



Field Experiences Handbook

Doctoral Program in School Psychology

Department of Educational Psychology
College of Education
Box 5774
Flagstaff, AZ 86011
(928) 523-7103
eps@nau.edu

Field Experiences in the School Psychology Doctoral Program

The field experiences at NAU are designed to be in accordance with the *Standards for Training and Field Placement Programs in School Psychology* as set forth by the National Association of School Psychologists (NASP) and the American Psychological Association (APA). Both the practica and internship experiences are regarded as integral aspects of the NAU training program and are considered essential to the development of well-rounded school psychologists. The practica experiences at NAU typically involved at least one semester placement in a setting that focuses on diverse populations, specifically Native American Students. Practica and internship experiences are distinct entities in that the practica experience is designed to address specific skill development while the internship is a culminating experience in the training program. During any field experience the students are expected to adhere to the professional code of conduct and ethics of psychology (NASP and APA). Students will conduct themselves in a professional manner and exhibit appropriate interpersonal skills. The specifics of these distinct experiences will be detailed below.

Practica Experiences

Formal practica experiences for school psychology students are offered through the course entitled *Psychoeducational Assessment Practicum (EPS 675) and Doctoral Practicum in School Psychology (EPS741)*. The student earns three semester credits each semester upon completion of the courses. EPS 675 is typically taken in the second year of study and the timing of the doctoral practicum is decided with your program advisor (typically in the fourth year of study). Additional experience is gained in conjunction with other courses in the curriculum that require the students to build specific professional skills. The formal practica are taken at the point in the students' program at which they have completed course work geared toward specific skill development and acquisition of a solid knowledge base in education and psychology. Completion of EPS 675 and 741 is required prior to placement in an internship site. The experience is designed to provide opportunities to operationalize these skills, principles, and concepts. Activities performed by students compliment the specific training objectives of the school psychology program at NAU. During the practica experience, students function in a professional capacity in the delivery of psychological services in a public school setting under the close supervision of program faculty and school personnel who are certified school psychologists. One school psychology faculty member is assigned to each practicum class the each practicum section has a maximum of six students. In addition, group supervision and instruction related to best practices and critical issues in the field of school psychology is offered on a weekly basis by the faculty at NAU.

Objectives of the Practicum

Below are listed the specific training objectives for the practicum student:

1. To become familiar with the role and function of the school psychologist.
2. To become familiar with the best practices and critical issues in the field of school psychology.
3. To become familiar with the professional organizations, journals, etc. in the field of school psychology.

4. To become familiar with the organization and operation of public schools.
5. To become familiar with the application of state special education rules and regulations.
6. To refine assessment and intervention skills gained through prerequisite course work.

Responsibilities of the Student

The student will be responsible for fulfilling the following obligations:

1. To conduct behavioral observations of school-age children,
2. To observe in regular and special education classrooms in order to better understand classroom dynamics,
3. To complete consultations with classroom teachers regarding behavioral and academic interventions that will be audiotaped and reviewed by the university supervisor,
4. To conduct comprehensive psycho-educational evaluations that will be assigned by the on-site supervisor. These evaluations will be conducted on children who are engaged in the special education process,
5. To provide feedback to parents and teachers regarding assessment results,
6. To participate in conferences with school personnel, including Multidisciplinary team conferences and child study meetings,
7. To write comprehensive psychoeducational case reports,
8. To participate in a preschool screening project on the Navajo Reservation,
9. To complete all assignments in a timely fashion and in accordance with the Arizona State Rules and Regulations,
10. To maintain a log of activities throughout the semester. The log should be turned in during weekly supervision with the university supervisor, and
11. To attend weekly group supervision meetings at NAU in addition to any supervision deemed appropriate by the on-site supervisor.

Responsibilities of the On-site Supervisor

The On-site supervisor will:

1. Provide the student with opportunities to observe the day to day activities of a school psychologist practicing within a public school setting,

2. Orient the student to the general operation of the school district as well as the building procedures that will allow the student to complete their obligations in a professional manner,
3. Provide direct supervision regarding cases assigned to the student,
4. Provide feedback to the student and the university supervisor regarding the professional judgment, ethical conduct, and skill competency of the student, and
5. Complete a formal evaluation of the student's performance and assist in grade determination. The university supervisor will provide an evaluation form (Appendix A) and the results will be shared with the student.

Responsibilities of the University Supervisor

The University Supervisor will:

1. Ensure that on-site supervision is arranged with an appropriately credentialed school psychologist,
2. Orient the on-site supervisor with guidelines and objectives of the training program so that appropriate activities will be planned,
3. Maintain close contact with the on-site supervisors regarding student progress and accommodating individual student needs,
4. Review student logs to ensure that the planned activities are being completed in a timely manner,
5. Conduct weekly seminars that will address best practices and issues in the field of school psychology in addition to group supervision of activities specified,
6. Assign final grades based on review of student activity logs, written products, and evaluation forms completed by on-site supervisors, and
7. Continually review the structure and integrity of the practica experience to ensure consistency with the training objectives of the program.

Evaluation of Practicum Experiences:

Students are evaluated by their field supervisors with the following instrument. The student and supervisor complete the practicum evaluation at least once per semester. In addition, recipients of services at the practicum sites are provided opportunities for feedback with the Student Evaluation Form found below.

AT NO TIME SHOULD NAMES OF THE RECIPIENTS OF YOUR SERVICES BE INCLUDED IN YOUR LOGS. INITIALS ARE ACCEPTABLE FOR THE

PURPOSES OF COMMUNICATION WITH YOUR PRACTICUM SUPERVISOR.



**NORTHERN
ARIZONA
UNIVERSITY**

College of Education

**Department of Educational Psychology
SCHOOL PSYCHOLOGY PRACTICUM LOG**

STUDENT: _____ DATES: FROM _____ TO _____
 CLASS: (circle one) EPS675 or EPS741

***DO NOT INCLUDE NAMES OF THE RECIPIENTS OF SERVICES**

AREA	DESCRIPTION	Number Completed	Number of Hours
ASSESSMENT			
REPORT WRITING			
CLASSROOM OBSERVATIONS			
REVIEW OF CUMULATIVE FILES			
MULTIDISCIPLINARY CONFERENCES			
CONSULTATION			
COUNSELING			
OTHER INTERVENTION ACTIVITIES			
PROFESSIONAL DEVELOPMENT			
SUPERVISION			
OTHER ACTIVITIES			

TOTAL HOURS THIS MONTH: _____

HOURS ACCUMULATED TO DATE: _____

STUDENT'S SIGNATURE: _____ **DATE:** _____

ON-SITE SUPERVISOR'S SIGNATURE: _____ **DATE:** _____

UNIVERSITY SUPERVISOR'S SIGNATURE: _____ **DATE:** _____

**NORTHERN ARIZONA UNIVERSITY
DEPARTMENT OF EDUCATIONAL PSYCHOLOGY
SCHOOL PSYCHOLOGY PRACTICUM STUDENT EVALUATION FORM**

NAME OF STUDENT: _____
NAME OF SUPERVISOR: _____ PRACTICUM SITE: _____
DATE: _____

Please evaluate the above named student according to the following criteria.

1	Excellent	4	Needs Improvement
2	Above Average	5	Unacceptable
3	Average/Acceptable	6	Not Observed

- | | | | | | | | |
|-----|---|---|---|---|---|---|---|
| 1. | Your overall experience with the NAU practicum student was helpful. | 1 | 2 | 3 | 4 | 5 | 6 |
| 2. | The consultant was: | | | | | | |
| a. | Comfortable to talk with | 1 | 2 | 3 | 4 | 5 | 6 |
| b. | Easy to understand | 1 | 2 | 3 | 4 | 5 | 6 |
| c. | Sensitive to cultural issues. | 1 | 2 | 3 | 4 | 5 | 6 |
| d. | Enthusiastic | 1 | 2 | 3 | 4 | 5 | 6 |
| e. | Creative with ideas | 1 | 2 | 3 | 4 | 5 | 6 |
| f. | Responsive to your point of view | 1 | 2 | 3 | 4 | 5 | 6 |
| 3.. | I would welcome another NAU practicum student. | 1 | 2 | 3 | 4 | 5 | 6 |

COMMENTS (STRENGTHS & WEAKNESSES)

DOCTORAL INTERNSHIP

EDUCATIONAL PSYCHOLOGY INTERNSHIP GUIDELINES NORTHERN ARIZONA UNIVERSITY

Doctoral emphasis in School Psychology requires an internship experience as a vital and necessary aspect of professional training. This document outlines the procedures necessary for internship enrollment.

The doctoral level internship requires a minimum of nine (1500 hours; School Psychology full-time employment in an approved setting and provides the intern with an opportunity to integrate knowledge and skills, evaluate and refine professional competencies, and complete formal professional preparation. Supervision must meet the guidelines of the Arizona Psychology Board of Psychological Examiners for pre-doctoral internship.

PREREQUISITES TO THE INTERNSHIP

It is required that before a student enrolls for internship (EPS 796) credit he or she will have:

1. been officially admitted to the program
2. completed all required coursework with the exception of the internship
3. received no grade below B in assessment or intervention coursework
4. completed a practicum experience (EPS675 and EPS741) appropriate to their program of study
5. received initial approval from their advisor to pursue an internship. Doctoral students must have approval of their program committee (advisor plus two departmental members). This step in the approval process is to ensure that the student has met not only the academic requirements but also possesses the necessary interpersonal skills to function effectively in an internship.
6. In addition, prospective doctoral interns must have:
 - (1) passed all appropriate written comprehensive exams

It is recommended that the student submit an approved dissertation prospectus to the Graduate Office after approval from the dissertation committee and has applied for candidacy.

LICENSE AND CERTIFICATION REQUIREMENTS

Requirements for licensure can be obtained from the Arizona Board of Psychologist Examiners, 1400 West Washington, Suite 235, Phoenix, AZ, 85007, (602) 542-8162

School Psychology students are eligible for Certification as School Psychologists upon completion of their internship. Certification is completed by submitting the Institutional Recommendation form to the EPS office. Call 928-523-7103 to obtain the form and application.

STANDARDS OF PROFESSIONAL ORGANIZATIONS

Generally, the internships for the doctoral program in Educational Psychology follow the Arizona Board of Psychologist Examiners and the Association of Psychology Postdoctoral and Internship Centers (APPIC) guidelines and process.. The standards developed by the American Psychological Association (APA) and the National Association of School Psychologists (NASP) have been adopted as appropriate for the training offered through the School Psychology program. All interns and their on-site supervisors are to receive and follow the APA and NASP Internship Guidelines.

Where possible, the standards of the American Psychological Association (APA) have also been considered in the development of doctoral internship standards at NAU.

INQUIRIES REGARDING INTERNSHIPS SHOULD BE DIRECTED TO:

Department Chair, Educational Psychology
College of Education, Box 5774
Northern Arizona University
Flagstaff, AZ 86011

THE INTERNSHIP SETTING

The appropriateness of the prospective internship setting will be judged as it relates to the philosophy of the program goals as well as to the uniqueness of the experiential background of the students. Students are encouraged to seek those internship settings which will truly reflect an opportunity for professional growth. Traditionally, school psychology doctoral students with no previous experience in a public school environment are required to seek an internship setting within a public school district with a full range of special education services where appropriate experience may be gained. School Psychology doctoral students with previous public school experience may seek other relevant experiences in working with children in need of special services, but must complete 600 hours in a public school setting.

THE APPROVAL PROCESS

- 1) During the spring or fall semester prior to the internship, the student should request, in writing, approval to seek the internship experience. The letter should be addressed to the advisor. In the case of a doctoral student, the letter goes to the program advisor and the student's program committee. In every case, a copy must be sent to the Dept. Chair of Educational Psychology. The letter should note the student's grade point average and completion of all other program requirements with the exception of the internship.
- 2) Once approval to pursue a site is granted, the student should actively seek an appropriate setting. It is the student's responsibility to contact the school district or agency, activate his/her file, and schedule interviews. Whenever possible, the student's advisor and the university supervisor for internships will assist in the identification of appropriate sites.

- 3) When a contract is offered, the student should again request, in writing, that the internship setting be approved. This request is directed to the advisor, and program committee for doctoral students, with a copy to the Dept. chair. A copy of the contract should be included with the request.
- 4) If the internship is approved by the student's program committee and the student has met all of the prerequisites, then the intern may enroll for EPS 796 and begin work as stipulated in the contract. The Internship Agreement found in the Appendices of this document provides a template for constructing an agreement with the district or organization where the internship will take place. Other forms are acceptable, but must include all of the applicable information. **The internship contract must reflect all of the requirements identified in the “Arizona Board of Psychologist Examiners Checklist for Supervised Psychology Internship or Training Experience Verification.” These requirements are available at www.psychboard.az.gov.**

SUPERVISION OF INTERNS

The intern is to be supervised by both an on-site and a university supervisor. However, it is recognized that the primary supervisory role will be provided by the on-site supervisor, with a minimum of two hours per week of supervision. All doctoral students must be supervised on-site by appropriately trained and credentialed doctoral level supervisors, preferably with a minimum of three years of experience. For doctoral students in School Psychology, the supervisor must also be a certified school psychologist. The university supervisor will make a minimum of two visits a semester. The first visit will be scheduled early in the year and will focus on objectives to be accomplished during the internship year. As the internship can provide a good opportunity for the university to evaluate its program of studies, the university supervisor will also attempt, during the second visit, to evaluate the interns' preparation at NAU.

LOCATION OF INTERNSHIP SETTINGS

Ideally, the intern should seek an appropriate setting which will provide a maximum of professional growth as well as facilitate adequate supervision by the university supervisor. Consequently, all interns should seek positions within the state of Arizona. However, it is recognized that sometimes circumstances require that the internship be served outside of Arizona. If the intern locates a desirable internship setting in another state, the intern must coordinate 2 telephone conference calls per semester to include the intern, principle on-site supervisor, and university supervisor.

CHARACTERISTICS OF A DESIRABLE INTERNSHIP SETTING

The internship experience is ideally viewed as a cooperative effort between a number of agencies. Primary responsibility must rest with NAU and the employing agency. Of special concern to the university is that the intern be given the opportunity to try out and refine basic competencies developed through formal coursework. Consequently, the university desires that the intern have a wide range of experiences and have the opportunity to view the services provided through the setting from a broad perspective.

This can be accomplished if the intern is allowed to participate directly in all aspects of the provision of psychological services.

As the internship should also be a period of intensive exposure to new ideas and approaches to the provision of psychological services, it is required that regular weekly meetings be held involving the intern and the on-site supervisor. Finally, it is hoped that the employing agency or district would provide occasional professional leave days for the purpose of allowing the intern the opportunity to attend and participate in professional organizations. Generally, the internship should be designed with a certain degree of flexibility so that both the needs of the intern and his/her employing agency can be achieved.

INTERN RESPONSIBILITIES

The internship is viewed as a training experience. As such, the experience is recognized in academic credits awarded by the university. It is the intern's responsibility to register for the appropriate course credits for the required number of semesters. The intern is also responsible for submitting a job description and the vita of the on-site supervisor to the university supervisor prior to enrollment for internship.

In addition to providing the services stipulated in the intern contract, the intern has the following responsibilities:

- 1) documenting and submitting a daily activity log to the university supervisor once a month for the duration of the internship. The log must be received by the university supervisor within the first week of each month. **No identifying information about the recipient of services should be included in logs.**
- 2) submitting a written evaluation of the year's experience at the conclusion of the internship and prior to the receipt of course credit. The evaluation form utilized by the school psychology program is found in the appendices.
- 3) submitting a written statement acknowledging fulfillment of all responsibilities within the contract before course credit can be granted. This statement must also be signed by the on-site supervisor.

EVALUATION OF THE INTERNSHIP EXPERIENCE:

Students are evaluated by their field supervisors with the following instruments. The student and supervisor complete the internship evaluation at least once per semester. In addition, The Intern is provided the opportunity to evaluate the site, the NAU supervisor, and the site supervisor.

AT NO TIME SHOULD NAMES OF THE RECIPIENTS OF YOUR SERVICES BE INCLUDED IN YOUR LOGS. INITIALS ARE ACCEPTABLE FOR THE PURPOSES OF COMMUNICATION WITH YOUR PRACTICUM SUPERVISOR.



**NORTHERN
ARIZONA
UNIVERSITY**

College of Education

Department of Educational Psychology

**Box 5774
Flagstaff, AZ 86011**

**DOCTORAL INTERNSHIP AGREEMENT
between**

**NORTHERN ARIZONA UNIVERSITY
and
XXX**

**INTERN NAME:
ADDRESS:**

**SCHOOL DISTRICT: XXX
ADDRESS:**

DATES OF INTERNSHIP:

PRIMARY ON-SITE SUPERVISOR:

SECONDARY ON-SITE SUPERVISOR:

NAU SUPERVISOR:

SECTION I

The XXX agrees to:

- A. Expressed commitment to the internship as a training experience.
- B. Provide to the school psychology intern the opportunity to carry out major professional functions under appropriate supervision in a sequence of experiences designed to enhance professional attitudes, responsibility, communication skills, critical judgment, and technical skills. The professional functions should include (but not necessarily be limited to) the following experiences:
 - 1. Psychoeducational assessments with a variety of age levels (i.e., pre-school through high school) and different populations (representation of the range of special education categories of services). The number of psychoeducational assessments being completed by the intern should increase as the year progresses and be determined by joint agreement of

the intern, on-site supervisor, and the NAU supervisor. The number of evaluations completed by the intern should not exceed more than two-thirds of the typical case load of fully certified school psychologists employed by the XXX.

2. The intern will have the opportunity to provide consultation to parents, teachers, and support personnel involved with serving the children of XXX.
 3. The intern will have the opportunity to engage in individual and group counseling with students as deemed appropriate by the intern, on-site supervisor, and NAU supervisor.
 4. The intern will attend and participate in staff meetings that relate to the services provided (both pre-referral and children being considered for or receiving special education services). The intern will have the opportunity to function as the district representative when appropriate.
 5. The intern will be afforded the opportunity to engage in professional development programs such as conferences, workshops, and in-services with similar district support as the other school psychologists employed by the district. Appropriate leave time will be arranged to allow the intern to attend professional development activities.
 6. The intern will perform other professional functions of school psychologists that are within district policy.
- C. Provide a training experience of a minimum of 1,500 supervised hours, obtained in not less than a 12 month period.
- D. Provide appropriate support for the internship experience, including:
1. Employee leave time, materials, clerical assistance, and office space that is consistent with those of other school psychologists employed by XXX.
 2. Employ a clearly designated, actively licensed/certified professional school psychologist who is responsible for the integrity and quality of the internship experience. This person shall be responsible for no more than two interns at any give time.
 3. Provide a minimum of two hours per week of regularly scheduled, formal, face to face supervision with the specific intent of dealing with school psychological services rendered directly by the intern.
 4. Assure that at least 25% of the total hours of the intern's time involves direct client contact.
 5. Assure that the intern has scheduled and unscheduled opportunities, such as inservice meetings, conferences, etc., to interact professionally with other school psychology interns, school psychologists, and persons from other disciplines and agencies.
 6. Designate the intern status by the title of "school psychologist intern".
 7. Assure that the reports completed by the intern for consumers are co-signed by the on-site supervisor.
 8. Provide an evaluation of the intern's experience consistent with specific training objectives bi-annually.

9. Certify the internship requirements have been met and provide appropriate recognition to the intern's successful completion of the internship.
10. Inform NAU of changes in district policy, procedures, and staffing that may affect the internship experience.

SECTION II

Northern Arizona University agrees to:

- A. Certify the time of arrival of the intern:
 1. Completion of course work in scientific, applied and specialty areas, including formal assessment/diagnosis and intervention/treatment.
 2. Completion of a formal introduction to ethical and professional standards.
- B. Notify the On-Site Supervisor of any change in the student's status prior to the internship.
- C. Provide an NAU supervisor who shall maintain an ongoing relationship with the On-Site Supervisor. The NAU supervisor will make a minimum of two on-site visits (one each semester) to XXX during the course of the internship experience.

SECTION III

It is mutually agreed that:

- A. The school psychology intern shall function within the policies of the XXX and state guidelines.
- B. The school psychology intern shall receive due process at the same level as other employees of XXX consistent with School Board policy and applicable law.
- C. NAU and XXX will not discriminate on the basis of race, color, creed, age, national origin, or sex, nor will either party discriminate on the basis of handicap under Section 504 of the Rehabilitation Act of 1973.
- D. A log of activities associated with the intern experience will be kept and reviewed by the on-site supervisor on a weekly basis. Monthly summaries of the internship activities will be submitted to the NAU supervisor.
- E. The intern's competencies will be evaluated a minimum of two times during the course of the internship by the on-site supervisor. A professional growth plan for the intern may be formulated based on the strengths and needs of the intern.

SECTION IV

This agreement shall remain in effect indefinitely, but is subject to review and revision at the request of either party by June of ??? Either party may terminate this agreement by notification of intent of termination with at least three months advance notice of the desired date of termination.

SIGNATURES

Date of Agreement:_____

School Psychology Intern

NAU Internship Supervisor

Primary On-Site Supervisor

School District Official



**NORTHERN
ARIZONA
UNIVERSITY**

College of Education

**Department of Educational Psychology
SCHOOL PSYCHOLOGY INTERNSHIP LOG**

_____ Certification (EPS 693)

_____ Doctoral Internship (EPS 796)

INTERN: _____ **DATES: FROM** _____ **TO** _____

***NO INFORMATION THAT IDENTIFIES THE RECIPIENT OF SERVICES SHOULD BE INCLUDED IN THIS LOG.**

AREA	DESCRIPTION	Number Completed	Number of Hours
ASSESSMENT			
REPORT WRITING			
CLASSROOM OBSERVATIONS			
REVIEW OF CUMULATIVE FILES			
MULTIDISCIPLINARY CONFERENCES			
CONSULTATION			
COUNSELING			
OTHER INTERVENTION ACTIVITIES			
PROFESSIONAL DEVELOPMENT			
SUPERVISION			
OTHER ACTIVITIES			

TOTAL HOURS THIS MONTH: _____

HOURS ACCUMULATED TO DATE: _____

INTERN'S SIGNATURE: _____ **DATE:** _____

ON-SITE SUPERVISOR'S SIGNATURE: _____ **DATE:** _____

**NORTHERN ARIZONA UNIVERSITY
DEPARTMENT OF EDUCATIONAL PSYCHOLOGY
SCHOOL PSYCHOLOGY INTERNSHIP
SUPERVISOR EVALUATION FORM**

NAME OF INTERN: _____

NAME OF SUPERVISOR: _____

INTERNSHIP SITE: _____

DATE: _____ CLASS: **EPS693 EPS796**

Please evaluate the above named intern according to the following criteria.

1 Excellent - Intern performance is such that he/she is able to function independently with little or no supervision required.

2 Above Average - Intern performance is such that she/he is able to function independently with normal amount of periodic supervision.

3 Average/Acceptable - Intern performance is such that he/she has the minimal skills necessary for appropriate professional functioning with moderate supervision required.

4 Needs Improvement - Intern performance is such that he/she requires close supervision and independent functioning is not recommended. However, satisfactory development is predicted with further supervision and experience.

5 Very Poor - Intern is in need of further training and/or growth, maturation and change in order for her/him to be effective in this specific skill area. Extremely close supervision is necessary and the intern should not be allowed to function independently.

6 Not Observed.

7

COMMUNICATION / INTERPERSONAL SKILLS:

1. The intern is able to establish rapport with professional and paraprofessional staff at the internship site. _____
2. The intern is able to establish rapport with students. _____
3. The intern is able to establish rapport and communicate effectively with parents. _____
4. The intern is able to clearly communicate assessment results and recommendations in individual and group meetings. _____

COMMENTS: _____

ASSESSMENT SKILLS:

1. The intern demonstrates knowledge of appropriate theories, techniques, and approaches with regard to assessment strategies. _____
2. The intern selects appropriate psychometric instruments. _____
3. The intern is proficient at test administration. _____
4. The intern is able to analyze, synthesize, and interpret assessment data. _____
5. Reports address the referral problem, are easy to understand and convey the desired information. _____
6. The intern's diagnostic impressions are accurate and clear _____
7. The intern makes appropriate recommendations. _____

COMMENTS: _____

INTERVENTION SKILLS:

1. The intern demonstrates knowledge of appropriate theories, techniques, and approaches with regard to interventions strategies. _____
2. The intern can plan, implement, and evaluate behavior management plans for a group or an individual. _____
3. The intern uses appropriate group counseling techniques. _____
4. The intern uses appropriate individual counseling techniques. _____
5. The intern is able to use consultation skills in a variety of contexts. _____

COMMENTS: _____

PROFESSIONAL CHARACTERISTICS:

- | | | |
|--|-----------|----------|
| 1. The intern abides by school/personnel rules of the district (e.g., promptness, procedural rules). | Yes _____ | No _____ |
| 2. The intern is able to organize his/her own schedule and function independently. | Yes _____ | No _____ |
| 3. The intern uses practical, sound judgment. | Yes _____ | No _____ |
| 4. The intern is flexible and cooperative. | Yes _____ | No _____ |
| 5. The intern projects a professional demeanor. | Yes _____ | No _____ |
| 6. The intern reacts appropriately to criticism or correction. | Yes _____ | No _____ |
| 7. The intern evidences the ability to use criticism or correction appropriately. | Yes _____ | No _____ |

COMMENTS: _____

ADDITIONAL COMMENTS:

SUMMARIZE STRENGTHS:

SUMMARIZE WEAKNESSES:

RECOMMENDATIONS FOR A PROFESSIONAL GROWTH PLAN:

ON-SITE SUPERVISOR

DATE

INTERN

DATE

UNIVERSITY SUPERVISOR

DATE

College of Education
Educational Psychology
Supervised Internship Experiences
Intern Evaluation of School Supervisor

Student Intern: _____ **Academic Program:** _____

School Supervisor: _____

School: _____ **Semester/Year** _____

DIRECTIONS: The intern is to complete this evaluation form at the end of the internship. The original completed form is given to the Faculty Supervisor and a copy is given to the School Supervisor.

	Below Ave.	Average	Above Ave.
1. Provided me with an orientation & understanding of the school.	1 2	3 4	5 6
2. Gave time & energy in supervising.	1 2	3 4	5 6
3. Accepted & respected me as a person.	1 2	3 4	5 6
4. Provided useful feed-back relative to my strengths & weaknesses.	1 2	3 4	5 6
5. Taught me new professional approaches in working with clients.	1 2	3 4	5 6
6. Helped me to identify & achieve work goals.	1 2	3 4	5 6
7. Was consistent & flexible in supervision.	1 2	3 4	5 6
8. Encouraged me to engage in professional behavior.	1 2	3 4	5 6
9. Provided clarifications & resource information upon request.	1 2	3 4	5 6
10. Explained and applied criteria fairly in evaluating my performance.	1 2	3 4	5 6

Additional Comments or Suggestions

Intern Signature _____ Date _____

School Supervisor Signature _____ Date _____

Northern Arizona University
College of Education
Educational Psychology
Supervised Internship Experiences
Intern Evaluation of School Site

Student Intern: _____ **Academic Program:** _____

School: _____ **Semester/Year** _____

DIRECTIONS: The intern is to complete this evaluation form at the end of the internship. The original completed form is given to the Faculty Supervisor and a copy is given to the School Supervisor.

	Below Ave.	Average	Above Ave.
1. Relevance of experience to career goals.	1 2	3 4	5 6
2. Exposure to program policies & procedures.	1 2	3 4	5 6
3. Exposure to professional roles & functions within the program.	1 2	3 4	5 6
4. Exposure to inter-school partnerships.	1 2	3 4	5 6
5. Exposure to a n atmosphere that promotes cooperation & team-work.	1 2	3 4	5 6
6. Overall evaluation of site.	1 2	3 4	5 6

Strengths of the Site

Areas that Could be Improved at the Site

Intern Signature _____ Date _____

School Supervisor Signature _____ Date _____

Northern Arizona University
 College of Education
Educational Psychology
Supervised Internship Experiences
Intern Evaluation of Faculty Supervisor

Student Intern: _____ **Academic Program:** _____

Faculty Supervisor: _____

School: _____ **Semester/Year** _____

DIRECTIONS: The intern is to complete this evaluation form at the end of the internship. The original completed form is sent to the Department Chair, Educational Psychology, COE 5774, NAU, Flagstaff, AZ 86011.

	Below Ave.	Average	Above Ave.
1. Provided me with an understanding of the procedures of the internship.	1 2	3 4	5 6
2. Was available to answer questions.	1 2	3 4	5 6
3. Accepted & respected me as a person.	1 2	3 4	5 6
4. Facilitated a process that provided me with feed-back about my strengths & weaknesses.	1 2	3 4	5 6
5. Was consistent & flexible in supervision.	1 2	3 4	5 6
6. Encouraged me to engage in professional behavior.	1 2	3 4	5 6
7. Provided clarifications & resource information upon request.	1 2	3 4	5 6
8. Facilitated the application of criteria in evaluating my performance fairly.	1 2	3 4	5 6

Additional Comments or Suggestions

Intern Signature _____ Date _____

Chair Signature _____ Date _____