



Name: _____

**Indiana University of Pennsylvania
Department of Educational and School Psychology**

Doctoral Internship in School Psychology

Electronic Portfolio Requirements

Internship Activities: In partial fulfillment of the requirements for the Doctorate in School Psychology through the Program in School Psychology at Indiana University of Pennsylvania (IUP), students are required to engage in the following activities during their 1600-hour doctoral internship:

Check for Completion	NASP Standard	Activity	Electronic Portfolio Products	Quality Indicators
	2.1	1. Conduct an evaluation using selected tests of cognitive functioning that incorporate neuropsychological measures.	Electronic portfolio should include a report of an evaluation that incorporates neuropsychological measures.	Ratings of the thoroughness of the evaluation: • Intern: Self-rating of performance on a Likert scale. • Supervisor/Administrator: Rating of intern's performance on a Likert scale. • Faculty: Rating of intern's performance on a Likert scale.
	2.2	2. Participate in problem-solving team(s).	Electronic portfolio should include a reflection paper describing the intern's role on the team(s), frequency of involvement, and effective strategies.	Ratings of effectiveness on problem-solving team: • Intern: Self-rating of competence in providing consultation on a Likert scale. • Supervisor/Administrator: Rating of student's effectiveness on a Likert scale. • Faculty: Rating of final report on a Likert-scale.
	2.3	3. Develop an academic intervention and assess the student's response to intervention (RtI), calculating rate of improvement and graphing data during course of intervention.	Electronic portfolio should include a report describing the intervention and the student's RtI.	Ratings of intervention effectiveness: • Intern: Self-rating of performance of the child/adolescent's progress on a Likert scale. • Supervisor/Administrator: Rating of the child/adolescent's progress on a Likert scale. • Faculty: Rating of the child/adolescent's progress during the intervention on a Likert scale.

	2.4	4. Conduct a functional behavioral assessment (FBA), design a behavioral intervention plan (BIP), and track progress using single-subject methodology.	Electronic portfolio should include a report of the FBA and the BIP, along with a graph of data.	Ratings of intervention effectiveness: • Intern: Self-rating of performance of the child/adolescent's progress on a Likert scale. • Supervisor/Administrator: Rating of the child/adolescent's progress on a Likert scale. • Faculty: Rating of the child/adolescent's progress during the intervention on a Likert scale.
	2.5	5. Engage in systems consultation.	Electronic portfolio should include a reflection paper of involvement in systems consultation. Interns should provide consultation to district administration on an <i>ad hoc</i> issue or through involvement in a district-wide committee.	Ratings of systems consultation effectiveness: • Intern: Self-rating of effectiveness on a Likert scale. • Supervisor/Administrator: Rating of the student's effectiveness on a Likert scale. • Faculty: Rating of reflection paper on a Likert-scale.
	2.6	6. Engage in counseling sessions with identified student(s) (specify individual and/or group format).	Electronic portfolio should include a report summarizing the individual(s) and/or group progress monitoring and/or pre/post data.	Ratings of counseling effectiveness: • Intern: Self-rating of competence in providing counseling services on a Likert scale. • Supervisor/Administrator: Rating of the child/adolescent's progress on a Likert scale. • Faculty: Rating of the child/adolescent's progress in counseling on a Likert scale. •
	2.7	7. Demonstrate systems initiative(s) in family-school collaboration.	Electronic portfolio should include documentation of involvement in a program to enhance family-school collaboration (e.g., parent group(s), parent training(s)).	Ratings of family-school collaboration: • Intern: Self-rating of involvement on a Likert scale. • Supervisor/Administrator: Rating of the student's involvement on a Likert scale. • Faculty: Rating of family-school collaboration documentation on a Likert-scale.

	2.8	8. Conduct evaluations of students with low-incidence disabilities.	Electronic portfolio should include a report of each evaluation.	Ratings of the thoroughness of the evaluation: • Intern: Self-rating of performance on a Likert scale. • Supervisor/Administrator: Rating of intern's performance on a Likert scale. • Faculty: Rating of intern's performance on a Likert scale.
	2.9	9. Conduct a program evaluation.	Electronic portfolio should include the approved IRB proposal, and a report of the design, procedures and outcomes of the program evaluation. Additionally, the electronic portfolio should include evidence that the information was disseminated to the school district.	Ratings of thoroughness of program evaluation: • Intern: Self-rating of thoroughness of program evaluation on a Likert scale. • Supervisor/Administrator: Rating of the usefulness of the program evaluation on a Likert scale. • Faculty: Rating of final report on a Likert-scale.
	2.10	10. Demonstrate leadership activities.	Electronic portfolio should include documentation of leadership role throughout the internship experience. Example include: Presentation handouts, meeting agenda (with designated role of intern), letter(s) from administrators also involved or influenced by activities, video, blog, etc.	Ratings of leadership involvement: • Intern: Self-rating of involvement on a Likert scale. • Supervisor/Administrator: Rating of the student's involvement on a Likert scale. • Faculty: Rating of leadership documentation on a Likert-scale.