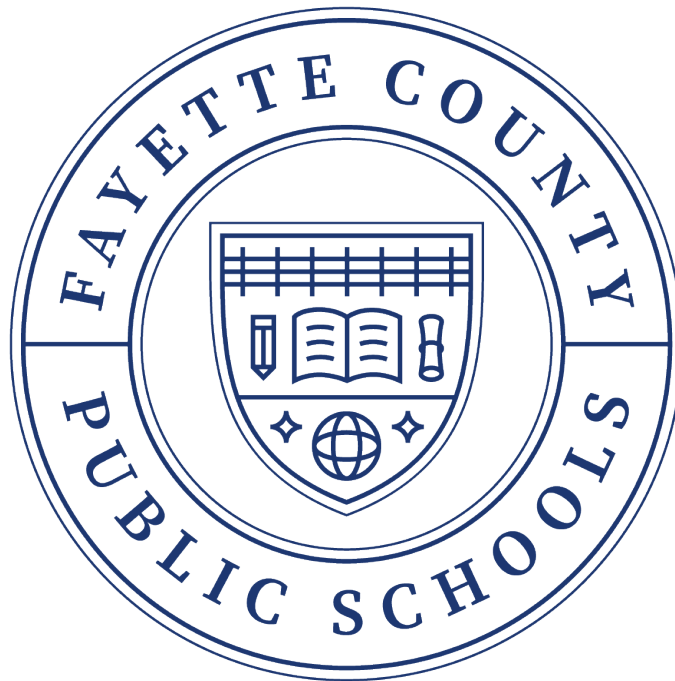


PSYCHOLOGY INTERNSHIP PROGRAM

Intern Training Manual



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GENERAL INFORMATION

Internship History

The Fayette County Public Schools (FCPS) School Psychology Internship Program has provisional APPIC membership for the 2024-25 internship year. Status will be updated when interns are officially confirmed with our program. The match number is 2581. FCPS intends to offer two full-time school psychology internship positions for the 2024-25 school year.

Accreditation and APPIC Membership

The Fayette County Public Schools (FCPS) School Psychology Internship Program has provisional APPIC membership for the 2024-2025 internship year. Status will be updated when interns are officially confirmed with our program. The match number is 2581. FCPS is not yet APA Accredited but plans to seek future accreditation. Questions related to the program's accredited status should be directed to the Commission on Accreditation, Office of Program Consultation and Accreditation, American Psychological Association, 750 1st Street, NE, Washington, DC 20002; Phone: (202) 336-5979; E-mail: apaaccred@apa.org; website: www.apa.org/ed/accreditation.

All other questions about the internship program may be directed to training director Bryony Rowe, Ph.D., at bryony.rowe@fayette.kyschools.us.

Non-Discrimination and Diversity Policy

The FCPS School Psychology Internship Program fully complies with Fayette County Public Schools' Non-Discrimination Policy: As required by federal law, Fayette County Public Schools does not discriminate on the basis of race, color, national origin, sex, genetic information, disability, or age in its programs and activities and provides equal access to its facilities to the Boy Scouts and other designated youth groups. In addition, the district does not discriminate on the basis of religion, sexual orientation, or gender identity. The Fayette County district also does not discriminate in its hiring or employment practices.

The FCPS School Psychology Internship Program strongly values diversity and believes in creating an equitable, safe, and inclusive learning environment for its interns. Diversity among interns and supervisors enriches the educational experience, promotes personal growth, and strengthens the communities and the workplace. Every effort is made by FCPS to create a climate in which all staff and interns feel respected, comfortable, and able to attain success. The FCPS School Psychology Internship Program strives to increase awareness, understanding, and critical thinking about social justice issues, and increase the intern's comfort with multicultural experiences. FCPS's training program embeds numerous opportunities to obtain multicultural experiences throughout the year, ensuring interns are well trained in this area and exposed to a wide variety of diversity-related experiences. The internship evaluation also includes domains that assess the intern's competency in engaging diversity.

FCPS welcomes applicants from diverse backgrounds. The training program believes that a diverse training environment contributes to the overall quality of the program. FCPS provides equal opportunity to all prospective interns and does not discriminate because of a person's race, color, religion, sex, national origin, age, disability, or any other factor that is irrelevant to success as a psychology intern.

Applicants are individually evaluated in terms of quality of previous training, practicum experiences, and fit with the internship program. If an applicant or intern requires accommodations, he or she should contact the internship training director to initiate this process.

Internship General Experience

The primary purpose of the FCPS School Psychology Internship Program is to provide a comprehensive pre- or post-doctoral training program that assures the development of proficiency across the core areas of school psychology including assessment, intervention design, counseling, consultation, and research. The FCPS School Psychology Internship Program is an organized training program, which is designed to provide the intern with a planned, programmed sequence of training experiences. The overall training objectives of the program reflect a commitment to the development of school psychologists who are scientist-practitioners with broad-based skills. The internship is structured to meet Kentucky's requirements to become a licensed psychologist and a certified school psychologist. The program

consists of 2000 hours of training over a 12- month period with at least 25% in direct face-to-face psychological services. Interns are expected to achieve the goals and objectives of the internship program, as stated below, and to abide by the APA Code of Ethics, the requirements of the internship program, and the policies and procedures of FCPS. The program is designed for a school psychology experience. Thus, only students with some school psychology experience should apply.

In the FCPS School Psychology Internship Program, interns are exposed to both Special Education and General Education programs. Under supervision of licensed psychologists, interns engage in psychoeducational and psychological assessment and evaluations, consultation, training, counseling, behavior management, and crisis intervention services. Training assignments are made to assure that each intern has the opportunity to provide assessment and intervention to students with various needs and diagnoses and to serve various age, cultural, socioeconomic, and minority groups. The wide range of diversity among students and staff in FCPS allows the internship to offer considerable multicultural experiences to interns. Special efforts are also made to provide experience with low incidence disorders.

Fayette County Public Schools District Overview

Fayette County Public Schools (FCPS) in Lexington, Kentucky, serves over 40,000 students from the Lexington metro area from preschool through 12th grade. FCPS includes 37 elementary schools, 12 middle schools, six high schools, three technical centers, six specialized and magnet programs, and six alternative support programs.

FCPS is a diverse district that serves individuals from both urban and rural populations. The student population is made up of the following demographics: 45.9 percent White, 23.4 percent Black, 19.1 percent Hispanic, and 4.9 percent Asian. Over 6,000 students are classified as English Language Learners and over 90 native languages are spoken by families in the district. About half of all students qualify for free/reduced lunch; some schools/areas have populations that include over 90% of students qualifying for free/reduced lunch.

The FCPS Special Education Department serves about 5,000 students. Its mission is to support students, staff, and families by using data to provide effective, evidence-based instruction and services to ensure student growth and successful transition. Services include speech and language therapy, occupational therapy, physical therapy, employment training, health and psychological services, and assistance for students with hearing and vision impairments. FCPS employs three dozen school psychologists. Trainees will receive a broad experience with diverse populations. The FCPS School Psychology Internship Program values diversity among staff members and strongly encourages individuals with diverse backgrounds to apply.

For more information on the school district, visit www.fcps.net.

Aims and Mission

The mission of Fayette County Public Schools is to create a collaborative community that ensures all students achieve at high levels and graduate prepared to excel in a global society. The district's strategic priorities include:

- Student Achievement
- Unity, Belonging, & Student Efficacy
- Highly Effective, Culturally Responsive Workforce
- Outreach & Engagement
- Organizational Health & Effectiveness

Internship Program

The aim of the FCPS School Psychology Internship Program is to educate and prepare interns for the practice of professional psychology and mental health service delivery within a diverse educational context. The training program is based on the following core principles: (a) psychological practice is based on the ethics and science of psychology which, in turn, is influenced by the professional practice of psychology; and (b) training for practice is sequential, cumulative, and graded in complexity. Consequently, the sequence of experiences is organized to provide knowledge in the core areas of professional psychology (assessment, counseling, consultation, and research), with a strong emphasis on the provision of direct and indirect mental health services to student populations. Through a systematic arrangement of training experiences, each trainee will develop a personal integration of scientific and professional expertise.

Philosophy

The FCPS Internship Program is designed to prepare interns to excel in the provision of psychological services to a school-based community. Building on the professional skills and competencies acquired during graduate school training, interns gain practical experience and increasing independence in a variety of assessment approaches and therapeutic techniques with diverse populations. Goals for training include preparing trainees to meet the standards for licensure and independent practice, and ensuring trainees are competent in the American Psychological Association (APA) standards for professional practice. Training also includes a focus on increasing intern awareness, sensitivity, and knowledge about social justice issues. In addition, interns may pursue individual interests and research throughout the training year as appropriate.

The “scientist-practitioner” and “whole child” concepts guide the FCPS School Psychology Internship Program philosophy. The scientist-practitioner model is highly consistent with the conceptual framework adopted by the American Psychological Association, emphasizing the importance of reflective decision-making. The program fosters the conception of the school psychologist as a scientist-practitioner who is broadly capable of applying a range of psychological principles and techniques to psychological problems within a school in addition to furthering the profession by adding to the research base and participating in professional activities.

The “whole child” concept recognizes that no child exists in a vacuum. To understand a child’s reality, one must look at the ecological system in which the child exists, including the school and home settings, peers/friends, socioeconomic and environmental characteristics, physical facilities, historical information about the child, and any other necessary information. For this reason, the FCPS School Psychology Internship Program emphasizes an ecological perspective, embracing the fundamental belief that a physically and mentally well child is one who will learn, and a healthy school and home optimally support the learning of each child.

Goals and Objectives

The training program is designed to assist interns in becoming competent in the following areas:

1. Data-Based Decision Making and Accountability:

The intern is able to understand and utilize assessment methods for identifying strengths and needs; developing effective interventions, services, and programs; and measuring progress and outcomes within a multitiered system of supports. School psychologists use a problem-solving framework as the basis for all professional activities. School psychologists systematically collect data from multiple sources as a foundation for decision-making at the individual, group, and systems levels, and they consider ecological factors (e.g., classroom, family, and community characteristics) as a context for assessment and intervention.

Competency 1.1 - Able to collaborate with others to conduct culturally responsive and developmentally appropriate assessments to assist in the determination of services, eligibility for special education, and to provide information to guide the development of a service plan.

Competency 1.2 - Able to administer & score standardized data-based psychological assessments including intelligence tests,

achievement tests, and behavior assessments, as part of a comprehensive process of assessment.

Competency 1.3 - Able to translate and use data from multiple sources to understand needs, develop evidence-based interventions, and evaluate services for individual children, classrooms, programs, schools, or other systems.

Competency 1.4 - Able to summarize and integrate multiple sources of data in effective psychological reports.

Competency 1.5 - Able to use technology for data collection, test scoring, report writing, research, developing interventions, IEP development, and/or progress monitoring.

Competency 1.6 - Provide support for staff and other stakeholders in collecting, analyzing, and interpreting universal screening and progress monitoring data to enhance decision making for students/clients.

2. Consultation and Collaboration:

The intern will understand varied models and strategies of consultation and collaboration applicable to individuals, families, groups, and systems, as well as methods to promote effective implementation of services. 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 effectively with others.

Competency 2.1 - Able to use varied methods of consultation, collaboration, and communication with professionals within and across disciplines to promote effective implementation of interventions and services.

Competency 2.2 - Able to effectively communicate information verbally and in writing for diverse audiences.

Competency 2.3 - Able to evaluate and consult on the effectiveness of instruction, academic interventions, behavioral interventions for individual children or programs.

Competency 2.4 - Able to communicate with teachers, parents, or staff to collaboratively examine suggestions for system change that might impact the individual, group, family, classroom, school, and/or system/community.

Competency 2.5 - Able to facilitate communication and collaboration among all stakeholders by demonstrating effective interpersonal communication techniques.

Competency 2.6 - Participate on a variety of leadership teams to promote positive outcomes for children, staff, and systems.

3. Academic Interventions and Instructional Supports

The intern has knowledge of biological, cultural, and social influences on academic skills; human learning, cognition, and developmental processes; and evidence-based curriculum and instructional strategies. Interns 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.

Competency 3.1 - Able to promote evidence-based interventions and curriculums, accommodations, and practices that enhance student learning.

Competency 3.2 - Able to collaborate with others to ensure that students who are not making adequate progress/meeting benchmarks receive progress monitoring for academic concerns, and that changes in instruction are recommended if necessary.

Competency 3.3 - Able to apply current, empirically based research on learning and cognition to the development of effective instructional strategies to promote learning at the individual, group, and system levels.

Competency 3.4 - Able to monitor the implementation and fidelity of interventions, accommodations, supports, and outcomes to enhance academic success at the individual or group level.

Competency 3.5 - Able to share information about research in curriculum and instruction with educators, parents/guardians, and the community to promote improvement in student achievement.

4. Mental and Behavioral Health Services and Interventions

School psychologists understand the biological, cultural, developmental, and social influences on mental and behavioral health, behavioral and emotional impacts on learning, and evidence-based strategies to promote social-emotional functioning. School psychologists, in collaboration with others, design, implement, and evaluate services that promote resilience and positive behavior, support socialization and adaptive skills, and enhance mental and behavioral health

Competency 4.1 - Able to assess the social, emotional, behavioral, or mental health needs of students with diverse backgrounds, strengths, and needs.

Competency 4.2 - Able to understand the impact of trauma on social/emotional/behavior skills and in collaboration with others work to reduce the impact of trauma on learning and behavior.

Competency 4.3 - Able to systematically analyze the antecedents, functions, consequences, and potential causes for behavior that impact learning and/or socialization.

Competency 4.4 - Able to develop social, emotional, behavioral, life skill goals and evidence-based interventions for children with social, behavioral, life skills, or mental health needs.

Competency 4.5 - Able to monitor the implementation of interventions, collect data, summarize the data, monitor the fidelity, and/or graph data results on the effectiveness of behavioral, prevention, and mental health services for diverse children.

Competency 4.6 - Able to assist in the development and implementation of positive behavioral supports at the individual, classroom, school, or system level to promote effective classroom/school-wide management strategies and discipline practices.

5. Schoolwide Practices to Promote Learning:

School psychologists understand systems structures, organization, and theory; general and special education programming; implementation science; and evidence-based, school-wide practices that promote learning, positive behavior, and mental health. School psychologists, in collaboration with others, develop and implement practices and strategies to create and maintain safe, effective, and supportive learning environments for students and school staff.

Competency 5.1 - Able to demonstrate knowledge of the school-wide procedures (referral, discipline, assessment, Student Intervention Teams, instructional support, tutoring) and knowledge of special education system procedures (use of forms, laws, procedures)

Competency 5.2 - Able to design or consult with teachers on programs/resources that promote best practices in services (inclusion, self-contained, bully prevention, ELL programs, staff training, grading, home-school partnerships)

Competency 5.3 - Able to keep and evaluate accountability data (RTI data, assessment data, intervention data, system tracking data) that assists with monitoring services for system-level improvement issues, initiatives, and accountability measures.

Competency 5.4 - Able to work effectively within systems to create and maintain supportive learning environments and services (participate in RTI or other systems-wide interventions) for children in a multi-tiered continuum.

Competency 5.5 - Able to identify and advocate for services, practices and policies that promote systems change or improvement to ensure effective services.

6. Services to Promote Safe and Supportive Schools:

The intern understands principles and research related to social–emotional well-being, resilience, and risk factors in learning, mental and behavioral health, services in schools and communities to support multi-tiered prevention and health promotion, and evidence-based strategies for creating safe and supportive schools. School psychologists, in collaboration with others, promote preventive and responsive services that enhance learning, mental and behavioral health, and psychological and physical safety and implement effective crisis prevention, protection, mitigation, response, and recovery.

Competency 6.1 – Provide services that foster a positive school climate and use their knowledge to build and enhance relationships that lead to greater school connectedness for students, staff, families, and communities.

Competency 6.2 - Able to design and contribute to evidence-based preventative intervention ideas for individuals, classrooms, and/or school- wide programs that promote mental health services, healthy environments, and/or personal success.

Competency 6.3 - Able to use assessment, data-based decision making, problem-solving strategies, collaboration, and/or data collection methods to assess and evaluate outcomes of prevention programs, response activities, school climate and crisis services for individuals, programs, and/or classrooms.

Competency 6.4 - Able to collaborate with other professionals to engage in crisis assessment and intervention; and to provide support during crisis situations.

7. Family, School, and Community Collaboration:

The intern understands principles and research related to family systems, strengths, needs, and cultures; evidence-based strategies to support positive family influences on children’s learning and mental health; and strategies to develop collaboration between families and schools. School psychologists, in collaboration with others, design, implement, and evaluate services that respond to culture and context. They facilitate family and school partnerships and

interactions with community agencies to enhance academic and social-behavioral outcomes for children.

Competency 7.1 – Able to show knowledge and respect for diversity in family systems. Able to identify varying world views, cultural, and family contexts, and other factors that impact family-school partnerships as well as learning and behavior.

Competency 7.2 - Able to utilize data-based decision making, problem-solving strategies, and/or consultation to enhance family-school-community effectiveness in addressing the needs of children, designing programs, and/or interventions.

Competency 7.3 - Able to design and/or identify resources for families from both the school and the community that enhance family-school-community effectiveness.

Competency 7.4 - Able to evaluate educational programs and other types of services that assist families with promoting academic, social, and/or behavioral success of their children (including case studies).

8. Equitable Practices for Diverse Student Populations:

School psychologists have knowledge of, and inherent respect for, individual differences, abilities, disabilities, and other diverse characteristics and the effects they have on development and learning. They also understand principles and research related to diversity in children, families, schools, and communities, including factors related to child development, religion, culture and cultural identity, race, sexual orientation, gender identity and expression, socioeconomic status, and other variables. School psychologists implement evidence-based strategies to enhance services in both general and special education and to address potential influences related to diversity. School psychologists demonstrate skills to provide professional services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds through an ecological lens across multiple contexts. School psychologists recognize that equitable practices for diverse student populations, respect for diversity in development and learning, and advocacy for social justice are foundational to effective service delivery.

Competency 8.1 - Able to show sensitivity and knowledge of disabilities, individual differences, culture, ethnicity, and other diversity factors in a school setting.

Competency 8.2 - Use inclusive language and provide culturally response and equitable practices in all domains of service delivery for diverse individuals, families, schools, and communities.

Competency 8.3 - Able to use knowledge of disabilities and diversity in the process of selecting assessments, administration of assessments, interpreting assessments results, reporting results, and in non-biased report writing

Competency 8.4 - Able to use knowledge of disabilities and diversity in collaboration with others in designing and evaluating interventions and services for children and families to improve academic, learning, social, and behavioral services for all.

Competency 8.5 - Work collaboratively with families and community liaisons to understand and address the needs of diverse learners.

Competency 8.6 - Promote equity and social justice in educational programs and services. Actively engage in practices to address factors that limit equity and access to educational opportunity.

9. Research and Evidence-Based Practice:

The intern has knowledge of research design, statistics, measurement, and varied data collection and analysis techniques sufficient for understanding research, interpreting data, and evaluating programs in applied settings. As scientist practitioners, school psychologists 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, and analysis to support effective practices at the individual, group, and/or systems levels.

Competency 9.1 - Able to evaluate, interpret, and summarize research findings and utilize this information for effective service delivery.

Competency 9.2 - Able to use technology and research skills to identify, analyze, interpret, and determine effective and best practices to assist with developing interventions for students, teachers, groups, or to provide support with system issues.

Competency 9.3 - Able to use research skills to assist in analyzing data, making statistical analysis, making data graphs, and/ or making data tables to show progress.

Competency 9.4 - Able to collaborate with others to work on program evaluation in order to appraise the effectiveness and accountability of programs (such as RTI programs, case studies, single case design interventions, and/or treatment interventions).

10. Legal, Ethical, and Professional Practice:

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. School psychologists 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 effective interpersonal skills, responsibility, adaptability, initiative, dependability, technological competence, advocacy skills, respect for human diversity, and a commitment to social justice and equity.

Competency 10.1 - Able to practice in ways that are consistent with ethical, professional, and legal standards and regulations.

Competency 10.2 - Able to engage in effective, collaborative, and ethical professional relationships.

Competency 10.3 - Able to use technology (computer scoring, report writing, email, internet, data-bases, graphs, IEP programs) and record-keeping practices that maintain and protect confidentiality.

Competency 10.4 - Able to collect data to evaluate and document the effectiveness of their services.

Competency 10.5 - Engage in lifelong learning and formulate personal plans for professional growth.

Competency 10.6 - Able to demonstrate knowledge of models and the process of supervision.

TRAINING PROGRAM

Sequence

The intern training sequence occurs in four phases. The first phase, the didactic/orientation phase, involves an approximately four-week, detailed series of presentations concerning the policies and procedures of FCPS, the Special Education Department, and the internship program. Discussion of special education law, ethics, and standards of professional practice are included as part of this training. Interns receive didactic instruction in the administration of frequently used assessment techniques, methods of report writing, and communicating test results and recommendations to school staff and parents. Special topics relevant to psychological services in the school setting are also presented during this time. During this time, interns will also have additional professional learning opportunities offered by the district beyond didactic training. Interns will also work with the Department of Special Education and Human Resources for accessing resources and completing all necessary steps to be prepared to begin phase two of the internship program once the Fayette County Public Schools school year starts.

Interns are assigned to a primary supervisor during this initial phase of training. The assignment of supervisors is based on consideration of the needs and professional interests of each intern as well as the unique supervision style and experiential and training background of supervising psychologists. Interns will

have a school-based experience, in which they are assigned to an individual school. Yet, there will also be some case-based experience in which they are assigned cases at various sites local to the district and surrounding community. Opportunities for such flexibility are again based upon (1) the intern's interests and (2) availability of resources within the district. During this first phase, the intern will complete a training agreement with their assigned primary supervisor (Appendix C) which includes reviewing the policies and procedures of FCPS, and developing individualized goals with the intern.

The second phase of training allows interns to become familiar with their work setting and school district staff from various disciplines. During this phase, interns will have the opportunity to observe supervisors as they function in different work roles. Interns may observe their supervisor administer a test battery, attend a MTSS or IEP meeting, participate in a staff meeting, or observe various types of classrooms. This phase of training may last for two to four weeks, depending on the past training and experience of the intern.

During the third phase of training, interns will begin work independently on their own cases and work with their supervisors regarding the disposition of the case. Supervisors may observe interns as they provide direct services to students, consult with teachers and administrative staff, or participate in staff meetings, MTSS, or IEP meetings. The length of this phase is dependent upon the progress of the intern.

The fourth phase involves increasingly independent work on the part of the intern. Initial cases will be worked on in close contact with the primary supervisor, and independence will increase as skills and confidence develop. During this phase, all interns are expected to participate in multidisciplinary team evaluations. Interns may also be assigned individual or group counseling cases and also have the opportunity to develop and implement a project of their own design, such as social skills training or teacher stress management programs.

Supervision

The Internship Training Director is a licensed psychologist and is present in the district on a full-time basis. For the 2024-25 school year, the program has three full-time licensed doctoral level psychologists on staff. Each intern is supervised by a licensed psychologist who carries clinical responsibility for the cases being supervised. The internship includes a minimum of two hours per week of formal face-to-face individual supervision. Additionally, each week, interns participate in two hours of group supervision and two hours of didactic training. Supervisors are readily available to provide consultation and supervision in crisis situations. A calendar of weekly group supervision meetings and didactics is developed each year.

Evaluation and feedback are an integral aspect of the FCPS training program. Interns will be formally evaluated twice during the training year. Interns will also provide formal and informal evaluation of both the training program and their

supervisory experience. Evaluations of each intern's progress will be completed by the primary supervisor in collaboration with the intern and other professionals who have worked closely with the supervisee.

Training Areas

Interns are involved in a wide range of training activities including assessment, counseling, parent and teacher consultation, in-service training, didactics, professional conventions, and research. The school district serves children and families from diverse ethnic and minority backgrounds as well as students with varying disabilities and needs; therefore, training and experience in working with diverse populations is provided to all interns.

Although there is a formal intern training plan with specific objectives that must be completed, each intern, in conjunction with his or her supervisor, may add individualized training objectives that he or she wishes to address. Training areas include:

ASSESSMENT:

Children referred for individualized assessments present with a variety of needs and disabilities. Intern training includes completing psychological evaluations of children with emotional and behavioral issues, autism, attention difficulties, learning disabilities, and other concerns. Opportunities are available for participation in assessment of children with hearing impairments, vision impairments, and intellectual disabilities. Additional assessment training

opportunities may be available depending on intern interest and previous training and experience.

REPORT WRITING:

Interns are required to develop and refine report writing skills. Interns are trained to provide concise and accurate test results and develop recommendations that can be realistically implemented within a school setting.

COUNSELING:

Using a brief solution-focused model, interns will conduct counseling throughout the year. Training in various theories and techniques of therapy is available.

Interns gain experience in therapeutic interventions and in taking a developmental view of students' difficulties. They will engage in counseling through individual or group sessions with students with various diagnoses. Interns may lead or co-lead group counseling or training sessions with students and/or parents.

CONSULTATION:

Interns consult with teachers, parents, administrators, outside community professionals, and other individuals. Consultation may involve developing behavior intervention plans, implementing behavioral interventions in the classroom, facilitating program design, or developing educational modifications. FCPS works closely with several community-based agencies with whom the intern will consult on a regular basis.

CRISIS INTERVENTION:

The intern receives FCPS training in crisis intervention based on the National Association of School Psychologists' PREPaRE Model in response to situations such as threats of suicide, deaths of students or faculty, or severe behavioral disturbances. Interns may participate in such intervention as needs arise.

DIVERSITY ISSUES:

Interns gain experience in using varied approaches appropriate for working with students from a wide variety of diverse backgrounds, including differences in race, religion, socioeconomic status, sexual orientation, gender identity, disability, national origin, and other cultural characteristics and aspects. Sensitivity and respect for diversity is emphasized throughout the training program.

DIAGNOSTIC AND INTERVENTION SKILLS:

Use of the DSM-V is emphasized in the assessment process. Included in assessment is participation in designing and implementing intervention to meet the student's individual needs. Specific clinical disorders that may be encountered in the school setting include:

ADHD

Psychotic Disorders

Intellectual Disabilities

Bipolar Disorders

Autism Spectrum Disorders

Depressive Disorders

Communication Disorders

Anxiety Disorders

Specific Learning Disorders

Disruptive Disorders

This will also be balanced with the process of making educational diagnoses as delineated in the Individuals with Disabilities in Education Act (IDEA). The intern will be exposed to students with disabilities from the following categories:

Other Health Impairments

Orthopedic Impairments

Speech Language Impairment

Mental Disabilities

Multiple Disabilities

Hearing & Vision Impairments

Developmental Delays

Other Preschool Related Concerns

Emotional-Behavioral Disabilities

Specific Learning Disabilities

EDUCATIONAL PRESENTATIONS:

Interns collaborate with other personnel in preparing presentations for professional training. Routine opportunities for case presentations will be provided.

COMMUNITY REFERRAL AND LIAISON SERVICES:

Interns gain experience in working with professionals from other agencies. Through these activities, interns increase their knowledge of community resources. Ethical and legal considerations involved in interacting with outside agencies are emphasized.

POLICIES AND ETHICS:

Interns are trained in federal, state, and local policies for provision of psychological services in the schools. They are required to utilize the ethical standards and guidelines provided by the American Psychological Association at all times.

RESEARCH:

The training program includes opportunities for participation in ongoing research activities. Interns may have the opportunity to conduct individual research projects as appropriate, including dissertations.

SAMPLE OF AN INTERN’S WEEKLY ACTIVITIES

ACTIVITIES	HOURS / WEEK
Direct/Indirect Services	
Assessment	10
Observation	4
Counseling/Intervention	4
Consultation	4
MTSS/IEP Meetings	4
Professional Development	
Individual Supervision	2
Group Supervision	2

Didactic Training	2
Administration	
Report Writing	4
Case Management	4
Total	40

These activities may vary. In the summer, more time is devoted to training activities, research, and report writing. During the school year, more time is given to direct services.

The entire internship experience is 2,000 hours over a 12-month period.

Didactics

7/01/24 8:00-10:00 a.m.	Fayette County Public Schools (FCPS) Welcome & Overview of the Internship, District, & Surrounding Community <i>*Provided by: APPIC site supervisors, district level specialists</i>
7/8/24 8:00-10:00 a.m.	District Policies & Kentucky Education & Psychology Law (w/focus on mandatory reporting) <i>*Facilitated by: Dr. Birdwhistell, Dr. Rowe, & Mr. Liechty</i>
7/15/24 8:00-10:00 a.m.	FCPS Evaluations (required components) Part 1 <i>*Facilitated by: Dr. Birdwhistell, Dr. Rowe, & Mr. Liechty</i>
7/22/24 8:00-10:00 a.m.	FCPS Evaluations (required components) Part 2 <i>*Facilitated by: Dr. Birdwhistell, Dr. Rowe, & Mr. Liechty</i>
7/29/24 8:00-10:00 a.m.	District Initiatives Overview (Positive Behavior Intervention & Supports-PBIS, Social-Emotional Learning-SEL, Trauma Informed Care-TIC, Restorative Practices-RP) <i>*Facilitated by: Dr. Birdwhistell, Dr. Rowe, Dr. Angell, & Dr. Highland</i>
8/05/24 8:00-10:00 a.m.	Self-Care for Interns <i>*Facilitated by: Dr. Birdwhistell, Dr. Rowe, Dr. Angell, & Dr. Highland</i>

8/12/24 8:00-10:00 a.m.	Unique Dynamics of Working in Public Schools/School Year Kick-Off (First Day for Students 8/14/24) <i>*Facilitated by: Dr. Birdwhistell, Dr. Rowe, Dr. Angell, & Dr. Highland</i>
8/19/24 8:00-10:00 a.m.	Overview of Multi-Tiered Systems of Support (MTSS) <i>*Facilitated by: Dr. Birdwhistell, Dr. Rowe, Dr. Angell, & Dr. Highland</i>
8/26/24 8:00-10:00 a.m.	Threat Assessment & Suicide Risk Assessment <i>*Facilitated by: Dr. Birdwhistell, Dr. Rowe, Dr. Angell, & Dr. Highland</i>
9/04/24 8:00-10:00 a.m.	Collaborating with School-Based Mental Health & Medical Providers (counselors, mental health specialists, occupational therapists, physical therapists, family resource and youth service coordinators, BCBAs, school nurses, etc.) <i>*Provided by district specialists in collaboration with internship supervisors</i>
9/9/24 8:00-10:00 a.m.	English Learners & Evaluations, Working with Interpreters <i>*Facilitated by Ms. Rader, district EL school psychologist lead</i>
9/16/24 8:00-10:00 a.m.	Specific Learning Disability (SLD) & the Responsive to Intervention (Rtl) Model <i>*Facilitated by: Dr. Birdwhistell, Dr. Rowe, Dr. Angell, & Dr. Highland</i>
9/23/24 2 Hours Time TBD	Kentucky Association for Psychology in the Schools (KAPS) Annual Conference (multi-day/tentative dates) <i>*Session Selection & Networking Facilitated by: Dr. Birdwhistell, Dr. Rowe, Dr. Angell, & Dr. Highland</i>
9/30/24	FCPS Fall Break
10/07/24 8:00-10:00 a.m.	Functional Behavior Assessment (FBA) and Behavior Intervention Plan (BIP) <i>*Provided by district BCBA lead in collaboration with internship supervisors</i>
10/14/24 8:00-10:00 a.m.	DSM Diagnoses <i>*Facilitated by: Dr. Birdwhistell, Dr. Rowe, Dr. Angell, & Dr. Highland</i>
10/21/24 8:00-10:00 a.m.	Intellectual Disabilities & Low Incidence Disability <i>*Facilitated by: Dr. Birdwhistell, Dr. Rowe, Dr. Angell, & Dr. Highland</i>
10/28/24 8:00-10:00 a.m.	Cognitive & Academic Achievement Assessment <i>*Facilitated by: Dr. Birdwhistell, Dr. Rowe, Dr. Angell, & Dr. Highland</i>
11/4/2024 2 Hours	KPA Annual Conference (multi-day/tentative dates)

Time TBD	<i>*Session Selection & Networking Facilitated by: Dr. Birdwhistell, Dr. Rowe, Dr. Angell, & Dr. Highland</i>
11/11/24 8:00-10:00 a.m.	Autism Evaluation & Intervention <i>*Provided by Dr. Roig, lead psychologist for Autism Spectrum Disorder</i>
11/18/24 8 – 10:00 a.m.	Social-Emotional/Behavioral Assessment & Intervention <i>*Facilitated by: Dr. Birdwhistell, Dr. Rowe, Dr. Angell, & Dr. Highland</i>
11/25/24	FCPS Thanksgiving Break
12/02/24 8 - 10:00 a.m.	Positive Behavior Intervention and Supports (PBIS) <i>*Provided by district PBIS specialists and internship supervisors</i>
12/9/24 8:00-10:00 a.m.	Restorative Practices (RP) <i>*Provided by district Restorative Practice specialists and internship supervisors</i>
12/16/24	Universal Screeners <i>*Provided by district Student Support staff and internship supervisors F</i>
12/23/24- 1/6/2025	Winter Break
1/08/25 8:00-10:00 a.m.	Trauma Informed Care (TIC) <i>*Provided by district Trauma Informed Care specialists and internship supervisors</i>
1/13/25 8:00-10:00 a.m.	Social-Emotional Learning (SEL) <i>*Provided by district Social-Emotional Learning specialists and internship supervisors</i>
1/22/25 8:00-10:00 a.m.	Psychopharmacology <i>*Provided by University of Kentucky Medical Center guest, Dr. Briggs, psychiatrist</i>
1/27/25 8:00-10:00 a.m.	Neuropsychology <i>*Provided by University of Kentucky Medical Center guest, TBD</i>
2/03/25 8:00-10:00 a.m.	Executive Functioning <i>*Facilitated by: Dr. Birdwhistell, Dr. Rowe, Dr. Angell, & Dr. Highland</i>
2/10/25 8:00-10:00 a.m.	Assessment & Intervention in Pediatric & Clinical Settings <i>*Provided by private practice & University of Kentucky Adolescent Medicine guests, Dr. Florell & Dr. Briggs</i>
2/19/25	ADA 504 Plans

8:00-10:00 a.m.	<i>*Facilitated by: Dr. Birdwhistell, Dr. Rowe, Dr. Angell, & Dr. Highland in collaboration with district 504 specialist</i>
2/24/25 8:00-10:00 a.m.	Bullying & Victimization <i>*Facilitated by: Dr. Birdwhistell, Dr. Rowe, Dr. Angell, & Dr. Highland</i>
3/03/25 8:00-10:00 a.m.	Social Justice <i>*Facilitated by: Dr. Birdwhistell, Dr. Rowe, Dr. Angell, & Dr. Highland</i>
3/10/25 8:00-10:00 a.m.	Program Evaluation & Systems Change <i>*Facilitated by: Mr. Liechty, Dr. Birdwhistell, Dr. Rowe, Dr. Angell, & Dr. Highland</i>
3/17/25 8:00-10:00 a.m.	Occupational Therapy & Physical Therapy <i>*Provided by district specialists in in OT & PT</i>
3/24/25 8:00-10:00 a.m.	BCBA <i>*Provided by district BCBA's</i>
3/31/25 8:00-10:00 a.m.	Community Mental Health Collaboration <i>*Provided by guests from KVC Behavioral Health and The Ridge Behavioral Health TBD</i>
4/07/25 – 4/11/25	Spring Break
4/14/25 8:00-10:00 a.m.	Mindfulness Practices <i>*Facilitated by: Dr. Birdwhistell, Dr. Rowe, Dr. Angell, & Dr. Highland</i>
4/21/25 8:00-10:00 a.m.	Motivational Interviewing <i>*Facilitated by: Dr. Birdwhistell, Dr. Rowe, Dr. Angell, & Dr. Highland</i>
4/28/25 8:00-10:00 a.m.	Scalable Mental Health/Solution Focused Brief Therapy <i>*Facilitated by: Dr. Birdwhistell, Dr. Rowe, Dr. Angell, & Dr. Highland</i>
5/05/25 8:00-10:00 a.m.	Psychologists' Role in Guardianship Determinations <i>*Provided by Dr. Goldsmith & district advocate</i>
5/12/25 8:00-10:00 a.m.	Preschool Evaluations (in preparation for summer testing) <i>*Facilitated by: Ms. Detjen & Ms. Benningfield, district preschool specialists</i>
5/19/25 8:00-10:00 a.m.	Preparation for Post-Doctoral Transition <i>*Facilitated by: Dr. Birdwhistell, Dr. Rowe, Dr. Angell, & Dr. Highland</i>

5/28/25 8:00-10:00 a.m.	Interviewing/CV Recommendations <i>*Facilitated by: Dr. Birdwhistell, Dr. Rowe, Dr. Angell, & Dr. Highland</i>
6/02/25 8:00-10:00 a.m.	Oral Exam for License <i>*Facilitated by: Dr. Birdwhistell & Dr. Rowe</i>
6/9/25 8:00-10:00 a.m.	Psychology Law - Jurisprudence Exam <i>*Facilitated by: Dr. Birdwhistell & Dr. Rowe</i>
6/16/25 8:00-10:00 a.m.	EPPP <i>*Facilitated by: Dr. Birdwhistell & Dr. Rowe</i>
6/23/25 8:00-10:00 a.m.	Internship Wrap Up/Final Review <i>*Facilitated by: Dr. Birdwhistell, Dr. Rowe, & Mr. Liechty</i>

Interns are allowed to attend the annual Kentucky Association for Psychology in the Schools (KAPS) and Kentucky Psychological Association (KPA) conventions.

Interns attend didactics within the school district. Time is provided for interns to participate in local and statewide workshops and conferences, and district funds may be available for in-state activities.

Evaluation

Twice annually (six-month intervals), interns are officially evaluated by their supervisors on their overall performance and various internship competencies. In addition, the primary supervisor will regularly evaluate interns on their performance and identify strengths and challenges. The six-month and final evaluation covers the above goals and objectives. A sample evaluation can be found in Appendix A.

Interns will evaluate their experience of the program twice per year in written format. Written feedback will be completed with the mid-year and final evaluations. They will be submitted to the training director, and to the Director of Special Education. The interns will be afforded opportunities during each supervision to express their feedback regarding their training. The expectation is supervisors are open and responsive to this feedback.

Intern evaluations and any other relevant feedback to the interns' home doctoral program is provided at minimum at the midpoint and end of the internship year. Doctoral programs are contacted within one month following the end of the internship year and informed that the intern has successfully completed the program. If successful completion of the program comes into question at any point during the internship year, or if an intern enters in the formal review step of the Due Process procedures due to a concern by a faculty member or an inadequate rating on an evaluation, the home doctoral program is contacted. This contact is intended to ensure that the home doctoral program, which also has a vested interest in the intern's progress, is kept engaged in order to support an intern who may be having difficulties during the internship year. The home doctoral program is notified of any further action that may be taken by FCPS as a result of the Due Process procedures, up to and including termination from the program.

Due Process and Grievance Procedures

Supervisors and interns are expected to address training challenges within the standard supervision time. The intention of supervision is to engage in professional development, which includes situations of skill development, ethics, or professional relationships. At

times there may be occasions where a supervisor needs to address a skill development issue in a more structured or formal manner. There may also be occasions where interns determine they may need support from someone outside the supervision relationship to ensure they are being treated in a fair manner. FCPS has developed a Collaborative Problem Resolution document found in Appendix B that is designed to provide fair treatment to staff and interns in meeting these training challenges.

SCHOOL DISTRICT PROGRAMS

Each intern may have the opportunity for providing psychological services in the following school district programs or settings:

Inclusion (Consultation & Co-Teaching)

This instructional arrangement/setting provides special education and related services to a student in the general classroom, in accordance with the student's IEP. Qualified special education personnel must be involved in the implementation of the student's IEP through the provision of direct, indirect, and/or support services to the student and/or the student's general classroom teacher(s) necessary to enrich the general classroom and enable student success.

Resource

This instructional setting is any amount of time that a student receives intensive direct instruction from a Special Education teacher in a separate setting from the general education classroom to address the specific goals in their IEP typically related to reading, writing, math, adaptive skills, or behavior objectives. Resource must be intensive accelerated instruction aligned with the student's enrolled grade level curriculum. Generally, the student within this type of program is functioning at least two instructional levels below grade placement.

Self-Contained Classrooms (PASS, HSC, Day Treatment, or Alternative Programs)

The Behavior Self-Contained classrooms are for students with severe emotional/behavioral concerns that adversely affect the student's, or others', educational performance and whose needs cannot be met appropriately in other settings. These classrooms provide a higher level of structure and individualization for student success. They provide a self-contained setting for students who struggle to be educated in less restrictive settings.

Moderate/Severe Disability Classrooms (MSD Programs)

The Moderate/Severe Disability Classrooms are for students with a variety of disabilities whose functional and academic needs cannot be met in other settings. The students will participate in the general education classroom to the maximum

extent possible to meet their academic, social/emotional, and vocational needs.

The range of services provided in each setting can vary significantly depending on the needs of the students.

Early Start Program (Preschool for Disability/Developmental Delay or Economically At-Risk)

The Early Start Program is for students with disabilities, ages 3-5, or students designated as economically at-risk, ages 4-5. For children with disability, these classes are designed to provide instruction for severe delays in one or more areas that include cognition, communication, psychomotor, self-care, and social-emotional areas.

LEXINGTON COMMUNITY

Within a day's drive of two-thirds of the population of the United States, Lexington is strategically located at the intersection of interstates 64 and 75 in Fayette County, Kentucky. Fayette County consists of 283 square miles of gently rolling plateau in the center of the Bluegrass Region. The area is noted for its beauty, fertile soil, excellent pastureland, and horse and stock farms and is referred to as "The Horse Capital of the World." The U.S. Census estimate for Lexington-Fayette County is 321,951 (2018). The Lexington area offers a wide range of diversity in student and family population, including areas such as ethnicity, age, socioeconomic status, and language, which provides interns with greater opportunities to work with clients from richly diverse backgrounds. Lexington is home to the University of Kentucky, Bluegrass Community and Technical College, and Transylvania University. The University of

Kentucky draws large crowds for their sporting events and educational/cultural experiences and opportunities. The Keeneland Thoroughbred Racetrack and Kentucky Horse Park are in Lexington. The Lexington area offers many small-town advantages in addition to the advantages gained from being a part of a university town. Lexington is home to a variety of restaurants, shops, music/arts/crafts, sports, Broadway and local theatre, and night-life activities and is in close proximity to locations offering opportunities for hiking, camping, biking, rock climbing, and boating/kayaking. Lexington is served by the Blue Grass Airport and is less than a two-hour drive from Louisville and Cincinnati.

INTERN SELECTION PROCESS

Intern Academic Preparation and Selection Criteria

Applicants must be enrolled in an appropriately accredited doctoral program.

Applicants from APA accredited programs are preferred. Also, applicants from programs that have a school psychology emphasis, or have included practicum and courses in school psychology will be given preference.

Applicants must register with APPIC as a prospective intern through the National Matching Services (www.natmatch.com/psychint). Applicants must have their APPIC registration number when they interview in order to be eligible to participate in the matching process. This internship site agrees to abide by the APPIC policy that no person at this training facility will solicit, accept, or use any ranking-related information

from any intern applicant. All APPIC policies and guidelines with regard to conduct and the application for internship are adhered to. The Fayette County Public Schools (FCPS) School Psychology Internship Program has provisional APPIC membership for the 2024-2025 internship year. Status will be updated when interns are officially confirmed with our program. The match number is 2581. Materials employed in selecting interns are utilized through the APPIC portal system (APPIC website: www.appic.org). Applicants must complete the APPIC Application for Psychology Internship (AAPI). No supplemental material is required by FCPS. Application requirements should be on file within the APPIC portal system by Nov. 22.

At least 900 practicum hours is desired, distributed over at least one year of graduate study. Twenty five percent of the hours are preferred to be in assessment services to diverse student populations which address a range of presenting problems using a variety of assessment/diagnostic approaches. Ten percent of the hours are preferred to be in methods of intervention and treatment provided to diverse student populations which address a range of presenting problems. Ten percent of the hours should be in formal supervision (both individual and group). It is acceptable to participate in the interview either in person or via video conference. Applicants must submit rank order lists according to APPIC guidelines. The Fayette County Public Schools (FCPS) School Psychology Internship Program has provisional APPIC membership for the 2024-25 internship year. Status will be updated when interns are officially confirmed with our program. The match number is 2581.

Interview Process

1. **All application materials must be completed by Nov. 22.** Applicants with incomplete files may not be considered for an interview.
2. Applicants chosen for an interview will be notified in December schedule an interview. Interviews will be held in January and are scheduled on a first- come, first-serve basis. Interviews can be held in-person or via video conference.
3. The interview typically consists of a one-hour formal interview. Applicants have the option for an informal visit and tour. However, equal consideration will be given to applicants who participate in-person or via video conference. The means of interview participation will not be a factor in intern selection.
4. The candidates are rated on a 1 to 100 scale during the formal interviewing process. A total rating score is calculated.
5. After all prospective interns have been interviewed, the Training Committee meets and ranks the candidates according to their application materials and their interview responses. The numerical ratings from the interview are weighted with the committee's impression of the candidate to form the rank order that is submitted to the APPIC match system.

INTERN BENEFITS

1. A salary of \$32,000
2. The same district benefits as other full-time employees
3. Provision for participating in a wide range of professional learning
4. An appropriate work environment, including adequate equipment, materials, administrative support services, and office facilities
5. Direct access to the leaders of Special Education and Human Resources if they feel they need an independent source to hear concerns regarding the training program

TRAINEE ADMISSIONS, SUPPORT, AND OUTCOME DATA

INTERNSHIP PROGRAM TABLES

Internship Program Admissions

FCPS provides a planned, programmed sequence of training experiences with the primary focus being on assuring breadth and quality of training. The internship is structured to meet Kentucky's requirements to become a licensed psychologist and a certified school psychologist. The program consists of 2000 hours of training over a 12-month period with at least 25% in direct service. Interns are also expected to achieve the goals and objectives of the internship program, as stated below, and to abide by the APA Code of Ethics, the requirements of the FCPS training program, and the policies and procedures of FCPS. The program is designed for a school psychology experience. Thus, only students with some school psychology experience should apply.

Interns are exposed to both Special Education and General Education programs. Under supervision of licensed psychologists, interns provide psychoeducational and psychological evaluations, consultation, training, counseling, behavior management, and crisis intervention services. Training assignments are made to assure that each intern has the opportunity to provide assessment and intervention to students with various needs and diagnoses and to serve various age, cultural, socioeconomic, and minority groups. The wide range of diversity among students and staff in the Fayette County Public Schools allows the internship to offer considerable multicultural experiences to interns. Special efforts are also made to provide experience with low incidence disorders.

Applicants must be enrolled in an appropriately accredited doctoral program. Applicants from APA accredited programs are preferred. Also, applicants from programs that have a school psychology emphasis, or have included practicum and courses in school psychology will be given preference.

Applicants must register with APPIC as a prospective intern through the National Matching Services (www.natmatch.com/psychint). Applicants must have their APPIC registration number when they interview in order to be eligible to participate in the matching process. This internship site agrees to abide by the APPIC policy that no person at this training facility will solicit, accept, or use any ranking-related information from any intern applicant. All APPIC policies and guidelines with regard to conduct and the application for internship are adhered to. The Fayette County Public Schools (FCPS) School Psychology Internship Program

has provisional APPIC membership for the 2024-2025 internship year. Status will be updated when interns are officially confirmed with our program. The match number is 2581.

Materials employed in selecting interns are utilized through the APPIC portal system (APPIC website: www.appic.org). Applicants must complete the APPIC Application for Psychology Internship (AAPI). No supplemental material is required by FCPS. Application requirements should be on file within the APPIC portal system by Nov. 22.

At least 900 practicum hours desired, distributed over at least one year of graduate study. Twenty five percent of the hours are preferred to be in assessment services to diverse student populations which address a range of presenting problems using a variety of assessment/diagnostic approaches. Ten percent of the hours are preferred to be in methods of intervention and treatment provided to diverse student populations which address a range of presenting problems. Ten percent of the hours should be in formal supervision (both individual and group). It is acceptable to participate in an interview either in person or via video conference. Applicants must submit rank order lists according to APPIC guidelines. Our match number is 2581.

All application materials must be completed by Nov. 22. Applicants with incomplete files may not be considered for an interview. Applicants chosen for an interview will be notified in December in order to schedule an interview.

Interviews will be held in January and are scheduled on a first-come, first-serve basis. The interview typically consists of a one-hour formal interview. Applicants have the option to participate in an informal visit and tour. However, equal consideration will be given to applicants who participate in-person or via video conference. The means of interview participation will not be a factor in intern selection. The candidates are rated on a 1 to 100 scale during the formal interviewing process. A total rating score is calculated. After all prospective interns have been interviewed, the Training Committee meets and ranks the candidates according to their application materials and their interview responses. The numerical ratings from the interview are weighted with the committee's impression of the candidate to form the rank order that is submitted to the APPIC match system.

Fayette County Public Schools will provide the following:

1. A salary of \$32,000
2. The same district benefits as other full-time employees, including health insurance, paid leave, short term disability, etc.
3. Provision for participating in a wide range of professional learning
4. An appropriate work environment, including adequate equipment, materials, administrative support services, and office facilities

The intern has direct access to the leaders of Special Education and Human Resources if they feel they need an independent source to hear concerns regarding the training program.

Does the program require that applicants have received a minimum number of hours of the following at time of application? If Yes, indicate how many:

Total Direct Contact Intervention Hours	N	Y	90
Total Direct Contact Assessment Hours	N	Y	225

Describe any other required minimum criteria used to screen applicants:

At least 900 hours are desired, distributed over at least one year of graduate study. Twenty-five percent of the hours are preferred to be in assessment services to diverse student populations, which address a range of presenting problems using a variety of assessment/diagnostic approaches. Ten percent of the hours are preferred to be in methods of intervention and treatment provided to diverse student populations, which address a range of presenting problems. Ten percent of the hours should be in formal supervision (both individual and group).

Financial and Other Benefit Support for Upcoming Training Year*

Annual Stipend/Salary for Full-time Interns **\$32,000**
Annual Stipend/Salary for Part-time Interns **NA**

Program Provides access to medical insurance for intern? **Yes**
 If medical insurance is provided:
 Trainee contribution to cost required? **Yes**
 Coverage of family members available? **Yes**
 Coverage of legally married partner available? **Yes**
 Coverage of domestic partner available? **Yes**

Hours of Annual Paid Personal Time Off (PTO and/or Vacation) **0**
 - School calendar has built in paid vacation days

Hours of Annual Paid Sick Leave **120**

In the event of medical conditions and/or family needs that require extended leave, does the program allow reasonable unpaid leave to interns/residents in excess of personal time off and sick leave **Yes**

Other Benefits (please describe) **NA**

*Note programs are not required by the Commission on Accreditation to provide all benefits listed in this table.

DIRECTORY OF PSYCHOLOGY STAFF

SCHOOL YEAR 2022-23

For more information, contact:

FCPS Special Education Services
450 Park Place, Lexington KY 40511

Phone (859) 381-4171

Fayette County Public Schools website: www.fcps.net

FCPS Internship Staff

Bryony Rowe, Ph.D., School Psychologist, Director of Training: M.S., Ed.S., and Ph.D., University of Kentucky

Internship: Houston Independent School District, Houston, TX (APA accredited)

Licensure/Certification: Licensed Psychologist

Contact: Bryony.Rowe@fayette.kyschools.us

Stacia Angell, Ph.D., Supervising School Psychologist: M.S., Eastern Kentucky University; Ph.D., Oklahoma State University

Internship: Lewisville Independent School District, Lewisville, Texas (APA accredited)

Licensure/Certification: Licensed Psychologist

Contact: Stacia.Angell@fayette.kyschools.us

Nicole Highland, Ph.D., Supervising School Psychologist: M.S., Ed.S., and Ph.D., University of Kentucky

Internship: Anderson County Public Schools, Lawrenceburg, Kentucky

Licensure/Certification: Licensed Psychologist

Contact: Nicole.Highland@fayette.kyschools.us

In addition to the individuals listed above who play a direct role in coordinating the internship program and providing supervision to interns, Fayette County Public Schools employs 35 practicing school psychologists across the district.

Additional FCPS District-Level School Psychologist Staff Supporting School Psychologists

Adam Liechty, S.S.P., Executive Director of Special Education: B.A., M.S., and S.S.P., Winthrop University

Internship: Fort Mill School District #4, Fort Mill, South Carolina

Licensure/Certification: National Certified School Psychologist

Contact: Adam.Liechty@fayette.kyschools.us

Jessie Birdwhistell, Ph.D., Resource Specialist-School Psychologist: M.S., Ed.S., and Ph.D., University of Kentucky

Internship: Fayette County Public Schools, Lexington, Kentucky

Licensure/Certification: Nationally Certified School Psychologist

Contact: Jessica.Birdwhistell@fayette.kyschools.us

Appendix A

FCPS INTERNSHIP STANDARDS-BASED PERFORMANCE EVALUATION

Intern:

Primary Supervisor:

Mid-Year Evaluation Date:

School Site:

Secondary Supervisor:

End of Year Evaluation Date:

Directions: Please rate the Intern on internship performance using the 1 to 4 rating system, from a score of “unsatisfactory” up to a score of “exemplary”. See the key below for a description of each rating. Each item has a rubric to help clarify performance for each level of the rating item. Additional comments can be added by each item to help clarify ratings at the end of each section. The items in the rating scale relate to NASP school psychology standards and program outcomes, APA standards, and Kentucky State Board of Psychologist Examiners standards.

Ratings provided at midyear are based on expectations of development of the intern to the midyear point. Ratings of the same number at the end of the year are based on expectations of development of the intern at the end of the year. Thus, a rating of 3 at midyear is considered proficient for a midyear intern. If the intern receives a 3 on the same objective for end of year then it is assumed the intern has made adequate growth during the second half of the year to be considered proficient for an end of year intern. If the intern has not made adequate growth on the said objective the rater should note a lower score on the end of year evaluation. The expectations for proficiency for the end of year are greater than midyear.

Rating Scale

1 - Unsatisfactory
2 - Emerging
3 - Proficient
4 - Exemplary

Goal 1: Data-Based Decision Making and Accountability:

Objective: The intern is able to understand and utilize assessment methods for identifying strengths and needs; developing effective interventions, services, and programs; and measuring progress and outcomes within a multitiered system of supports. School psychologists use a problem-solving framework as the basis for all professional activities. School psychologists systematically collect data from multiple sources as a foundation for decision-making at the individual, group, and systems levels, and they consider ecological factors (e.g., classroom, family, and community characteristics) as a context for assessment and intervention.

Competency 1:1: Able to collaborate with others to conduct culturally responsive and developmentally appropriate assessments to assist in the determination of services, eligibility for special education, and to provide information to guide the development of a service plan.

Rating (1-4) Use whole number ratings		
MID YEAR RATING	Intern	Supervisor
	Evidence:	
END OF YEAR RATING	Intern	Supervisor
	Evidence:	

Competency 1.2 - Able to administer & score standardized data-based psychological assessments including intelligence tests, achievement tests, and behavior assessments, as part of a comprehensive process of assessment.

Rating (1-4) Use whole number ratings		
MID YEAR RATING	Intern	Supervisor
	Evidence:	
END OF YEAR RATING	Intern	Supervisor
	Evidence:	

Competency 1.3 - Able to translate and use data from multiple sources to understand needs, develop evidence-based interventions, and evaluate services for individual children, classrooms, programs, schools, or other systems.

Rating (1-4) Use whole number ratings		
MID YEAR RATING	Intern	Supervisor
	Evidence:	
END OF YEAR RATING	Intern	Supervisor
	Evidence:	

	Evidence:
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Competency 1.4 - Able to summarize and integrate multiple sources of data in effective psychological reports.

Rating (1-4) Use whole number ratings		
MID YEAR RATING	Intern	Supervisor
	Evidence:	
END OF YEAR RATING	Intern	Supervisor
	Evidence:	

Competency 1.5 - Able to use technology for data collection, test scoring, report writing, research, developing interventions, IEP development, and/or progress monitoring.

Rating (1-4) Use whole number ratings		
MID YEAR RATING	Intern	Supervisor
	Evidence:	
END OF YEAR RATING	Intern	Supervisor
	Evidence:	

Competency 1.6 - Provide support for staff and other stakeholders in collecting, analyzing, and interpreting universal screening and progress monitoring data to enhance decision making for students/clients.

Rating (1-4) Use whole number ratings		
MID YEAR RATING	Intern	Supervisor

	Evidence:	
END OF YEAR RATING	Intern	Supervisor
	Evidence:	

Comments:

Goal 2: Consultation and Collaboration

Objective: The intern will understand varied models and strategies of consultation and collaboration applicable to individuals, families, groups, and systems, as well as methods to promote effective implementation of services. 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 effectively with others.

Competency 2.1 - Able to use varied methods of consultation, collaboration, and communication with professionals within and across disciplines to promote effective implementation of interventions and services.

Rating (1-4) Use whole number ratings		
MID YEAR RATING	Intern	Supervisor
	Evidence:	
END OF YEAR RATING	Intern	Supervisor
	Evidence:	

Competency 2.2 - Able to effectively communicate information verbally and in writing for diverse audiences.

Rating (1-4) Use whole number ratings		
MID YEAR RATING	Intern	Supervisor
	Evidence:	
END OF YEAR RATING	Intern	Supervisor
	Evidence:	

	Evidence:
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Competency 2.3 - Able to evaluate and consult on the effectiveness of instruction, academic interventions, behavioral interventions for individual children or programs.

Rating (1-4) Use whole number ratings		
MID YEAR RATING	Intern	Supervisor
	Evidence:	
END OF YEAR RATING	Intern	Supervisor
	Evidence:	

Competency 2.4 - Able to communicate with teachers, parents, or staff to collaboratively examine suggestions for system change that might impact the individual, group, family, classroom, school, and/or system/community.

Rating (1-4) Use whole number ratings		
MID YEAR RATING	Intern	Supervisor
	Evidence:	
END OF YEAR RATING	Intern	Supervisor
	Evidence:	

Competency 2.5 - Able to facilitate communication and collaboration among all stakeholders by demonstrating effective interpersonal communication techniques.

Rating (1-4) Use whole number ratings		
MID YEAR RATING	Intern	Supervisor
	Evidence:	

END OF YEAR RATING	Intern	Supervisor
	Evidence:	

Competency 2.6 - Participate on a variety of leadership teams to promote positive outcomes for children, staff, and systems.

Rating (1-4) Use whole number ratings		
MID YEAR RATING	Intern	Supervisor
	Evidence:	
END OF YEAR RATING	Intern	Supervisor
	Evidence:	

Comments:

Goal 3: Academic Interventions and Instructional Supports

Objective: The Intern has knowledge of biological, cultural, and social influences on academic skills; human learning, cognition, and developmental processes; and evidence-based curriculum and instructional strategies. Interns 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.

Competency 3.1 - Able to promote evidence-based interventions and curriculums, accommodations, and practices that enhance student learning.

Rating (1-4) Use whole number ratings		
MID YEAR RATING	Intern	Supervisor
	Evidence:	
END OF YEAR RATING	Intern	Supervisor
	Evidence:	

Competency 3.2 - Able to collaborate with others to ensure that students who are not making adequate progress/meeting benchmarks receive progress monitoring for academic concerns, and that changes in instruction are recommended if necessary.

Rating (1-4) Use whole number ratings		
MID YEAR RATING	Intern	Supervisor
	Evidence:	
END OF YEAR RATING	Intern	Supervisor
	Evidence:	

Competency 3.3 - Able to apply current, empirically based research on learning and cognition to the development of effective instructional strategies to promote learning at the individual, group, and system levels.

Rating (1-4) Use whole number ratings		
MID YEAR RATING	Intern	Supervisor
	Evidence:	
END OF YEAR RATING	Intern	Supervisor
	Evidence:	

Competency 3.4 - Able to monitor the implementation and fidelity of interventions, accommodations, supports, and outcomes to enhance academic success at the individual or group level.

Rating (1-4) Use whole number ratings		
MID YEAR RATING	Intern	Supervisor

	Evidence:	
END OF YEAR RATING	Intern	Supervisor
	Evidence:	

Competency 3.5 - Able to share information about research in curriculum and instruction with educators, parents/guardians, and the community to promote improvement in student achievement.

Rating (1-4) Use whole number ratings		
MID YEAR RATING	Intern	Supervisor
	Evidence:	
END OF YEAR RATING	Intern	Supervisor
	Evidence:	

Comments:

Goal 4: Mental and Behavioral Health Services and Interventions

Objective: School psychologists understand the biological, cultural, developmental, and social influences on mental and behavioral health, behavioral and emotional impacts on learning, and evidence-based strategies to promote social-emotional functioning. School psychologists, in collaboration with others, design, implement, and evaluate services that promote resilience and positive behavior, support socialization and adaptive skills, and enhance mental and behavioral health.

Competency 4.1 - Able to assess the social, emotional, behavioral, or mental health needs of students with diverse backgrounds, strengths, and needs.

Rating (1-4) Use whole number ratings		
MID YEAR RATING	Intern	Supervisor
	Evidence:	
END OF YEAR RATING	Intern	Supervisor
	Evidence:	

	Evidence:
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Competency 4.2 - Able to understand the impact of trauma on social/emotional/behavior skills and in collaboration with others work to reduce the impact of trauma on learning and behavior.

Rating (1-4) Use whole number ratings		
MID YEAR RATING	Intern	Supervisor
	Evidence:	
END OF YEAR RATING	Intern	Supervisor
	Evidence:	

Competency 4.3 - Able to systematically analyze the antecedents, functions, consequences, and potential causes for behavior that impact learning and/or socialization.

Rating (1-4) Use whole number ratings		
MID YEAR RATING	Intern	Supervisor
	Evidence:	
END OF YEAR RATING	Intern	Supervisor
	Evidence:	

Competency 4.4 - Able to develop social, emotional, behavioral, life skill goals and evidence-based interventions for children with social, behavioral, life skills, or mental health needs.

Rating (1-4) Use whole number ratings		
MID YEAR RATING	Intern	Supervisor
	Evidence:	
END OF YEAR RATING	Intern	Supervisor

	Evidence:	

Competency 4.5 - Able to monitor the implementation of interventions, collect data, summarize the data, monitor the fidelity, and/or graph data results on the effectiveness of behavioral, prevention, and mental health services for diverse children.

Rating (1-4) Use whole number ratings		
MID YEAR RATING	Intern	Supervisor
	Evidence:	
END OF YEAR RATING	Intern	Supervisor
	Evidence:	

Competency 4.6 - Able to assist in the development and implementation of positive behavioral supports at the individual, classroom, school, or system level to promote effective classroom/school-wide management strategies and discipline practices.

Rating (1-4) Use whole number ratings		
MID YEAR RATING	Intern	Supervisor
	Evidence:	
END OF YEAR RATING	Intern	Supervisor
	Evidence:	

Comments:

Goal 5: School- Wide Practices to Promote Learning

Objective: School psychologists understand systems structures, organization, and theory; general and special education programming; implementation science; and evidence-based, school-wide practices that promote learning, positive behavior, and mental health. School psychologists, in collaboration with others, develop and implement practices and strategies to create and maintain safe, effective, and supportive learning environments for students and school staff.

Competency 5.1 - Able to demonstrate knowledge of the school-wide procedures (referral, discipline, assessment, Student Intervention Teams, instructional support, tutoring) and knowledge of special education system procedures (use of forms, laws, procedures).

Rating (1-4) Use whole number ratings		
MID YEAR RATING	Intern	Supervisor
	Evidence:	
END OF YEAR RATING	Intern	Supervisor
	Evidence:	

Competency 5.2 - Able to design or consult with teachers on programs/resources that promote best practices in services (inclusion, self- contained, bully prevention, ELL programs, staff training, grading, home- school partnerships).

Rating (1-4) Use whole number ratings		
MID YEAR RATING	Intern	Supervisor
	Evidence:	
END OF YEAR RATING	Intern	Supervisor
	Evidence:	

Competency 5.3 - Able to keep and evaluate accountability data (RTI data, assessment data, intervention data, system tracking data) that assists with monitoring services for system-level improvement issues, initiatives, and accountability measures.

Rating (1-4) Use whole number ratings		
MID YEAR RATING	Intern	Supervisor
	Evidence:	

END OF YEAR RATING	Intern	Supervisor
	Evidence:	

Competency 5.4 - Able to work effectively within systems to create and maintain supportive learning environments and services (participate in RTI or other systems-wide interventions) for children in a multi-tiered continuum.

Rating (1-4) Use whole number ratings		
MID YEAR RATING	Intern	Supervisor
	Evidence:	
END OF YEAR RATING	Intern	Supervisor
	Evidence:	

Competency 5.5 - Able to identify and advocate for services, practices and policies that promote systems change or improvement to ensure effective services.

Rating (1-4) Use whole number ratings		
MID YEAR RATING	Intern	Supervisor
	Evidence:	
END OF YEAR RATING	Intern	Supervisor
	Evidence:	

Comments:

Goal 6: Services to Promote Safe and Supportive Schools

Objective: The Intern understands principles and research related to social-emotional well-being, resilience, and risk factors in learning, mental and behavioral health, services in schools and communities to support multi-tiered prevention and health promotion, and evidence-based strategies for creating safe and supportive schools. School

psychologists, in collaboration with others, promote preventive and responsive services that enhance learning, mental and behavioral health, and psychological and physical safety and implement effective crisis prevention, protection, mitigation, response, and recovery.

Competency 6.1 – Provide services that foster a positive school climate and use their knowledge to build and enhance relationships that lead to greater school connectedness for students, staff, families, and communities.

Rating (1-4) Use whole number ratings		
MID YEAR RATING	Intern	Supervisor
	Evidence:	
END OF YEAR RATING	Intern	Supervisor
	Evidence:	

Competency 6.2 - Able to design and contribute to evidence-based preventative intervention ideas for individuals, classrooms, and/or school- wide programs that promote mental health services, healthy environments, and/or personal success.

Rating (1-4) Use whole number ratings		
MID YEAR RATING	Intern	Supervisor
	Evidence:	
END OF YEAR RATING	Intern	Supervisor
	Evidence:	

Competency 6.3 - Able to use assessment, data-based decision making, problem-solving strategies, collaboration, and/or data collection methods to assess and evaluate outcomes of prevention programs, response activities, school climate and crisis services for individuals, programs, and/or classrooms.

Rating (1-4) Use whole number ratings		
MID YEAR RATING	Intern	Supervisor

	Evidence:	
END OF YEAR RATING	Intern	Supervisor
	Evidence:	

Competency 6.4- Able to collaborate with other professionals to engage in crisis assessment and intervention; and to provide support during crisis situations.

Rating (1-4) Use whole number ratings		
MID YEAR RATING	Intern	Supervisor
	Evidence:	
END OF YEAR RATING	Intern	Supervisor
	Evidence:	

Comments:

Goal 7: Family-School Collaboration Services

Objective: The Intern understands principles and research related to family systems, strengths, needs, and cultures; evidence-based strategies to support positive family influences on children’s learning and mental health; and strategies to develop collaboration between families and schools. School psychologists, in collaboration with others, design, implement, and evaluate services that respond to culture and context. They facilitate family and school partnerships and interactions with community agencies to enhance academic and social-behavioral outcomes for children.

Competency 7.1 – Able to show knowledge and respect for diversity in family systems. Able to identify varying world views, cultural, and family contexts, and other factors that impact family-school partnerships as well as learning and behavior.

Rating (1-4) Use whole number ratings		
MID YEAR RATING	Intern	Supervisor
	Evidence:	
END OF YEAR RATING	Intern	Supervisor

	Evidence:	

Competency 7.2 - Able to utilize data-based decision making, problem- solving strategies, and/or consultation to enhance family-school- community effectiveness in addressing the needs of children, designing programs, and/or interventions.

Rating (1-4) Use whole number ratings		
MID YEAR RATING	Intern	Supervisor
	Evidence:	
END OF YEAR RATING	Intern	Supervisor
	Evidence:	

Competency 7.3 - Able to design and/or identify resources for families from both the school and the community that enhance family-school- community effectiveness.

Rating (1-4) Use whole number ratings		
MID YEAR RATING	Intern	Supervisor
	Evidence:	
END OF YEAR RATING	Intern	Supervisor
	Evidence:	

Competency 7.4 - Able to evaluate educational programs and other types of services that assist families with promoting academic, social, and/or behavioral success of their children (including case studies).

Rating (1-4) Use whole number ratings		
MID YEAR RATING	Intern	Supervisor

	Evidence:	
END OF YEAR RATING	Intern	Supervisor
	Evidence:	

Comments:

Goal 8: Diversity in Development and Learning

School psychologists have knowledge of, and inherent respect for, individual differences, abilities, disabilities, and other diverse characteristics and the effects they have on development and learning. They also understand principles and research related to diversity in children, families, schools, and communities, including factors related to child development, religion, culture and cultural identity, race, sexual orientation, gender identity and expression, socioeconomic status, and other variables. School psychologists implement evidence-based strategies to enhance services in both general and special education and to address potential influences related to diversity. School psychologists demonstrate skills to provide professional services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds through an ecological lens across multiple contexts. School psychologists recognize that equitable practices for diverse student populations, respect for diversity in development and learning, and advocacy for social justice are foundational to effective service delivery.

Competency 8.1 - Able to show sensitivity and knowledge of disabilities, individual differences, culture, ethnicity, and other diversity factors in a school setting.

Rating (1-4) Use whole number ratings		
MID YEAR RATING	Intern	Supervisor
	Evidence:	
END OF YEAR RATING	Intern	Supervisor
	Evidence:	

Competency 8.2 - Use inclusive language and provide culturally response and equitable practices in all domains of service delivery for diverse individuals, families, schools, and communities.

Rating (1-4) Use whole number ratings		
MID YEAR RATING	Intern	Supervisor

	Evidence:	
END OF YEAR RATING	Intern	Supervisor
	Evidence:	

Competency 8.3 - Able to use knowledge of disabilities and diversity in the process of selecting assessments, administration of assessments, interpreting assessments results, reporting results, and in non-biased report writing

Rating (1-4) Use whole number ratings		
MID YEAR RATING	Intern	Supervisor
	Evidence:	
END OF YEAR RATING	Intern	Supervisor
	Evidence:	

Competency 8.4 - Able to use knowledge of disabilities and diversity in collaboration with others in designing and evaluating interventions and services for children and families to improve academic, learning, social, and behavioral services for all.

Rating (1-4) Use whole number ratings		
MID YEAR RATING	Intern	Supervisor
	Evidence:	
END OF YEAR RATING	Intern	Supervisor
	Evidence:	

Competency 8.5 - Work collaboratively with families and community liaisons to understand and address the needs of diverse learners.

Rating (1-4) Use whole number ratings		
MID YEAR RATING	Intern	Supervisor
	Evidence:	
END OF YEAR RATING	Intern	Supervisor
	Evidence:	

Competency 8.6 - Promote equity and social justice in educational programs and services. Activity engage in practices to address factors that limit equity and access to educational opportunity.

Rating (1-4) Use whole number ratings		
MID YEAR RATING	Intern	Supervisor
	Evidence:	
END OF YEAR RATING	Intern	Supervisor
	Evidence:	

Comments:

Goal 9: Research and Evidence-Based Practice

Objective: The intern has knowledge of research design, statistics, measurement, and varied data collection and analysis techniques sufficient for understanding research, interpreting data, and evaluating programs in applied settings. As scientist practitioners, school psychologists 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, and analysis to support effective practices at the individual, group, and/or systems levels.

Competency 9.1 - Able to evaluate, interpret, and summarize research findings and utilize this information for effective service delivery.

Rating (1-4) Use whole number ratings		
MID YEAR RATING	Intern	Supervisor

	Evidence:	
END OF YEAR RATING	Intern	Supervisor
	Evidence:	

Competency 9.2 - Able to use technology and research skills to identify, analyze, interpret, and determine effective and best practices to assist with developing interventions for students, teachers, groups, or to provide support with system issues.

Rating (1-4) Use whole number ratings		
MID YEAR RATING	Intern	Supervisor
	Evidence:	
END OF YEAR RATING	Intern	Supervisor
	Evidence:	

Competency 9.3 - Able to use research skills to assist in analyzing data, making statistical analysis, making data graphs, and/ or making data tables to show progress

Rating (1-4) Use whole number ratings		
MID YEAR RATING	Intern	Supervisor
	Evidence:	
END OF YEAR RATING	Intern	Supervisor
	Evidence:	

Competency 9.4 - Able to collaborate with others to work on program evaluation in order to appraise the effectiveness and accountability of programs (such as RTI programs, case studies, single case design interventions, and/or treatment interventions).

Rating (1-4) Use whole number ratings		
MID YEAR RATING	Intern	Supervisor
	Evidence:	
END OF YEAR	Intern	Supervisor
	Evidence:	

Comments:

Goal 10: Legal, Ethical, and Professional Practice

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. School psychologists 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 effective interpersonal skills, responsibility, adaptability, initiative, dependability, technological competence, advocacy skills, respect for human diversity, and a commitment to social justice and equity.

Competency 10.1 - Able to practice in ways that are consistent with ethical, professional, and legal standards and regulations.

Rating (1-4) Use whole number ratings		
MID YEAR RATING	Intern	Supervisor
	Evidence:	
END OF YEAR RATING	Intern	Supervisor
	Evidence:	

Competency 10.2 - Able to engage in effective, collaborative, and ethical professional relationships.

Rating (1-4) Use whole number ratings		
MID YEAR RATING	Intern	Supervisor

	Evidence:	
END OF YEAR RATING	Intern	Supervisor
	Evidence:	

Competency 10.3 - Able to use technology (computer scoring, report writing, email, internet, data-bases, graphs, IEP programs) and record-keeping practices that maintain and protect confidentiality.

Rating (1-4) Use whole number ratings		
MID YEAR RATING	Intern	Supervisor
	Evidence:	
END OF YEAR RATING	Intern	Supervisor
	Evidence:	

Competency 10.4 - Able to collect data to evaluate and document the effectiveness of their services.

Rating (1-4) Use whole number ratings		
MID YEAR RATING	Intern	Supervisor
	Evidence:	
END OF YEAR RATING	Intern	Supervisor
	Evidence:	

Competency 10.5 - Engage in lifelong learning and formulate personal plans for professional growth.

Rating (1-4) Use whole number ratings		
MID YEAR RATING	Intern	Supervisor
	Evidence:	
END OF YEAR RATING	Intern	Supervisor
	Evidence:	

Competency 10.6 - Able to demonstrate knowledge of models and the process of supervision.

Rating (1-4) Use whole number ratings		
MID YEAR RATING	Intern	Supervisor
	Evidence:	
END OF YEAR RATING	Intern	Supervisor
	Evidence:	

Comments:

FCPS Internship Standards-Based Performance Assessment

Intern:
Primary Supervisor:

School Site:
Secondary Supervisor:

MIDTERM EVALUATION		
Summary of strengths of performance:		
Plans for addressing areas that need further experience, applications, or opportunities:		
MIDTERM SIGNATURES		
Name	Signature	Date
Intern:		
Supervisor:		

FCPS Internship Standards-Based Performance Assessment

Intern:
Primary Supervisor:

School Site:
Secondary Supervisor:

END OF YEAR EVALUATION		
Summary of strengths of performance:		
Comments:		
END OF YEAR SIGNATURES		

Name	Signature	Date
Intern:		
Supervisor:		

Appendix B

POLICY ON PSYCHOLOGY INTERN EVALUATION, GRIEVANCES, AND MANAGEMENT OF PROBLEMATIC PERFORMANCE OR CONDUCT

Due Process Procedures

Due Process Procedures are implemented in situations in which a supervisor or other faculty member raises a concern about the functioning of a psychology intern. These procedures are a protection of intern rights and are implemented in order to afford the intern with every reasonable opportunity to remediate problems and to receive support and assistance. These procedures are not intended to be punitive. These procedures are not intended to replace existing procedures at Member Districts/Sites. Instead, they are used in those situations where such policies and procedures do not apply.

Rights and Responsibilities: These procedures are a protection of the rights of both the intern and the doctoral internship training program, and also carry responsibilities for both.

Interns: The intern has the right to be afforded with every reasonable opportunity to remediate problems. These procedures are not intended to be punitive; rather, they are meant as a structured opportunity for the intern to receive support and assistance in order to remediate concerns. The intern has the right to be treated in a manner that is respectful, professional, and ethical. The intern has the right to participate in the Due Process procedures by having their viewpoint heard

at each step in the process. The intern has the right to appeal decisions with which he/she disagrees, within the limits of this policy. The responsibilities of the intern include engaging with the training program and the institution in a manner that is respectful, professional, and ethical, making every reasonable attempt to remediate behavioral and competency concerns, and striving to meet the aims and objectives of the program.

FCPS Internship Training Program: The FCPS Internship Training Program has the right to implement these Due Process procedures when they are called for as described below. The program and its faculty/staff have the right to be treated in a manner that is respectful, professional, and ethical. The program has a right to make decisions related to remediation for an intern, including probation, suspension and termination, within the limits of this policy. The responsibilities of the program include engaging with the intern in a manner that is respectful, professional, and ethical, making every reasonable attempt to support interns in remediating behavioral and competency concerns, and supporting interns to the extent possible in successfully completing the training program.

Definition of a Problem

For purposes of this document, a problem is defined broadly as an interference in professional functioning which is reflected in one or more of the following ways: 1) an inability and/or unwillingness to acquire and integrate professional standards into one's repertoire of professional behavior; 2) an inability to acquire professional skills in order to reach an acceptable level of competency; and/or 3) an inability to control personal stress, psychological dysfunctions, and/or excessive emotional reactions which interfere with professional functioning.

It is a professional judgment as to when an issue becomes problematic rather than of concern.

Intern trainees may exhibit behaviors, attitudes, or characteristics that, while of concern and requiring attention, are not unexpected or excessive for professionals in training. Issues typically are identified as problems that require remediation when they include one or more of the following characteristics:

- 1) The intern does not acknowledge, understand, or address the problem when it is identified;
- 2) The problem is not merely a reflection of a skill deficit which can be rectified by the scheduled sequence of clinical or didactic training;
- 3) The quality of services delivered by the intern is sufficiently negatively affected;
- 4) The problem is not restricted to one area of professional functioning;
- 5) A disproportionate amount of attention by training personnel is required;
- 6) The trainee's behavior does not change as a function of feedback, and/or time;
- 7) The problematic behavior has potential for ethical or legal ramifications if not addressed;
- 8) The intern's behavior negatively impacts the public view of the agency;
- 9) The problematic behavior negatively impacts the intern cohort;
- 10) The problematic behavior potentially or actually causes harm to a patient; and/or,

11) The problematic behavior violates appropriate interpersonal communication with agency staff.

Administrative Hierarchy and Definitions

The FCPS Internship Training Program's Due Process Procedures occur in a step-wise fashion, involving greater levels of intervention as a problem increases in persistence, complexity, or level of disruption to the training program. Faculty roles included herein are defined as follows:

Supervisor: Any faculty member who provides direct supervision or teaching to an intern.

Training Director (TD): The supervisor who functions as the director of training. This person leads the internship Training Committee and serves as a voting member.

Training Committee (TC): The governing body of the internship. The TC is overseen by the TD and makes decisions by consensus.

Informal Review

When a supervisor believes that an intern's behavior is becoming problematic, the first step in addressing the issue should be to raise the issue with the intern directly and as soon as feasible in an attempt to informally resolve the problem. This may include increased supervision, didactic training, and/or structured readings. This process should be documented in writing in supervision notes and discussed with the Training Director and Training Committee, but will not become part of the intern's professional file.

Formal Review

If an intern's problem behavior persists following an attempt to resolve the issue informally, or if an intern receives a rating below a "2" on any learning element on the midterm evaluation or a rating below a "3" on any learning element on the final intern evaluation, the following process is initiated:

A. The supervisor will meet with the Training Director (TD) and intern within 10 working days of the evaluation or failure to resolve the issue informally to discuss the problem and determine what action needs to be taken to address the issue. If the TD is the intern's direct supervisor, an additional supervisor and member of the Training Committee will be included in the meeting.

B. The intern will have the opportunity to provide a written statement related to their response to the problem.

C. After discussing the problem and the intern's verbal and/or written response(s), the supervisor and TD may:

1) Issue an "Acknowledgement Notice" which formally acknowledges:

a) that the faculty is aware of and concerned with the problem;

b) that the problem has been brought to the attention of the intern;

c) that the faculty will work with the intern to specify the steps necessary to rectify the problem or skill deficits addressed by the inadequate evaluation rating; and,

d) that the problem is not significant enough to warrant further remedial action at this time. This notice will be issued within 5 working days of the meeting among the supervisor, TD, and intern, and will be shared with

both the intern and the Director of Clinical Training at the intern's graduate institution.

2) Place the intern on a "Remediation Plan" which defines a relationship such that the faculty, through the supervisors and TD, actively and systematically monitor, for a specific length of time, the degree to which the intern addresses, changes and/or otherwise improves the problematic behavior or skill deficit. The length of the probation period will depend upon the nature of the problem and will be determined by the intern's supervisor and the TD. A written Remediation Plan is shared with the intern and the Director of Clinical Training at the intern's graduate institution and includes:

- a) the actual behaviors or skills associated with the problem;
- b) the specific recommendations for rectifying the problem;
- c) the time frame for the probation during which the problem is expected to be ameliorated; and,
- d) the procedures designed to ascertain whether the problem has been appropriately rectified. This statement will be issued within 5 working days of the meeting and will be shared with the Director of Clinical Training at the intern's graduate institution. At the end of the remediation period as specified in "c" above, the TD will provide a written statement indicating whether the problem has been remediated. This statement will become part of the intern's permanent file and also will be shared with the intern and sent to the Director of Clinical Training at the intern's graduate institution.

D. If the problem is not rectified through the above processes, or if the problem represents gross misconduct or ethical violations that have caused or have the potential to cause harm, the intern's placement within the FCPS Internship Training Program may be terminated. The decision to terminate an intern's placement will be made by the entire Training Committee and a representative of the training site's Human Resources and requires a discontinuation of participation by the intern within every aspect of the training program. The Training Committee will make this determination during a meeting convened within 10 working days of the original meeting discussed in Step A, or during the regularly-scheduled monthly Training Committee meeting, whichever occurs first. The TD has the authority, in their discretion, to temporarily suspend an intern's clinical activities during this period prior to a final decision being made, if warranted. In the event of dismissal, the Association of Psychology Postdoctoral and Internship Centers (APPIC) and the intern's Director of Training at the intern's home doctoral program would be contacted within 5 working days of the decision.

All time limits mentioned above may be extended by mutual consent within a reasonable limit.

Appeals Process

If the intern wishes to appeal a decision made, he or she may request an Appeals Hearing before the review panel as described below. This request must be made in writing (an email will suffice) to the TD within 5 working days of notification regarding the decision. If requested, the Appeals Hearing will be conducted by a review panel convened by the TD and consisting of him/herself (or another supervisor, if appropriate), the intern's primary supervisor, and at least two other members of the Training Committee. The intern may request one specific member of the

Training Committee to serve on the review panel. The Appeals Hearing will be held within 10 working days of the intern's request for a hearing. The review panel will review all written materials and have an opportunity to interview the parties involved or any other individuals with relevant information. The review panel may uphold or modify the decisions. Decisions of the review panel are final and binding on the intern and all persons or entities connected with the FCPS Internship Training Program.

Notifying the Sponsoring Doctoral Program

If either an Acknowledgement Notice or a Remediation Plan action occurs, the TD will inform the intern's sponsoring university within 5 working days of issuance of the notification, indicating the nature of the inadequate rating, the rationale for the action, and the action taken by the faculty. The intern shall receive a copy of the letter to the sponsoring university.

Once the Acknowledgement Notice or Probation is issued by the TD, it is expected that the status of the problem or inadequate rating will be reviewed no later than the next formal evaluation period or, in the case of probation, no later than the time limits identified in the probation statement. If the problem has been rectified to the satisfaction of the faculty and the intern, the sponsoring university and other appropriate individuals will be informed and no further action will be taken.

Grievance Procedures

Grievance Procedures are used in situations in which a psychology intern raises a concern about a supervisor or other faculty member, trainee, or the internship training program. These guidelines are intended to provide the psychology intern with a means to resolve perceived conflicts. Interns who pursue grievances in good faith will not experience any adverse professional consequences. For situations in which an intern raises a grievance about a supervisor, staff member, trainee, or the internship program, the following steps will be taken:

Informal Review

First, the intern should raise the issue as soon as feasible with the involved supervisor, staff member, other trainee, or TD in an effort to resolve the problem informally.

Formal Review

If the matter cannot be satisfactorily resolved using informal means, the intern may submit a formal grievance in writing to the TD. If the TD is the object of the grievance, the grievance should be submitted to another member of the Training Committee. The individual being grieved will be asked to submit a response in writing. The TD (or Training Committee member, if appropriate) will meet with the intern and the individual being grieved within 10 working days of the submission of the formal written grievance. In some cases, the TD or other Training Committee member may, in their discretion, wish to meet with the intern and the individual

being grieved separately first. The goal of the joint meeting will be to develop a plan of action to resolve the matter. The plan of action will include:

- a) the behavior associated with the grievance;
- b) the specific steps to rectify the problem; and,
- c) procedures designed to ascertain whether the problem has been appropriately rectified.

The TD or other Training Committee member will document the process and outcome of the meeting. The intern and the individual being grieved will be asked to report back to the TD or other Training Committee member in writing within 10 working days of the joint meeting referenced above regarding whether the issue has been adequately resolved.

If the plan of action fails, the TD or other Training Committee member will convene a review panel consisting of him/herself and at least two other members of the Training Committee within 10 working days of this determination. The intern may request one specific member of the Training Committee to serve on the review panel. The review panel will review all written materials and have an opportunity to interview the parties involved or any other individuals with relevant information. Decisions of the review panel are final and binding on the intern and all persons or entities connected with the FCPS Internship Training Program.

If the review panel determines, in its discretion, that a grievance against a staff member cannot be resolved internally or is not appropriate to be resolved internally, then the issue will be turned over to the employer agency in order to initiate the due process procedures outlined in the staff member's employment contract. If the review panel determines that the grievance against the staff member has the potential to be resolved internally, the review panel will develop a second action plan that includes the same components as described in a), b), and c). The process and outcome of the panel meeting will be documented by the TD or other Training Committee

member. The intern and the staff member being grieved will again be asked to report back in writing regarding whether the issue has been adequately resolved within 10 working days of the issuance of the second action plan. The panel will reconvene within 10 working days of the written statement review written documentation and determine whether the issue has been adequately resolved. For circumstances in which an intern has filed a grievance against a faculty or staff member, and internal resolution by the internship has been deemed inappropriate, the issue will be turned over to the employer agency for successful resolution.

Appendix C
PSYCHOLOGY INTERN TRAINING AGREEMENT
Fayette County Public School District

This training agreement between:

(Name of psychology intern)

and:

(Name of supervising psychologist)

is hereby established for the purpose of defining the nature and parameters of a planned, sequentially organized predoctoral psychology internship training program. It is designed to facilitate the development of the psychology intern's skills and competencies in the provision of high quality professional psychological services consistent with applicable legal, ethical, and professional standards in partial fulfillment of a doctoral degree in psychology.

1. The supervisor and psychology intern agree that all aspects of this internship will be carried out in accordance with all requirements of Kentucky Revised Statutes § 32-2061 *et seq.*, the rules of the Kentucky Board of Psychologist Examiners, and all other applicable statutes.
2. Doctoral internships begin in July of each year. The internship will consist of 2,000 total hours for full-time interns. Kentucky licensure law specifies that supervisees cannot accrue more than forty hours of training experience in one week. Supervisees will complete the internship in at least fifty weeks.
3. Fayette County Public School District has received written certification by the psychology intern's educational institution that he or she has satisfied all requirements in preparation for the predoctoral internship training year. Certification is provided through the online APPIC Application for Psychology Internship (AAPI).

The educational institution at which the intern is pursuing a doctorate in psychology is:

(Educational institution and department)

(Academic Director of Training)

(Address)

(Phone) (Email)

1. The primary supervisor is a psychologist licensed for the independent practice of psychology in Kentucky. The state(s) or province (s) in which the supervisor is licensed, the license numbers, and dates originally licensed are:
 - a. State/Province: License #: Date 1st Licensed:
2. An annual stipend of \$ will be paid to the intern by FCPS.
3. The intern will receive the following employment benefits, such as health insurance, dental insurance, and other benefits.
4. The supervisor and psychology intern confirm that there exists no relationship between them except that of supervisor and psychology intern. They agree that no other relationship shall be created between them for the duration of this internship that has the potential to compromise the quality of services to clients, the objectivity of the evaluation of the psychology intern, or that may result in exploitation of the psychology intern or any client. The supervisor shall not receive any supervision fees, salary, compensation, honoraria, favors, or gifts from the psychology intern. If either the supervisor or psychology intern is unsure regarding the appropriateness of their relationship, or prospective relationship, the matter shall be brought to the attention of the Director of Training for review and clarification.
5. The supervisor and psychology intern agree that the following shall be the individualized goals for this predoctoral psychology internship and that they shall work conscientiously and cooperatively toward the achievement of these goals:
6. The supervisor and psychology intern agree that the following methods shall be the primary methods, techniques, and procedures for accomplishing the above goals:
7. The supervisor and psychology intern agree that the following criteria will be used in determining the extent to which the individualized goals have been achieved:
8. The psychology intern will be known by the title "Psychology Intern." The name of the supervisor will be disclosed on all materials on which the name of the psychology intern appears, including, but not limited to, all entries in psychological records, reports, correspondence, business cards, billing statements, brochures, stationary, and advertisements. The psychology intern will accept client referrals only from the supervisor or the supervisor's organization.

9. The psychology intern will inform each client, both verbally and in writing, that he or she is practicing under the supervision of a licensed psychologist and will provide each client with the supervisor's name and means of contacting him or her. As a condition of providing services, the psychology intern will obtain each client's informed, written consent to share confidential information with the supervisor for the purpose of supervision. The sharing of confidential information with the supervisor may take the form of live observation and/or participation in the provision of psychological services; reviewing video or audio tapes of psychological services; and reviewing and discussing case notes, progress notes, treatment plans, tests, reports, correspondence, or discharge summaries. The psychology intern will not provide services to clients that do not provide this informed consent.

10. The psychology intern will create and maintain client records consistent with all applicable Kentucky Statutes and Rules of the Kentucky Board of Psychologist Examiners. These records will remain with the supervising psychologist or FCPS site upon the completion or termination of the internship. Students served will be advised as to how to access their records subsequent to the psychology intern's completion of the predoctoral internship.

11. The supervisors maintain full responsibility for all psychological services provided by the psychology intern. The supervisors are vested with sufficient authority over matters pertaining to the provision of psychological services by the psychology intern to enable the supervisors to accept responsibility for the welfare of the clients and the quality of the training experience. The supervisors will prevail in all professional disagreements with the psychology intern.

12. The supervisors will countersign all documents and records prepared by the psychology intern including all assessment notes, treatment plans, interview or progress notes, testing, reports, correspondence, billings, and all other documents generated by the psychology intern in the course of providing psychological services or in communicating with others about such services. All reports or correspondence written by the psychology intern will be on the supervisor's or the organization's official stationary.

13. The supervisors will determine that the psychology intern is capable of providing competent and safe psychological services to each client assigned. The supervisors will not permit the psychology intern to engage in any psychological practice that the supervisor cannot competently perform.

14. The supervisors agree to provide directly, or by way of another supervising psychologist, a minimum of one hour of face-to-face, individual supervision for each twenty hours of supervised experience. This supervision will have the expressed purpose of dealing with the services rendered by the psychology intern. It is further agreed that additional hours of supervision will be provided when necessary to ensure the adequate quality of psychological services provided by the psychology intern.

15. The supervisors agree to identify, discuss, and relate practice issues to relevant legal, ethical, and professional standards when appropriate in the course of supervision of psychological services. The psychology intern agrees to identify relevant legal, ethical, and professional issues in his or her provision of psychological services and to bring them to the attention of the supervisor for discussion as appropriate.

16. The private actions and behaviors of the psychology intern which are not relevant to, nor expressed in, the internship setting shall not be dealt with in the supervisory relationship. The supervisors shall not provide psychotherapy to the psychology intern.

17. The supervisors may also assign supplemental training activities in specific skill areas to be provided by other licensed or certified professionals, under the authority of the supervisor. Time that the intern spends working on his or her dissertation or clinical research project cannot be counted as internship hours in Kentucky.

18. Supervisors and trainees must develop a written plan on how supervisees can immediately access their supervisors in the event of clinical emergencies. The plan should include accessibility on evenings, weekends, and vacations. In non-emergency situations, the supervisor shall have procedures to be followed in the event the supervisor is unavailable.

19. The supervisors will create and maintain supervision records of the psychology intern at the training site. Supervision records will include
 - . A copy of this Training Agreement.
 - a. Each formal written evaluation of the psychology intern.
 - b. Documentation of supervision meetings.
 - c. Records of the number of hours the psychology intern devotes to each of the training activities.
 - d. Written summaries of the supervisor's consultations regarding the psychology intern with the Director of Training.

- e. Copies or summaries of all disciplinary and grievance actions.
- f. All other documentation of the training experience in accordance with the policies of FCPS.
- g. Supervision records will be maintained by the supervisor or FCPS for the purpose of future access and documentation. Supervision records will be maintained for at least fifteen years.

20. Formal evaluation of the psychology intern by the supervisor will occur at least twice during the internship. The psychology intern will sign and have an opportunity to comment on each formal written evaluation. Copies of both written evaluations and any remediation plans will be placed in the supervision record and provided promptly to the Director of Training. The format of the formal evaluations will be consistent with the requirements of FCPS and will include, among other things, the following:

- a. The number of hours devoted to supervision activities.
- b. The number of hours devoted to identified psychological services.
- c. The number of hours of the psychology intern's interactions with other psychology interns.
- d. A statement by the supervisor that the psychology intern's performance was either satisfactory or unsatisfactory. Additional comments describing the psychology intern's performance are also appropriate.

21. In addition to formal evaluations, the supervisors will prepare additional written evaluations of the psychology intern's skills and progress toward identified goals, including strengths and weaknesses, as often as needed. As necessary, these additional written evaluations will include plans for remediating weaknesses and providing for the continued professional development of the psychology intern. If remediation is required, the supervisors and the Director of Training will consult with the Director of Training at the intern's academic institution. The psychology intern will sign and have an opportunity to comment on each additional written evaluation. These procedures are described in the *Collaborative Problem Resolution* document. Copies of these additional written evaluations and remediation plans will be placed in the supervision record and provided promptly to the Director of Training.

22. Twice during the training year, the psychology intern will prepare a formal written evaluation of the overall training experience and the supervision provided. The first of these evaluations will be given directly to the Director of Training and will not be reviewed by the supervisor until after the intern's first

formal evaluation has been completed. The same procedure will be followed for the second evaluation.

23. The supervisor will consult with the Director of Training if he or she believes the psychology intern may have violated legal, ethical, or professional standards or has failed to comply with this Training Agreement. The intern, the academic Director of Training, the supervisor, the organization, and the Director of Training may pursue informal conflict resolution through the Association of Psychology Postdoctoral and Internship Centers (APPIC). The formal resolution of these concerns will follow the *Collaborative Problem Resolution* document of FCPS.
24. The psychology intern will consult with the Director of Training if he or she believes the supervisor may have violated legal, ethical, or professional standards or has failed to comply with this Training Agreement. The intern, the academic Director of Training, the supervisor, the organization, and the Director of Training may pursue informal conflict resolution through the Association of Psychology Postdoctoral and Internship Centers (APPIC). The resolution of these concerns will follow the *Collaborative Problem Resolution* document of the Kentucky Psychology Training Consortium.
25. Upon successful completion of this internship, the psychology intern shall be presented with a Certificate of Completion indicating that he or she has successfully completed a predoctoral psychology internship. This certificate shall identify the psychology intern, the total number of hours of the internship, the date started, and the date the internship is completed.

Psychology Intern Training Agreement

(Printed name of supervisor) (Signature) (Date)

(Printed name of psychology intern) (Signature) (Date)

(Printed name of Academic Director of Training (Signature) (Date)
at doctoral program)

(Printed name of FCPS Director of Training) (Signature) (Date)

Appendix D

Fayette County Public School District Intern Evaluation, Retention, and Termination Policy

The Fayette County Public School District Internship Program (FCPS) requires that interns demonstrate minimum levels of achievement across all training competencies, as outlined in the FCPS Internship Evaluation. Interns are formally evaluated by their primary supervisor twice annually, at the midpoint and end of the internship year. Evaluations are conducted using a standardized competency rating form on which supervisors use a Likert scale to rate interns on all training competencies. The evaluation also includes comment spaces where supervisors provide specific written feedback regarding the intern's performance and progress. The intern is also given an opportunity to rate their own performance along with the supervisor's rating. Supervisors are expected to review these evaluations with the interns and provide an opportunity for discussion if the intern has questions or concerns about the feedback.

The evaluation form uses a 4-point Likert scale, with the following rating values: 1= Unsatisfactory, 2= Emerging, 3= Proficient, 4= Exemplary. A minimum level of achievement on each evaluation is defined as a rating of "3" for each competency. If an intern receives a score less than 3 on any competency, or if supervisors have reason to be concerned about the student's performance or progress, the supervisor will work with the intern to complete a training plan to improve performance in these areas. If the training plan is not sufficiently completed then the program's Due Process procedures will be initiated. The Due Process guidelines can be found in the FCPS Handbook. Interns must receive a rating of 3 or above on all individual competencies to successfully complete the program.

Additionally, all FCPS interns are expected to complete 2000 hours of training during the internship year. Meeting the hours requirement and obtaining sufficient ratings on all evaluations demonstrates that the intern has progressed satisfactorily through and completed the internship program. Feedback to the intern's home doctoral program is provided at the culmination of the internship year. Doctoral programs are contacted within one month following the end of the internship year and informed that the intern has successfully completed the program. If successful completion of the program comes into question at any point during the internship year, or if an intern enters into the formal review step of the Due Process procedures due to a grievance by a supervisor or an inadequate rating on an evaluation, the home doctoral program will also be contacted within 30 days. This contact is intended to ensure that the home doctoral program, which also has a vested interest in the intern's progress, is kept engaged in order to support an intern who may be having difficulties during the internship year. The home doctoral program is notified of any further action that may be taken by FCPS as a result of the Due Process procedures, up to and including termination from the program.

In addition to the evaluations described above, interns will complete an evaluation of their supervisor and a program evaluation at the midpoint and end of the internship year, in order to provide feedback that will inform any changes or improvements in the training program. All evaluation forms are available in the FCPS Handbook and via the FCPS website.