Agency Supervisor early in the year (i.e., September) to address any possible concerns. In addition, mid-year and end of year reviews will be requested from the Participating Agency Supervisor to complete as part of progress-monitoring and feedback for Students and for the Program. If Participating Agency Supervisor has any concerns at any time, they should contact the ADELPHI Field Placement Coordinator.
6. The Student must be in good standing in the Program and be making satisfactory progress to participate in the field placement. Maintaining a B average is required as part of this eligibility requirement.

7. The Student will follow confidentiality and privacy expectations under HIPAA and FERPA. The Student will follow these placement policies (e.g., record-keeping, placement regulations).
8. Time logs will be kept by the Student, submitted for Participating Agency Supervisor review, monthly. Logs will be sent from the Participating Agency Supervisor to the Field Placement Coordinator at ADELPHI by the 1st of the following month. Electronic copies will be accepted from the Participating Agency Supervisor's email only.
9. The Student involved in the field placement activities will be focused on developing competency in both NASP domains and APA profession-wide competencies (see Field Placement Requirements and Documentation Handbook).
10. In the event of an unsatisfactory evaluation of the Student, the Student will be removed from the Participating Agency site.

Participating Agency Agrees:

1. To the requirements of the field placements as set forth above and in respect to the type of placement (e.g., externship, practicum, internship).
2. To inform the Participating Agency Supervisor who will be involved in the conduct of the field placement experience of the terms of this Agreement and their responsibilities and obligations hereunder. The Participating Agency may replace the Supervisor identified to ADELPHI upon written notice to the ADELPHI Field Placement Coordinator or Director of Clinical Training, Adelphi University.
3. To cooperate with ADELPHI in planning the field placement so as to provide the Student with maximum opportunities for the development of field skills and professional growth to fulfill the objectives of the course and complete their course required clinical hours .
4. To provide students and faculty with access to appropriate resources for student education including: (a) access to patients in an appropriately supervised environment; (b) student security badges or other required security access to patient care areas (if available); (c) access (if appropriate) for students to electronic medical records or paper charts, as applicable; and (d) computer access, if applicable.
5. To assume responsibility for the continuity of care of all participants/clients assigned to Adelphi students.
6. To notify Adelphi if a student's illness occurs and assist the student to obtain needed care, for which the student will be held financially responsible
7. To retain documentation to attest that it is meeting its obligations under this Agreement and other standards that apply (Field Placement Requirements), and shall maintain such documentation for the duration of this agreement.

8. To issue an evaluation at the end of each semester, using Adelphi's Student Evaluation Form.
9. Should concerns arise from the Supervisor of the Participating Agency, they will be brought to the attention of the Student and their ADELPHI supervisor and the Field Placement Coordinator/Director of Clinical Training in a timely fashion. If necessary, a remedial plan will be developed and implemented.
10. To indemnify and hold harmless ADELPHI, its officers, directors and employees, and Student, of all claims, demands, causes of action and judgments arising out of injuries, including death, of persons or property or whatsoever kind or nature resulting from the Agreement and from acts or omissions of Participating Agency employees or agents.

ADELPHI Agrees:

1. To assume responsibility for planning, directing and implementing the educational program of the students, evaluating and grading of students, the collection of tuition fees and the assignment of credit according to the established policies of the University.
2. It is responsible for the administration of the Program, its curriculum content requirements for matriculation and graduation, records and faculty appointments, and bear all costs in connection therewith. Adelphi's Director of clinical training shall serve as liaison between Adelphi and the Participating Agency, correlate the clinical and academic experiences of the students, assist the supervisor when necessary, and in other ways assist the Participating Agency in providing an effective and meaningful learning opportunity for the students.
3. That the Student(s) selected for the field placements will meet the requirements as set forth above. ADELPHI will submit a listing of participating students and pertinent faculty prior to the beginning of the field placement. The University calendar will be observed.
4. The Student will be covered for professional liability through a group malpractice insurance policy.
5. In the event any Student proves to be unsatisfactory or unable to participate in the field placement experience, they will, on the recommendation of the ADELPHI Field Placement Coordinator or Director of Clinical Training, Adelphi University or delegate of Participating Agency be transferred out of the field placement experience being conducted at the Participating Agency.
6. To indemnify and hold harmless Participating Agency, its officers, directors and employees, of all claims, demands, causes of action and judgments arising out of injuries, including death, of persons or property or whatsoever kind or nature resulting from the Agreement and from acts or omissions of ADELPHI employees or agents or Student in connection with this Agreement.
7. To advise participating students that they are required to comply with Participating Agency's rules, regulations, and procedures.

Participating Agency and ADELPHI Agree:

1. The parties acknowledge that many student educational records are protected by the Family Educational Rights and Privacy Act ("FERPA"), and that student permission must be obtained before releasing specific student data to anyone other than those associated with ADELPHI.
2. The parties agree that this field placement will to comply with all the federal, state, local and institutional laws, ordinances and rules applicable to ADELPHI, and specifically agree not to unlawfully discriminate against any individual on the basis of an individual's race, creed, color, national origin, ethnicity, sex, sexual orientation, disability, genetic predisposition or carrier status, age, religion, marital status, veteran status, or any other basis protected by applicable local, state or federal laws, and to comply with all anti-discriminatory laws and policies which ADELPHI promulgates and to which ADELPHI is subject.
3. Both parties shall comply with all relevant New York State and Federal confidentiality laws including the Health Insurance Portability and Accountability Act of 1996 (HIPAA) to the extent applicable. In addition, both parties shall provide staff, students and all interested personnel with training in the requirements of the privacy and security provisions of HIPAA and advise them of the importance of complying with all procedures relative to HIPAA.
4. Any notices required to be given under this Agreement shall be sent to the addresses listed in the first paragraph. If the notice is sent to ADELPHI UNIVERSITY, it shall be directed to the Controller and Associate Vice President. If sent to Participating Agency, it shall be directed to the attention of the signatory.
5. Governing Law and Venue. This Agreement shall be governed by, interpreted, construed, and enforced under the laws of the State of New York, without regard to the principles of conflicts of laws. Any claims under this Agreement must be brought in a court of competent jurisdiction located within the State of New York or, at the University's sole discretion, may be referred to the American Arbitration Association for arbitration proceedings.
6. Electronic Signatures and Transmissions - This Agreement may be transmitted in electronic format and shall not be denied legal effect because it was formed or transmitted, in whole or in part, by electronic means. An electronic, digital or electronically transmitted signature (collectively, "Electronic Signature") will be deemed an acceptable original for purposes of consummating this Agreement and binding the party providing such Electronic Signature.
7. Entire Agreement - This constitutes the entire agreement between the parties with respect to the subject matter and no statement, promise, or inducement made by either party or

agent of either party that is not contained in this written Agreement shall be valid or binding. This Agreement may not be enlarged, modified or altered except in writing signed by both parties and endorsed thereon. This Agreement shall be construed without regard to any presumption or other rule requiring construction against the party who caused this Agreement to be drafted.

Participating Agency: _____

Signature: _____

Date

Title: _____

ADELPHI UNIVERSITY

By: Robert DeCarlo
Title: Controller & Associate Vice President

Date

**Appendix B. Adelphi University
School Psychology Psy.D. Program
Externship Supervisor Evaluation Form**

Student: _____ Training Site Name: _____

Supervisor: _____ Date: _____

Training Site Address: _____

Supervisor's Phone Number: _____ Supervisor's Email: _____

Thank you for supervising a student from Adelphi University's School Psychology Psy.D. Program. This evaluation provides feedback to the program on the development of this student's knowledge and skills related to the practice of school psychology.

DESCRIPTION OF SITE:

Ages/Grades served:	
Total number of clients served by setting:	
Percent of clients with low income:	
Percent of clients who are members of a minority group:	
Three most prevalent races/ethnicities:	
Sources for descriptive information:	

BACKGROUND INFORMATION:

Please answer the following questions related to your professional practice.

Position/Title:	Years of Experience:
Education: <input type="checkbox"/> Psy.D. <input type="checkbox"/> CSW <input type="checkbox"/> MHC _____	<input type="checkbox"/> Ph.D. <input type="checkbox"/> MSW <input type="checkbox"/> Other _____
Certification/Licensure: Certification in _____ License in _____ State of license _____	

Mark if this is mid-year or end-of-year evaluation:

☐ **Mid-year or Winter**

☐ **End-Of-Year or Spring/Summer**

RATING INSTRUCTIONS:

Please complete the following questions regarding the performance and progress of the trainee that you are currently supervising. Specifically, please evaluate their level of competency, knowledge, and skill development using the scale below.

Key:
1 – Does not Meet Expectations: Trainee demonstrates no skill in this area, or demonstrates the skill at a level that is ineffective, despite supervision.
2 – Minimally Meets Expectations: Trainee demonstrates aspects of the skill at a very basic level, and is effective in this area with a significant level of close, direct supervised assistance (i.e., supervisor observing and providing supervision during activity).
3 – Emerging Skills: Trainee demonstrates all aspects of the skill, and is effective in this area with frequent close, supervision; direct supervised assistance occasionally needed
4 – Meets expectations: Performance is at an expected supervisee/extern level. Trainee can function independently and meet challenges. Requires minimal supervision focused primarily on unusual or novel experiences. Trainees’ work is characterized by a proficient level of quality that is typically expected for an advanced trainee.
5 – Exceeds expectations: Performance is at an advanced supervisee/trainee level. Trainee functions independently and meets challenges well. Trainee’s work is characterized by a high level of quality that exceeds what is typically expected for a trainee at this level. Benefits from consultation or supervision focused primarily on unusual or novel experiences.
N/O – Not observed

NASP Standard I: Data-Based Decision Making APA Competency VI: Assessment Students have knowledge of varied methods of assessment and data collection methods for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes.	Evaluation Mark if this is the winter or spring evaluation	
	Winter	Spring
Activity	Supervisor’s Comments	
A. Student demonstrates knowledge of various theories and methods of assessment, diagnosis, and data collection and evaluation in psychology and education (e.g., norm-referenced, curriculum-based, direct behavior assessment) used to identify student strengths and needs, and their psychometric properties. (APA Domain B.3.c)	1 2 3 4 5 N/O	
B. Student demonstrates knowledge of various methods and models of identifying and measuring response to and effective outcomes of prevention and intervention services. (APA Domain B.3.c)	1 2 3 4 5 N/O	
C. Student demonstrates the ability to evaluate and select psychological and educational assessment methods appropriate to the purposes for	1 2 3 4 5 N/O	

which the assessment is being conducted as well as client/setting characteristics.	
D. Student demonstrates competence in conducting behavioral assessments, such as interviewing, systematic direct observation, and functional assessment/analysis and interpreting resulting data.	1 2 3 4 5 N/O
E. Student demonstrates competence in the administration and scoring of curriculum-based assessment and interpretation of resulting data including the subsequent use of relevant tools such as curriculum-based measurement as a method to progress monitor treatment outcomes.	1 2 3 4 5 N/O
F. Student demonstrates competence in the administration and scoring of assessments of social, emotional, and behavioral health and well-being and interpretation of resulting data.	1 2 3 4 5 N/O
G. Student demonstrates competence in the administration and scoring of academic assessment tools including standardized testing, criterion-referenced testing, curriculum-based assessment and measurement, direct observation (highlighting behaviors related to achievement such as academic engaged time), interviewing, and review of permanent products.	1 2 3 4 5 N/O
H. Student demonstrates competence in the administration and scoring of cognitive assessment tools and the interpretation of the data.	1 2 3 4 5 N/O
I. Student demonstrates the ability to evaluate components of the instructional environment that facilitate or impede learning or behavior change and interpretation of resulting data.	1 2 3 4 5 N/O
J. Student demonstrates the ability to synthesize a variety of assessment data in relation to the client and/or setting characteristics, and the purposes for which assessment is being conducted into a concise, meaningful, organized, and relevant report including recommendations.	1 2 3 4 5 N/O

NASP Standard II: Consultation and Collaboration APA Competency IX: Consultation and Interprofessional/Interdisciplinary Skills Students have knowledge of varied methods of consultation, collaboration, and communication applicable to individuals, families, groups, and systems and used to promote effective implementation of services.	Evaluation	
	Winter	Spring
Activity	Supervisor's Comments	
A. Student demonstrates knowledge of varied methods of consultation in psychology and education applicable to clients, families, staff, communities, and systems.	1 2 3 4 5 N/O	
B. Student demonstrates knowledge of strategies to promote collaborative, effective decision-making and implementation of services among professionals, families, and others.	1 2 3 4 5 N/O	
C. Student demonstrates effective consultation and collaboration skills in <i>planning processes</i> at the client, family, staff, community, and systems levels to design, implement, and evaluate services.	1 2 3 4 5 N/O	
D. Student demonstrates effective consultation and collaboration skills in <i>problem-solving processes</i> at the client, family, staff, community, and systems levels to design, implement, and evaluate services.	1 2 3 4 5 N/O	

E. Student demonstrates effective consultation and collaboration skills in <i>decision-making processes</i> at the client, family, staff, community, and systems levels to design, implement, and evaluate services.	1	2	3	4	5	N/O
F. Student facilitates collaboration and communication among diverse personnel, families, community professionals, and others.	1	2	3	4	5	N/O
G. Student effectively communicates information in written and oral forms to diverse audiences (e.g., family, staff, policy makers, community leaders).	1	2	3	4	5	N/O

APA Competency VII: Intervention Students have knowledge of biological, cultural, and social influences on academic skills; human learning, cognitive and developmental processes; and evidence-based curriculum and instructional strategies.	Evaluation	
	Winter	Spring
Activity	Supervisor's Comments	
A. Student demonstrates knowledge of varied evidence-based methods in psychology and education to support cognitive and academic skills including those related to the needs of children with diverse backgrounds and characteristics. (APA Domain B.3.c)	1	2 3 4 5 N/O
B. Student uses data to develop appropriate academic goals for children with diverse abilities, disabilities, backgrounds, strengths, and needs. (APA Domain B.3.c)	1	2 3 4 5 N/O
C. Student implements and evaluates the effectiveness, fidelity, and social validity of evidence-based practices to achieve outcomes related to children's academic skills. (APA Domain B.3.c)	1	2 3 4 5 N/O
D. Student demonstrates effective consultation and collaboration skills in <i>problem-solving processes</i> at the client, staff, family, community, and systems levels to design, implement, and evaluate services.	1	2 3 4 5 N/O

NASP Standard IV: Mental and Behavioral Health Services and Interventions APA Competency VII: Intervention Students have knowledge of biological, cultural, developmental, and social influences on behavior and mental health; behavioral and emotional impacts on learning and life skills; and evidence-based strategies to promote social-emotional functioning and mental health.	Evaluation	
	Winter	Spring
Activity	Supervisor's Comments	
A. Student demonstrates knowledge of dysfunctional behavior or psychopathology to understand and explain human behavior. (APA Domain B.3.b)	1	2 3 4 5 N/O
B. Student demonstrates knowledge of varied evidence-based methods in psychology and education to promote social, emotional, and behavioral health and well-being, including those related to the needs of	1	2 3 4 5 N/O

children with diverse backgrounds and characteristics. (APA Domain B.3.c)	
C. Student uses assessment data to develop appropriate social, emotional, behavioral health and well-being goals for children with diverse abilities, disabilities, backgrounds, strengths, and needs. (APA Domain B.3.c)	1 2 3 4 5 N/O
D. Student implements and evaluates the effectiveness, fidelity, and social validity of evidence-based practices to achieve outcomes related to children's social, emotional, and behavioral health and well-being functioning. (APA Domain B.3.c)	1 2 3 4 5 N/O

APA Competency IX: Consultation and interpersonal/interdisciplinary skills Students have knowledge of systems and their structure, theory; educational impact; technology resources; and evidence-based organizational practices that promote positive outcomes in learning, social development, and mental health.	Evaluation	
	Winter	Spring
Activity	Supervisor's Comments	
A. Student demonstrates an understanding of the role and function of psychologists in relation to the functions of the present organization, other personnel, and state and local agencies.	1 2 3 4 5 N/O	
B. Student demonstrates knowledge of the present organization, and systems structure, and services across diverse settings.	1 2 3 4 5 N/O	
C. Student demonstrates knowledge of evidence-based systems-wide practices that promote learning across domains; prevent problems; and ensure positive and effective organization and climate across diverse situations, contexts, and characteristics.	1 2 3 4 5 N/O	
D. Student is a contributing, effective member on various committees within the organization (e.g., services, planning).	1 2 3 4 5 N/O	

APA Competency VII: Intervention Students have knowledge of principles and research related to resilience and risk factors in learning and mental health, services in schools and communities to support multi-tiered prevention, and evidence-based strategies for effective crisis response.	Evaluation	
	Winter	Spring
Activity	Supervisor's Comments	
A. Student demonstrates knowledge of principles and research related to risk and resilience factors in learning and social, emotional, and behavioral health and well-being.	1 2 3 4 5 N/O	
B. Student demonstrates knowledge of multi-tiered prevention strategies (i.e., universal, selected, and indicated) related to learning and social, emotional, and behavioral health and well-being. (APA Domain B.3.c)	1 2 3 4 5 N/O	

Student demonstrates knowledge of evidence-based strategies for effective crisis prevention, preparation, and response. (APA Domain B.3.c)	1 2 3 4 5 N/O
D. Student contributes to, implements, and/or evaluates services for crisis prevention, preparation, response, and recovery at the individual, family, and systems levels that take into account diverse needs and characteristics. (APA Domain B.3.c)	1 2 3 4 5 N/O
E. Student engages in data-based decision making through direct and indirect delivery to promote services to promote safe and supportive schools.	1 2 3 4 5 N/O

NASP Standard VII: Family, School and Community Collaboration APA Competency IX: Consultation and interprofessional/interdisciplinary skills Skills Students have knowledge of principles and research related to family systems, strengths, needs, and culture; evidence-based strategies to support family influences on children's learning, socialization, and mental health; and methods to develop collaboration between families and schools.	Evaluation	
	Winter	Spring
Activity	Supervisor's Comments	
A Student demonstrates knowledge of characteristics related to families (e.g., strengths, needs, culture) and family-school or family-agency interactions that impact children's development.	1 2 3 4 5 N/O	
B. Student demonstrates knowledge of evidence-based practices that support positive family functioning and promote children's development (e.g., conjoint behavioral consultation, home-school collaboration).	1 2 3 4 5 N/O	
C. Student demonstrates knowledge of strategies to promote collaboration among parents, educators, and community agencies to improve outcomes for children.	1 2 3 4 5 N/O	
D. Student demonstrates skills to design, implement, and evaluate services that respond to family culture and context.	1 2 3 4 5 N/O	
E. Student facilitates family and school partnership/interactions with community agencies for enhancement of academic outcomes and social, emotional, and behavioral health and well-being for children.	1 2 3 4 5 N/O	
F. Student designs, implements, and evaluates education programs/services that assist parents with promoting their child's academic outcomes and social, emotional, and behavioral health and well-being.	1 2 3 4 5 N/O	

APA Competency III: Individual and Cultural Diversity Students have awareness, appreciation, and skills in working with individuals and groups from a variety of racial, cultural, ethnic, socioeconomic, gender-related, and linguistic backgrounds.	Evaluation					
	Winter			Spring		
Activity	Supervisor's Comments					
A. Student demonstrates knowledge of individual differences, abilities, disabilities, and other diverse characteristics of individuals and their potential influence on learning and social, emotional, and behavioral health and well-being.	1	2	3	4	5	N/O
B. Student demonstrates knowledge of how to address the potential influences related to cultural and individual diversity within evidence-based practice.	1	2	3	4	5	N/O
C. Student demonstrates knowledge of principles and research related to diversity factors for children, families, and schools, including factors related to culture and context.	1	2	3	4	5	N/O
D. Student provides effective services (e.g., consultation, direct intervention, assessment) across stakeholders (e.g., students, families, schools, agencies) with diverse characteristics, cultures, and backgrounds across multiple contexts.	1	2	3	4	5	N/O
E. Student addresses individual differences, strengths, backgrounds, and needs in the design, implementation, and evaluation of services.	1	2	3	4	5	N/O
F. Student applies principles of social justice and a respect for equitable practices for diverse student populations when providing professional services that promote effective functioning for individuals, families, and schools or agencies with diverse characteristics and across multiple contexts.	1	2	3	4	5	N/O

NASP Standard IX: Research and Evidence-Based Practice APA Competency I: Research Students have knowledge of research design, statistics, measurement, varied data collection and analysis techniques, and program evaluation methods sufficient for understanding research and interpreting data in applied settings.	Evaluation					
	Winter			Spring		
Activity	Supervisor's Comments					
A. Student demonstrates knowledge of group and single-case research designs. (APA Domain B.3.a)	1	2	3	4	5	N/O
B. Student demonstrates knowledge of educational and psychological measurement, evaluation, and assessment methods. (APA Domain B.3.a)	1	2	3	4	5	N/O
C. Student demonstrates knowledge of statistical and other techniques of data analysis appropriate to research questions. (APA Domain B.3.a)	1	2	3	4	5	N/O
D. Student completes a research or evaluation project related to an area of interest related to the discipline of school psychology.	1	2	3	4	5	N/O

E. Student evaluates and synthesizes a body of research as a foundation for effective service delivery and/or research.	1	2	3	4	5	N/O
F. Student uses varied techniques and technologies for data collection, measurement, evaluation, and assessment to support effective practices at the individual, group, and/or systems levels.	1	2	3	4	5	N/O

NASP Standard X: Legal, Ethical, and Professional Practice APA Competency II: Ethical and Legal Standards Knowledge of the history and foundation of school psychology; multiple service models and methods; ethical, legal and professional standards; and other factors related to professional identity and effective practice as school psychologists	Evaluation					
	Winter			Spring		
	Supervisor's Comments					
Activity						
A. Student demonstrates knowledge of the history and systems of psychology. (APA Domain B.3.a)	1	2	3	4	5	N/O
B. Student demonstrates knowledge of the ethical, legal, and professional standards in psychology. (APA Domain B.3.b)	1	2	3	4	5	N/O
C. Student demonstrates knowledge of a systematic decision-making process related to resolving legal and ethical dilemmas. (APA Domain B.3.b)	1	2	3	4	5	N/O
D. Student provides services consistent with ethical and professional standards in professional psychology.	1	2	3	4	5	N/O
E Student provides services consistent with legal standards and regulations relevant to practice in settings in which they work.	1	2	3	4	5	N/O
F. Student engages in responsive, systematic, ethical and professional decision-making.	1	2	3	4	5	N/O

Part II: Professional Work Characteristics

Below is a list of professional work characteristics needed for effective practice as a professional psychologist. Please evaluate the student's professional work characteristics using the following scale:		
1	<i>Never</i>	Characteristic is not evident
2	<i>Rarely</i>	Characteristic is evident and demonstrated with little to no consistency
3	<i>Sometimes</i>	Characteristic is evident and demonstrated at times
4	<i>Often</i>	Characteristic is evident and demonstrated the majority of opportunities
5	<i>Always</i>	Characteristics is evident and consistently demonstrated
NO	<i>Not Observed</i>	There were no opportunities for the characteristic to be demonstrated

	Rating					
	1	2	3	4	5	N/O
1. Punctuality and attendance <ul style="list-style-type: none"> Arrives at specified time, makes arrangements for scheduling conflicts, demonstrates dependability 						
2. Professional appearance and demeanor <ul style="list-style-type: none"> Follows agency norms and adheres to organizational policies; models behavior appropriate to the role; respects the authority of staff, administration, etc.; uses technology appropriately; accepts responsibility for own actions 						
3. Initiative, motivation, consistency, and perseverance <ul style="list-style-type: none"> Takes initiative in assuming and accomplishing work; does not wait to be asked or told when to begin anticipated tasks; articulates ideas in a clear, collaborative, and professional manner 						
4. Flexibility, adaptability to novel/ unexpected situations <ul style="list-style-type: none"> Adapts effectively to the demands of a situation, demonstrates sufficient flexibility to handle change, manages stress to prevent inference with service delivery 						
5. Poise, tactfulness, and rapport with staff and others <ul style="list-style-type: none"> Forms and maintains productive and respectful relationships with clients, peers/colleagues, supervisors, families, and professionals from other disciplines 						
6. Preparation and organization <ul style="list-style-type: none"> Demonstrates time management skills, meets deadlines, arrives prepared, maintains confidential records 						
7. Ability to handle professionally constructive criticism and positively use feedback <ul style="list-style-type: none"> Accepts criticism and feedback, uses supervision productively, makes corrections to address legitimate concerns from supervisors 						
8. Ability to accurately self-evaluate areas of practice <ul style="list-style-type: none"> Displays broadened self-awareness; utilizes self-monitoring; displays reflectivity regarding professional practice (reflection on action); uses resources to enhance reflectivity; demonstrates elements of reflection-on-action 						
9. Respect for cultural and individual diversity <ul style="list-style-type: none"> Uses person-first language when speaking and writing; demonstrates skills to work effectively with individuals of diverse backgrounds; 						

monitors and applies knowledge of self and others as cultural beings in assessment, treatment, and consultation						
10. Engaging in continuing education, including participation in professional associations for school psychologists <ul style="list-style-type: none"> Seeks learning experiences, including opportunities to observe provision of services outside of current competencies, participates in formal professional development sessions, uses resources (supervision, literature) for professional development 						
11. Development of professional identity and integrity <ul style="list-style-type: none"> Displays emerging professional identity as psychology; demonstrates adherence to professional values infuses work as a psychologist-in-training; recognizes situations that challenge adherence to professional values; acts to safeguard the welfare of others 						
12. Self-care <ul style="list-style-type: none"> Monitors issues related to self-care with instructor/supervisors/faculty advisor; understands the central role of self-care to effective practice 						
13. Effective communication skills <ul style="list-style-type: none"> Communicates clearly using verbal, nonverbal, and written skills in a professional context; demonstrates clear understanding and use of professional language; negotiates differences and handles conflict satisfactorily; provides effective feedback to others and receives feedback non-defensively 						
14. Knowledge and application of evidence-based practice <ul style="list-style-type: none"> Applies knowledge of evidence-based practice, including empirical bases of assessment, intervention, and other psychological applications, clinical expertise, and client preferences 						

The basis for your evaluation of the student's professional work characteristics is: (check all that apply):

___ Direct observation

___ Comments of colleagues

___ Supervision hours

___ Comments of parents

___ Professional outcomes/permanent products (e.g., reports, presentations, etc.)

___ Comments of teachers

___ Other, please specify:

Please comment on any ratings of 1 or 2:

Rating Key for Overall Rating:

1	Does not Meet Expectations	Student <i>demonstrates none of the above skills, or</i> the student demonstrates skills at a level that is <i>ineffective, despite supervision</i> .
2	Minimally Meets Expectations	Student <i>demonstrates aspects of the above skills at a very basic level</i> , and is effective across skill areas with <i>a significant level of close, direct supervised assistance</i> (i.e., supervisor observing and providing supervision during activity).
3	Developing Skills	Student <i>demonstrates all aspects of the above skills</i> , and is effective across skill areas <i>with frequent close, supervision; direct supervised assistance occasionally needed</i>
4	Meets Expectations	Student <i>demonstrates all aspects of the above skills</i> , and is effective across skill areas with <i>on-going supervision</i> to affirm the student's skills or to provide suggestions to increase the effectiveness of the skills. <i>Direct supervised assistance rarely needed.</i>
5	Exceeds Expectations	Student <i>demonstrates all aspects of the skill</i> , and is effective in this area with <i>no direct supervised assistance</i> .
NA	Not Applicable	Student not observed frequently enough to make a rating at this time.

Part III: Summary

What are this student's strengths?

In what areas does this student need to grow?

What is your overall rating of this student?

1 2 3 4 5 NA

- ☐ **Mid-year or Winter** ☐ **End-Of-Year or Spring/Summer**

RATING INSTRUCTIONS:

Please complete the following questions regarding the performance and progress of the school psychology practicum student that you are currently supervising. Specifically, please evaluate their level of competency, knowledge, and skill development using the scale below.

Key:
1 – Does not Meet Expectations: Trainee demonstrates no skill in this area, or demonstrates the skill at a level that is ineffective, despite supervision.
2 – Minimally Meets Expectations: Trainee demonstrates aspects of the skill at a very basic level, and is effective in this area with a significant level of close, direct supervised assistance (i.e., supervisor observing and providing supervision during activity).
3 – Emerging Skills: Trainee demonstrates all aspects of the skill, and is effective in this area with frequent close, supervision; direct supervised assistance occasionally needed
4 – Meets expectations: Performance is at an expected supervisee/intern level. Trainee can function independently and meet challenges. Requires minimal supervision focused primarily on unusual or novel experiences. Trainees' work is characterized by a proficient level of quality that is typically expected for an advanced intern.
5 – Exceeds expectations: Performance is at an advanced supervisee/intern level. Trainee functions independently and meets challenges well. Trainee's work is characterized by a high level of quality that exceeds what is typically expected for an intern. Benefits from consultation or supervision focused primarily on unusual or novel experiences.
N/O – Not observed

NASP Standard I: Data-Based Decision Making APA Competency VI: Assessment Students have knowledge of varied methods of assessment and data collection methods for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes.	Evaluation Mark if this is the winter or spring evaluation	
	Winter	Spring
Activity	Supervisor's Comments	
A. Student demonstrates knowledge of various theories and methods of assessment, diagnosis, and data collection and evaluation in psychology and education (e.g., norm-referenced, curriculum-based, direct behavior assessment) used to identify student strengths and needs, and their psychometric properties. (APA Domain B.3.c)	1 2 3 4 5 N/O	
B. Student demonstrates knowledge of various methods and models of identifying and measuring response to and effective outcomes of prevention and intervention services. (APA Domain B.3.c)	1 2 3 4 5 N/O	
C. Student demonstrates the ability to evaluate and select psychological and educational assessment methods appropriate to the purposes for which the assessment is being conducted as well as client/setting characteristics.	1 2 3 4 5 N/O	

D. Student demonstrates competence in conducting behavioral assessments, such as interviewing, systematic direct observation, and functional assessment/analysis and interpreting resulting data.	1	2	3	4	5	N/O
E. Student demonstrates competence in the administration and scoring of curriculum-based assessment and interpretation of resulting data including the subsequent use of relevant tools such as curriculum-based measurement as a method to progress monitor treatment outcomes.	1	2	3	4	5	N/O
F. Student demonstrates competence in the administration and scoring of assessments of social, emotional, and behavioral health and well-being and interpretation of resulting data.	1	2	3	4	5	N/O
G. Student demonstrates competence in the administration and scoring of academic assessment tools including standardized testing, criterion-referenced testing, curriculum-based assessment and measurement, direct observation (highlighting behaviors related to achievement such as academic engaged time), interviewing, and review of permanent products.	1	2	3	4	5	N/O
H. Student demonstrates competence in the administration and scoring of cognitive assessment tools and the interpretation of the data.	1	2	3	4	5	N/O
I. Student demonstrates the ability to evaluate components of the instructional environment that facilitate or impede learning or behavior change and interpretation of resulting data.	1	2	3	4	5	N/O
J. Student demonstrates the ability to synthesize a variety of assessment data in relation to the client and/or setting characteristics, and the purposes for which assessment is being conducted into a concise, meaningful, organized, and relevant report including recommendations.	1	2	3	4	5	N/O

NASP Standard II: Consultation and Collaboration APA Competency IX: Consultation and Interprofessional/Interdisciplinary Skills Students have knowledge of varied methods of consultation, collaboration, and communication applicable to individuals, families, groups, and systems and used to promote effective implementation of services.	Evaluation						
	Winter					Spring	
	Supervisor's Comments						
A. Student demonstrates knowledge of varied methods of consultation in psychology and education applicable to students, educators, families, communities, and systems.	1	2	3	4	5	N/O	
B. Student demonstrates knowledge of strategies to promote collaborative, effective decision-making and implementation of services among professionals, families, and others.	1	2	3	4	5	N/O	
C. Student demonstrates effective consultation and collaboration skills in <i>planning processes</i> at the student, educator, family, community, and systems levels to design, implement, and evaluate services.	1	2	3	4	5	N/O	
D. Student demonstrates effective consultation and collaboration skills in <i>problem-solving processes</i> at the student, educator, family, community, and systems levels to design, implement, and evaluate services.	1	2	3	4	5	N/O	

E. Student demonstrates effective consultation and collaboration skills in <i>decision-making processes</i> at the student, educator, family, community, and systems levels to design, implement, and evaluate services.	1	2	3	4	5	N/O
F. Student facilitates collaboration and communication among diverse school personnel, families, community professionals, and others.	1	2	3	4	5	N/O
G. Student effectively communicates information in written and oral forms to diverse audiences (e.g., parents, teachers, other school personnel, policy makers, community leaders).	1	2	3	4	5	N/O

NASP Standard III: Academic interventions and instructional Supports APA Competency VII: Intervention Students have knowledge of biological, cultural, and social influences on academic skills; human learning, cognitive and developmental processes; and evidence-based curriculum and instructional strategies.	Evaluation	
	Winter	Spring
Activity	Supervisor's Comments	
A. Student demonstrates knowledge of varied evidence-based methods in psychology and education to support cognitive and academic skills including those related to the needs of children with diverse backgrounds and characteristics. (APA Domain B.3.c)	1	2 3 4 5 N/O
B. Student uses data to develop appropriate academic goals for children with diverse abilities, disabilities, backgrounds, strengths, and needs. (APA Domain B.3.c)	1	2 3 4 5 N/O
C. Student implements and evaluates the effectiveness, fidelity, and social validity of evidence-based practices to achieve outcomes related to children's academic skills. (APA Domain B.3.c)	1	2 3 4 5 N/O
D. Student demonstrates effective consultation and collaboration skills in <i>problem-solving processes</i> at the student, educator, family, community, and systems levels to design, implement, and evaluate services.	1	2 3 4 5 N/O

NASP Standard IV: Mental and Behavioral Health Services and Interventions APA Competency VII: Intervention Students have knowledge of biological, cultural, developmental, and social influences on behavior and mental health; behavioral and emotional impacts on learning and life skills; and evidence-based strategies to promote social-emotional functioning and mental health.	Evaluation	
	Winter	Spring
Activity	Supervisor's Comments	

A. Student demonstrates knowledge of dysfunctional behavior or psychopathology to understand and explain human behavior. (APA Domain B.3.b)	1 2 3 4 5 N/O
B. Student demonstrates knowledge of varied evidence-based methods in psychology and education to promote social, emotional, and behavioral health and well-being, including those related to the needs of children with diverse backgrounds and characteristics. (APA Domain B.3.c)	1 2 3 4 5 N/O
C. Student uses assessment data to develop appropriate social, emotional, behavioral health and well-being goals for children with diverse abilities, disabilities, backgrounds, strengths, and needs. (APA Domain B.3.c)	1 2 3 4 5 N/O
D. Student implements and evaluates the effectiveness, fidelity, and social validity of evidence-based practices to achieve outcomes related to children's social, emotional, and behavioral health and well-being functioning. (APA Domain B.3.c)	1 2 3 4 5 N/O

NASP Standard V: School-Wide Practices to Promote Learning APA Competency IX: Consultation and interpersonal/interdisciplinary skills Students have knowledge of school and systems structure, organization, and theory; general and special education; technology resources; and evidence-based school practices that promote academic outcomes, learning, social development, and mental health.	Evaluation	
	Winter	Spring
Activity	Supervisor's Comments	
A. Student demonstrates an understanding of the role and function of school psychologists in relation to the administration of schools, other school personnel, and state and local agencies.	1 2 3 4 5 N/O	
B. Student demonstrates knowledge of school and systems structure, school organization, general education, special education, and alternative education services across diverse settings.	1 2 3 4 5 N/O	
C. Student demonstrates knowledge of evidence-based systems-wide (e.g., district, school) practices that promote learning across domains; prevent problems; and ensure positive and effective school organization and climate across diverse situations, contexts, and characteristics.	1 2 3 4 5 N/O	
D. Student is a contributing, effective member on various committees within the school (e.g., pupil services, special education, curriculum planning, instructional methodology).	1 2 3 4 5 N/O	

NASP Standard VI: Services to Promote Safe and Supportive Schools	Evaluation
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APA Competency VII: Intervention Students have knowledge of principles and research related to resilience and risk factors in learning and mental health, services in schools and communities to support multi-tiered prevention, and evidence-based strategies for effective crisis response.	Winter		Spring	
	Activity		Supervisor's Comments	
A. Student demonstrates knowledge of principles and research related to risk and resilience factors in learning and social, emotional, and behavioral health and well-being.	1	2	3	4 5 N/O
B. Student demonstrates knowledge of multi-tiered prevention strategies (i.e., universal, selected, and indicated) related to learning and social, emotional, and behavioral health and well-being. (APA Domain B.3.c)	1	2	3	4 5 N/O
Student demonstrates knowledge of evidence-based strategies for effective crisis prevention, preparation, and response. (APA Domain B.3.c)	1	2	3	4 5 N/O
D. Student contributes to, implements, and/or evaluates services for crisis prevention, preparation, response, and recovery at the individual, family, and systems levels that take into account diverse needs and characteristics. (APA Domain B.3.c)	1	2	3	4 5 N/O
E. Student engages in data-based decision making through direct and indirect delivery to promote services to promote safe and supportive schools.	1	2	3	4 5 N/O

NASP Standard VII: Family, School, and Community Collaboration APA Competency IX: Consultation and interprofessional/interdisciplinary skills Skills Students have knowledge of principles and research related to family systems, strengths, needs, and culture; evidence-based strategies to support family influences on children's learning, socialization, and mental health; and methods to develop collaboration between families and schools.	Evaluation	
	Winter	Spring
Activity	Supervisor's Comments	
A Student demonstrates knowledge of characteristics related to families (e.g., strengths, needs, culture) and family-school interactions that impact children's development.	1	2 3 4 5 N/O
B. Student demonstrates knowledge of evidence-based practices that support positive family functioning and promote children's development (e.g., conjoint behavioral consultation, home-school collaboration).	1	2 3 4 5 N/O
C. Student demonstrates knowledge of strategies to promote collaboration among parents, educators, and community agencies to improve outcomes for children.	1	2 3 4 5 N/O
D. Student demonstrates skills to design, implement, and evaluate services that respond to family culture and context.	1	2 3 4 5 N/O

E. Student facilitates family and school partnership/interactions with community agencies for enhancement of academic outcomes and social, emotional, and behavioral health and well-being for children.	1 2 3 4 5 N/O
F. Student designs, implements, and evaluates education programs/services that assist parents with promoting their child's academic outcomes and social, emotional, and behavioral health and well-being.	1 2 3 4 5 N/O

NASP Standard VIII: Equitable Practices for Diverse Student Populations APA Competency III: Individual and Cultural Diversity Students have awareness, appreciation, and skills in working with individuals and groups from a variety of racial, cultural, ethnic, socioeconomic, gender-related, and linguistic backgrounds.	Evaluation	
	Winter	Spring
Activity	Supervisor's Comments	
A. Student demonstrates knowledge of individual differences, abilities, disabilities, and other diverse characteristics of individuals and their potential influence on learning and social, emotional, and behavioral health and well-being.	1 2 3 4 5 N/O	
B. Student demonstrates knowledge of how to address the potential influences related to cultural and individual diversity within evidence-based practice.	1 2 3 4 5 N/O	
C. Student demonstrates knowledge of principles and research related to diversity factors for children, families, and schools, including factors related to culture and context.	1 2 3 4 5 N/O	
D. Student provides effective services (e.g., consultation, direct intervention, assessment) across stakeholders (e.g., students, families, schools) with diverse characteristics, cultures, and backgrounds across multiple contexts.	1 2 3 4 5 N/O	
E. Student addresses individual differences, strengths, backgrounds, and needs in the design, implementation, and evaluation of services.	1 2 3 4 5 N/O	
F. Student applies principles of social justice and a respect for equitable practices for diverse student populations when providing professional services that promote effective functioning for individuals, families, and schools with diverse characteristics and across multiple contexts.	1 2 3 4 5 N/O	

NASP Standard IX: Research and Evidence-Based Practice APA Competency I: Research Students have knowledge of research design, statistics, measurement, varied data collection and analysis techniques, and program evaluation methods sufficient for understanding research and interpreting data in applied settings.	Evaluation	
	Winter	Spring
Activity	Supervisor's Comments	

A. Student demonstrates knowledge of group and single-case research designs. (APA Domain B.3.a)	1	2	3	4	5	N/O
B. Student demonstrates knowledge of educational and psychological measurement, evaluation, and assessment methods. (APA Domain B.3.a)	1	2	3	4	5	N/O
C. Student demonstrates knowledge of statistical and other techniques of data analysis appropriate to research questions. (APA Domain B.3.a)	1	2	3	4	5	N/O
D. Student completes a research or evaluation project related to an area of interest related to the discipline of school psychology.	1	2	3	4	5	N/O
E. Student evaluates and synthesizes a body of research as a foundation for effective service delivery and/or research.	1	2	3	4	5	N/O
F. Student uses varied techniques and technologies for data collection, measurement, evaluation, and assessment to support effective practices at the individual, group, and/or systems levels.	1	2	3	4	5	N/O

NASP Standard X: Legal, ethical, and professional practice APA Competency II: Ethical and Legal Standards Knowledge of the history and foundation of school psychology; multiple service models and methods; ethical, legal and professional standards; and other factors related to professional identity and effective practice as school psychologists	Evaluation					
	Winter			Spring		
Activity	Supervisor's Comments					
A. Student demonstrates knowledge of the history and systems of psychology. (APA Domain B.3.a)	1	2	3	4	5	N/O
B. Student demonstrates knowledge of the ethical, legal, and professional standards in psychology. (APA Domain B.3.b)	1	2	3	4	5	N/O
C. Student demonstrates knowledge of a systematic decision-making process related to resolving legal and ethical dilemmas. (APA Domain B.3.b)	1	2	3	4	5	N/O
D. Student provides services consistent with ethical and professional standards in professional psychology.	1	2	3	4	5	N/O
E Student provides services consistent with legal standards and regulations relevant to practice in settings in which they work.	1	2	3	4	5	N/O
F. Student engages in responsive, systematic, ethical and professional decision-making.	1	2	3	4	5	N/O

Part II: Professional Work Characteristics

Below is a list of professional work characteristics needed for effective practice as a professional psychologist. Please evaluate the student's professional work characteristics using the following scale:		
1	<i>Never</i>	Characteristic is not evident
2	<i>Rarely</i>	Characteristic is evident and demonstrated with little to no consistency
3	<i>Sometimes</i>	Characteristic is evident and demonstrated at times
4	<i>Often</i>	Characteristic is evident and demonstrated the majority of opportunities
5	<i>Always</i>	Characteristics is evident and consistently demonstrated
NO	<i>Not Observed</i>	There were no opportunities for the characteristic to be demonstrated

	Rating					
	1	2	3	4	5	N/O
15. Punctuality and attendance <ul style="list-style-type: none"> Arrives at specified time, makes arrangements for scheduling conflicts, demonstrates dependability 						
16. Professional appearance and demeanor <ul style="list-style-type: none"> Follows school norms and adheres to district/school policies; models behavior appropriate to the role; respects the authority of staff, administration, etc.; uses technology appropriately; accepts responsibility for own actions 						
17. Initiative, motivation, consistency, and perseverance <ul style="list-style-type: none"> Takes initiative in assuming and accomplishing work; does not wait to be asked or told when to begin anticipated tasks; articulates ideas in a clear, collaborative, and professional manner 						
18. Flexibility, adaptability to novel/ unexpected situations <ul style="list-style-type: none"> Adapts effectively to the demands of a situation, demonstrates sufficient flexibility to handle change, manages stress to prevent inference with service delivery 						
19. Poise, tactfulness, and rapport with staff and others <ul style="list-style-type: none"> Forms and maintains productive and respectful relationships with clients, peers/colleagues, supervisors, families, and professionals from other disciplines 						
20. Preparation and organization <ul style="list-style-type: none"> Demonstrates time management skills, meets deadlines, arrives prepared, maintains confidential records 						
21. Ability to handle professionally constructive criticism and positively use feedback <ul style="list-style-type: none"> Accepts criticism and feedback, uses supervision productively, makes corrections to address legitimate concerns from supervisors 						
22. Ability to accurately self-evaluate areas of practice <ul style="list-style-type: none"> Displays broadened self-awareness; utilizes self-monitoring; displays reflectivity regarding professional practice (reflection on action); uses resources to enhance reflectivity; demonstrates elements of reflection-on-action 						
23. Respect for cultural and individual diversity <ul style="list-style-type: none"> Uses person-first language when speaking and writing; demonstrates skills to work effectively with individuals of diverse backgrounds; 						

	monitors and applies knowledge of self and others as cultural beings in assessment, treatment, and consultation						
24.	Engaging in continuing education, including participation in professional associations for school psychologists <ul style="list-style-type: none"> Seeks learning experiences, including opportunities to observe provision of services outside of current competencies, participates in formal professional development sessions, uses resources (supervision, literature) for professional development 						
25.	Development of professional identity and integrity <ul style="list-style-type: none"> Displays emerging professional identity as psychology; demonstrates adherence to professional values infuses work as a psychologist-in-training; recognizes situations that challenge adherence to professional values; acts to safeguard the welfare of others 						
26.	Self-care <ul style="list-style-type: none"> Monitors issues related to self-care with instructor/supervisors/faculty advisor; understands the central role of self-care to effective practice 						
27.	Effective communication skills <ul style="list-style-type: none"> Communicates clearly using verbal, nonverbal, and written skills in a professional context; demonstrates clear understanding and use of professional language; negotiates differences and handles conflict satisfactorily; provides effective feedback to others and receives feedback non-defensively 						
28.	Knowledge and application of evidence-based practice <ul style="list-style-type: none"> Applies knowledge of evidence-based practice, including empirical bases of assessment, intervention, and other psychological applications, clinical expertise, and client preferences 						

The basis for your evaluation of the student's professional work characteristics is: (check all that apply):

___ Direct observation

___ Comments of colleagues

___ Supervision hours

___ Comments of parents

___ Professional outcomes/permanent products (e.g., reports, presentations, etc.)

___ Comments of teachers

___ Other, please specify:

Please comment on any ratings of 1 or 2:

Rating Key for Overall Rating:

1	Does not Meet Expectations	Student <i>demonstrates none of the above skills, or</i> the student demonstrates skills at a level that is <i>ineffective, despite supervision</i> .
2	Minimally Meets Expectations	Student <i>demonstrates aspects of the above skills at a very basic level</i> , and is effective across skill areas with <i>a significant level of close, direct supervised assistance</i> (i.e., supervisor observing and providing supervision during activity).
3	Developing Skills	Student <i>demonstrates all aspects of the above skills</i> , and is effective across skill areas <i>with frequent close, supervision; direct supervised assistance occasionally needed</i>
4	Meets Expectations	Student <i>demonstrates all aspects of the above skills</i> , and is effective across skill areas with <i>on-going supervision</i> to affirm the student's skills or to provide suggestions to increase the effectiveness of the skills. <i>Direct supervised assistance rarely needed.</i>
5	Exceeds Expectations	Student <i>demonstrates all aspects of the skill</i> , and is effective in this area with <i>no direct supervised assistance</i> .
NA	Not Applicable	Student not observed frequently enough to make a rating at this time.

**Appendix D. Adelphi University
School Psychology Psy.D. Program
Internship Supervisor Evaluation Form**

Student: _____ Training Site Name: _____

Supervisor: _____ Date: _____

Training Site Address: _____

Supervisor's Phone Number: _____ Supervisor's Email: _____

Thank you for supervising a student from Adelphi University's School Psychology Psy.D. Program. This evaluation provides feedback to the program on the development of this student's knowledge and skills related to the practice of school psychology.

DESCRIPTION OF SITE:

Ages/Grades served:	
Total number of clients served by setting:	
Percent of clients with low income:	
Percent of clients who are members of a minority group:	
Three most prevalent races/ethnicities:	
Sources for descriptive information:	

BACKGROUND INFORMATION:

Please answer the following questions related to your professional practice.

Position/Title:		Years of Experience:	
Education:	<input type="checkbox"/> Master's/Specialist	<input type="checkbox"/> Ph.D.	
	<input type="checkbox"/> Psy.D.	<input type="checkbox"/> Other _____	
Certification/Licensure:	<input type="checkbox"/> Certification in school psychology:		
	<input type="checkbox"/> <i>Initial</i> <input type="checkbox"/> <i>Provisional</i> <input type="checkbox"/> <i>Professional</i>		
	<input type="checkbox"/> Educator certificate in school psychology outside of NY (State: _____)		
	<input type="checkbox"/> NCSP <input type="checkbox"/> BCBA <input type="checkbox"/> Psychology License (State: _____)		

Mark if this is mid-year or end-of-year evaluation:

☐ **Mid-year or Winter**

☐ **End-Of-Year or Spring/Summer**

RATING INSTRUCTIONS:

Please complete the following questions regarding the performance and progress of the school psychology practicum student that you are currently supervising. Specifically, please evaluate their level of competency, knowledge, and skill development using the scale below.

Key:

1 – Does not Meet Expectations: Trainee demonstrates no skill in this area, or demonstrates the skill at a level that is ineffective, despite supervision.

2 – Minimally Meets Expectations: Trainee demonstrates aspects of the skill at a very basic level, and is effective in this area with a significant level of close, direct supervised assistance (i.e., supervisor observing and providing supervision during activity).

3 – Emerging Skills: Trainee demonstrates all aspects of the skill, and is effective in this area with frequent close, supervision; direct supervised assistance occasionally needed

4 – Meets expectations: Performance is at an expected supervisee/intern level. Trainee can function independently and meet challenges. Requires minimal supervision focused primarily on unusual or novel experiences. Trainees' work is characterized by a proficient level of quality that is typically expected for an advanced intern.

5 – Exceeds expectations: Performance is at an advanced supervisee/intern level. Trainee functions independently and meets challenges well. Trainee's work is characterized by a high level of quality that exceeds what is typically expected for an intern. Benefits from consultation or supervision focused primarily on unusual or novel experiences.

N/O – Not observed

NASP Standard I: Data-Based Decision Making		Evaluation Mark if this is the winter or spring evaluation	
APA Competency VI: Assessment		Winter	Spring
Students have knowledge of varied methods of assessment and data collection methods for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes.			
Activity	Supervisor's Comments		
A. Student demonstrates knowledge of various theories and methods of assessment, diagnosis, and data collection and evaluation in psychology and education (e.g., norm-referenced, curriculum-based, direct behavior assessment) used to identify student strengths and needs, and their psychometric properties. (APA Domain B.3.c)	1	2	3 4 5 N/O
B. Student demonstrates knowledge of various methods and models of identifying and measuring response to and effective outcomes of prevention and intervention services. (APA Domain B.3.c)	1	2	3 4 5 N/O
C. Student demonstrates the ability to evaluate and select psychological and educational assessment methods appropriate to the purposes for which the assessment is being conducted as well as client/setting characteristics.	1	2	3 4 5 N/O

D. Student demonstrates competence in conducting behavioral assessments, such as interviewing, systematic direct observation, and functional assessment/analysis and interpreting resulting data.	1	2	3	4	5	N/O
E. Student demonstrates competence in the administration and scoring of curriculum-based assessment and interpretation of resulting data including the subsequent use of relevant tools such as curriculum-based measurement as a method to progress monitor treatment outcomes.	1	2	3	4	5	N/O
F. Student demonstrates competence in the administration and scoring of assessments of social, emotional, and behavioral health and well-being and interpretation of resulting data.	1	2	3	4	5	N/O
G. Student demonstrates competence in the administration and scoring of academic assessment tools including standardized testing, criterion-referenced testing, curriculum-based assessment and measurement, direct observation (highlighting behaviors related to achievement such as academic engaged time), interviewing, and review of permanent products.	1	2	3	4	5	N/O
H. Student demonstrates competence in the administration and scoring of cognitive assessment tools and the interpretation of the data.	1	2	3	4	5	N/O
I. Student demonstrates the ability to evaluate components of the instructional environment that facilitate or impede learning or behavior change and interpretation of resulting data.	1	2	3	4	5	N/O
J. Student demonstrates the ability to synthesize a variety of assessment data in relation to the client and/or setting characteristics, and the purposes for which assessment is being conducted into a concise, meaningful, organized, and relevant report including recommendations.	1	2	3	4	5	N/O

NASP Standard II: Consultation and Collaboration APA Competency IX: Consultation and Interprofessional/Interdisciplinary Skills Students have knowledge of varied methods of consultation, collaboration, and communication applicable to individuals, families, groups, and systems and used to promote effective implementation of services.	Evaluation						
	Winter					Spring	
Activity	Supervisor's Comments						
A. Student demonstrates knowledge of varied methods of consultation in psychology and education applicable to students, educators, families, communities, and systems.	1	2	3	4	5	N/O	
B. Student demonstrates knowledge of strategies to promote collaborative, effective decision-making and implementation of services among professionals, families, and others.	1	2	3	4	5	N/O	
C. Student demonstrates effective consultation and collaboration skills in <i>planning processes</i> at the student, educator, family, community, and systems levels to design, implement, and evaluate services.	1	2	3	4	5	N/O	
D. Student demonstrates effective consultation and collaboration skills in <i>problem-solving processes</i> at the student, educator, family, community, and systems levels to design, implement, and evaluate services.	1	2	3	4	5	N/O	

E. Student demonstrates effective consultation and collaboration skills in <i>decision-making processes</i> at the student, educator, family, community, and systems levels to design, implement, and evaluate services.	1	2	3	4	5	N/O
F. Student facilitates collaboration and communication among diverse school personnel, families, community professionals, and others.	1	2	3	4	5	N/O
G. Student effectively communicates information in written and oral forms to diverse audiences (e.g., parents, teachers, other school personnel, policy makers, community leaders).	1	2	3	4	5	N/O

NASP Standard III: Academic interventions and instructional Supports APA Competency VII: Intervention Students have knowledge of biological, cultural, and social influences on academic skills; human learning, cognitive and developmental processes; and evidence-based curriculum and instructional strategies.	Evaluation	
	Winter	Spring
Activity	Supervisor's Comments	
A. Student demonstrates knowledge of varied evidence-based methods in psychology and education to support cognitive and academic skills including those related to the needs of children with diverse backgrounds and characteristics. (APA Domain B.3.c)	1	2 3 4 5 N/O
B. Student uses data to develop appropriate academic goals for children with diverse abilities, disabilities, backgrounds, strengths, and needs. (APA Domain B.3.c)	1	2 3 4 5 N/O
C. Student implements and evaluates the effectiveness, fidelity, and social validity of evidence-based practices to achieve outcomes related to children's academic skills. (APA Domain B.3.c)	1	2 3 4 5 N/O
D. Student demonstrates effective consultation and collaboration skills in <i>problem-solving processes</i> at the student, educator, family, community, and systems levels to design, implement, and evaluate services.	1	2 3 4 5 N/O

NASP Standard IV: Mental and Behavioral Health Services and Interventions APA Competency VII: Intervention Students have knowledge of biological, cultural, developmental, and social influences on behavior and mental health; behavioral and emotional impacts on learning and life skills; and evidence-based strategies to promote social-emotional functioning and mental health.	Evaluation	
	Winter	Spring
Activity	Supervisor's Comments	

A. Student demonstrates knowledge of dysfunctional behavior or psychopathology to understand and explain human behavior. (APA Domain B.3.b)	1 2 3 4 5 N/O
B. Student demonstrates knowledge of varied evidence-based methods in psychology and education to promote social, emotional, and behavioral health and well-being, including those related to the needs of children with diverse backgrounds and characteristics. (APA Domain B.3.c)	1 2 3 4 5 N/O
C. Student uses assessment data to develop appropriate social, emotional, behavioral health and well-being goals for children with diverse abilities, disabilities, backgrounds, strengths, and needs. (APA Domain B.3.c)	1 2 3 4 5 N/O
D. Student implements and evaluates the effectiveness, fidelity, and social validity of evidence-based practices to achieve outcomes related to children's social, emotional, and behavioral health and well-being functioning. (APA Domain B.3.c)	1 2 3 4 5 N/O

NASP Standard V: School-Wide Practices to Promote Learning APA Competency IX: Consultation and interpersonal/interdisciplinary skills Students have knowledge of school and systems structure, organization, and theory; general and special education; technology resources; and evidence-based school practices that promote academic outcomes, learning, social development, and mental health.	Evaluation	
	Winter	Spring
Activity	Supervisor's Comments	
A. Student demonstrates an understanding of the role and function of school psychologists in relation to the administration of schools, other school personnel, and state and local agencies.	1 2 3 4 5 N/O	
B. Student demonstrates knowledge of school and systems structure, school organization, general education, special education, and alternative education services across diverse settings.	1 2 3 4 5 N/O	
C. Student demonstrates knowledge of evidence-based systems-wide (e.g., district, school) practices that promote learning across domains; prevent problems; and ensure positive and effective school organization and climate across diverse situations, contexts, and characteristics.	1 2 3 4 5 N/O	
D. Student is a contributing, effective member on various committees within the school (e.g., pupil services, special education, curriculum planning, instructional methodology).	1 2 3 4 5 N/O	

NASP Standard VI: Services to Promote Safe and Supportive Schools	Evaluation
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APA Competency VII: Intervention Students have knowledge of principles and research related to resilience and risk factors in learning and mental health, services in schools and communities to support multi-tiered prevention, and evidence-based strategies for effective crisis response.	Winter		Spring	
	Activity		Supervisor's Comments	
A. Student demonstrates knowledge of principles and research related to risk and resilience factors in learning and social, emotional, and behavioral health and well-being.	1	2	3	4 5 N/O
B. Student demonstrates knowledge of multi-tiered prevention strategies (i.e., universal, selected, and indicated) related to learning and social, emotional, and behavioral health and well-being. (APA Domain B.3.c)	1	2	3	4 5 N/O
Student demonstrates knowledge of evidence-based strategies for effective crisis prevention, preparation, and response. (APA Domain B.3.c)	1	2	3	4 5 N/O
D. Student contributes to, implements, and/or evaluates services for crisis prevention, preparation, response, and recovery at the individual, family, and systems levels that take into account diverse needs and characteristics. (APA Domain B.3.c)	1	2	3	4 5 N/O
E. Student engages in data-based decision making through direct and indirect delivery to promote services to promote safe and supportive schools.	1	2	3	4 5 N/O

NASP Standard VII: Family, School, and Community Collaboration APA Competency IX: Consultation and interprofessional/interdisciplinary skills Skills Students have knowledge of principles and research related to family systems, strengths, needs, and culture; evidence-based strategies to support family influences on children's learning, socialization, and mental health; and methods to develop collaboration between families and schools.	Evaluation	
	Winter	Spring
Activity	Supervisor's Comments	
A Student demonstrates knowledge of characteristics related to families (e.g., strengths, needs, culture) and family-school interactions that impact children's development.	1	2 3 4 5 N/O
B. Student demonstrates knowledge of evidence-based practices that support positive family functioning and promote children's development (e.g., conjoint behavioral consultation, home-school collaboration).	1	2 3 4 5 N/O
C. Student demonstrates knowledge of strategies to promote collaboration among parents, educators, and community agencies to improve outcomes for children.	1	2 3 4 5 N/O
D. Student demonstrates skills to design, implement, and evaluate services that respond to family culture and context.	1	2 3 4 5 N/O

E. Student facilitates family and school partnership/interactions with community agencies for enhancement of academic outcomes and social, emotional, and behavioral health and well-being for children.	1	2	3	4	5	N/O
F. Student designs, implements, and evaluates education programs/services that assist parents with promoting their child's academic outcomes and social, emotional, and behavioral health and well-being.	1	2	3	4	5	N/O

NASP Standard VIII: Equitable Practices for Diverse Student Populations APA Competency III: Individual and Cultural Diversity Students have awareness, appreciation, and skills in working with individuals and groups from a variety of racial, cultural, ethnic, socioeconomic, gender-related, and linguistic backgrounds.	Evaluation					
	Winter			Spring		
	Supervisor's Comments					
Activity	Supervisor's Comments					
A. Student demonstrates knowledge of individual differences, abilities, disabilities, and other diverse characteristics of individuals and their potential influence on learning and social, emotional, and behavioral health and well-being.	1	2	3	4	5	N/O
B. Student demonstrates knowledge of how to address the potential influences related to cultural and individual diversity within evidence-based practice.	1	2	3	4	5	N/O
C. Student demonstrates knowledge of principles and research related to diversity factors for children, families, and schools, including factors related to culture and context.	1	2	3	4	5	N/O
D. Student provides effective services (e.g., consultation, direct intervention, assessment) across stakeholders (e.g., students, families, schools) with diverse characteristics, cultures, and backgrounds across multiple contexts.	1	2	3	4	5	N/O
E. Student addresses individual differences, strengths, backgrounds, and needs in the design, implementation, and evaluation of services.	1	2	3	4	5	N/O
F. Student applies principles of social justice and a respect for equitable practices for diverse student populations when providing professional services that promote effective functioning for individuals, families, and schools with diverse characteristics and across multiple contexts.	1	2	3	4	5	N/O

NASP Standard IX: Research and Evidence-Based Practice APA Competency I: Research Students have knowledge of research design, statistics, measurement, varied data collection and analysis techniques, and program evaluation methods sufficient for understanding research and interpreting data in applied settings.	Evaluation	
	Winter	Spring
	Activity	Supervisor's Comments

A. Student demonstrates knowledge of group and single-case research designs. (APA Domain B.3.a)	1	2	3	4	5	N/O
B. Student demonstrates knowledge of educational and psychological measurement, evaluation, and assessment methods. (APA Domain B.3.a)	1	2	3	4	5	N/O
C. Student demonstrates knowledge of statistical and other techniques of data analysis appropriate to research questions. (APA Domain B.3.a)	1	2	3	4	5	N/O
D. Student completes a research or evaluation project related to an area of interest related to the discipline of school psychology.	1	2	3	4	5	N/O
E. Student evaluates and synthesizes a body of research as a foundation for effective service delivery and/or research.	1	2	3	4	5	N/O
F. Student uses varied techniques and technologies for data collection, measurement, evaluation, and assessment to support effective practices at the individual, group, and/or systems levels.	1	2	3	4	5	N/O

NASP Standard X: Legal, ethical, and professional practice APA Competency II: Ethical and Legal Standards Knowledge of the history and foundation of school psychology; multiple service models and methods; ethical, legal and professional standards; and other factors related to professional identity and effective practice as school psychologists	Evaluation					
	Winter			Spring		
Activity	Supervisor's Comments					
A. Student demonstrates knowledge of the history and systems of psychology. (APA Domain B.3.a)	1	2	3	4	5	N/O
B. Student demonstrates knowledge of the ethical, legal, and professional standards in psychology. (APA Domain B.3.b)	1	2	3	4	5	N/O
C. Student demonstrates knowledge of a systematic decision-making process related to resolving legal and ethical dilemmas. (APA Domain B.3.b)	1	2	3	4	5	N/O
D. Student provides services consistent with ethical and professional standards in professional psychology.	1	2	3	4	5	N/O
E Student provides services consistent with legal standards and regulations relevant to practice in settings in which they work.	1	2	3	4	5	N/O
F. Student engages in responsive, systematic, ethical and professional decision-making.	1	2	3	4	5	N/O

Part II: Professional Work Characteristics

Below is a list of professional work characteristics needed for effective practice as a professional psychologist. Please evaluate the student's professional work characteristics using the following scale:		
1	<i>Never</i>	Characteristic is not evident
2	<i>Rarely</i>	Characteristic is evident and demonstrated with little to no consistency
3	<i>Sometimes</i>	Characteristic is evident and demonstrated at times
4	<i>Often</i>	Characteristic is evident and demonstrated the majority of opportunities
5	<i>Always</i>	Characteristics is evident and consistently demonstrated
NO	<i>Not Observed</i>	There were no opportunities for the characteristic to be demonstrated

	Rating					
	1	2	3	4	5	N/O
29. Punctuality and attendance <ul style="list-style-type: none"> Arrives at specified time, makes arrangements for scheduling conflicts, demonstrates dependability 						
30. Professional appearance and demeanor <ul style="list-style-type: none"> Follows school norms and adheres to district/school policies; models behavior appropriate to the role; respects the authority of staff, administration, etc.; uses technology appropriately; accepts responsibility for own actions 						
31. Initiative, motivation, consistency, and perseverance <ul style="list-style-type: none"> Takes initiative in assuming and accomplishing work; does not wait to be asked or told when to begin anticipated tasks; articulates ideas in a clear, collaborative, and professional manner 						
32. Flexibility, adaptability to novel/ unexpected situations <ul style="list-style-type: none"> Adapts effectively to the demands of a situation, demonstrates sufficient flexibility to handle change, manages stress to prevent inference with service delivery 						
33. Poise, tactfulness, and rapport with staff and others <ul style="list-style-type: none"> Forms and maintains productive and respectful relationships with clients, peers/colleagues, supervisors, families, and professionals from other disciplines 						
34. Preparation and organization <ul style="list-style-type: none"> Demonstrates time management skills, meets deadlines, arrives prepared, maintains confidential records 						
35. Ability to handle professionally constructive criticism and positively use feedback <ul style="list-style-type: none"> Accepts criticism and feedback, uses supervision productively, makes corrections to address legitimate concerns from supervisors 						
36. Ability to accurately self-evaluate areas of practice <ul style="list-style-type: none"> Displays broadened self-awareness; utilizes self-monitoring; displays reflectivity regarding professional practice (reflection on action); uses resources to enhance reflectivity; demonstrates elements of reflection-on-action 						
37. Respect for cultural and individual diversity <ul style="list-style-type: none"> Uses person-first language when speaking and writing; demonstrates skills to work effectively with individuals of diverse backgrounds; 						

monitors and applies knowledge of self and others as cultural beings in assessment, treatment, and consultation						
38. Engaging in continuing education, including participation in professional associations for school psychologists <ul style="list-style-type: none"> Seeks learning experiences, including opportunities to observe provision of services outside of current competencies, participates in formal professional development sessions, uses resources (supervision, literature) for professional development 						
39. Development of professional identity and integrity <ul style="list-style-type: none"> Displays emerging professional identity as psychology; demonstrates adherence to professional values infuses work as a psychologist-in-training; recognizes situations that challenge adherence to professional values; acts to safeguard the welfare of others 						
40. Self-care <ul style="list-style-type: none"> Monitors issues related to self-care with instructor/supervisors/faculty advisor; understands the central role of self-care to effective practice 						
41. Effective communication skills <ul style="list-style-type: none"> Communicates clearly using verbal, nonverbal, and written skills in a professional context; demonstrates clear understanding and use of professional language; negotiates differences and handles conflict satisfactorily; provides effective feedback to others and receives feedback non-defensively 						
42. Knowledge and application of evidence-based practice <ul style="list-style-type: none"> Applies knowledge of evidence-based practice, including empirical bases of assessment, intervention, and other psychological applications, clinical expertise, and client preferences 						

The basis for your evaluation of the student's professional work characteristics is: (check all that apply):

___ Direct observation

___ Comments of colleagues

___ Supervision hours

___ Comments of parents

___ Professional outcomes/permanent products (e.g., reports, presentations, etc.)

___ Comments of teachers

___ Other, please specify:

Please comment on any ratings of 1 or 2:

Rating Key for Overall Rating:

1	Does not Meet Expectations	Student <i>demonstrates none of the above skills, or</i> the student demonstrates skills at a level that is <i>ineffective, despite supervision</i> .
2	Minimally Meets Expectations	Student <i>demonstrates aspects of the above skills at a very basic level</i> , and is effective across skill areas with <i>a significant level of close, direct supervised assistance</i> (i.e., supervisor observing and providing supervision during activity).
3	Developing Skills	Student <i>demonstrates all aspects of the above skills</i> , and is effective across skill areas <i>with frequent close, supervision; direct supervised assistance occasionally needed</i>
4	Meets Expectations	Student <i>demonstrates all aspects of the above skills</i> , and is effective across skill areas with <i>on-going supervision</i> to affirm the student's skills or to provide suggestions to increase the effectiveness of the skills. <i>Direct supervised assistance rarely needed.</i>
5	Exceeds Expectations	Student <i>demonstrates all aspects of the skill</i> , and is effective in this area with <i>no direct supervised assistance</i> .
NA	Not Applicable	Student not observed frequently enough to make a rating at this time.

**Appendix E. Adelphi University
School Psychology Psy.D. Program
Student Self-Evaluation Form**

Student: _____ Training Site Name: _____

Supervisor: _____ Date: _____

Training Site Address: _____

Supervisor's Phone Number: _____ Supervisor's Email: _____

Thank you for supervising a student from Adelphi University's School Psychology Psy.D. Program. This evaluation provides feedback to the program on the development of this student's knowledge and skills related to the practice of school psychology.

Mark if this is mid-year or end-of-year evaluation:

☐ **Mid-year or Winter**

☐ **End-Of-Year or Spring/Summer**

RATING INSTRUCTIONS:

Please complete the following questions regarding your perception of your performance and progress. Specifically, please evaluate your level of competency, knowledge, and skill development using the scale below.

Key:

1 – Does not Meet Expectations: Trainee demonstrates no skill in this area, or the trainee demonstrates the skill at a level that is ineffective, despite supervision.

2 – Minimally Meets Expectations: Trainee demonstrates aspects of the skill at a very basic level, and is effective in this area with a significant level of close, direct supervised assistance (i.e., supervisor observing and providing supervision during activity).

3 – Emerging Skills: Trainee demonstrates all aspects of the skill, and is effective in this area with frequent close, supervision; direct supervised assistance occasionally needed

4 – Meets Expectations: Trainee demonstrates all aspects of the skill, and is effective in this area with on-going supervision to affirm the student's skill or to provide suggestions to increase the effectiveness of the skill. Direct supervised assistance rarely needed.

5 – Exceeds Expectations: Trainee demonstrates all aspects of the skill, and is effective in this area with regular, on-going supervision, but no direct supervised assistance.

N/O – Not observed

NASP Standard I: Data-Based Decision Making

APA Competency VI: Assessment

Evaluation
Mark if this is the winter or
spring evaluation

Knowledge of varied methods of assessment and data collection methods for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes.	Winter					Spring				
	Activity					Supervisor's Comments				
A. Knowledge of various theories and methods of assessment, diagnosis, and data collection and evaluation in psychology and education (e.g., norm-referenced, curriculum-based, direct behavior assessment) used to identify student or client strengths and needs, and their psychometric properties. (APA Domain B.3.c)	1 2 3 4 5 N/O									
B. Knowledge of various methods and models of identifying and measuring response to and effective outcomes of prevention and intervention services. (APA Domain B.3.c)	1 2 3 4 5 N/O									
C. Ability to evaluate and select psychological and educational assessment methods appropriate to the purposes for which the assessment is being conducted as well as client/setting characteristics.	1 2 3 4 5 N/O									
D. Competence in conducting behavioral assessments, such as interviewing, systematic direct observation, and functional assessment/analysis and interpreting resulting data.	1 2 3 4 5 N/O									
E. Competence in the administration and scoring of curriculum-based assessment and interpretation of resulting data including the subsequent use of relevant tools such as curriculum-based measurement as a method to progress monitor treatment outcomes.	1 2 3 4 5 N/O									
F. Competence in the administration and scoring of assessments of social, emotional, and behavioral health and well-being and interpretation of resulting data.	1 2 3 4 5 N/O									
G. Competence in the administration and scoring of academic assessment tools including standardized testing, criterion-referenced testing, curriculum-based assessment and measurement, direct observation (highlighting behaviors related to achievement such as academic engaged time), interviewing, and review of permanent products.	1 2 3 4 5 N/O									
H. Competence in the administration and scoring of cognitive assessment tools and the interpretation of the data.	1 2 3 4 5 N/O									
I. Ability to evaluate components of the instructional environment that facilitate or impede learning or behavior change and interpretation of resulting data.	1 2 3 4 5 N/O									
J. Ability to synthesize a variety of assessment data in relation to the client and/or setting characteristics, and the purposes for which assessment is being conducted into a concise, meaningful, organized, and relevant report including recommendations.	1 2 3 4 5 N/O									

NASP Standard II: Consultation and Collaboration APA Competency IX: Consultation and Interprofessional/Interdisciplinary Skills Knowledge of varied methods of consultation, collaboration, and communication applicable to individuals, families, groups, and	Evaluation	
	Winter	Spring

systems and used to promote effective implementation of services.		
Activity	Supervisor's Comments	
A. Knowledge of varied methods of consultation in psychology and education applicable to clients, families, staff, communities, and systems.	1	2 3 4 5 N/O
B. Knowledge of strategies to promote collaborative, effective decision-making and implementation of services among professionals, families, and others.	1	2 3 4 5 N/O
C. Effective consultation and collaboration skills in <i>planning processes</i> at the client, family, staff, community, and systems levels to design, implement, and evaluate services.	1	2 3 4 5 N/O
D. Effective consultation and collaboration skills in <i>problem-solving processes</i> at the client, family, staff, community, and systems levels to design, implement, and evaluate services.	1	2 3 4 5 N/O
E. Effective consultation and collaboration skills in <i>decision-making processes</i> at the client, family, staff, community, and systems levels to design, implement, and evaluate services.	1	2 3 4 5 N/O
F. Facilitates collaboration and communication among diverse personnel, families, community professionals, and others.	1	2 3 4 5 N/O
G. Effectively communicates information in written and oral forms to diverse audiences (e.g., family, staff, policy makers, community leaders).	1	2 3 4 5 N/O

NASP Standard III: Academic interventions and instructional Supports APA Competency VII: Intervention Knowledge of biological, cultural, and social influences on academic skills; human learning, cognitive and developmental processes; and evidence-based curriculum and instructional strategies.	Evaluation	
	Winter	Spring
Activity	Supervisor's Comments	
A. Knowledge of varied evidence-based methods in psychology and education to support cognitive and academic skills including those related to the needs of children with diverse backgrounds and characteristics. (APA Domain B.3.c)	1	2 3 4 5 N/O
B. Uses data to develop appropriate academic goals for children with diverse abilities, disabilities, backgrounds, strengths, and needs. (APA Domain B.3.c)	1	2 3 4 5 N/O
C. Implements and evaluates the effectiveness, fidelity, and social validity of evidence-based practices to achieve outcomes related to children's academic skills. (APA Domain B.3.c)	1	2 3 4 5 N/O
D. Effective consultation and collaboration skills in <i>problem-solving processes</i> at the client, staff, family, community, and systems levels to design, implement, and evaluate services.	1	2 3 4 5 N/O

NASP Standard IV: Mental and Behavioral Health Services and Interventions APA Competency VII: Intervention Knowledge of biological, cultural, developmental, and social influences on behavior and mental health; behavioral and emotional impacts on learning and life skills; and evidence-based strategies to promote social-emotional functioning and mental health.	Evaluation	
	Winter	Spring
Activity	Supervisor's Comments	
A. Knowledge of dysfunctional behavior or psychopathology to understand and explain human behavior. (APA Domain B.3.b)	1 2 3 4 5 N/O	
B. Knowledge of varied evidence-based methods in psychology and education to promote social, emotional, and behavioral health and well-being, including those related to the needs of children with diverse backgrounds and characteristics. (APA Domain B.3.c)	1 2 3 4 5 N/O	
C. Uses assessment data to develop appropriate social, emotional, behavioral health and well-being goals for children with diverse abilities, disabilities, backgrounds, strengths, and needs. (APA Domain B.3.c)	1 2 3 4 5 N/O	
D. Implements and evaluates the effectiveness, fidelity, and social validity of evidence-based practices to achieve outcomes related to children's social, emotional, and behavioral health and well-being functioning. (APA Domain B.3.c)	1 2 3 4 5 N/O	

NASP Standard V: School-Wide Practices to Promote Learning APA Competency IX: Consultation and interpersonal/interdisciplinary skills Knowledge of systems and their structure, theory; educational impact; technology resources; and evidence-based organizational practices that promote positive outcomes in learning, social development, and mental health.	Evaluation	
	Winter	Spring
Activity	Supervisor's Comments	
A. An understanding of the role and function of psychologists in relation to the functions of the present organization, other personnel, and state and local agencies.	1 2 3 4 5 N/O	
B. Knowledge of the present organization, and systems structure, and services across diverse settings.	1 2 3 4 5 N/O	
C. Knowledge of evidence-based systems-wide practices that promote learning across domains; prevent problems; and ensure positive and effective organization and climate across diverse situations, contexts, and characteristics.	1 2 3 4 5 N/O	
D. Contributing, effective member on various committees within the organization (e.g., services, planning).	1 2 3 4 5 N/O	

NASP Standard VI: Services to Promote Safe and Supportive Schools APA Competency VII: Intervention Knowledge of principles and research related to resilience and risk factors in learning and mental health, services in schools and communities to support multi-tiered prevention, and evidence-based strategies for effective crisis response.	Evaluation	
	Winter	Spring
Activity	Supervisor's Comments	
A. Knowledge of principles and research related to risk and resilience factors in learning and social, emotional, and behavioral health and well-being.	1 2 3 4 5 N/O	
B. Knowledge of multi-tiered prevention strategies (i.e., universal, selected, and indicated) related to learning and social, emotional, and behavioral health and well-being. (APA Domain B.3.c)	1 2 3 4 5 N/O	
C. Knowledge of evidence-based strategies for effective crisis prevention, preparation, and response. (APA Domain B.3.c)	1 2 3 4 5 N/O	
D. Contributes to, implements, and/or evaluates services for crisis prevention, preparation, response, and recovery at the individual, family, and systems levels that take into account diverse needs and characteristics. (APA Domain B.3.c)	1 2 3 4 5 N/O	
E. Engages in data-based decision making through direct and indirect delivery to promote services to promote safe and supportive schools.	1 2 3 4 5 N/O	

NASP Standard VII: Family, School and Community Collaboration APA Competency IX: Consultation and interprofessional/interdisciplinary skills Knowledge of principles and research related to family systems, strengths, needs, and culture; evidence-based strategies to support family influences on children's learning, socialization, and mental health; and methods to develop collaboration between families and schools.	Evaluation	
	Winter	Spring
Activity	Supervisor's Comments	
A. Knowledge of characteristics related to families (e.g., strengths, needs, culture) and family-school or family-agency interactions that impact children's development.	1 2 3 4 5 N/O	
B. Knowledge of evidence-based practices that support positive family functioning and promote children's development (e.g., conjoint behavioral consultation, home-school collaboration).	1 2 3 4 5 N/O	
C. Knowledge of strategies to promote collaboration among parents, educators, and community agencies to improve outcomes for children.	1 2 3 4 5 N/O	

D. Skills to design, implement, and evaluate services that respond to family culture and context.	1	2	3	4	5	N/O
E. Facilitates family and school partnership/interactions with community agencies for enhancement of academic outcomes and social, emotional, and behavioral health and well-being for children.	1	2	3	4	5	N/O
F. Designs, implements, and evaluates education programs/services that assist parents with promoting their child's academic outcomes and social, emotional, and behavioral health and well-being.	1	2	3	4	5	N/O

NASP Standard VIII: Equitable Practices for Diverse Student Populations APA Competency III: Individual and Cultural Diversity Awareness, appreciation, and skills in working with individuals and groups from a variety of racial, cultural, ethnic, socioeconomic, gender-related, and linguistic backgrounds.	Evaluation	
	Winter	Spring
Activity	Supervisor's Comments	
A. Knowledge of individual differences, abilities, disabilities, and other diverse characteristics of individuals and their potential influence on learning and social, emotional, and behavioral health and well-being.	1	2 3 4 5 N/O
B. Knowledge of how to address the potential influences related to cultural and individual diversity within evidence-based practice.	1	2 3 4 5 N/O
C. Knowledge of principles and research related to diversity factors for children, families, and schools, including factors related to culture and context.	1	2 3 4 5 N/O
D. Provides effective services (e.g., consultation, direct intervention, assessment) across stakeholders (e.g., students, families, schools, agencies) with diverse characteristics, cultures, and backgrounds across multiple contexts.	1	2 3 4 5 N/O
E. Addresses individual differences, strengths, backgrounds, and needs in the design, implementation, and evaluation of services.	1	2 3 4 5 N/O
F. Applies principles of social justice and a respect for equitable practices for diverse student populations when providing professional services that promote effective functioning for individuals, families, and schools or agencies with diverse characteristics and across multiple contexts.	1	2 3 4 5 N/O

NASP Standard IX: Research and Evidence-Based Practice APA Competency I: Research Knowledge of research design, statistics, measurement, varied data collection and analysis techniques, and program evaluation methods sufficient for understanding research and interpreting data in applied settings.	Evaluation	
	Winter	Spring
Activity	Supervisor's Comments	

A. Knowledge of group and single-case research designs. (APA Domain B.3.a)	1	2	3	4	5	N/O
B. Knowledge of educational and psychological measurement, evaluation, and assessment methods. (APA Domain B.3.a)	1	2	3	4	5	N/O
C. Knowledge of statistical and other techniques of data analysis appropriate to research questions. (APA Domain B.3.a)	1	2	3	4	5	N/O
D. Completes a research or evaluation project related to an area of interest related to the discipline of school psychology.	1	2	3	4	5	N/O
E. Evaluates and synthesizes a body of research as a foundation for effective service delivery and/or research.	1	2	3	4	5	N/O
F. Uses varied techniques and technologies for data collection, measurement, evaluation, and assessment to support effective practices at the individual, group, and/or systems levels.	1	2	3	4	5	N/O

NASP Standard X: Legal, Ethical, and Professional Practice APA Competency II: Ethical and Legal Standards Knowledge of the history and foundation of school psychology; multiple service models and methods; ethical, legal and professional standards; and other factors related to professional identity and effective practice as school psychologists	Evaluation	
	Winter	Spring
Activity	Supervisor's Comments	
A. Knowledge of the history and systems of psychology. (APA Domain B.3.a)	1	2 3 4 5 N/O
B. Knowledge of the ethical, legal, and professional standards in psychology. (APA Domain B.3.b)	1	2 3 4 5 N/O
C. Knowledge of a systematic decision-making process related to resolving legal and ethical dilemmas. (APA Domain B.3.b)	1	2 3 4 5 N/O
D. Provides services consistent with ethical and professional standards in professional psychology.	1	2 3 4 5 N/O
E Provides services consistent with legal standards and regulations relevant to practice in settings in which they work.	1	2 3 4 5 N/O
F. Engages in responsive, systematic, ethical and professional decision-making.	1	2 3 4 5 N/O

Part II: Professional Work Characteristics

Below is a list of professional work characteristics needed for effective practice as a professional psychologist. Please evaluate your professional work characteristics using the following scale:		
1	<i>Never</i>	Characteristic is not evident
2	<i>Rarely</i>	Characteristic is evident and demonstrated with little to no consistency
3	<i>Sometimes</i>	Characteristic is evident and demonstrated at times
4	<i>Often</i>	Characteristic is evident and demonstrated the majority of opportunities
5	<i>Always</i>	Characteristics is evident and consistently demonstrated
NO	<i>Not Observed</i>	There were no opportunities for the characteristic to be demonstrated

	Rating					
	1	2	3	4	5	N/O
43. Punctuality and attendance <ul style="list-style-type: none"> Arrives at specified time, makes arrangements for scheduling conflicts, demonstrates dependability 						
44. Professional appearance and demeanor <ul style="list-style-type: none"> Follows agency norms and adheres to organizational policies; models behavior appropriate to the role; respects the authority of staff, administration, etc.; uses technology appropriately; accepts responsibility for own actions 						
45. Initiative, motivation, consistency, and perseverance <ul style="list-style-type: none"> Takes initiative in assuming and accomplishing work; does not wait to be asked or told when to begin anticipated tasks; articulates ideas in a clear, collaborative, and professional manner 						
46. Flexibility, adaptability to novel/ unexpected situations <ul style="list-style-type: none"> Adapts effectively to the demands of a situation, demonstrates sufficient flexibility to handle change, manages stress to prevent inference with service delivery 						
47. Poise, tactfulness, and rapport with staff and others <ul style="list-style-type: none"> Forms and maintains productive and respectful relationships with clients, peers/colleagues, supervisors, families, and professionals from other disciplines 						
48. Preparation and organization <ul style="list-style-type: none"> Demonstrates time management skills, meets deadlines, arrives prepared, maintains confidential records 						
49. Ability to handle professionally constructive criticism and positively use feedback <ul style="list-style-type: none"> Accepts criticism and feedback, uses supervision productively, makes corrections to address legitimate concerns from supervisors 						
50. Ability to accurately self-evaluate areas of practice <ul style="list-style-type: none"> Displays broadened self-awareness; utilizes self-monitoring; displays reflectivity regarding professional practice (reflection on action); uses resources to enhance reflectivity; demonstrates elements of reflection-on-action 						
51. Respect for cultural and individual diversity <ul style="list-style-type: none"> Uses person-first language when speaking and writing; demonstrates skills to work effectively with individuals of diverse backgrounds; 						

monitors and applies knowledge of self and others as cultural beings in assessment, treatment, and consultation						
52. Engaging in continuing education, including participation in professional associations for school psychologists <ul style="list-style-type: none"> Seeks learning experiences, including opportunities to observe provision of services outside of current competencies, participates in formal professional development sessions, uses resources (supervision, literature) for professional development 						
53. Development of professional identity and integrity <ul style="list-style-type: none"> Displays emerging professional identity as psychology; demonstrates adherence to professional values infuses work as a psychologist-in-training; recognizes situations that challenge adherence to professional values; acts to safeguard the welfare of others 						
54. Self-care <ul style="list-style-type: none"> Monitors issues related to self-care with instructor/supervisors/faculty advisor; understands the central role of self-care to effective practice 						
55. Effective communication skills <ul style="list-style-type: none"> Communicates clearly using verbal, nonverbal, and written skills in a professional context; demonstrates clear understanding and use of professional language; negotiates differences and handles conflict satisfactorily; provides effective feedback to others and receives feedback non-defensively 						
56. Knowledge and application of evidence-based practice <ul style="list-style-type: none"> Applies knowledge of evidence-based practice, including empirical bases of assessment, intervention, and other psychological applications, clinical expertise, and client preferences 						

Please comment on any ratings of 1 or 2:

Rating Key for Overall Rating:

1	Does not Meet Expectations	Student <i>demonstrates none of the above skills, or</i> the student demonstrates skills at a level that is <i>ineffective, despite supervision</i> .
2	Minimally Meets Expectations	Student <i>demonstrates aspects of the above skills at a very basic level</i> , and is effective across skill areas with <i>a significant level of close, direct supervised assistance</i> (i.e., supervisor observing and providing supervision during activity).
3	Developing Skills	Student <i>demonstrates all aspects of the above skills</i> , and is effective across skill areas <i>with frequent close, supervision; direct supervised assistance occasionally needed</i>
4	Meets Expectations	Student <i>demonstrates all aspects of the above skills</i> , and is effective across skill areas with <i>on-going supervision</i> to affirm the student's skills or to provide suggestions to increase the effectiveness of the skills. <i>Direct supervised assistance rarely needed.</i>
5	Exceeds Expectations	Student <i>demonstrates all aspects of the skill</i> , and is effective in this area with <i>no direct supervised assistance</i> .
NA	Not Applicable	Student not observed frequently enough to make a rating at this time.

Part III: Summary

What are your strengths?

In what areas do you need to grow?

What is your overall rating?

1 2 3 4 5 NA

Student Evaluation of Field Placement Site

Please provide feedback in the following areas on your Field Placement Site by marking the appropriate box.

	Externship	Practicum	Internship
My field placement is the following			

	Strongly Disagree	Disagree	Agree	Strongly Agree
1. I had sufficient opportunities to use a variety of assessment methods.				
2. I had sufficient opportunities to provide direct services.				
3. I had sufficient opportunities for professional growth (e.g., trainings, seminars, staff conferences).				
4. I had sufficient opportunities to design, implement, and evaluate direct and indirect interventions.				
5. I had adequate opportunities to work with diverse populations				
6. I had appropriate supervision for my stage of development.				
7. I would recommend this site as a placement.				

Comments:
