Loyola Marymount University
School of Education

School Psychology Program
Intern Accomplishment Plan 2018 – 2019

Submitted by:

__________________________
School Psychology Intern

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Internship Local Educational Agency(s)
Directions for IAP Completion

This Intern Accomplishment Plan (IAP) is intended to help structure your internship to demonstrate your competence around the 10 NASP training domains based on both program expectations and your individual goals. As indicated in the NASP Practice Model, D8, D9, and D10 are considered Foundations, D3, D4, D5, D6, D7 are Direct and Indirect Services, and D1 and D2 are practices that permeate all service delivery. The content of this document can be changed based on your learning needs. Steps to complete the IAP are as follows:

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

**Step 2:** Sit down with your primary field mentor and *together* review all required accomplishments, then add 1 additional accomplishment that reflects the intent of the Domain (some suggestions are in your Candidate Handbook). After you and your primary field mentor have completed all the accomplishments for each Domain, ask your mentor to initial in the box on the left margin on each Domain page.

**Step 3:** Now rate yourself on the accomplishment¹ of each Domain, plus Professional Disposition, on the following scale:

- **4 – Advanced:** Able to demonstrate required and other related professional accomplishments within the Domain independently.
- **3 – Highly Effective:** Able to demonstrate required and other professional accomplishments within the Domain with *minimal supervision*.
- **2 – Effective:** Able to demonstrate required and other professional accomplishments within the Domain with *considerable supervision*.
- **1 – Not Effective:** Unable to demonstrate required and other related professional accomplishments even with *extensive supervision*.
- **NO – No opportunity to demonstrate required or other related professional accomplishments at the time of the rating.**

At the beginning of internship, it is expected that your self-ratings are mostly at “NO”, “1”, and “2”. Towards the end of the internship, your ratings should be mostly “3” and “4”, and at least “2” in all accomplishments is needed for graduation.

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

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

**Step 6:** At or after each semester visitation, ask your field mentor to review and sign the appropriate Verification Page (page 14 at mid-year, and page 15 at the end of the year). For fall semester, turn in your IAP for livetext entry by Cheryl. Mid-year Verification Page must be original and the rest of the pages can be scanned. For spring semester, turn in the entire IAP with original Verification Page. *Note that you need at least “Effective” ratings in every accomplishment to graduate.*

**Your Livetext e-folio Domain reflections should be based on Accomplishments specified in this IAP**

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¹ For self-care (D10.4), your self-ratings indicate to what extent you engage in self-care now.
Domain 1: Data-Based Decision Making and Accountability.

- **Theory:** School psychologists have knowledge of varied methods of assessment and data collection methods for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes.
- **Practice:** As part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery, school psychologists demonstrate skills to use psychological and educational assessment, data collection strategies, and technology resources and apply results to design, implement, and evaluate response to services and programs.

### LMU required professional accomplishments in this Domain

<table>
<thead>
<tr>
<th>Methods of intern evaluation</th>
<th>Observation</th>
<th>Supervision</th>
<th>Report from others</th>
<th>Review documentation</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Uses data collection methods (self-designed or commercial) to chart student progress to show effectiveness of academic or behavioral interventions following SST, school conferences, or from teacher consultations; and use results for intervention adjustments. (description in D1 reflection expected)</td>
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<td>2. Uses data to make decisions regarding design and continuation of services to consumers (e.g. teachers, parents, administrators, community members, and other clients). (description in D1 e-folio reflection expected)</td>
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<td>3. Uses of formal and informal procedures (i.e. RIO) for individual assessment of students for RtI or SPED decision making.</td>
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<td>4. Efficiently completes 25 – 40 entire psychoeducational reports for the year. At least 1 report must use the Ordinal Scales (SCOS).</td>
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<tr>
<td>5. <strong>Candidate self select accomplishment here</strong></td>
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Based on the demonstration of the above required and other related accomplishments, my **overall rating** of the intern in this Domain is:

Commendations and/or Suggestions: Fall ____________________________________________

Spring ____________________________________________
### Domain 2: Consultation and Collaboration.

- **Theory:** School psychologists have knowledge of varied methods of consultation, collaboration, and communication applicable to individuals, families, groups, and systems and used to promote effective implementation of services.
- **Practice:** As part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery, school psychologists demonstrate skills to consult, collaborate, and communicate with others during design, implementation, and evaluation of services and programs.

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<thead>
<tr>
<th>LMU required professional accomplishments which demonstrate Competence in this Domain</th>
<th>Intern Self-Rating Start of Year</th>
<th>FM Rating Mid-Year Evaluation</th>
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<tr>
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**Methods of intern evaluation:** Observation, Supervision, Report from others, Review documentation, Other

1. Demonstrates skills and knowledge in behavioral consultation (indirect service) with others to resolve students’ dysfunctional or maladaptive behaviors,

2. Demonstrates skills and knowledge in academic consultation (indirect service) with others to resolve students’ academic or learning difficulties.

3. Documents positive and measurable impact from behavioral and academic consultation in a case study—**efolio**.

4. Demonstrates skills and knowledge in consultation and collaboration with parents and families. (description in D2 e-folio reflections expected)

5. **Candidate self select accomplishment here**

Based on the demonstration of the above required and other related accomplishments, my **overall rating** of the intern in this Domain is:

**Commendations and/or Suggestions:**

Fall ____________________________________________

Spring ____________________________________________
Domain 3: Interventions and Instructional Support to Develop Academic Skills.

- **Theory:** School psychologists have knowledge of biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curriculum and instructional strategies.
- **Practice:** School psychologists, in collaboration with others, demonstrate skills to use assessment and data collection methods and to implement and evaluate services that support cognitive and academic skills.

### LMU required professional accomplishments which demonstrate Competence in this Domain

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<tr>
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1. Demonstrates effective academic intervention by providing an 8-week (2x/week) academic intervention using an EBI with individual students, chart progress, and documents positive and measurable impact in a case study-efolio).

2. Demonstrates effective academic intervention by providing a 6–8-week (2x/week) academic intervention using an EBI with student groups and chart progress (positive impact evidence required).

3. Conducts small group interventions that focus on academic enabling skills (e.g. study skills, organization skills, stress management, time management).

4. Assists in benchmark assessment or intervention activities in the school’s core curriculum in reading and math, with teachers and administrators.

5. **Candidate self select accomplishment here**

Based on the demonstration of the above required and other related accomplishments, my **overall rating** of the intern in this Domain is:

Commendations and/or Suggestions: Fall

Spring
Domain 4: Interventions and Mental Health Services to Develop Social and Life Skills.

- **Theory:** School psychologists have knowledge of biological, cultural, developmental, and social influences on behavior and mental health; behavioral and emotional impacts on learning and life skills; and evidence-based strategies to promote social–emotional functioning and mental health.
- **Practice:** School psychologists, in collaboration with others, demonstrate skills to use assessment and data collection methods and to implement and evaluate services that support socialization, learning, and mental health.

## LMU required professional accomplishments which demonstrate Competence in this Domain

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**Ratings:** 4-Advanced, 3-Highly Effective, 2-Effective, 1-Not Effective, NO-No opportunity

### Methods of intern evaluation:

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1. Demonstrate effective counseling skills with a caseload (minimum): 8 individual counseling with 4 DIS cases and 5 counseling group on behavioral, affective, adaptive, and social skill enhancements. (positive impact evidence is required for an individual student-efolio)

2. Demonstrate effective skills with whole class counseling (min 2 sessions) on behavioral, affective, adaptive, and social skill enhancements

3. Conduct Functional Behavior Assessment (FBA) for students with significant behavior challenges. Minimum 2.

3. Assist in Educationally Related Mental Health Services (ERMHS/) assessment and report writing.

4. **Candidate self select accomplishment here**

Based on the demonstration of the above required and other related accomplishments, my **overall rating** of the intern in this Domain is:

Commendations and/or Suggestions: Fall __________________________________________

Spring __________________________________________
Domain 5: School-Wide Practices to Promote Learning.
• Theory: School psychologists have knowledge of school and systems structure, organization, and theory; general and special education; technology resources; and evidence-based school practices that promote academic outcomes, learning, social development, and mental health.
• Practice: School psychologists, in collaboration with others, demonstrate skills to develop and implement practices and strategies to create and maintain effective and supportive learning environments for children and others.

LMU required professional accomplishments which demonstrate Competence in this Domain

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Methods of intern evaluation:
- Observation
- Supervision
- Report from others
- Review documentation
- Other

1. Creates, administers, and analyzes a campus climate survey and prepare a brief report-eFolio. (this can be your Innovation Research Project)

2. Presents results from the campus climate survey to appropriate consumers, including the administrator.

3. Create or active support of a student club related to social justice, resulting in a tangible product-eFolio.

4. Finds and shares with school staff an “app” that can be used at the Tier 1 level that promotes student learning.

5. Candidate self select accomplishment here

Based on the demonstration of the above required and other related accomplishments, my overall rating of the intern in this Domain:

Commendations and/or Suggestions: Fall __________________________________________________________

Spring __________________________________________________________
**Domain 6: Preventive and Responsive Services.**

- **Theory:** School psychologists have knowledge of principles and research related to resilience and risk factors in learning and mental health; services in schools and communities to support multi-tiered prevention; and evidence-based strategies for effective crisis response.
- **Practice:** School psychologists, in collaboration with others, demonstrate skills to promote services that enhance learning, mental health, safety, and physical well-being through protective and adaptive factors and to implement effective crisis preparation, response, and recovery.

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1. Contributes to school-based prevention and intervention programs (e.g., pupil and staff resiliency, restorative justice, drug & alcohol prevention, dropout prevention, character building, bullying or gang prevention, etc.).

2. Formally assess a school’s current status (or readiness) for an MTSS implementation and share this with your FM and principal.

3. Demonstrate knowledge and skill to write a behavior support plan based on an FBA-efolio.

4. Demonstrates crisis intervention skills with at-risk students, as needed.

5. *Candidate self select accomplishment here*

Based on the demonstration of the above required and other related accomplishments, my **overall rating** of the intern in this Domain:

Commendations and/or Suggestions: Fall ________________________________

Spring ________________________________

- **Theory:** School psychologists have knowledge of principles and research related to family systems, strengths, needs, and culture; evidence-based strategies to support family influences on children’s learning, socialization, and mental health; and methods to develop collaboration between families and schools.
- **Practice:** School psychologists, in collaboration with others, demonstrate skills to design, implement, and evaluate services that respond to culture and context and facilitate family and school partnership/interactions with community agencies for enhancement of academic and social-behavioral outcomes for children.

### LMU required professional accomplishments which demonstrate Competence in this Domain

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**Methods of intern evaluation:** Observation Supervision Report from others Review documentation Other

1. Demonstrates use of EBI related to promoting partnership and collaboration between families and schools.
2. Conducts a workshop with parents with positive written evaluation results-efolio.
3. Matches family characteristics and needs (academic, mental, physical health) to internal and external referral sources for support.
4. Develop or update a list of community agencies, centers, clinics local to your schools that support academic, mental, or physical health needs of students; and use them to match student and family needs.
5. **Candidate self select accomplishment here**

Based on the demonstration of the above required and other related accomplishments, my **overall rating** of the intern in this Domain:

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## Domain 8: Diversity in Development and Learning.

**• Theory:** School psychologists have knowledge of individual differences, abilities, disabilities, and other diverse characteristics; principles and research related to diversity factors for children, families, and schools, including factors related to culture, context, and individual and role differences; and evidence-based strategies to enhance services and address potential influences related to diversity.

**• Practice:** School psychologists demonstrate skills to provide professional services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds and across multiple contexts, with recognition that an understanding and respect for diversity in development and learning and advocacy for social justice are foundations of all aspects of service delivery.

### LMU required professional accomplishments which demonstrate Competence in this Domain

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Methods of intern evaluation:
- Observation
- Supervision
- Report from others
- Review documentation
- Other

1. Assessment reports clearly reflect an understanding of cultural and linguistic contributors to student performance (e.g., L2 language acquisition, cultural opportunities and expectations).

2. Consults with school staff demonstrating knowledge and skill about how individual differences (e.g., gender, race, ability) affect student motivation, achievement, and social interactions with others.

3. Interacts with parents and families demonstrating knowledge and skill regarding cultural and contextual influences that affect their school expectations and involvement.

4. Demonstrates the proper use of interpreters/translators during service to students and families.

5. *Candidate self select accomplishment here*

Based on the demonstration of the above required and other related accomplishments, my **overall rating** of the intern in this Domain is:

Commendations and/or Suggestions:
- **Fall**  
- **Spring**
### Domain 9: Research and Program Evaluation.

**• Theory:** School psychologists have knowledge of research design, statistics, measurement, varied data collection and analysis techniques, and program evaluation methods sufficient for understanding research and interpreting data in applied settings.

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

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<th>Requirements</th>
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Methods of intern evaluation: Observation Supervision Report from others Review documentation Other

1. Conducts a school-based innovation research project, which includes a research-based innovation that responds to the results of a needs assessment-efolio.

2. Prepares a written project report and present findings to consumers for feedback.

3. Monitors program effectiveness of at least two 504 accommodation plans for students in general education. Offer modifications as needed.

4. Assists in the evaluation of a school-based program (academic, social-emotional, community related, remedial, parent-family, etc.)

5. Candidate self select accomplishment here

Based on the demonstration of the above required and other related accomplishments, my **overall rating** of the intern in this Domain is:

Commendations and/or Suggestions: Fall ___________________________________________________________________________________________

Spring ___________________________________________________________________________________________________________
Domain 10: Legal, Ethical, and Professional Practice.

• Theory: School psychologists have knowledge of the history and foundations of school psychology; multiple service models and methods; ethical, legal, and professional standards; and other factors related to professional identity and effective practice as school psychologists.

• Practice: School psychologists demonstrate skills to provide services consistent with ethical, legal, and professional standards; engage in responsive ethical and professional decision-making; collaborate with other professionals; and apply professional work characteristics needed for effective practice as school psychologists, including respect for human diversity and social justice, communication skills, effective interpersonal skills, responsibility, adaptability, initiative, dependability, technology skills; and practices self-care in order to be in the best physical and mental health to serve others.

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Methods of intern evaluation: Observation Supervision Report from others Review documentation Other

1. Demonstrates ethical decision making in case conferencing and meetings.

2. Demonstrates knowledge of legal mandates related to school psychological services in case conferencing and at meetings.

3. Demonstrates collaborative leadership skill by advising a cohort-2 candidate regarding his/her professional portfolio. (need initials from C2 candidate)

4. Implements self-care practices that focus on maintaining physical, psychological, social/emotional and/or spiritual health on a weekly basis.

5. Candidate self select accomplishment here

Based on the demonstration of the above required and other related accomplishments, my overall rating of the intern in this Domain is:

Commendations and/or Suggestions: Fall ____________________________________________________________

Spring ____________________________________________________________
Professional Dispositions

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

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<tr>
<td>Ratings: 4-Consistently Evident, 3-Frequently Evident, 2-Minimally Evident, 1-Not Evident</td>
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Methods of intern evaluation: Observation Supervision Report from others Review documentation Other

1. Responsible and Dependable.
2. Effective Time Management.
3. Effective Communication with Everyone.
4. Respectful in Interpersonal Relations.
5. Takes initiative.

Commendations and/or Suggestions regarding Intern’s disposition:

Fall

Spring
Mid-Year Verification

School Psychology Intern Candidate: ____________________________ District: __________________________

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

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

Areas of Strength of Intern: Domains____, ___, ___, ___, ___; Comments: ____________________________

________________________________________________________________________________________

Areas for more work: Domains____, ___, ___, ___, ___; Comments: ____________________________

________________________________________________________________________________________

__________________________________  ____________________________________  __________
Signature of Field Mentor  Signature of Intern  Date

Reviewed by University Supervisor  Date
Year-End Verification

School Psychology Intern Candidate: ___________________________ District: ___________________________

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

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

Areas of Strength of Intern: Domains____, _____, _____, _____, _____; Comments: __________________________________________________________

Areas for continued work: Domains____, _____, _____, _____, _____; Comments: __________________________________________________________

To what extent has the intern’s work this past year been impactful on students and families?
- High Impact
- Some Impact
- Limited Impact
- No Impact

Compared to interns you have supervised from other School Psychology programs; how would you rate this LMU intern:
- top 2%
- top 5%
- top 10%
- below 10%

__________________________________ ____________________________________
Signature of Field Mentor Signature of Intern Date

Reviewed by University Supervisor Date