

Supervisor of Pupil Personnel Services

Internship Guidelines for School Psychology Specialty Interns

The Supervisor of Pupil Services Certification is a district-wide specialist in the comprehensive pupil personnel services field (school psychology, school counseling, school health, school social work) and is responsible for performing the following duties:

- coordinating and/or supervising all the pupil personnel service areas and evaluating assigned staff as designated by the School Superintendent;
- designing and developing supporting materials and innovative or experimental programs affecting the delivery of pupil personnel services;
- directing and conducting basic or applied research within the pupil personnel services areas; and
- articulating the place and purpose of the pupil personnel services as supportive of the instructional process.

Pennsylvania General Standards and Specific Program Guidelines for State Approval of Professional Educator Programs mandate that a graduate program of preparation for Pupil Personnel Services supervisory provides evidence that Supervisor of Pupil Services certification candidates are assessed and meet the established program competencies and exit criteria during their participation in 360 hours of authentic simulations, field experiences and a practicum and demonstrate their ability to perform the major task areas of policy determination, program development and supervision including:

- Designing and monitoring pupil service delivery systems
- Constructing alternative methods of providing services
- Evaluating program effectiveness
- Identifying staff development needs and resources
- Planning activities to address the needs of the educational program
- Integrating pupil services into the instructional program
- Budgetary planning for delivery of services and personnel development.

A. Registration - the intern must register for three (3) credits of S PSY 510 or another specified internship experience. The internship should not be taken until all required coursework for the certificate has been completed. Since the certificate is K-12, internship experiences should encompass the K-12 system.

B. Letter of Approval - prior to beginning the internship, the candidate must arrange to have an approval letter from the chief school administrator sent to the Office of Certification and Education Services, 228 Chambers, University Park, PA 16802, for the candidate's file (with a copy to the Professor-in-Charge, Graduate Programs in School Psychology or Counselor Education). The approval letter shall contain the following:

1. confirmation that the intern may perform the internship during the specified school term;
2. identification of the appropriately credentialed on-site supervisor by name, work title, and educational/psychological credentials held;

3. agreement that all data gathered as part of the evaluation of the intern are confidential so as to maintain an appropriate training environment.

C. Internship Plan - develop a plan specifying intern experiences and evaluation methods agreed upon by the intern, University supervisor, and on-site supervisor. Experiences should include, but are not limited to, the following:

- identifying staff development needs and resources
- organizing, facilitating, and evaluating personnel and services
- budget planning and integrating district and school priorities
- designing and monitoring pupil service delivery systems
- applying effective job analysis procedures and staff performance appraisals
- constructing alternative methods of providing services
- negotiating and managing staff conflicts
- evaluating program effectiveness
- designing and monitoring pupil service delivery systems
- constructing alternative methods of providing services
- planning activities to address the needs of educational programs
- evaluating program effectiveness
- integration of pupil services with programs in regular and special education
- integrating pupil services into the instructional program
- evidence-based practices and role of technology in pupil personnel services
- interpersonal communication, intergroup communication, and public communication.
- Review school organization structures that support service delivery, including class scheduling alternatives, school facilities and classroom design, and infusion of technology into service delivery.

In addition to developing an internship plan, as specified above, the intern shall:

- ensure that experiences involve specialists in the comprehensive pupil personnel services field (school psychology, school counseling, school health, school social work) to the extent possible in the internship site;
- maintain a weekly reflective journal on his/her supervisory experiences and submit a copy of this journal to the University supervisor every two weeks;
- engage in regular, face-to-face supervisory sessions with the on-site supervisor; and
- document engagement in internship activities with an activity-time log to be submitted to the University supervisor on a monthly basis.

D. Evidence of Completed Internship - the University supervisor will submit an evaluation report of the internship for the intern's permanent supervisory file. It will include the internship plan and the University and on-site supervisors' evaluation of the intern's accomplishment of planned activities.