

# BROWARD COUNTY PUBLIC SCHOOLS

Exceptional Student Education

Psychological Services Department



Psychological  
Services

## INTERNSHIP PROGRAM DESCRIPTION

*Revised: October 2024*

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# School Psychology Internship Program

## General Description

The Psychological Services Department of Broward County Public Schools (BCPS) offers a School Psychology Internship Program for specialist and doctoral level students enrolled in accredited school psychology training programs.

The BCPS School Psychology Internship Program provides prospective school psychologists with an opportunity to integrate knowledge acquired through coursework and practica into a coherent set of professional competencies. The program is designed to meet the *Best Practice Guidelines for School Psychology Internships (2016)* as outlined by the National Association of School Psychologists (NASP) (see Appendix A) and the certification requirements of the Florida Department of Education. The internship requirement is one academic year of full-time work.

The program adheres to a rotation training model in which interns have experiences with students across a wide range of ages, grade levels, and educational programs. Interns spend their first rotation with school staff and populations usually seen in the context of typical school psychologist assignments. Additional rotations provide experiences with specialized populations (e.g., low incidence disabilities, alternative education, bilingual programs, preschool, etc.). The breadth of training and the varied work experiences of our staff psychologists provide unique opportunities for interns to receive supervision from professionals with a variety of theoretical orientations. In addition to field-based experiences and individual supervision, the program provides opportunities for interns to participate in a group seminar and to benefit from a variety of professional development activities.

The number of interns accepted for the program is limited (maximum nine) in order to provide quality supervision and training experiences. The department views the internship program as helping fulfill its responsibility to contribute to the school psychology profession; not as a means of supplementing existing staff.

## Broward County Public Schools

Broward County Public Schools (BCPS) is a district with an elected school board governance structure. BCPS is the sixth largest public school system in the United States and the second largest in the state of Florida. It is Florida's first fully accredited school system since 1962 and services over 247,000 students in 239 traditional schools and centers, as well as 88 charter schools. BCPS serves a diverse student population. Students are from 175 different countries and speak 156 different languages. For more information regarding Broward County Public Schools, please visit <https://www.browardschools.com/>

## Psychological Services

The district employs over 140 school psychologists. Most psychologists are responsible for serving 2-3 schools. Some psychologists specialize in evaluating very young children as part of the district's preschool multidisciplinary evaluation team.

In August 1990, Psychological Services received the APA Division 16/NASP *Excellence in School Psychological Services Award*. The department was recognized for its comprehensiveness of service delivery and its emphasis on planning, development, and evaluation.

In 2002, Psychological Services received the Florida Association of School Psychologists (FASP) award for *Innovative Program in the Practice of School Psychology*. The department was recognized for violence prevention initiatives and threat assessment training.

In 2014, Broward County's Psychological Services was recognized for having an exemplary website with digital resources for parents. Furthermore, Broward County's Psychological Services was recognized as a finalist for *Corporate Partner of the Year Award* by Nova Southeastern University. That same year, the Florida Association of School Psychologist recognized a school psychologist from Broward County Schools as *School Psychologist of the Year*.

In 2018, Psychological Services received the *Outstanding Service Delivery Award* from the Florida Association of School Psychologists. This award honors a School Psychology department, area, region, or unit that demonstrates a high level of sustained excellence in developing a traditional or non-traditional program of general service delivery to meet the varied needs of their clients.

## Internship Sites

All internship sites are school-based. To take advantage of the broad range of educational programs available in the Broward Schools, interns work with a number of school psychologists in a variety of settings within the rotation model. Settings include elementary and secondary schools, preschool centers, alternative education programs, bilingual programs, and programs for students with severe emotional difficulties or intellectual disabilities.

## Qualifications of Interns

Students applying for the internship program should have a university training program director who will certify the student's eligibility for internship. Candidates for internship should possess entry-level knowledge and competencies in:

*Assessment:* The intern should be proficient in the administration, scoring, and interpretation of individual measures of intelligence, academic achievement, cognitive processing, personality (including projective techniques), adaptive behavior, and behavior rating scales. The intern should be familiar with the principles and techniques of curriculum-based assessment (CBA), and functional

behavior assessment (FBA). In addition, the intern should be able to conduct informal assessments, observations, clinical interviews, and record reviews.

*Report Writing:* The intern should be able to write integrated diagnostic reports, including recommendations for parents, teachers, and other allied professionals.

*Intervention Planning and Consultation:* The intern should have the knowledge base and communication skills necessary for conducting consultations with school personnel and parents, as well as the basic problem analysis skills needed for participation in the development of classroom and individualized interventions. The intern should be familiar with the principles associated with effective operation of collaborative problem-solving (CPS) teams and Response to Intervention (RtI).

*Professional Standards and Ethical Principles:* The intern should be familiar with the *Standards for the Provision of School Psychological Services* and the NASP *Principles of Professional Ethics*.

*Awareness of School Organization:* The intern should possess a basic understanding of the organizational structure of schools and the roles of key school personnel.

*Knowledge of Student Problems and Exceptional Student Education:* The intern should have knowledge of common learning and school adjustment problems presented by preschool and school-age students, and of exceptional student education services available for preschool and school-age students. This knowledge should include a basic understanding of the Individuals with Disabilities Education Improvement Act (IDEIA) and Section 504 of the Rehabilitation Act of 1973.

*Knowledge of Cultural, Ethnic, and Socioeconomic Factors:* The intern should have knowledge of the impact cultural, ethnic, socioeconomic factors and alternate lifestyles have on interactions between students and the school environment. Further, the intern should be sensitive to the possible impact of these factors on the accuracy of data obtained via typical psycho-educational assessment techniques and instruments.

### **Requirements of the Internship Program**

All interns are required to serve an internship of one academic year. Interns are expected to work the same number of hours per day as instructional staff (7.5 hours per day). A work calendar of approximately 196 days provides enough days for interns to amass as many as 1425 hours of supervised training, with a minimum of 1200 hours for specialist-level interns and 1500 hours for doctoral-level interns. However, days worked beyond the 196-day calendar are not paid.

#### ***Internship Orientation***

All interns will attend an orientation during the teachers' pre-planning week. Topics to be addressed during orientation include, but are not limited to: internship program components, school and supervisor assignments, important dates, and office procedures. Interns are provided with a school district identification badge, laptops, and the necessary equipment needed to begin their internship.

## *Types of Experiences in Internship*

Interns are provided a variety of experiences with diverse student populations. During internship, interns will participate in the following learning experiences:

- ◆ ***Direct Services:*** The intern provides direct student services, including individualized psycho-educational evaluations, report writing, individual and group counseling.
- ◆ ***Indirect Services:*** The intern presents at least one workshop or in-service program and engages in school-based collaborative consultations.
- ◆ ***Consultation:*** The consultation experience is designed to provide the intern with a guided experience through the ***Multi-Tiered System of Supports (MTSS)***. The intern will conduct data analysis and diagnostic testing in order to help guide collaborative problem-solving (CPS) team decisions about the most appropriate instruction, including interventions, that will help a student learn. Likewise, behavior management is addressed in a leveled or tiered approach, and decisions are made about the best behavioral interventions to employ based on assessment and data. The goal of collaborative problem solving is to design, implement, and evaluate interventions. The focus of this model is to address children's needs and to enhance the ability of teachers to provide support through development of environmental or instructional modifications. This model provides the intern with the opportunity to collaborate with the CPS teams at their anchor schools and others in completing systematic planning and decision-making steps. However, the authority to decide which interventions are to be implemented rests on the person responsible for carrying out the interventions. The consultation experience enables the intern to develop an appreciation of the teacher's perspective on instructional and behavioral management issues.
- ◆ ***Specialized Services:*** Depending on qualifications, experience, and opportunity at school-based sites, interns may also have the opportunity to participate in:
  - Crisis response and recovery efforts in the schools
  - Threat assessments and violence prevention activities
  - Intervention/progress monitoring initiatives
  - Bilingual assessments and other ELL projects
  - CPS/RtI training with school-based staff
- ◆ ***Professional Development:*** Throughout the internship year, interns are afforded opportunities to attend relevant in-service workshops. Monthly group seminars for interns are held with Psychological Services staff members as facilitators. Topics include, but are not limited to, clinical skills, best practice issues, and current information on new programs and timely topics. Additionally, interns may receive temporary duty authorization allowing them to continue to earn their daily rate while they attend conferences, workshops, or seminars related to their training experiences.
- ◆ ***Research:*** Interns may be involved in a departmental research project or conduct research as part of a thesis or dissertation requirement. Interns with a research requirement to fulfill, and who

expect to collect data at the internship site, must submit a proposal to the Internship Coordinator for approval. Once approved, the intern must then follow Broward Public Schools established procedures for securing approval of proposed research projects.

### **Intern Supervisors**

The intern is assigned a primary supervisor who oversees the total training experience. The supervisor assesses the intern's needs, coordinates the development of a training plan, and evaluates the intern's progress. As the internship progresses, the intern assumes a more independent role and supervision becomes less direct. Each supervisor is responsible for only one intern; others may also assist with supervision as needed.

### ***Qualification of Supervisors***

In order to serve as an internship supervisor, the individual must:

- be a full-time employee of the Broward County Public Schools;
- possess a valid Florida Department of Education Certificate in School Psychology and/or State of Florida licensure in school psychology or psychology;
- have a minimum of three years experience as a school psychologist;
- have completed or be enrolled in the State of Florida's Clinical Educator Training (CET); and
- be recommended by her/his immediate supervisor.

### **Stipends**

At present, the district provides a maximum of nine paid internships. Interns are paid for each day they serve in the district, up to a maximum of 196 days. Though subject to change each year due to district budget considerations, the current stipend is approximately \$249.60 per day for a total of approximately \$48,922 for the full 196-day work calendar (holidays not included). Doctoral students who need additional hours of supervision to meet graduation requirements can make arrangements through the District Coordinators of Psychological Services for unpaid internship experiences beyond the 196-day work calendar. Interns may receive temporary duty authorization allowing them to continue to earn their daily rate while they attend conferences, workshops, or seminars related to their training experiences. They are hourly, rather than contract employees. Therefore, sick time and personal time is not compensated.

### **Internship Training Sequence**

Interns will acquire experience and increasing independence in a variety of settings and populations. During the first week, the interns are oriented to the program, the department's services to the district, and district policies and procedures. The internship is graded in terms of complexity, beginning with simple experiences in elementary or secondary schools and moving towards diagnostically complex cases as well as independent coverage of schools. The basic model of intern supervision has a sequence of activities including shadowing and modeling, observation and assessment of professional skills, guided independent practice, increasing independent practice, and

professional independence. These activities are divided into rotations, which vary in length based on the intern's skills and the demands of the setting.

### **Evaluation**

Primary supervisors, rotation supervisors, and interns are expected to have regularly scheduled meetings to discuss the intern's progress. An **Activities Checklist** has been designed to assist the supervisors in managing the intern's rotations, tracking the completion of required activities, and to provide a successive progression of activities that guide the intern from the introductory stage to a more independent stage. As the internship year progresses, the intern will complete more complex training activities and the primary supervisor will work with the Internship Coordinator to set up training experiences for the intern at additional sites. The interns will complete **Rotation Evaluation** forms after each rotation in order for them to rank their experience and provide the Internship Coordinator and supervisors with feedback regarding their rotation.

While the Activities Checklist provides a broad guide to the types of experiences in which the intern should engage, the **Broward County Internship Competency Rating Form** encompasses specific objectives for a variety of domains ranging from evaluation procedures to counseling. Primary supervisors and rotation supervisors should review the rating form periodically with the intern and document the intern's level of mastery of different skills. The Internship Competency Rating Form will be submitted to the Internship Coordinator as part of the documentation to indicate that the intern has successfully completed the internship.

At the end of the internship, interns will complete the **Internship Experience Evaluation and Review**. This will provide the Internship Coordinator and District Coordinators with information regarding the internship program. This feedback will be used to make adjustments to the program and serve as a tool for continued improvement.

### **Accountability**

The internship program employs systematic evaluation of interns and uses the resulting information to monitor their progress and improve program quality. Different sources of process and performance information are used to evaluate interns (e.g., university evaluation forms, competency checklists, supervisor evaluations). In the event of unsatisfactory performance, interns may be withdrawn from employment.

### **Due Process**

In the event that an intern presents significant performance or behavior problems, the following steps are followed prior to considering termination. The intern will receive additional consultation from his/her primary supervisor, the Internship Coordinator, and one of the District Coordinators of Psychological Services. If needed, written documentation of deficits and expected corrective actions, and conferences regarding subsequent progress, will be completed. We will keep the intern's university advisor informed of any concerns regarding the intern and about the amount of progress achieved if a performance improvement plan is developed.



## Application and Selection

Students interested in the internship program must submit the following as part of their application packet:

- Broward Schools School Psychology Internship Application (Appendix B)
- A letter of interest
- A current resume
- Student copies of all academic transcripts (graduate & undergraduate)
- At least two letters of reference: one of which must be from his/her program director or a full-time school psychology faculty member; and
- At least two sample psychological reports/case studies

Application materials can be sent electronically to [julie.franzese@browardschools.com](mailto:julie.franzese@browardschools.com) If possible, please scan items together and send them as one attachment.

If you prefer, materials can be mailed to:

Julie Franzese, Ph.D.  
Broward County Public Schools  
Psychological Services Department  
Arthur Ashe Center  
1701 NW 23<sup>rd</sup> Ave.  
Ft. Lauderdale, FL 33311

The application deadline is **January 31<sup>st</sup>, 2025**. Internship candidates are interviewed and selected in February. Notification of acceptance into the internship program is generally provided to the candidates at the beginning of March, in accordance with the *Internship Standardization Guidelines* of the Florida Association of School Psychologists (FASP). For more information regarding the Internship Standardization Guidelines please visit: <https://www.fasp.org/school-psychology-students-interns>

## Appendix A

### ***NASP's Best Practice Guidelines for School Psychology Internships (2016)*** **and Broward's School Psychology Internship Program Requirements**

The internship ensures that school psychology candidates have the opportunity to integrate and apply professional knowledge and skills acquired in program coursework and practice, as well as to acquire enhanced competencies consistent with the school psychology program's goals and objectives. The school psychology program requires a comprehensive, supervised, and carefully evaluated internship in school psychology that includes the following:

<b>NASP Best Practice Guidelines for School Psychology Internships (2016)</b>	<b>Broward County Public Schools: School Psychology Internship Program Requirements</b>
1.1 - The school psychology internship is a supervised, culminating, comprehensive field experience that is completed prior to the awarding of the degree or other institutional documentation of completion of the specialist or doctoral level program.	The program requires academic transcripts and university director certification of completion of the majority of the formal training.
1.2 - The internship supervisor, school psychology faculty, and intern adhere to <i>NASP Principles for Professional Ethics (2010b)</i> .	Participating interns and field-based supervisors are provided with a copy of the <i>NASP Principles for Professional Ethics (2010)</i> . This information is also reviewed with the interns and supervisors at their respective orientation meetings.
1.3. - The internship site, university program, and intern have a written agreement that includes a clear statement of the expectations and responsibilities of each party (including total hours and duties to be performed by the intern), benefits and support to be provided by the internship site, and the process by which interns are to be supervised and evaluated.	BCPS Psychological Services Department requires completion of an <i>Internship Agreement</i> letter prior to beginning the internship experience. The agreement includes a clear statement of the expectations and responsibilities of each party (including total hours and duties to be performed by the intern) and is signed by the Internship Site Coordinator, University Program Director, and the School Psychology intern.
1.4 – The internship site solicits direct applications from prospective interns, it provides information about the site and the internship application and selection process. It notifies applicants whether or not they have been selected in a timely manner.	BCPS Psychological Services Department maintains an updated website with internship application procedures and a clear <i>Internship Program Description</i> . In addition, BCPS adheres to the <i>Florida Association of School Psychologists (FASP) Internship Standardization Process</i> in an effort to ensure consistency and fairness in the internship selection process as well as to encourage support of our graduate education programs.
1.5 – The site uses a title, such as “school psychology intern,” that designates the training status of the intern. Psychological reports or similar professional reports to consumers, other professionals, or other audiences must be signed by the credentialed intern supervisor.	Field-based supervisors review, provide feedback, and help to finalize all of the intern's psychoeducational reports. The reports are signed by the intern using the title of “school psychology intern” and are also signed by their primary field-based supervisor, even when the intern is participating in a rotation experience.

1.6 – In states in which provisional certification or an intern certificate is required for internship, the site makes the training program and intern aware of such requirements and assists the preparing program and intern as necessary in applying for or securing such a credential.	The program requires academic transcripts to verify completion of the majority of the formal coursework and the required practicum training prior to internship.
2.1 - The internship must be completed for a sufficient time period and in appropriate settings to achieve university program objectives, with a minimum of 1200 clock hours for specialist-level interns and 1500 clock hours for doctoral-level interns.	The internship experience occurs on a full-time basis over 1 academic year and includes at least 1200 hours for specialist-level interns and 1500 hours for doctoral interns.
2.2 – At least 600 hours of the internship occurs in a “school setting” as defined in NASP standards.	All internship experiences are school-based.
2.3 – The internship site provides opportunities for a range of school psychological services consistent with the NASP <i>Standards for graduate preparation of school psychologists</i> (2010) and NASP’s <i>Model for comprehensive and integrated school psychological services</i> (2010).	The internship experience is delineated in the <i>Psychological Services Internship Program Handbook</i> , which is provided and reviewed with the interns on their first day orientation. As outlined in the handbook, interns are given opportunities that include: data-based decision making, consultation and collaboration, academic and behavioral interventions, psychoeducational assessments, individual and/or group counseling, crisis intervention, family-school collaboration, exposure to diverse student populations, and the review and application of legal and ethical principles. An <i>Activities Checklist</i> is used to ensure completion of all these activities.
2.4 – The internship site provides the intern with the opportunities and supervision needed to integrate domains of knowledge and apply professional skills in school psychology in delivering a comprehensive range of services evidenced by direct, measurable, positive impact on children, families, schools, and other consumers.	Interns spend their first rotation with school staff and populations usually seen in the context of typical school psychologist assignments. The breadth of training and the varied work experiences of our staff psychologists provide unique opportunities for interns to receive supervision from professionals with a variety of theoretical orientations.
2.5 – Most of the intern’s time is spent providing direct and indirect psychological services to children, youth, and/or families. In order to ensure breadth of training, activities in no single major function predominates the intern’s time.	The interns predominantly spend their time in a regular school setting providing direct and indirect psychological services to children and families. In addition, they are provided with rotations and assigned cases to ensure a breadth of training and experiences with a wide range of students and educational programs.
2.6 – The internship site endeavors to provide opportunities to work with children and adolescents of varying ages, ethnicities, socioeconomic backgrounds, and with varying disabilities, characteristics, and needs.	The rotation training model allows interns to have experiences with students across a wide range of ages, grade levels, and educational programs. As well as experiences with specialized populations (e.g., low incidence disabilities, alternative education, bilingual programs, preschool, etc.). programs, preschool, etc.).

2.7 – In assigning duties to the intern, the internship site recognizes and supports the internship as an educational experience. An intern to student ratio that is less than NASP guidelines for credentialed, full-time school psychologists (1 to 500-700) is expected, with actual assignments based on such factors as the needs of students to be served, the intern's expertise and prior experience, and the intensity of intern supervision. and support.	Intern supervisors are assigned no more than 2 schools, and school psychology interns are expected to manage the typical caseload of a school psychologist in Broward County with the provision of direct supervision and support.
3.1 – Professional field supervision of each intern is provided by a credentialed school psychologist. and 3.2 – The intern field supervisor has at least 3 years of experience as a credentialed school psychologist or psychologists and is employed as a regular employee or consultant by the district or agency.	In order to serve as an internship supervisor in Broward Schools, the individual must: - be a full-time employee of the Broward County Public Schools; - possess a valid Florida Department of Education Certificate in School Psychology and/or State of Florida licensure in school psychology or psychology; - have a minimum of three years experience as a school psychologist; - have completed or be enrolled in the State of Florida's Clinical Educator Training (CET); and - be recommended by her/his immediate supervisor.
3.3 - Field-based internship supervisors are responsible for no more than two interns at a given time.	Field-based supervisors are responsible for only <u>one</u> intern at a given time. University supervisors certify that they are responsible for no more than twelve interns at any given time.
3.4 - Field-based supervisors provide, an average, of at least two hours per full-time week of direct supervision for each intern. Preponderance of field-based supervision is provided on at least a weekly, individual, face-to-face basis, with structured mentoring and evaluation that focus on the intern's attainment of competencies.	Field-based supervisors are required to provide a minimum of two hours per week of direct supervision for each intern and are available to interns daily. In addition, interns are evaluated through the use of the <i>Broward County Internship Competency Rating Form</i> and are continually provided with feedback to support their ongoing learning.
3.5 – The university program assigns to each intern a faculty supervisor with training in school psychology who maintains regular communication with the intern and field supervisor.	All interns must have a sponsor university that commits to the supervisory relationship between the university and the field-based supervisors. University internship supervisors agree to provide at least one direct contact per semester with each intern and supervisor.
3.6 – Interns have the opportunity to develop an affiliation with colleagues and the field through regularly scheduled training activities with (a) other interns at this site, (b) interns at other sites in the immediate area, and/or (c) school psychologists at the site and/or in the immediate area.	Interns are afforded opportunities to attend relevant in-service workshops. Interns are also required to attend monthly internship seminars and staff meetings that are held with Psychological Services staff members as facilitators. Interns are also afforded the opportunity to receive temporary duty authorization, allowing them to be paid while they attend conferences, workshops, or seminars related to their training experiences.
3.7 – The university school psychology program provides field supervisors with information and support for supervision as well as documentation needed to verify supervision activities for such purposes as continuing professional development.	Field supervisors are required to attend orientation training at the beginning of the school year and are given certificates and letters of appreciation at the end of the year in order to provide documentation of their service to the interns.

<p>4.1 - The internship experience includes both formative and summative evaluations of intern performance that are systematic and comprehensive, and ensures that interns demonstrate professional work characteristics and attain competencies needed for effective practice as school psychologists.</p>	<p>University internship supervisors are responsible for submitting intern evaluations for the field-based supervisor to complete, while field-based supervisors complete <i>Activities Checklists</i>, <i>Internship Competency Rating Form</i>, and <i>Post Rotation Evaluations</i> in order to periodically evaluate the intern's progress and provide them with feedback and support. Additionally, interns are asked to complete an <i>Internship Experience Evaluation and Review</i> in order to allow for continuous improvement of the internship experience.</p>
<p>4.2 - The internship site, in collaboration with the university program, has a process for addressing possible serious concerns regarding an intern's performance that protects the rights of clients to receive quality services, assures adequate feedback and opportunities for improvement of the intern, and provides due process protection in cases of possible termination of the internship.</p>	<p>In the event that an intern presents significant performance or behavior problems, the following steps are followed prior to considering termination: - The intern will receive additional consultation from his/her primary supervisor, the Internship Coordinator, and one of the District Coordinators of Psychological Services.</p> <p>- If needed, written documentation of deficits and expected corrective actions, and conferences regarding subsequent progress, will be completed.</p> <p>-Broward schools will keep the intern's university advisor informed of any concerns regarding the intern and about the amount of progress achieved if a performance improvement plan is developed.</p>
<p>4.3 - The internship site provides expense reimbursement, a safe and secure work environment, adequate office space, and support services for the intern consistent with that afforded agency school psychologists and the organizational principles in the NASP Practice Model (2010a). Sites are strongly encouraged to provide interns a stipend that recognizes their graduate level of training and the value of services they provide.</p> <p style="text-align: center;">and</p> <p>4.4 - The internship site affords interns the opportunities for continuing professional development comparable to those provided to school psychologists in the district/agency.</p>	<p>Interns share work environments with supervisors and have access to secretarial services. They also have access to a standardized battery of assessments, as well as additional assessments they can check out with the Psychological Services Department. Broward County Public schools currently offers a paid internship for a maximum of 9 interns. The current stipend is an hourly rate of approximately \$27.21 for doctoral and specialist level interns, without benefits. Interns may receive temporary duty authorization allowing them to be paid their daily rate while they attend conferences, workshops, or seminars related to their training experiences. They are hourly, rather than contract employees. Therefore holidays, sick time, and personal time will be unpaid.</p>
<p>4.5 - Upon conclusion of the internship, the field supervisor verifies both the completion of required internship hours and activities and the quality of the intern performance. Verification of the satisfactory internship completion is the responsibility of the intern's graduate program.</p>	<p>Time sheets are submitted weekly and an <i>Activities Checklist</i> is used in order to ensure adequate completion of the required internship hours, activities, and the <i>Broward County Internship Competency Rating Form</i> is used to monitor the satisfactory completion of the internship. These documents can be provided, upon request, to the university program director.</p>

**Source:** NASP's Best Practice Guidelines for School Psychology Internships (2016)

## APPENDIX B

### BROWARD COUNTY PUBLIC SCHOOLS Exceptional Student Education



#### School Psychology Internship Application 2025

Name of Applicant: \_\_\_\_\_

Best Contact Information:

Phone Number: \_\_\_\_\_

Email: \_\_\_\_\_

Home Address: \_\_\_\_\_

Additional Information:

University: \_\_\_\_\_

Expected Degree:   \_\_\_ Masters   \_\_\_ Specialist   \_\_\_ Doctorate

Other Languages Spoken Fluently: \_\_\_\_\_

Special Interests/Skills: \_\_\_\_\_

\_\_\_\_\_

Please submit this application and the required application materials listed below by **January 31, 2025.**

\_\_\_ Letter of interest

\_\_\_ Resume/Curriculum Vitae

\_\_\_ 2 letters of recommendation

\_\_\_ University transcripts (Graduate & Undergraduate)

\_\_\_ 2 psychological reports/case studies written during program