SCHOOL PSYCHOLOGY DOCTORAL INTERNSHIP PROGRAM

2026-27 Handbook

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THE SFA CHARTER SCHOOL - SCHOOL PSYCHOLOGY DOCTORAL INTERNSHIP PROGRAM

General Information

The SFA Charter School – School Psychology Doctoral Internship Program (SFA-CS-SPDIP) was first developed during the 2014-15 school year and received American Psychological Association (APA) accreditation in 2019. The SFA-CS-SPDIP is continuously improved through collaborative effort between the College of Health Professionals, Department of Allied Health Services, School and Health Service Psychology Doctoral Program, SFA Charter School CEO, and the Trainers of Interns and Doctoral Intern Advisory Training (DIATC) committees.

The SFA-CS-SPDIP is exclusively affiliated with the School and Health Service Psychology Doctoral Program at SFASU, meaning the SFA-CS-SPDIP only accepts interns enrolled in and approved for internship by the School and Health Service Psychology Doctoral Program Director. The Internship is a post-practicum training experience rooted in best practices. Before interns can be accepted to the program, they must provide, from the University, documentation of Internship preparedness. The Internship requirements must be completed prior to intern graduation. The SFA-CS-SPDIP offers two fully funded internship positions. Please see Appendix A for more information about Internship financial support and benefits, Appendix B for the staff directory, and Appendix C for the application and hiring process.

The SFA-CS-SPDIP offers a comprehensive, sequential training experience primarily involving the following direct and indirect activities within a multitiered system of support: Consultation and supervision; academic, social, and behavioral interventions; psychoeducational evaluations and functional behavioral assessments (FBA); individual and group counseling; teacher and parent trainings; crisis intervention; universal screening; and participation on the MTSS team. Interns will provide evaluation and intervention services to students with a variety of needs. Special efforts are made to provide interns with experience in working with low incidence disorders and populations. Interns are exposed to both Special Education and General Education programs.

Following the guidelines of APA, the program takes steps to ensure that all qualified students and faculty are welcome within the program, regardless of their backgrounds including those who may be identified by their race, ethnicity, culture, gender, gender identity and expression, sexual orientation, socioeconomic status, religion, spirituality, disability, age, national origin, immigration status, and language. Thus, the program seeks to create a learning environment where individuals of all backgrounds have the opportunity to learn and to make a contribution to the profession of psychology. Consistent with such efforts, the program faculty, staff and administrators act to ensure a supportive and encouraging learning environment appropriate for the training of individuals and the provision of training opportunities for all individuals in the program. Further, the program avoids any actions that would restrict program access on grounds that are irrelevant to success in training. The program implements a thoughtful and coherent plan to provide students and faculty with relevant knowledge and experiences about the role of cultural and individual diversity in psychological phenomena as they relate to the science and practice of professional psychology. Consistently, the program has a plan that includes

systematic, multi-year, and multi-effort for the recruitment and retention of faculty from varied backgrounds.

SFA Charter School

Built upon the collaborative efforts of SFASU and the Nacogdoches Independent School District (NISD), the SFA Charter School was approved by the Texas State Board of Education in January 2008. Located in the Janice A. Pattillo Early Childhood Research Center, the accredited SFA Charter School provides high-quality instruction to students and serves as a teacher preparation program and research facility for the application, evaluation, improvement, and dissemination of alternative teaching methodologies. It was named the 2nd highest ranking charter school in Texas in 2022, by the U.S. News & World Report, and was the highest ranked Charter school in Texas in 2017-2018. It was also listed as the fourth best in the state by educational rating agency Niche. The Texas Education Rating Accountability rating is A. Charter School Financial Integrity Rating System of Texas is A-Superior. The SFA Charter School is one of 400+ campuses in Texas to earn all possible distinctions in the 2018 accountability ratings. The SFA Charter School continues to serve as a field-based center for the James I. Perkins College of Education, providing both hands-on and observational experiences with children for university students in various areas of study.

Demographics

The SFA Charter School is a state-funded institution, located in a rural setting, that enrolls approximately 255 students, Kindergarten to fifth grade, every year. A lottery admissions system from an applicant pool ensures equal opportunity to attend. Student names that are not drawn are placed on a waiting list and families are notified when vacancies occur. District demographic details from the NCES District Directory, Texas Tribune, and U.S. News include the following:

> White-Caucasian enrollment, 65%, and Minority enrollment, 33%, to include Hispanic/Latino (20.9%), two or more races (6.7%), Black or African American (4.3%), and Asian or Pacific Islander (0.8%).
>
> In the 2025-26 school year, approximately 6.3% of the student population were considered economically disadvantaged (i.e., eligible for free or reduced lunch or other public assistance), 22.1% were considered “at-risk” of dropping out of school, and 4.3% were identified with limited English proficiency.
>
> The SFA Charter school serves 9.1% of its students in Special Education. Student-teacher ratio is 1:15, which is approximately the same as the district. The student population is 48% female and 52% male. Reading proficiency is 87%, and 91% in reading.

SFA Charter School Programs and Settings

The SFA Charter School implements Responsive Classroom, a school-wide, social-emotional learning curriculum and philosophy, in addition to using a constructivist philosophy, upon which all teachers structure their classroom and learning activities. Inclusion services are provided in the general education classroom through in-class support, as opposed to students receiving services in special education classrooms. Tier II Interventions focus on increased time, intensity,

and a variety of approaches for improving student performance on specific academic and behavioral skills. Resource instruction is focused primarily on remediating learning differences. This service may also be offered through inclusion in general education classes or through specified pull-out times.

Mission Statement & Goals

SFA Charter School

The SFA Charter School is based on the twin goals of improving public education and enhancing the preparation of future educators, with a commitment to the overarching goal of attaining excellence in education. It is dedicated to hiring and training highly qualified teachers, with the requirement that teachers understand and utilize research-based educational practices. The mission of the SFA Charter School is to create a responsive social learning community that inspires autonomy, integrity, and deep critical thinking. Goals are as follows:

The SFA Charter School maintains a culture of high expectations of achievement for all students.

- Students will meet or exceed the expectations as set forth by state and federal accountability along with intervention and monitoring systems for each content area.
- Instruction will be based on constructivist philosophy, in order to encourage autonomy and self-regulation throughout the learning process.
- The SFA Charter School will provide a variety of appropriate intensive, compensatory, and/or accelerated instructional services for at-risk students, to increase academic performance, reduce the dropout rate, and increase school attendance.
- The SFA Charter School will ensure high quality staff committed to excellence.
- The SFA Charter School will demonstrate an increase in the percentage of students who are preparing for transition to the next grade level education.

The SFA Charter School will provide supplemental support services to enhance, intervene, and expand opportunities to learn for all students.

- The integration of extra-curricular activities will be used as a tool to enhance student education.
- The SFA Charter School is a premier school, recognized throughout the state for the level of services provided to students and teachers and by how technology is applied in instruction.
- The supplemental school services will support other educational campuses in their efforts to provide quality communication, transportation, food services, health and safety to students and staff.

The SFA Charter School will provide a safe, healthy, orderly environment, in addition to well-maintained facilities.

- The campus will provide and uphold an environment where students develop positive character attributes, with emphasis on self-discipline; safety; health and nutrition; substance abuse and violence prevention; and treating others with courtesy, dignity, and respect.
- Facilities will be well maintained, with an emphasis on clean, safe, appealing learning environments meant to promote student success.

The SFA Charter School will maintain a customer service-oriented partnership with all stakeholders, in order to promote collaboration, communication, and diversity.

- The campus will use positive and effective communication, both internally and externally, so that parents and other stakeholders become partners in the educational process and campus decision-making.
- The SFA Charter School will provide a warm, inviting, and professional atmosphere to all who enter each campus and facility.

The SFA Charter School will maintain fiscal responsibility for all local, state, and federal allocations:

- By improving operating efficiency and effectiveness in the delivery of services,
- By encouraging all teachers and staff to pursue advanced professional development and degrees within their specialty area, and
- By promoting health and wellness in the workforce.

SFA-CS-SPDIP

The mission of the SFA-CS-SPDIP is to prepare each intern to assume the role of a competent school and mental health service psychologist, able to independently provide exemplary services to schools and the greater community.

The SFA-CS-SPDIP adheres to a practitioner-scholar model of training, and is rooted in the fundamental biological, developmental, social, ecological, cognitive-affective, and behavioral theories central to the practice of psychology. Interns think critically, use evidence-based practices, and collect data on intervention effectiveness, as they deliver psychological services in the school and clinical setting. Recognizing the value of developing productive relationships between students, families, and school systems, interns communicate with and assist all parties in becoming active participants in program planning and the design of interventions.

Internship Sequence of Training, Supervision, & Activities

Internship curriculum is developed to meet the training goals of the intern, while upholding APA and NASP standards. Under supervision, doctoral interns will provide a range of psychological services to children and families, including prevention, evaluation, consultation, direct academic/behavioral interventions, trainings, counseling, and crisis intervention services. The SFA-CS-SPDIP occurs in five sequential phases. The time and duration of each phase is typically dependent on the intern's background, initial skills, and progress in the SFA-CS-SPDIP.

Sequence of Training

Stage One – Information: The Information stage is a five-day long orientation period, during which information concerning the policies, structure, and procedures, as well as available resources, of the SFA Charter School and SFA-CS-SPDIP is presented. Discussions will also include topics, such as Texas State Board of Examiners of Psychologists (TSBEP) licensure requirements, special education law, and ethics/standards of professional practice, as well as special topics relevant to the delivery of psychological services in the school setting. Interns will meet their Primary and Secondary supervisors during the Information stage and will be fully informed of the due process, appeals, and grievance procedures specific to the SFA-CS-SPDIP. At the end of Stage One, interns will be asked to evaluate their own baseline skills as they begin the Internship (Appendix D). From this evaluation, interns will develop an Individualized Intern Training Plan (IITP), with their Primary supervisor (Appendix E). The IITP includes the

minimum expectations of the intern at each supervisor evaluation period, while also emphasizing the special interests and the unique training needs of the intern (see Appendix F).

Stage Two – Orientation: The Orientation stage allows interns to become familiar with the SFA-CS-SPDIP staff and setting, practice locations, assignments, and expectations. During this stage, interns will have the opportunity to observe supervisors as they function in different work roles (e.g., consultation with students, families, and teachers; intervention and evaluation planning; psychoeducational test administration; participation in IEP/MTSS meetings, etc.) and observe classrooms. This stage of training may last for one to two weeks, or longer, depending on the past training experiences of the intern. At the end of the Orientation stage, interns will sign the Expectations of Interns Agreement form (Appendix G).

Stage Three – Skills Development: Interns will receive their cases and assignments of responsibilities, and gain access to records, storage, and relevant forms. Interns are encouraged to work together on cases and assignments during this stage. Supervisors may observe interns as they provide direct services to students, consult with teachers and administrative staff, or participate in staffing, MTSS, or IEP meetings. The length of this phase is dependent upon the progress of the intern. The first intern evaluation by supervisor is completed during this time (BOY; see below). Scores below 2(1) will warrant a training plan to remediate the problem. Teachers will informally rate and provide feedback on intern service at the end of the first semester and the end of the second semester, which, in turn, is used to inform the SFA-CS-SPDIP of field performance effectiveness (Appendix H).

> *INTERN EVALUATION BY SUPERVISOR / SUPERVISOR EVALUATION of APA PROFESSION-WIDE COMPETENCIES*
>
> Evaluation and feedback are an integral aspect of the SFA-CS-SPDIP. Interns will be formally evaluated by their supervisors three times during the training year (BOY, MOY, EOY), based on their progress in skill development, as outlined in APA's nine profession-wide competencies. Evaluations of each intern's progress will be completed by the primary supervisor, in collaboration with the Trainers of Interns Committee, using the form found in Appendix F. Written feedback will also be provided. Following this, the Primary and Secondary supervisor will hold a feedback meeting with each intern to review strengths and weaknesses. Remediation plans may follow scores below the expected level at time of evaluation. Copies will be provided to each intern for their portfolio. Informal evaluations may occur at any time and at the request of the intern or Primary and Secondary Supervisors.

Stage Four – Professional Practice: This stage enables the interns to participate in the full range of training activities and complex independent work, such as counseling, assessment, consultation, intervention design, etc. Interns will advance their skills through practice, feedback, and supervision from colleagues and supervisors. Interns will split their caseloads and work separately at this time. The second (MOY), Intern Evaluation by Supervisor is completed during this stage.

Stage Five – Supervised Independence: The Supervised Independence stage occurs in the last few weeks or months of the training program, depending on progress through the stages. Interns experience less direct supervision, as they display greater degrees of professional competencies. The final (EOY) evaluation is completed during this time. An informal feedback/ratings from teachers is done for feedback to students and supervisors. In addition, interns will provide a

formal evaluation of both the training program and their supervisory experience (see below and Appendices H and I).

Completion Ceremony

A certificate of completion will be given to each intern at the end of their internship year. Included in the ceremony will be the CEO/Principal, the internship director, the intern trainee, and the school psychology program directors and faculty.

EVALUATION OF TRAINING PROGRAM BY INTERN

Interns will formally evaluate the SFA-CS-SPDIP and their supervisory experience at the end of the year. These evaluations are shared with the Training Director. Interns will also evaluate their supervisors and the quality of supervision. The Training Director will discuss the results of both evaluations with the Trainers of Interns Committee and with the DIATC in order to make revisions and needed changes to improve the program.

Supervision

For the 2026-2027 school year, the SFA-CS-SPDIP has two full-time equivalent licensed doctoral-level psychologists/LSSPs on staff (i.e., the Primary and Secondary Supervisor). Supervisors are readily available to provide consultation and supervision in crisis situations. Supervision times are arranged on an individual basis between interns and direct supervisors.

Primary Supervisor: The Training Director (Dr. Frankie Clark) is a Licensed Psychologist, as well as a School Psychologist and is present on the SFA Charter campus on a full-time basis. The Training Director: (a) serves as the Primary Supervisor to the interns (two hours per week of formal, face-to-face individual supervision) and carries responsibility for the services provided, (b) communicates directly with the SFA Charter School CEO and School and Health Service Psychology Doctoral Program Director and Training Director, and (c) has administrative and clinical responsibility for decisions related to the content, training, and integrity of the SFA-CS-SPDIP.

Secondary Supervisor(s): Each week, interns participate in a minimum of two hours of group supervision with the Secondary Supervisor (Dr. Michael Walker). The Secondary Supervisor also: (a) participates in formal intern evaluations and feedback meetings, (b) provides didactic trainings, as needed; c) meets one time per month with the Trainers of Interns Committee and three times per internship year with the DIATC, and (d) participates in the intern applicant process.

In addition, Dr. Nina Ellis-Harness, Director of SFASU's School Psychology Assessment Center (SPAC), member of the Trainers of Interns Committee and the DIATC, and SFA School and Health Service Psychology Program Director, supervises two mini-rotation experiences (at least three hours per week in the Fall and Spring semesters, including one hour of supervision), designed to prepare the interns for future supervisory roles.

Activities & Training Opportunities

Interns are involved in a wide range of clinical training activities, including assessment, individual and small group counseling, academic and behavioral interventions, consultation and education, in-service training, social skills instruction, workshops, professional development, supervision, and research. These activities may vary, according to availability and school need. The SFA Charter School serves children and families from varied backgrounds, as well as students with varying disabilities and needs; therefore, training and experience in working with different populations is provided to all interns. Although there is an Individualized Intern Training Plan (IITP) 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:

Didactics: An average of two hours per week is devoted to didactic training. Scheduled didactic experiences meet the training needs of the interns, refer to actual training opportunities, and include expected training activities. A calendar of tentative weekly didactics and workshops is developed each year (Appendix J). Didactic training occurs in numerous formats and multidisciplinary environments. Professional skills and competencies developed during formal graduate training serve as the foundation for interns as they experience varying assessment and therapeutic approaches. In addition, other activities may be selected by interns that coincide with areas of interest, skill deficits, or future plans. Past interns have attended state conferences (e.g., the annual Texas Association of School Psychologists or Texas Psychological Association conventions, National Association of School Psychologists, American Psychological Association), certification trainings, and trainings provided by the Regional Education Service Center. Interns also attend in-service trainings provided by the SFA Charter School.

Mini-Rotations: Interns will participate in two mini-rotations over the course of the Internship year. Beginning in the Fall semester, interns will work closely with junior cohort members from the SFASU School and Health Service Psychology Doctoral Program while they(practicum students) complete clinical assessments in the School Psychology Assessment Center (SPAC), to include weekly supervision meetings, observation of test administration, attendance of client feedback meetings, etc. During the Spring semester, junior cohort members(from assessment classes) from the Doctoral Program will shadow the interns as they practice and complete assessments and other assignments under the interns' supervision. The interns will receive an additional hour of weekly supervision from Dr. Nina Ellis-Harness, a Secondary Supervisor for these activities.

Research: The SFA-CS-SPDIP **s**upports dissertation research, up to ten percent of the internship total hours, at a rate of no more than four hours each week. Interns will complete an original research project, within the SFA Charter School or mini-rotation settings, with the approval of the SFASU IRB Board, and under the supervision of the Training Director. The project should either build on existing research on a topic or address a specific question. The intern must either submit their project (a) to a professional, peer-reviewed journal for publication, or (b) as a presentation or poster at a professional regional, state, or national conference.

Parenting Seminar: Interns will offer the Systematic Training for Effective Parenting (STEP) seminar to SFA Charter School parents. STEP is a parenting intervention aimed at improving parent/child communication and helping children learn from the consequences of their own choices. The program is presented in a group format with six to twelve parents per session. Interns guide parents through six or seven interactive lessons, each approximately 1.5 hours in

length. These lessons include information on understanding child behavior, parent behavior, positive listening, giving encouragement, development of a child's responsibilities and confidence, consequences, and family meetings. Parents engage in discussions, role-plays, and share personal experiences. They also view videos of effective and ineffective family interactions.

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

Policies, Ethics, & Law: Interns receive training in ethical and professional standards. They may choose ethics as an area of concentration. Standards are modeled, practiced, and discussed across the Internship year. Interns are held to the professional and ethical standards set forth by APA, NASP, and TSBEP. Interns are trained in the federal, state, and local policies for provision of psychological services in the schools.

Community Referral & Liaison Services: Interns may gain experience in working with professionals from other agencies, as opportunities arise. Through these activities, interns increase their knowledge of community resources. Ethical and legal considerations involved in interacting with outside agencies are emphasized.

Report Writing: Interns gain further competence in psychological report writing. Interns will be trained to report concise and accurate test results and to provide recommendations that can be realistically implemented.

Direct Services/Interventions

Consultation. Interns consult with teachers, parents, administrators, outside community professionals, and other individuals. Consultation may involve recommending classroom management or academic intervention strategies, developing behavior intervention plans, implementing academic or behavioral classroom interventions, or facilitating program design.

Crisis Intervention: Interns are trained in crisis intervention, will serve on the campus crisis intervention/threat assessment team, and will actively respond to situations such as threats of suicide, deaths of students or faculty, or severe behavioral disturbances, and may participate in such intervention as needs arise.

Class-Wide & School-Wide Prevention Services: Interns provide class-wide or school-wide prevention and intervention services, including topic-specific curricula (e.g., bullying), staff professional development, and parent training courses.

Individual & Group Counseling: Interns provide individual and group counseling to students. Individual counseling is school-based and is meant to assist students in becoming socially and academically successful. The group modality is used to address a variety of issues, including adjustment to family structure changes, resiliency, and social skills.

Behavioral/Social-Emotional Interventions: Interns design and provide direct interventions to students identified as at-risk of developing behavioral, social, or emotional skills deficits.

Individual Evaluations: Interns complete psychoeducational evaluations of children with emotional and behavioral issues, autism, attention difficulties, learning disabilities, intellectual disability, and other concerns, in accordance with IDEA (2004).

Screening & Needs Assessment: Interns (a) conduct school-wide, grade-wide, or class-wide screenings of social, emotional, and behavioral skills and (b) conduct system-wide needs assessment to determine various needs of the school community, as needs arise.

Diagnostic Skills: In addition to adherence to state and federal rules regarding criteria for special education disabilities and services, knowledge and understanding of the DSM-5 TR is emphasized in the evaluation process. Interns will collaborate with a multidisciplinary team (i.e., ARD/IEP committee or MTSS committee) and use evaluation information to design programming that meets the specific needs of each student.

Functional Behavioral Assessment (FBA): Interns participate in information-gathering procedures that result in hypotheses about the potential functions that the behavior is serving for the student, for the purpose of developing a Behavioral Intervention Plan (BIP).

Formal Internship Policies & Procedures (2026-27)

Structure

Trainers of Interns Committee: The 2026-27 Trainers of Interns Committee includes the Training Director/Primary Supervisor and the two Secondary Supervisors. The Trainers of Interns Committee meets monthly to review program progress, organize activities, discuss issues as they occur, and provide solutions to problems that require additional consideration. When more in-depth problem solving is needed, the Committee will refer to the DIATC.

Doctoral Intern Advisory Training Committee (DIATC): The DIATC serves as an advisory oversight board to the Internship program. The DIATC is comprised of various professionals and community members representing a multitude of backgrounds and training. The DIATC meets three times per year. The duties and activities of the DIATC include:

- Reviewing applications and participating in interview process
- Overseeing grievance/due process issues
- Problem-solving, when issues cannot be resolved by the Trainers of Interns Committee

Maintenance of Records

The SFA-CS-SPDIP maintains secured written and digital records of intern applications, training experiences, and evaluations, for evidence of progress, future reference, and accreditation and credentialing purposes. All records of formal complaints, appeals, and grievances are retained. Records related to grievances or complaints are kept in a separate security profile as described in the internship grievance procedures. These records could be shared with the affiliated doctoral program if requested and are maintained indefinitely. Records of intern work with SFA Charter School students are located in a separate and secured area, accessible by the Training Director and relevant stakeholders with prior permission. Interns are required to maintain an updated and accurate portfolio, containing information specified in Appendix G. Distal data is collected via Qualtrics and maintained by the Training Director. Interns are informed of this record retention process.

Due Process, Appeals, & Grievance Procedures

Interns will be familiarized with the expectations regarding professional functioning, as well as the intern evaluation process, at the start of the Internship year, during Information and Orientation sequences of training. Interns will be provided with a written description (Appendix K) of procedures they may use to raise complaints, appeal decisions, and to file grievances. The SFA-CS-SPDIP will communicate early and often with interns regarding any difficulties, while seeking input from the Trainers of Interns Committee, the School Psychology Program from which they came and the DIATC on how best to address these problems. A remediation plan will be provided by the Trainers of Interns Committee, for skill deficiencies or problematic behavior, including a time frame for remediation and consequences for not remediating deficiencies/problematic behavior. Interns will have sufficient time to respond to any action taken by the program that affects them. Any recommendations or decisions regarding intern performance will include and use input from multiple professional sources when making decisions or recommendations. All actions taken and rationale will be documented in writing and provided to all relevant parties. Records related to grievances or complaints are kept in a separate security profile as described in the internship grievance procedures. These records could be shared with the affiliated doctoral program if requested and are maintained indefinitely.

Statement of Internship Responsibility

The structure, goals, and curriculum of the SFA-CS-SPDIP meet APPIC and APA internship standards and guidelines. The SFA-CS-SPDIP also adheres to the internship guidelines set forth by the National Association of School Psychologists (NASP) and the Texas State Board of Examiners of Psychologists (TSBEP). **The SFA-CS-SPDIP will, at a minimum, meet the following criteria:**

1. Provide a planned, organized, and programmed sequence of training experiences, with focus on breadth and quality, in contrast to supervised experience or on-the-job training.
2. Have a clearly designated doctoral-level staff psychologist, who (a) is responsible for the integrity and quality of the training program; (b) is actively licensed as a psychologist, as well as a School Psychologist, by the TSBEP; and (c) is present at the training facility for a minimum of 30-40 hours a week.
3. Consist of at least two full-time equivalent doctoral-level psychologists, who serve as primary supervisors and who are actively licensed as psychologists, and at least one of which is licensed as a school psychologist by the TSBEP.
4. Provide internship supervision by staff members of the internship agency or by qualified affiliates of that agency who carry clinical responsibility for the cases being supervised. Regularly scheduled individual supervision is provided by one or more doctoral-level licensed psychologists, at a ratio of no less than one hour of supervision for every 20 internship hours. Supervision is provided with the specific intent of dealing with psychological services rendered directly by the intern.
5. Provide training in a range of psychological assessment and intervention activities, conducted directly with students, clients, and/or other recipients of psychological services.
6. Ensure that at least 25% of intern time will be in direct client contact (minimum of 438 hours).

7. Include a minimum of two hours each week of regularly scheduled formal, face-to-face individual supervision. Each intern will also attend at least (a) two hours in group supervision per week *and* (b) two hours in didactic training per week (on average, with not less than 8 hours in any given month; seminars, in-service training, grand rounds, etc.), for a total of four hours. Scheduled didactic experiences meet the training needs of the interns, refer to actual training opportunities, and include expected training activities.
8. Provide post-practicum and post-formal coursework training and will precede the granting of the doctoral degree.
9. Have a minimum of two full-time equivalent interns at the predoctoral level of training during any training year.
10. Ensure that interns use the title "Doctoral Intern," and identify themselves as being in a training/supervised status. The supervising psychologist's clinical responsibility will be indicated for all work completed by interns, through introductions, signature lines, and all other written documents.
11. Maintain written statements providing prospective interns with clear descriptions of the nature of the training program, including the goals and content of the internship, and clear expectations for quantity and quality of the trainee's work, including expected competencies.
12. Maintain documented due process procedures that describe separately how programs deal with (a) concerns about intern performance, and (b) interns' concerns about training, including the steps of notice, hearing, and appeal. These documents will be given to the interns at the beginning of the training period.
13. Provide a 10-month, full time 1750-hour training program. A 12-month/2000-hour internship option may be available to students who foresee the possibility of licensure in a state where this requirement applies; however, this option must be pre-approved via the Training Director and must be agreed upon by both interns.
14. Issue a certificate of internship completion (Appendix L), to all interns who have successfully completed the program, clearly indicating:
    a. The name of the institution, organization, or agency;
    b. the post practicum nature of the training program;
    c. the focus area of the training program;
    d. beginning and ending dates of the intern's training; and
    e. the signature of the Internship Director.
15. Conduct formal written evaluations of each intern's performance, at least twice a year.
16. Provide (a) the necessary financial resources to achieve its training goals and objectives, including stipends that are reasonable, fair, and stated clearly in advance, and (b) benefits consistent with those of other school/health service psychologists including:
    a. Sick leave and access to medical insurance;
    b. school holidays and/or non-contract days, based on a 10-month calendar;
    c. provisions for professional development activities on a reimbursable and/or release-time basis;
    d. a safe and appropriate work environment;
    e. adequate equipment, materials, secretarial services, and office facilities;
    f. an orientation of the facility and intern duties;
    g. internship due process procedures.
17. Support dissertation research, up to ten percent of the internship total hours, at a rate of no more than four hours each week.

Appendix A

Financial Support & Benefits

The 2026-2027 Interns will be provided with the necessary financial resources to achieve its training goals and objectives, including (a) stipends that are reasonable, fair, and stated clearly in advance, and (b) benefits consistent with APPIC standards, including:

Financial and Other Benefit Support for Upcoming Training Year

Annual Stipend/Salary for Full-time Interns	$30,000	
Annual Stipend/Salary for Half-time Interns	N/A	
Program provides access to medical insurance for interns?	_X_ Yes	__ No
If access to medical insurance is provided:		
Trainee contribution to cost required?	__ Yes	_X_ No
Coverage of family member(s) available?	_X_ Yes	__ No
Coverage of legally married partner available?	_X_ Yes	__ No
Coverage of domestic partner available?	__ Yes	_X_ No
Hours of Annual Paid Personal Time Off (PTO and/or Vacation)	Employee with appointments of less than 12 months are excluded from vacation leave accruals.	
Hours of Annual Paid Sick Leave	Full-Time employees accrue 8 hours per month, with 5 initial days provided at the beginning of the year.	
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	_X_ No
Other benefits (please describe):		
Optional Life Insurance (for self and dependents). Accidental Death and Dismemberment (AD&D) Insurance, Dental and Vision.		

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

- **Health, Dental, and Life Insurance:** Group health, dental, and life insurance options are described in the SFASU policy "Insurance and Other Benefits": https://www.sfasu.edu/docs/policies/12.10.pdf www.sfasu.edu/docs/human-resources/sfa-benefits-summary-fy-2022.pdf and https://www.sfasu.edu/hr/faculty-staff/benefits
- **Leaves & Absences:** Interns will accrue five days of sick leave at the beginning of the year. A day of earned sick leave is equivalent to an assigned workday. There is no limit on the accumulation of sick leave. Sick leave with pay may be taken when sickness, injury, or pregnancy and conferment prevent the intern's performance of duty. An intern who must be absent from duty because of illness shall notify their supervisor at the earliest practical time.
- **School holidays and/or non-contract days**, based on a 10-month calendar (est. 24 days)
- **Reimbursement/provisions for professional development activities.**
- **A safe and appropriate work environment**, including adequate equipment, materials, secretarial support services, and office facilities.

Appendix B

2026-2027 Internship Staff & Committee Directory

Dr. Franke Jo Clark, LP, LSSP
Training Director, Member of the Trainers of Interns Committee and Doctoral Intern Advisory Training Committee

Educational History
B.S. Psychology—Stephen F. Austin State University
M.Ed. Counseling and Psychology— Stephen F. Austin State University
Ph.D. School Psychology—Texas Woman's State University
Post-Doctoral Master of Science in Psychopharmacology—California School of Professional Psychology

Licensure/Certification
Licensed Psychologist
Licensed School Psychologist

Dr. Michael Walker, LP
Member of the Trainers of Interns Committee, Secondary Supervisor

Educational History
B.S., Psychology—Georgia State University
M.A., Clinical Psychology—University of Mississippi
Clinical Internship—Medical University of South Carolina, APA accredited internship
Ph.D., Clinical Psychology—University of Mississippi, APA accredited program

Licensure/Certification
Licensed Psychologist

Dr. Nina Harness, LP, School Psychologist, NCSP
Member of the Trainers of Interns Committee and Doctoral Intern Advisory Training Committee, Secondary Supervisor, School Psychology Program Director

Educational History
B.A. English—Truman State University
M.S. Educational Psychology—Oklahoma State University
Ph.D. Educational Psychology: School Psychology—Oklahoma State University

Licensure/Certification
Licensed Psychologist in Texas & Louisiana
Licensed School Psychologist
Nationally Certified School Psychologist (NCSP)

Internship Committees

Trainers of Interns Committee

- Frankie Clark, Ph.D., LP, LSSP, Training Director, Visiting Professor, member of the DIATC
- Nina Harness, LP, LSSP, NCSP, Full Professor SFASU School and Health Service Psychology, member of the DIATC, Director of School and Health Service Psychology
- Michael Walker, LP, Supervising Psychologist

Doctoral Intern Advisory Training Committee

- Dr. Michael Walker, LP, Supervising Psychologist SFASU
- Dr. Joseph Kartye, LP, School Psychologist, Adjunct Professor, Private Practice
- Dr. Summer Koltonski, Assistant Professor, Education Studies, SFASU
- Dr. Nina Harness, LP, School Psychologist, Full Professor, School and Health Service Psychology Doctoral Program, member of Trainers of Intern Committee, SFASU, Director of School Psychology
- Dr. Frankie Clark, LP, LSSP, Training Director of SFA Charter Internships, Visiting Professor School Psychology Doctoral Program, member of Trainers of Intern Committee, Intern Committee SFASU
- Lysa Mize, M.Ed., CEO of SFA Charter School
- Dr. Veronica Beavers, M.Ed., Director of Multicultural Affairs, SFASU
- Dr. Alison Bradford, LSSP, LP, Assistant Professor, School and Health Service Psychology Doctoral Program

Appendix C

Internship Application & Selection Process

The SFA-CS-SPDIP offers a school psychology oriented doctoral internship program for eligible doctoral candidates who have completed the SFASU School Psychology Doctoral Program requirements. The Internship runs from August through May. Applicants are required to submit materials for consideration to the Internship Director by **December 15, 2025.** Applicants with incomplete files may not be considered for an interview.

Intern Selection Criteria

Criteria eligibility for acceptance into the SFA-CS-SPDIP include:

- Academic good standing in the SFA School Psychology Doctoral Program.
- Completion of all formal coursework (except dissertation).
- A minimum of 600 hours of practicum experience in a school setting.
- A research-based conference presentation (first author or primary presenter) at an advisor-approved state, regional or national conference.

The submission of the following is required:

- A cover letter indicating candidate's professional strengths and interest in the SFA-CS-SPDIP.
- Current and comprehensive curriculum vita
- Work sample (e.g., FIE, FBA, BIP)
- Memo of Verification from the School Psychology Doctoral Program Director, indicating:
    - Enrollment status,
    - Completion of all formal coursework,
    - Successful completion of comprehensive exam *and* Praxis exam,
    - Successful completion of all required supervised practicum training hours, and
    - Status of dissertation (completion of dissertation proposal recommended).
- Three favorable letters of recommendation, addressing:
    - Prior training, interests, and goals appropriate to the Internship;
    - Ability to apply psychological services, under supervision, in a school setting; and
    - Ethical conduct and interpersonal skills appropriate to the professional practice of psychology.
- Completed criminal background check and fingerprinting (required for the SFA Charter School hiring process)
- Practicum and Internship Experience Summary form (provided)
- Unofficial transcripts of all graduate work indicating courses or course content in the TSBEP and APA required core curriculum areas.

Interview Process

Applicants chosen for an interview will be notified by email by **February 1st, 2026**, in order to schedule an interview. Interviews will be scheduled on a first-come, first-serve basis. Formal interviews are conducted by the Selection Committee, to include semi-structured questions and the completion of vignettes related to the practice of school psychology. The Selection Committee consists of the SFA Charter School CEO, the Training Director, the Trainers of Interns Committee, and select members of the Doctoral Intern Advisory Training Committee

(DIATC). After all prospective interns are interviewed, the Selection Committee meets and ranks the candidates according to their application materials and their interview responses:

- *Applicant Rating Rubric:* Completed to assess quality of required application materials.
- *Interview Rating Rubric* Used to rank each applicant on verbal articulation, professional development, cognitive flexibility, realistic self-appraisal, commitment, and on overall clinical interpersonal skills.
- *Work Sample Rating Rubric:* Used to critique the submitted work sample.

These scores are tallied and numerical ratings from the interview are weighted with the committee's impression of the candidate. Once a decision has been made, decision letters will be sent to each applicant by the end of **February 2026**.

APPENDIX D

SFA Charter School Psychology Doctoral Internship Program
INTERN SELF-EVALUATION

Intern: _____ 1st: _____
Primary Supervisor: _____ 2nd: _____
Date: _____ 3rd: _____

Select the number on the scale that best describes the intern's current competence. A description of the ratings is provided below:

1	**Needs remedial work** Competence is below expected levels of a doctoral intern, significant skill development required, remediation necessary
2	**Developing Competence:** Expected level of competence for intern by midpoint of the training program, routine or minimal supervision required on most cases
3	**Proficient Competence:** Expected level of competence for intern at completion of training program, rating is indicative of readiness for entry-level practice
4	**Advanced Competence:** Rare rating for internship, able to function at a level of skill beyond what would be expected at the conclusion of internship training
5	**Exceptional:** Very rare rating, able to perform at a level that results in extraordinary accomplishments
NA	**Not applicable**

Readiness for entry-level practice is defined as:

1. The ability to independently function in a broad range of clinical and professional activities
2. The ability to generalize skills and knowledge to new situations
3. The ability to self-assess when to seek additional training, supervision or consultation

The MLA at midyear is a 2 for all students. The MLA at end year is a 3 for all students.

SUPERVISOR EVALUATION of APA PROFESSION-WIDE COMPETENCIES
SFA Charter School Psychology Doctoral Internship Program

RESEARCH: Total Score: _____

Demonstrates the substantially independent ability to critically evaluate research						
• Locates, reads, and critically evaluates empirical research.	1	2	3	4	5	NA
• Considers implications of published research and uses this information in determining service delivery methods and recommendations.	1	2	3	4	5	NA
Demonstrates the substantially independent ability to conduct original research						
• Develops research questions, explores and presents ideas for original research	1	2	3	4	5	NA
• Conducts organized research.	1	2	3	4	5	NA
Demonstrates the substantially independent ability to disseminate research or other scholarly activities, via professional publication or presentation at the local, regional or national level	1	2	3	4	5	NA

Comments:

_____

_____

ETHICAL AND LEGAL STANDARDS: Total Score: _____

Demonstrates knowledge of and acts in accordance with the APA Ethical Principles and Code of Conduct	1	2	3	4	5	NA
Demonstrates knowledge of and acts in accordance with all relevant organizational, local, state, and federal laws, regulations, rules, and policies						
• Demonstrates understanding of the role and function of a school psychologist, in relation to legal, ethical, and/or professional practice	1	2	3	4	5	NA
• Demonstrates knowledge of state and federal laws applicable to special education and the practice of psychology in the school	1	2	3	4	5	NA
Demonstrates knowledge of and acts in accordance with all professional standards and guidelines						
• Applies ethical and professional principles in scholarship and practice	1	2	3	4	5	NA
Recognizes ethical dilemmas as they arise and applies ethical decision-making processes in order to resolve them	1	2	3	4	5	NA
Conducts self in an ethical manner in all professional activities	1	2	3	4	5	NA

Comments:

_____

_____

INDIVIDUAL AND CULTURAL DIVERSITY: Total Score: _____

Demonstrates an understanding of how personal/cultural history, attitudes, and biases may affect how one understands and interacts with diverse people.	
• Demonstrates knowledge of diversity issues, including values, beliefs, lifestyles, traditions, customs, parenting styles, language barriers, and effect of disabilities	1 2 3 4 5 NA
Demonstrates knowledge of the current theoretical and empirical knowledge base as it relates to diversity	
• Reads empirical literature examining how diversity affects the delivery of psychological services	1 2 3 4 5 NA
Integrates knowledge of individual and cultural differences in the conduct of professional roles	1 2 3 4 5 NA
Demonstrates the ability to independently apply knowledge and approach in working effectively with the range of diverse individuals and groups encountered during internship	
• Demonstrates ability to provide culturally sensitive services	1 2 3 4 5 NA
• Considers multicultural and diversity factors when planning assessments and interventions	1 2 3 4 5 NA
Demonstrates the ability to work effectively with individuals whose group membership, demographic characteristics, or worldviews may differ from their own	1 2 3 4 5 NA

Comments:

_____

_____

PROFESSIONAL VALUES, ATTITUDES AND BEHAVIORS:
Total Score: _____

Behaves in ways that reflect the values and attitudes of psychology	
• Demonstrates ability to maintain good working relationships with colleagues	1 2 3 4 5 NA
• Works well in a group and contributes to the completion of psychology related tasks	1 2 3 4 5 NA
• Completes assessments and reports within a timely manner and adheres to schedules of the school and timelines of special education law	1 2 3 4 5 NA
Engages in self-reflection regarding personal and professional functioning	1 2 3 4 5 NA
Demonstrates openness and responsiveness to feedback and supervision	1 2 3 4 5 NA
Responds professionally in increasingly complex situations with a greater degree of independence as they progress across levels of training	
• Engages in confident resolutions and collaborative problem-solving strategies	1 2 3 4 5 NA
• Maintains up-to-date changes in ethical, legal, and best practice in psychology	1 2 3 4 5 NA

Comments:

_____

_____

COMMUNICATIONS AND INTERPERSONAL SKILLS: Total Score: _____

Develops and maintains effective relationships with a wide range of individuals, including colleagues, communities, organizations, supervisors, supervisees, and those receiving professional services	1 2 3 4 5 NA
Produces and comprehends oral, nonverbal, and written communications that are informative and well-integrated, and demonstrate a thorough grasp of professional language and concepts	
• Communicates results of evaluations to student, family, and school personnel orally	1 2 3 4 5 NA
• Communicates results of evaluations in a formal written report	1 2 3 4 5 NA
• Makes appropriate recommendations based on synthesis of data	1 2 3 4 5 NA
Demonstrates effective interpersonal skills	1 2 3 4 5 NA
Demonstrates the ability to manage difficult communication well	
• Demonstrates knowledge and skills to respond to school-aged children in crisis	1 2 3 4 5 NA

Comments:

_____

_____

ASSESSMENT: **Total Score: _____**

Demonstrates current knowledge of diagnostic classification systems, functional and dysfunctional behaviors, including consideration of client strengths and psychopathology	1 2 3 4 5 NA
Demonstrates understanding of human behavior within its context (e.g., family, social, societal and cultural).	1 2 3 4 5 NA
Demonstrates the ability to apply the knowledge of functional and dysfunctional behaviors including context to the assessment and/or diagnostic process.	1 2 3 4 5 NA
Selects and applies assessment methods that draw from the best available empirical literature and that reflect the science of measurement and psychometrics.	1 2 3 4 5 NA
Collects relevant data using multiple sources and methods appropriate to the identified goals and questions of the assessment as well as relevant diversity characteristics of the service recipient.	
• Administers and scores appropriate tests and interprets data	1 2 3 4 5 NA
• Conducts interviews and collects data to observe client's ability to perform academic skills	1 2 3 4 5 NA
Interprets assessment results, following current research and professional standards and guidelines, to inform case conceptualization, classification, and	

recommendations, while guarding against decision-making biases, distinguishing the aspects of assessment that are subjective from those that are objective.	
• Integrates data from multiple sources, formulates diagnosis within a DSM-5 cluster, and determines eligibility for special education services according to state and federal specific education law	1 2 3 4 5 NA
Communicates orally and in written documents the findings and implications of the assessment in an accurate and effective manner sensitive to a range of audiences.	
• Conducts appropriate universal screening to identify systems-level needs and individual students in need of additional support, compiles and interprets data, and shares with appropriate stakeholders.	1 2 3 4 5 NA

Comments:

_____

_____

INTERVENTION: **Total Score: _____**

Establishes and maintains effective relationships with recipients of psychological services.	
• Effectively communicates progress and outcomes to relevant stakeholders.	1 2 3 4 5 NA
Develops evidence-based intervention plans specific to service delivery goals	
• Identifies target social, behavioral and/or emotional skill(s) based on referral and assessment data.	1 2 3 4 5 NA
• Selects research-based interventions to meet the needs of students.	1 2 3 4 5 NA
Implements interventions informed by the current scientific literature, assessment findings, diversity characteristics, and contextual variables	
• Identifies contacts and incorporates appropriate community-based resources and recommendations.	1 2 3 4 5 NA
Demonstrates the ability to apply the relevant research literature to clinical decision making	1 2 3 4 5 NA
Modifies and adapts evidence-based approaches effectively when a clear evidence-base is lacking	1 2 3 4 5 NA
Evaluates intervention effectiveness and adapts goals and methods consistent with ongoing evaluation	
• Demonstrates knowledge of empirically based system-level prevention/interventions, conducts a needs assessment, implements empirical, systems-level prevention/intervention by using a problem-solving approach to program evaluation (i.e., needs assessment, implement programs, and evaluate and modify programs).	1 2 3 4 5 NA

Comments:

_____

_____

SUPERVISION: Total Score: _____

Applies knowledge of supervision in direct or simulated practice with psychology trainees or other health professionals						
• Recognizes limits of competence and requests supervision, when needed	1	2	3	4	5	NA
• Recognizes strengths and weaknesses, demonstrates openness to feedback, and seeks opportunities for personal growth	1	2	3	4	5	NA
• Demonstrates knowledge of empirical, culturally sensitive models and strategies of supervision	1	2	3	4	5	NA
• Implements appropriate strategies of supervision and evaluates overall effectiveness of the supervision	1	2	3	4	5	NA

Comments:

_____

_____

CONSULTATION AND INTERPROFESSIONAL/INTERDISCIPLINARY SKILLS: Total Score: _____

Demonstrates knowledge and respect for the roles and perspectives of other professions						
• Communicates results of consultation both orally and in written form to appropriate stakeholders	1	2	3	4	5	NA
• Determines appropriate referrals to outside sources when necessary	1	2	3	4	5	NA
Applies knowledge about consultation in direct or simulated (e.g., role played) consultation						
• Collects data from multiple sources to determine deficit between expected skills and skills displayed and identifies target behaviors or skills	1	2	3	4	5	NA
• Demonstrates knowledge of empirically supported intervention strategies, selects appropriate interventions, and trains other qualified professionals to implement mutually selected interventions	1	2	3	4	5	NA
• Collects data to monitor progress and presents data in appropriate form to stakeholders	1	2	3	4	5	NA

Comments:

_____

_____

_____

Please describe the intern's strengths:

_____

_____

_____

Please describe the intern's areas of refinement (provide at least one area):

_____
_____
_____

Intern Signature: _____ Date: _____

Primary Supervisor Signature: _____ Date: _____

Secondary Supervisor Signature: _____ Date: _____

Appendix E

INDIVIDUALIZED INTERNSHIP TRAINING PLAN (IITP)
SFA Charter School
School Psychology Doctoral Internship Program

School Psychology Intern: _____ Supervising Psychologist: _____ Date: _____

	Prescribed Activities	SELF-RATING	BOY EVAL.		MOY EVAL.		EOY EVAL.	
		Date:	Date:	Obs.	Date:	Obs.	Date:	Obs.
RESEARCH								
Demonstrates the substantially independent ability to critically evaluate research								
Demonstrates the substantially independent ability to disseminate research or other scholarly activities via professional publication or presentation at the local, regional, or national level								
ETHICAL & LEGAL STANDARDS								
Demonstrates knowledge of and acts in accordance with the APA Ethical Principles and Code of Conduct								
Demonstrates knowledge of and acts in accordance with all organizational, local, state, and federal laws, regulations, rules, and policies relevant to health service psychologists								

Demonstrates knowledge of and acts in accordance with all professional standards and guidelines								
Recognizes ethical dilemmas as they arise and applies ethical decision-making processes in order to resolve them								
Conducts self in an ethical manner in all professional activities								
CULTURAL & INDIVIDUAL DIVERSITY								
Demonstrates an understanding of how one's own personal/cultural history, attitudes, and biases may affect how one understands and interacts with people different from oneself								
Demonstrates knowledge of the current theoretical and empirical knowledge base as it relates to diversity								
Integrates knowledge of individual and cultural differences in the conduct of professional roles								
Demonstrates the ability to independently apply their knowledge and approach in working effectively with the range of diverse individuals and groups encountered during internship								
Demonstrates the ability to work effectively with individuals whose group membership, demographic characteristics, or worldviews may differ from their own								
PROFESSIONAL VALUES, ATTITUDES & BEHAVIORS								
Behaves in ways that reflect the values and attitudes of psychology								

Engages in self-reflection regarding personal and professional functioning								
Demonstrates openness and responsiveness to feedback and supervision								
Responds professionally in increasingly complex situations with a greater degree of independence as they progress across levels of training								
COMMUNICATION & INTERPERSONAL SKILLS								
Develops and maintains effective relationships with a wide range of individuals, including colleagues, communities, organizations, supervisors, supervisees, and those receiving professional services								
Produces and comprehends oral, nonverbal, and written communications that are informative and well-integrated								
Demonstrates effective interpersonal skills								
Demonstrates the ability to manage difficult communication well								
ASSESSMENT								
Demonstrates current knowledge of diagnostic classification systems, functional and dysfunctional behaviors, including consideration of client strengths and psychopathology								
Demonstrates understanding of human behavior within its context (e.g., family, social, societal, and cultural)								
Demonstrates the ability to apply the knowledge of functional and dysfunctional								

behaviors including context to the assessment and/or diagnostic process								
Selects and applies assessment methods that draw from the best available empirical literature								
Collects relevant data using multiple sources and methods appropriate to the identified goals and questions of the assessment as well as relevant diversity characteristics of the client								
Interprets assessment results to inform case conceptualization, classification, and recommendations								
Communicates findings in an accurate and effective manner sensitive to a range of audiences								
INTERVENTION								
Establishes and maintains effective relationships with recipients of psychological services.								
Develops evidence-based intervention plans								
Demonstrates the ability to apply the relevant research literature to clinical decision making								
Modifies and adapts evidence-based approaches effectively when a clear evidence-base is lacking								
Evaluates intervention effectiveness and adapts goals and methods consistent with ongoing evaluation								
SUPERVISION								
Demonstrates knowledge of supervision models and practices								

Applies knowledge of supervision in direct or simulated practice with psychology trainees or other health professionals								
INTERPERSONAL & INTERDISCIPLINARY CONSULTATION								
Demonstrates knowledge and respect for the roles and perspectives of other professions								
Applies knowledge about consultation in direct or simulated (e.g., role played) consultation								

Please provide any general comments below:

Final Signature of Licensed Supervisor: _____ Date _____

Appendix F

INTERN EVALUATION BY SUPERVISOR
SFA Charter School
School Psychology Doctoral Internship Program

Intern: _____ 1st: _____
Primary Supervisor: _____ 2nd: _____
Date: _____ 3rd: _____

Methods used in evaluating competency:
_____ Direct Observation _____ Review of Audio/Video _____ Case Presentation
_____ Documentation Review _____ Supervision _____ Comments from other staff/faculty

Select the number on the scale that best describes the intern's current competence. A description of the ratings is provided below:

1	**Needs remedial work** Competence is below expected levels of a doctoral intern, significant skill development required, remediation necessary
2	**Developing Competence:** Expected level of competence for intern by midpoint of the training program, routine or minimal supervision required on most cases
3	**Proficient Competence:** Expected level of competence for intern at completion of training program, rating is indicative of readiness for entry-level practice
4	**Advanced Competence:** Rare rating for internship, able to function at a level of skill beyond what would be expected at the conclusion of internship training
5	**Exceptional:** Very rare rating, able to perform at a level that results in extraordinary accomplishments
NA	**Not applicable**

Readiness for entry-level practice is defined as:

4. The ability to independently function in a broad range of clinical and professional activities
5. The ability to generalize skills and knowledge to new situations
6. The ability to self-assess when to seek additional training, supervision or consultation

The MLA at midyear is a 2 for all students. The MLA at end year is a 3 for all students.

SUPERVISOR EVALUATION of APA PROFESSION-WIDE COMPETENCIES
SFA Charter School Psychology Doctoral Internship Program

RESEARCH: Total Score: _____

Demonstrates the substantially independent ability to critically evaluate research	
• Locates, reads, and critically evaluates empirical research.	1 2 3 4 5 NA
• Considers implications of published research and uses this information in determining service delivery methods and recommendations.	1 2 3 4 5 NA
Demonstrates the substantially independent ability to conduct original research	
• Develops research questions, explores and presents ideas for original research	1 2 3 4 5 NA
• Conducts organized research.	1 2 3 4 5 NA
Demonstrates the substantially independent ability to disseminate research or other scholarly activities, via professional publication or presentation at the local, regional or national level	1 2 3 4 5 NA

Comments:

_____

_____

ETHICAL AND LEGAL STANDARDS: Total Score: _____

Demonstrates knowledge of and acts in accordance with the APA Ethical Principles and Code of Conduct	1 2 3 4 5 NA
Demonstrates knowledge of and acts in accordance with all relevant organizational, local, state, and federal laws, regulations, rules, and policies	
• Demonstrates understanding of the role and function of a school psychologist, in relation to legal, ethical, and/or professional practice	1 2 3 4 5 NA
• Demonstrates knowledge of state and federal laws applicable to special education and the practice of psychology in the school	1 2 3 4 5 NA
Demonstrates knowledge of and acts in accordance with all professional standards and guidelines	
• Applies ethical and professional principles in scholarship and practice	1 2 3 4 5 NA
Recognizes ethical dilemmas as they arise and applies ethical decision-making processes in order to resolve them	1 2 3 4 5 NA
Conducts self in an ethical manner in all professional activities	1 2 3 4 5 NA

Comments:

_____

_____

INDIVIDUAL AND CULTURAL DIVERSITY: Total Score: _____

Demonstrates an understanding of how personal/cultural history, attitudes, and biases may affect how one understands and interacts with diverse people.	
• Demonstrates knowledge of diversity issues, including values, beliefs, lifestyles, traditions, customs, parenting styles, language barriers, and effect of disabilities	1 2 3 4 5 NA

Demonstrates knowledge of the current theoretical and empirical knowledge base as it relates to diversity	
• Reads empirical literature examining how diversity affects the delivery of psychological services	1 2 3 4 5 NA
Integrates knowledge of individual and cultural differences in the conduct of professional roles	1 2 3 4 5 NA
Demonstrates the ability to independently apply knowledge and approach in working effectively with the range of diverse individuals and groups encountered during internship	
• Demonstrates ability to provide culturally sensitive services	1 2 3 4 5 NA
• Considers multicultural and diversity factors when planning assessments and interventions	1 2 3 4 5 NA
Demonstrates the ability to work effectively with individuals whose group membership, demographic characteristics, or worldviews may differ from their own	1 2 3 4 5 NA

Comments:

_____

_____

PROFESSIONAL VALUES, ATTITUDES AND BEHAVIORS: **Total Score: _____**

Behaves in ways that reflect the values and attitudes of psychology	
• Demonstrates ability to maintain good working relationships with colleagues	1 2 3 4 5 NA
• Works well in a group and contributes to the completion of psychology related tasks	1 2 3 4 5 NA
• Completes assessments and reports within a timely manner and adheres to schedules of the school and timelines of special education law	1 2 3 4 5 NA
Engages in self-reflection regarding personal and professional functioning	1 2 3 4 5 NA
Demonstrates openness and responsiveness to feedback and supervision	1 2 3 4 5 NA
Responds professionally in increasingly complex situations with a greater degree of independence as they progress across levels of training	
• Engages in confident resolutions and collaborative problem-solving strategies	1 2 3 4 5 NA
• Maintains up-to-date changes in ethical, legal, and best practice in psychology	1 2 3 4 5 NA

Comments:

_____

_____

COMMUNICATIONS AND INTERPERSONAL SKILLS: Total Score: _____

Develops and maintains effective relationships with a wide range of individuals, including colleagues, communities, organizations, supervisors, supervisees, and those receiving professional services	1 2 3 4 5 NA
Produces and comprehends oral, nonverbal, and written communications that are informative and well-integrated, and demonstrate a thorough grasp of professional language and concepts	

• Communicates results of evaluations to student, family, and school personnel orally	1 2 3 4 5 NA
• Communicates results of evaluations in a formal written report	1 2 3 4 5 NA
• Makes appropriate recommendations based on synthesis of data	1 2 3 4 5 NA
Demonstrates effective interpersonal skills	1 2 3 4 5 NA
Demonstrates the ability to manage difficult communication well	
• Demonstrates knowledge and skills to respond to school-aged children in crisis	1 2 3 4 5 NA

Comments:

_____

_____

ASSESSMENT: **Total Score: _____**

Demonstrates current knowledge of diagnostic classification systems, functional and dysfunctional behaviors, including consideration of client strengths and psychopathology	1 2 3 4 5 NA
Demonstrates understanding of human behavior within its context (e.g., family, social, societal and cultural).	1 2 3 4 5 NA
Demonstrates the ability to apply the knowledge of functional and dysfunctional behaviors including context to the assessment and/or diagnostic process.	1 2 3 4 5 NA
Selects and applies assessment methods that draw from the best available empirical literature and that reflect the science of measurement and psychometrics.	1 2 3 4 5 NA
Collects relevant data using multiple sources and methods appropriate to the identified goals and questions of the assessment as well as relevant diversity characteristics of the service recipient.	
• Administers and scores appropriate tests and interprets data	1 2 3 4 5 NA
• Conducts interviews and collects data to observe client's ability to perform academic skills	1 2 3 4 5 NA
Interprets assessment results, following current research and professional standards and guidelines, to inform case conceptualization, classification, and recommendations, while guarding against decision-making biases, distinguishing the aspects of assessment that are subjective from those that are objective.	
• Integrates data from multiple sources, formulates diagnosis within a DSM-5 cluster, and determines eligibility for special education services according to state and federal specific education law	1 2 3 4 5 NA
Communicates orally and in written documents the findings and implications of the assessment in an accurate and effective manner sensitive to a range of audiences.	
• Conducts appropriate universal screening to identify systems-level needs and individual students in need of additional support, compiles and interprets data, and shares with appropriate stakeholders.	1 2 3 4 5 NA

Comments:

_____

_____

INTERVENTION: **Total Score: _____**

Establishes and maintains effective relationships with recipients of psychological services.	
• Effectively communicates progress and outcomes to relevant stakeholders.	1 2 3 4 5 NA
Develops evidence-based intervention plans specific to service delivery goals	
• Identifies target social, behavioral and/or emotional skill(s) based on referral and assessment data.	1 2 3 4 5 NA
• Selects research-based interventions to meet the needs of students.	1 2 3 4 5 NA
Implements interventions informed by the current scientific literature, assessment findings, diversity characteristics, and contextual variables	
• Identifies contacts and incorporates appropriate community-based resources and recommendations.	1 2 3 4 5 NA
Demonstrates the ability to apply the relevant research literature to clinical decision making	1 2 3 4 5 NA
Modifies and adapts evidence-based approaches effectively when a clear evidence-base is lacking	1 2 3 4 5 NA
Evaluates intervention effectiveness and adapts goals and methods consistent with ongoing evaluation	
• Demonstrates knowledge of empirically based system-level prevention/interventions, conducts a needs assessment, implements empirical, systems-level prevention/intervention by using a problem-solving approach to program evaluation (i.e., needs assessment, implement programs, and evaluate and modify programs).	1 2 3 4 5 NA

Comments:

_____

_____

SUPERVISION: Total Score: _____

Applies knowledge of supervision in direct or simulated practice with psychology trainees or other health professionals	
• Recognizes limits of competence and requests supervision, when needed	1 2 3 4 5 NA
• Recognizes strengths and weaknesses, demonstrates openness to feedback, and seeks opportunities for personal growth	1 2 3 4 5 NA
• Demonstrates knowledge of empirical, culturally sensitive models and strategies of supervision	1 2 3 4 5 NA
• Implements appropriate strategies of supervision and evaluates overall effectiveness of the supervision	1 2 3 4 5 NA

Comments:

_____

_____

CONSULTATION AND INTERPROFESSIONAL/INTERDISCIPLINARY SKILLS: Total Score: _____

Demonstrates knowledge and respect for the roles and perspectives of other professions	
• Communicates results of consultation both orally and in written form to appropriate stakeholders	1 2 3 4 5 NA
• Determines appropriate referrals to outside sources when necessary	1 2 3 4 5 NA
Applies knowledge about consultation in direct or simulated (e.g., role played) consultation	
• Collects data from multiple sources to determine deficit between expected skills and skills displayed and identifies target behaviors or skills	1 2 3 4 5 NA
• Demonstrates knowledge of empirically supported intervention strategies, selects appropriate interventions, and trains other qualified professionals to implement mutually selected interventions	1 2 3 4 5 NA
• Collects data to monitor progress and presents data in appropriate form to stakeholders	1 2 3 4 5 NA

Comments:
_____
_____
_____

Please describe the intern's strengths:
_____
_____
_____

Please describe the intern's areas of refinement (provide at least one area):
_____
_____
_____

Intern Signature: _____ Date: _____

Primary Supervisor Signature: _____ Date: _____

Secondary Supervisor Signature: _____ Date: _____

Appendix G

Expectations of Interns Agreement Form

Throughout the internship training experience, and with the guidance of the Internship Director/Primary Supervisor and Secondary Supervisors, the intern will:

Adhere to the APA Ethical Principles of Psychologists and Code of Conduct, operate within the bounds of the TSBEP Rules and Regulations, and adhere to the policies and procedures of the SFA Charter School, and practice in a manner that conforms to the professional standards of the Internship.

Review the goals and objectives of the SFA-CS-SPDIP and SFA Charter School, as well as the conditions specified in the SFA-CS-SPDIP Handbook and Memorandum of Agreement. This includes maintaining a clear understanding of duties, supervision requirements, work hours/attendance, assigned office space, administrative support, provision of materials, calendar of continuing education opportunities and staff meetings, etc.

Follow leave policies. Inform supervisor of circumstances that may impact performance, or if having difficulties making progress in training, or maintaining caseload or completing paperwork.

Develop an individualized internship training plan with specific goals and criteria, used to guide training. Seek formal, written evaluations of performance from SFA-CS-SPDIP supervisors. Be open to receiving feedback from supervisor regarding strengths and areas for growth. Provide distal data, for up to ten years after the completion of the Internship.

Clearly inform those receiving psychological services that they are under supervision and provide direct contact information of the supervising psychologist.

Maintain a Time2Track subscription. Time2Track is an online system used to track supervised experience for both individuals and organizations in behavioral health, for the purposes of future licensure. Internship hours must be logged using Time2Track on at least a weekly basis. Monthly reports must be signed by the Internship Director.

Participate in and document weekly, independent and group supervision, using a provided Record of Supervision Form. This log must be available for review and signatures on a weekly basis.

Provide an evaluation of the SFA-CS-SPDIP and Internship Director/Primary Supervisor. Use appropriate Due Process, Appeals, and Grievance procedures.

Complete one original research project, within the SFA Charter School or mini-rotation settings, with the approval of the SFASU IRB Board, and under the supervision of the Internship Director. The project should either build on existing research on a topic or address a specific question. The intern must either submit their project (a) to a professional, peer-reviewed journal for publication, or (b) as a presentation or poster at a professional regional, state, or national conference.

Co-facilitate a curriculum-based parent training seminar. Complete two supervised mini-rotations during the Internship year.

Maintain a portfolio to include:

a. Affiliation Agreement (provided by the Internship Director)
b. Expectations of Interns Agreement Form
c. Proof of liability insurance
d. All formal intern evaluations

e. Signed Record of Supervision logs (Individual & Group)
f. Monthly Time2Track logs
g. Documentation of didactic activities (Summary Forms and Certificates, if applicable)
h. Research & Presentations (e.g., IRB Approval form, acceptance letters, presentation materials, etc.)
i. Deidentified Reports

Intern Signature: _____ Date: _____

Training Director: _____ Date: _____

Appendix H

Intern Evaluation of Internship
SFA Charter School
School Psychology Doctoral Internship Program

Name: _____ Date: _____

Please evaluate the training you have received during the Internship year. Using the following scales, please rate each Internship domain on amount and quality of training.

Amount of Training	Quality of Training
0 = None	0 = Extremely Poor
5 = Adequate	5 = Good
10 = Abundant	10 = Excellent

Competency: Research	**Amount**	**Quality**
Intern will achieve competence in the area of: RESEARCH		

Comment:_____
_____

Competency: Intervention	**Amount**	**Quality**
Intern will achieve competencies in the areas of: INTERVENTION		

Comment:_____
_____

Competency: Assessment	**Amount**	**Quality**
Intern will achieve competencies in the areas of: ASSESSMENT		

Comment:_____
_____

Competency: Ethical and Legal Standards	**Amount**	**Quality**
Intern will achieve competencies in the areas of: ETHICAL AND LEGAL STANDARDS		

Comment:_____
_____

Competency: Cultural and Individual Diversity	**Amount**	**Quality**
Intern will achieve competencies in the areas of: CULTURAL AND INDIVIDUAL DIVERSITY		

Comment:_____
_____

Competency: Professional Values, Attitudes, and Behaviors	**Amount**	**Quality**
Intern will achieve competencies in the areas of: PROFESSIONAL VALUES, ATTITUDES, AND BEHAVIORS		

Comment:_____
_____

Competency: Interpersonal and Interdisciplinary Consultation	Amount	Quality
Intern will achieve competencies in the areas of: INTERPERSONAL AND INTERDISCIPLINARY CONSULTATION		

Comment:_____
_____

Competency: Supervision	Amount	Quality
Intern will achieve competencies in the areas of: Supervision		

Comment:_____
_____

Competency: Communication and Interpersonal Skills	Amount	Quality
Intern will achieve competencies in the areas of: COMMUNICATION AND INTERPERSONAL SKILLS		

Comment:_____
_____

What do you see as the strengths of the SFA Charter School Internship program?

_____
_____

What do you see as the weaknesses of the program?

_____
_____

What changes would make the program better for future interns?

_____
_____

What is your overall rating (1-10) of the Internship program?

1 2 3 4 5 6 7 8 9 10
Extremely Poor Good Excellent

Intern Evaluation of Internship Climate:

Do you have any concerns about the way you were treated during your internship in the SFA Charter School? This question attempts to address interactions with all SFA Charter School personnel, including other interns, School Psychologists, supervisors, special education administrators, building administrators, teachers, and others with whom you worked. If yes, please identify the person by category or name. What is the nature of your concern and please make suggestions for the internship that will help correct the difficulty for others?

_____
_____
_____
_____

Please rate the following on a scale of 1 – 10, with 1 = Extremely Poor and 10 = Excellent:

Professional atmosphere	
Adherence to APA ethical guidelines	
Commitment to serving the psychological needs of clients	
Active collaboration between staff members	
Respect for, and use of professionals from other disciplines	
Commitment to science and profession of psychology	
Awareness of, and respect for individual differences among clients and professionals	
Respect for clients	
Opportunities for professional development	
Commitment to training	
Responsiveness of program to personal and individual training needs	
Accessibility of staff for supervision, consultation, and other training needs	
Training is not subordinate to service	
Adequate role models	
Breadth of experience	
Depth of experience	

Additional comments:

_____
_____
_____
_____
_____
_____
_____

Appendix I

Intern Evaluation of Supervision
SFA Charter School
School Psychology Doctoral Internship Program

Name: _____ Date: _____

Please provide information about the individual supervision received, using the following rating scale:

1	2	3	4	5
Never	Rarely	Sometimes	Usually	Always

Adequate time is available to participate in supervision activities.	1	2	3	4	5
The supervisor was available to discuss problems or concerns.	1	2	3	4	5
The supervisor was knowledgeable in the areas in which supervision was provided.	1	2	3	4	5
The supervisor treated me with courtesy and respect.	1	2	3	4	5
The supervisor communicated effectively with key stakeholders	1	2	3	4	5
The supervisor supported me.	1	2	3	4	5
Individual supervision assisted with my development as a professional	1	2	3	4	5
The supervisor had experience in the areas in which supervision was provided.	1	2	3	4	5

What is your general rating of your supervisory experience?

1	2	3	4	5	6	7	8	9	10
Extremely Poor				Good					Excellent

What are the strengths of supervision?

Name at least one area of refinement or suggestion for improvement to the supervision process.

APPENDIX J

Didactics Schedule
2026-2027
Tentative Schedule

Date	Title & Summary	Presenter
09/4-6/2025	**Reading/Writing Workshops:** This workshop focused on evidence-based strategies for supporting student literacy development in reading and writing. Emphasis was placed on instructional interventions, skill-building techniques, and academic support practices for diverse learners. This was hosted by the SFA Charter School.	Mossflower Inc.
09/12/2025	**Evaluation 101:** This didactic provided an overview of the special education evaluation process, including referral procedures, assessment selection, data interpretation, and report writing. The training emphasized ethical and legally compliant evaluation practices. (Region 7)	Connie Parks, M.Ed., Ed.Diag
09/12/2025	**The Write Stuff: Effective Evaluation of Written Language Skills:** This training reviewed methods for assessing written language skills and identifying writing-related learning difficulties. Participants explored assessment tools, scoring procedures, and interpretation of written expression deficits. (Region 7)	Connie Parks, M.Ed., Ed.Diag
09/16/2025	**HIPPA Awareness:** This training reviewed HIPAA regulations and confidentiality standards related to protecting sensitive health and educational information. Emphasis was placed on ethical handling and sharing of protected information.	http://hippatraining.com

09/16/2025	**HIPPA Security:** This didactic focused on maintaining the security of electronic and physical confidential records. Topics included data protection, privacy safeguards, and professional responsibilities regarding secure information management.	http://hippatraining.com
09/18/2025	**Building Your Behavior Toolbox (Timers):** This training explored the use of timers and structured behavioral supports to improve student engagement, transitions, and self-regulation. Practical classroom behavior intervention strategies were reviewed. (Region 7)	Dr. Whitney Sherman, Ph.D., BCBA
09/25/2025	**Suicide Prevention in Schools: Best Practices & Protocols:** This didactic reviewed school-based suicide prevention procedures, risk identification, and crisis response protocols. Participants examined best practices for supporting student safety and mental health intervention. Trained participants on how to give a suicide prevention presention to their school district and provided materials. (Region 7)	Dana Harper, M.Ed. Kaitlyn Woodley M.Ed. Tricia Honzell
10/01/2025	**Required Mental Health Training for School Mental Health Professionals:** This training provided guidance on ethical, legal, and professional responsibilities of school mental health professionals. Topics included student support, crisis response, and multidisciplinary collaboration. (Region 7)	Dana Harper, M.Ed. Kaitlyn Woodley M.Ed.
10/15/2025	**Hot Topics In Mental Health:** This presentation reviewed current trends and emerging concerns in student mental health. Discussion included anxiety, depression, trauma, and strategies for supporting students within the school setting. (Region 7)	Cheyanne Jones, LPC

10/23/2025	**CSRPI & Projective Tests for Emotional Disturbance:** This training introduced crisis prevention strategies and the use of projective assessments in evaluating emotional disturbance. Participants reviewed interpretation considerations and behavioral assessment practices. Hosted at HudsonISD.	Alyssa Grissom, M.S., LSSP
11/04/2025	**Psychological First Aid:** This didactic focused on immediate psychological support strategies following crisis or traumatic events. Participants learned approaches to promote stabilization, emotional safety, and resilience in students. (Region 7)	Kaitlyn Woodley M.Ed.
11/07/2025	**CPI Training:** This training provided instruction on nonviolent crisis intervention techniques and de-escalation strategies. Participants practiced safe and effective responses to behavioral crises in school settings.	James Allen, B.S.
12/2/2026	**Invisible Diversity: Implications for the Treatment of Autism:** This presentation examined the diverse presentations of autism spectrum disorder and implications for culturally responsive treatment and support. Emphasis was placed on individualized intervention planning.	Dr. Allison L. Sallee, Ph.D.
12/05/2025	**MMPI Training:** This training provided an overview of the administration, scoring, and interpretation of the MMPI. Participants reviewed personality assessment concepts and clinical applications.	Dr. Luis Aguerrevere, Ph.D., LPA

12/12/2025	**Trauma in Children: Creating Trauma Informed Schools:** This didactic focused on the impact of childhood trauma on learning, behavior, and emotional functioning. Strategies for implementing trauma-informed practices within school environments were discussed. (Region 7)	Cheyanne Jones, LPC
01/05/2026	**Farm Response:** This training addressed crisis response and mental health considerations within agricultural and rural communities. Participants explored strategies for supporting families and individuals affected by farm-related stressors.	Cindy Kovar, BS, CPST
01/07/2026	**As+K About Suicide to Save A Life:** This suicide prevention training emphasized recognizing warning signs, initiating supportive conversations, and connecting individuals to appropriate resources. Participants learned strategies for early intervention and crisis response. (Region 7)	Dana Harper, M.Ed.
01/07/2026	**Hot Topics In Mental Health (Elementary Presentation):** This presentation reviewed common mental health concerns affecting elementary-aged students and evidence-based school supports. Emphasis was placed on early identification and intervention strategies. (Region 7)	Cheyanne Jones, LPC
1/13/2026	**Neuropsych Session : Basic Functional Neural Anatomy:** This neuropsychology session reviewed foundational brain structures and their relationship to cognitive, behavioral, and emotional functioning. Connections between neural systems and learning processes were emphasized.	Dr. Elaine Fletcher-Janzen Ed.D, NCSP, ABPdN

01/20/2026	**Supervision Presentation:** This didactic focused on the principles and practices of professional supervision in school psychology. Topics included ethical practice, professional growth, reflective supervision, and feedback processes.	Dr. Nina Ellis Hervey, Ph.D., LP, NCSP, LSSP., CPC.
01/21/2026	**Trauma in Children: Creating Trauma Informed Schools (Elementary Presentation):** This training reviewed the effects of trauma on elementary-aged students and strategies for creating supportive learning environments. Participants explored trauma-sensitive interventions and classroom supports. (Region 7)	Cheyanne Jones, LPC
01/23/2026	**Neuropsych Session #2: The Neurodevelopmental Model:** This session introduced the neurodevelopmental model and its application to understanding child development and learning. Emphasis was placed on developmental pathways and assessment implications.	Dr. Elaine Fletcher-Janzen Ed.D, NCSP, ABPdN
1/25/2026	**Neuropsych Session #3: Auditory Processes:** This didactic reviewed auditory processing systems and their relationship to learning and communication. Participants explored assessment considerations and implications for intervention planning.	Dr. Elaine Fletcher-Janzen Ed.D, NCSP, ABPdN
01/29/2026	**Neuropsych Session #4: Visual Processes:** This session examined visual processing functions and their impact on academic performance and daily functioning. Assessment and intervention implications for visual processing difficulties were discussed.	Dr. Elaine Fletcher-Janzen Ed.D, NCSP, ABPdN

2/10/2026	**Neuropsych Session #6: Attention and Executive Functions:** This session focused on attention, executive functioning, and self-regulation processes. Discussion included assessment strategies and intervention approaches for executive functioning difficulties.	Dr. Elaine Fletcher-Janzen Ed.D, NCSP, ABPdN
2/12/2026	**CITI Training:** This training reviewed ethical standards and responsible conduct in research involving human participants. Topics included informed consent, confidentiality, and research compliance.	https://www.citiprogram.org/
02/19/2026	**Neuropsych Session #5: Motor & Language Processes:** This training explored the relationship between motor functioning, language development, and neuropsychological processes. Participants reviewed implications for assessment and intervention.	Dr. Elaine Fletcher-Janzen Ed.D, NCSP, ABPdN
02/23/2026	**Orthorexia & Diverse Populations:** This presentation explored orthorexia and disordered eating patterns across diverse populations. Participants reviewed cultural considerations, risk factors, and mental health implications.	Daniel McPhail, M.S.
2/24/2026	**NASP: Advocacy in Action: Leveraging Black Feminist Resistance in School Psychology:** This NASP session explored advocacy and social justice practices within school psychology through the lens of Black feminist resistance. Emphasis was placed on equity-focused leadership and systemic change.	Dr. Celeste Malone, Ph.D.

2/25/2026	**NASP: Disrupting Harm: Empowering Black Students Through Cultural:** This session examined culturally responsive practices that promote empowerment and positive outcomes for Black students. Participants discussed strategies to reduce systemic harm and strengthen student support.	Dr. Kamonta J. Heidelberg, LSSP
2/25/2026	**NASP: 50,000 Strong: Qualitative Insight About the NASP Exposure Project:** This presentation reviewed qualitative findings related to increasing diversity and representation in school psychology. Discussion focused on recruitment, mentorship, and professional exposure initiatives.	Dr. Charles A. Barrett, Ph.D.
2/26/2026	**NASP: Healing, Thriving, Leading: Empowering Black Women in School Psychology:** This session highlighted the experiences, leadership, and resilience of Black women in school psychology. Topics included mentorship, advocacy, and professional empowerment.	Dr. April Rasheda N. Ouedraugo, LSSP
2/26/2026	**NASP: More Than Representation: Black School Psychologist Transforming Leadership:** This presentation focused on the leadership contributions of Black school psychologists and the importance of representation in educational systems. Emphasis was placed on advocacy and transformative leadership practices.	Dr. April D. Turner, Ph.D.
2/26/2026	**NASP: Improving Multicultural and Social Justice Training Through Curriculum:** This session examined approaches to strengthening multicultural and social justice training within graduate preparation programs. Participants explored curriculum development and culturally responsive practices.	Dr. Celeste Malone, Ph.D.

03/02/2026	**ABA & Building Social Profiles:** This didactic reviewed applied behavior analysis principles and strategies for developing student social profiles. Emphasis was placed on social skill development and behavioral intervention planning.	Dr. Lee Mason, Ph.D., BCBA-D
03/24/2026	**Directions for Practicum at SFA:** This training provided guidance regarding practicum expectations, professional responsibilities, and program requirements at Stephen F. Austin State University. Ethical practice and field-based learning expectations were reviewed.	Dr. Allison Bradford, Ph.D., LSSP
3/28/2026	**Effective Mentorship for Sustained Community:** This presentation explored the role of mentorship in promoting professional growth and sustaining supportive communities. Participants discussed strategies for collaboration, leadership, and relationship-building. Hosted at the Alpha Kappa Alpha Sorority Incorporated - South Central Regional Conference.	Dr. Shawn E. Simmons, Ph.D.
3/28/2026	**Operation SOAR: Community Action/Mental Health Awareness:** This didactic focused on community-based mental health awareness and outreach initiatives. Emphasis was placed on advocacy, prevention, and strengthening community support systems. Hosted at the Alpha Kappa Alpha Sorority Incorporated - South Central Regional Conference.	Dr. Shawn E. Simmons, Ph.D.
3/28/2026	**Program Impact: Data, messaging, and outcomes:** This training reviewed methods for evaluating program effectiveness through data collection, communication, and outcome analysis. Participants explored strategies for presenting meaningful program impact information. Hosted at the Alpha Kappa Alpha Sorority Incorporated - South Central Regional Conference.	Dr. Shawn E. Simmons, Ph.D.

04/10/2026	**Neuropsych Live Training:** This live neuropsychology training integrated concepts related to cognitive, behavioral, and emotional functioning across developmental domains. Participants reviewed assessment interpretation and clinical applications.	Dr. Elaine Fletcher-Janzen Ed.D, NCSP, ABPdN
04/23/2026	**Neuropsych Session #6: Attention & Executive Functions:** This session focused on the neuropsychological foundations of attention, executive functioning, planning, organization, and self-regulation. Implications for assessment, intervention, and educational support were reviewed.	Dr. Elaine Fletcher-Janzen Ed.D, NCSP, ABPdN
05/18/2026	**Neuropsych Session #7: Social & Emotional Functioning:** This session examined the neuropsychological foundations of social and emotional functioning in children and adolescents. Discussion included implications for assessment and intervention planning.	Dr. Elaine Fletcher-Janzen Ed.D, NCSP, ABPdN
05/20/2026	**Neuropsych Session #8: Culture & Neuropsychology:** This didactic explored the impact of culture on neuropsychological assessment and interpretation. Emphasis was placed on culturally responsive evaluation practices and reducing assessment bias.	Dr. Elaine Fletcher-Janzen Ed.D, NCSP, ABPdN

Appendix K

Due Process, Appeals, & Grievance Procedures

Defining Areas of Concern

Skill Deficiency: *Skill deficiencies* may include lack of doctoral level knowledge of: Psychological assessments, diagnostics, test administration or interpretation; forming therapeutic alliances with clients; counseling; knowledge of pertinent research; and/or additional weaknesses, such as conducting professional activities beyond ability or scope, disregard for a supervisor's guidance, and resistance to appropriate learning opportunities.

Problematic Behavior: *Problematic behavior* includes one or more of the following characteristics:

- The intern's behavior does not change as a function of feedback, remediation efforts, and/or time.
- A disproportionate amount of attention by training personnel is required.
- The problem is not restricted to one area of professional functioning.
- The quality of services delivered by the interns is sufficiently negatively affected.
- The problem is not merely a reflection of a skill deficit that can be remediated.
- The intern does not acknowledge, understand, or address the problem when it is identified.

Procedures for Responding to a Skill Deficiency or Problematic Behavior

Initial Response: If the Primary or Secondary Supervisors identify a skill deficiency or problematic behavior, and the matter is not or cannot be addressed adequately through routine supervision, the following procedures will be initiated: The Training Director consults with the Trainers of Interns Committee and/or the SFA Charter School CEO within two working days of receiving notice.

The Training Director will work with the intern to develop a remediation plan within two working days of consulting with the Trainers of Interns Committee and/or SFA Charter School CEO. The plan will be written and will include a timeline of 30 days for satisfactory resolution (see: https://www.apa.org/ed/graduate/competency-resources). If the resolution is unsuccessful, during the next five working days the Training Director will again seek input from the Trainers of Interns Committee. Following this, and if needed, the DIATC will be consulted for input.

Possible Disciplinary Actions

If the above procedures do not bring resolution, then the Training Director may proceed with any appropriate disciplinary action, as described below, in consultation and collaboration with the relevant Committees and intern's academic institution. The actions presented below are not necessarily sequential.

Written Notice. Directs the intern to discontinue an unsatisfactory action or behavior. The letter will specify the following: Notification to the intern that there is unsatisfactory behavior, description of the unsatisfactory behavior, actions required to correct the unsatisfactory behavior, timeline for correction (maximum of 30 days), and consequences if the problem is not corrected. The Training Director will review progress with the intern and relevant individuals at the end of the timeline. If the progress is not sufficient then the Training Director will consult with the DIATC to determine the next appropriate action.

Probation. If the area of problematic behavior is deemed serious enough, the intern may be placed on probation. The intern will be given a letter specifying: description of the unsatisfactory behavior, actions required to correct the unsatisfactory behavior, timeline for correction (maximum of 30 days), explanation of the procedure that will be used to determine whether satisfactory progress has been made, and

consequences if the problem is not corrected. The Training Director will review progress with the intern and relevant individuals at the end of the timeline. If the progress is not sufficient then the Training Director will consult with the DIATC to determine the next appropriate action.

Administrative Leave. The intern may be placed on leave, accompanied by suspension of all duties and responsibilities in the agency. The interns will be informed in writing about potential consequences resulting from suspension, which might include inability to complete training hours or other requirements. The DIATC will (a) convene to review the behavior in question within five working days of the intern being placed on administrative leave and (b) determine what actions the intern may take to correct the behavior or if more significant steps should be undertaken. If it is determined there are corrective actions needed, then the intern will be provided with a written plan, with a minimum of 10 days to make the corrective actions. The plan will include consequences if the problem is not corrected. The Training Director will review progress with the intern and relevant individuals at the end of the timeline. If the progress is not sufficient then the Training Director will consult with the DIATC to determine the next appropriate action.

Dismissal. When appropriate, an intern may be dismissed from SFA-CS-SPDIP. The intern must receive written notice of dismissal. Dismissal might occur under the following circumstances:

- It is determined that remediation cannot be successfully accomplished
- Serious violation of ethical standards
- Serious violation of policy and procedures
- Serious legal violation(s)
- Any other condition that jeopardizes student, staff, or intern welfare.

Within five working days of the delivery of the written document outlining the disciplinary action(s) to be taken, the Training Director and the Trainers of Interns Committee will meet with the intern to discuss the action. The intern may accept or challenge the disciplinary action through the procedures described below.

Intern Appeals & Grievance Process

Interns have a right to appeal Internship decisions or to file a formal grievance at any time. Outlined below is the informal process to address a psychology intern's grievance: Potential grievances may arise from various sources including but not limited to: Problem with a peer, SFA Charter School staff, supervisor(s), Internship Training Director, or with some aspect of the Internship program.

Informal Process: The psychology intern should first directly discuss the problem with the individual involved (consistent with APA ethical and professional guidelines: http://www.apa.org/ethics/code/). If the grievance is in regard to an aspect of the Internship, this should first be discussed with the Training Director/Primary Supervisor. If the grievance is regarding individual work at a mini-rotation location, this should be discussed with the immediate supervising psychologist. Interns, supervisors, and other staff members are encouraged to discuss problems and concerns with each other as a part of an ongoing working relationship. Supervisors and staff are expected to be receptive to intern concerns and will attempt to resolve conflicts in a timely manner.

MEDIATION

In situations in which a satisfactory resolution cannot be reached using informal problem-solving, the intern is encouraged to ask for mediation via the DIATC. The role of the DIATC is to provide an outside perspective and to make recommendations to the conflicting parties, to help come to a satisfactory resolution. This option is intended to help interns resolve conflicts in an efficient and

timely manner and is not intended to discourage interns from pursuing a grievance through other means.

Appeals: The intern will be notified in writing of the decisions made by the Training Director or its Trainers of Interns or DIATC and will have the option to accept or appeal such decisions. Acceptance of the decision will enact recommended changes immediately. Appeals must be made in writing, outlining the reason(s) for the appeal, and suggested recommendations by the intern. The Training Director will review the appeal and make a final decision, which will be provided in writing. In situations in which the Training Director is the subject of the grievance, the DIATC will review the appeal and render a decision.

Formal Grievance: For grievances that are not resolved through discussion and mediation, are considered serious and severe, or the intern does not feel safe discussing the problem directly with the individual involved the intern may follow:

The "Grievance and Appeals" policy at http://www.sfasu.edu/policies/grievance-and-appeals11.15.pdf should be followed in the event the issue cannot be satisfactorily resolved at the Department level.

Retention of Records: Records related to grievances or complaints are kept in a separate security profile as described in the internship grievance procedures. These records could be shared with the affiliated doctoral program if requested and are maintained indefinitely.

Discrimination/Sexual Misconduct:

See "Discrimination Complaints" at http://www.sfasu.edu/policies/discriminationcomplaints-2.11.pdf. See "Sexual Misconduct" at http://www.sfasu.edu/policies/sex-gender-baseddiscrimination-violence-harassment-misconduct-2.13.pdf

Employees who believe they have experienced sexual misconduct or been discriminated against are encouraged to promptly report such incidents to the Stephen F. Austin State University Director of Human Resources as described in the policy.

Human Resources
936.468.2304
Fax: 936.468.1104
hr@sfasu.edu

_____

Intern Signature & Date

Appendix L

Sample Certificate of Internship Completion

STEPHEN F. AUSTIN STATE UNIVERSITY

SFA Charter School – School Psychology Doctoral Internship Program

Certifies that

_____

has successfully completed a post-practicum, pre-doctoral internship in School & Health Service Psychology

August 2022 – June 2023

In recognition of the satisfactory fulfillment of training requirements of 1750 hours in a 10-month period, this certificate is awarded.

SFA CHARTER CEO _____

INTERNSHIP DIRECTOR _____

Appendix M

Intern Notice and Problem Resolution Form
SFA Charter School
School Psychology Doctoral Internship Program

Intern: _____ Date: _____

Primary Supervisor: _____

Please provide details regarding the concern:

_____
_____
_____
_____
_____

If this concern involves another individual, has this concern been addressed directly with that individual? Yes/No. If it is has not been addressed directly, please provide the reason.

_____
_____
_____
_____
_____

Has the concern been addressed with the Training Director? Yes/No

Date: _____

Result:

_____
_____
_____
_____

Has the concern been addressed with Trainers of Interns Committee? Yes/No

Date: _____

Result:

_____
_____
_____
_____

Intern's proposed correction of the problem:

_____
_____
_____
_____
_____

Intern Signature: _____ Date: _____

Received by Supervisor

Supervisor's Signature: _____ Date: _____

Supervisor's proposed correction of problem:

_____
_____
_____
_____
_____

Date for next action: _____

Proposal/agreement for completion/correction:

_____
_____
_____
_____
_____

Supervisor (date and sign):

_____

Intern (date and sign):

_____

Appendix N

SFA Charter School

Back to School 2025-26

"The SFA Charter School mission is to create a responsive social learning community which inspires autonomy, integrity, and deep critical thinking."

This is a tentative overview for our days back to school together!

August 1, Friday- Classroom Teachers, Angelique, and Eileen - Back to School Work Day

Work in classrooms to prepare

If teachers know of any student who should come in to preview the classroom/meet the teacher, please reach out to the classroom teacher and Lysa.

Presenters Joining us from The Reading & Writing Project at Mossflower-

August 4, Monday- Classroom Teachers, Angelique, and Eileen, *bring your device*

Back to School snacks provided, bring your own beverage

8:00 Morning Meeting with our recent RC experts Savannah, London, Olivia, Bella in Room 125

8:30- 12:00 K-2 Teachers in Room 133 & 3-5 Teachers in Room 125

12:00-1:00 Lunch Provided in Rotunda

1:00-3:30 K-2 Teachers in Room 133 & 3-5 Teachers in Room 125

August 5, Tuesday Classroom Teachers, Angelique, and Eileen, *bring your device*

8:30- 12:00 K-2 Teachers in Room 133 & 3-5 Teachers in Room 125

12:00-1:00 Lunch Provided in Rotunda

1:00-3:30 K-2 Teachers in Room 133 & 3-5 Teachers in Room 125

August 6, Tuesday Evening- SFACS Back to School- Meet the Teachers

All faculty- teacher aide's attendance is optional (clock in for the hour)

Welcome Families-

5:30 – 5:50 A-I

5:50 – 6:10 J-R

6:10 – 6:30 S-Z

Families were encouraged to bring supplies!

August 6, Wednesday – Classroom Teachers, Angelique, and Eileen, *bring your device*

8:30- 12:00 K-2 Teachers in Room 124, 3rd Teachers in Room 123, 4-5 Teachers UOS Planning

12:00-1:00 Lunch Provided in Rotunda

1:00-3:30 K-2 Teachers in Room 124, 3rd Teachers in Room 123, 4-5 Teachers UOS Planning

August 7- Thursday FIRST DAY OF SCHOOL 7:30-3:40 Everyone on Duty

Make every child feel special and successful

Appendix O

Communication Policy

To implement better communication practices between the internship program and the doctoral program from which students originate, the following procedures and policies will be implemented.

- The Training Director will be part of all School Psychology Doctoral Faculty meetings. For every meeting, which occur once per month, the Training Director will include at least one item in the agenda regarding the internship.
- The Training Director in conversations with the School Psychology Doctoral Program Faculty will send all eligible students an email invitation to apply for the SFA Charter School Internship Program.
- The Training Director will distribute internship materials during the student-directed weekly professional development meetings (i.e., brown bag lunch). The date and information provided is determined by the internship Training Director and the Doctoral Program Coordinator in advance.
- The internship Training Director will notify the Doctoral Program Training Director in writing on which students have applied for the program, and the students that have been accepted. Then, communication will occur once the interns have committed to the training program.
- A letter is then sent to the SFASU School Psychology Training Director to share which students were selected to be interns.
- At midyear and end of the year, the Intern Evaluation by Supervisor results and a summary of such results will be shared with the Doctoral Program Training Director.
- At year end a letter is sent to the SFASU School Psychology Doctoral Training Director on whether the interns have completed the program successfully.
- The interns completing the internship will receive their completion certificates during a special meeting that includes the SFASU School Psychology Doctoral Faculty during the last week of the spring semester.

Communication about program completion

The School Psychology Doctoral Training Director will be contacted 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 concern by faculty member or an inadequate rating on an evaluation. This contact is intended to ensure that the home doctoral program which also has a vested interest in the intern's progress is 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 the internship as a result of the due process procedures up to and including termination from the program.

Keeping Records

The Training Director is the person responsible for maintaining intern records. Intern evaluations, certificates of completion in each intern's individual training program are maintained indefinitely by the Training Director in a secure file. Records related to due process procedures are also maintained in intern files as described in the internship due process

procedures. Records related to grievances or complaints are kept in a separate security profile as described in the internship grievance procedures. These records could be shared with the affiliated doctoral program if requested and are maintained indefinitely.

Appendix P

INTERNSHIP ADMISSIONS, SUPPORT, AND INITIAL PLACEMENT DATA

Date Program Tables updated: 9/10/2026

Program Disclosures

As articulated in standard I.B.2, programs may have "admission and employment policies that directly relate to affiliation or purpose" that may be faith based or secular in nature. However, such policies and practices must be disclosed to the public. Therefore, programs are asked to respond to the following question.

Does the program or institution require students, trainees, and/or staff (faculty) to comply with specific or practices related to the institution's affiliation or purpose? Such policies or practices may include, but are not limited to, admissions, hiring, retention policies, and/or requirements for completion that express mission and values.	Yes	No XX
If yes, provide website link (or content from brochure) where this specific information is presented		

Internship Program Admissions

Briefly describe in narrative form important information to assist potential applicants in assessing their likely fit with your program. This description must be consistent with the program's policies on intern selection and practicum and academic preparation requirements:
The SFA Charter School's School Psychology Doctoral Internship Program offers a comprehensive, sequential training experience primarily involving the following direct and indirect activities within a multitiered system of support: Consultation and supervision; academic, social, and behavioral interventions; psychoeducational evaluations and functional behavioral assessments (FBA); individual and group counseling; teacher and parent trainings; crisis intervention; universal screening; and participation in the MTSS team. At this time, the Internship Program only accepts interns enrolled in and who have completed the School Psychology Doctoral Program at SFASU. Criteria eligibility for acceptance into the school psychology doctoral internship program include: • Academic good standing in the SFA School Psychology Doctoral Program. • Completion of all coursework, except for doctoral internship and dissertation. • A minimum of 600 hours of practicum experience in the schools. • A research-based conference presentation (1st author and primary presenter) to demonstrate knowledge and ability in the area of school psychology research at an advisor-approved state, regional or national conference.
Does the program require that applicants receive a minimum number of hours of the following at time of application? If yes, indicate how many:

Total Direct Contact Intervention Hours:	Yes	No XX	Amount: N/A
Total Direct Contact Assessment Hours:	Yes	No XX	Amount: N/A

Describe any other required minimum criteria used to screen applicants:
• Passing of the Doctoral Comprehensive Exam • Passing of the Praxis Exam • Dissertation proposal completed

Interns must demonstrate competence in research; ethical and legal standards; individual and cultural diversity; professional values, attitudes, and behaviors; communication and interpersonal skills; and assessment, intervention, supervision, consultation, and interprofessional and interdisciplinary skills.

Initial Post – Internship Positions

(Provide an Aggregated Tally for the Preceding Cohorts)

	2018-26	
Total number of interns who were in the cohorts	14	
Total number of interns who did not seek employment because they returned to their doctoral program/are completing doctoral degree	0	
	PD	EP
Academic teaching	1	2
Community mental health center	1	
Consortium		
University counseling center		
Hospital/medical Center	1	
Veteran affairs healthcare system		
Psychiatric facility		1
Correctional facility		
Health maintenance organization		
School district/system	8	6
Independent practice setting	3	3
Other		

Note: “PD” = post doctoral residency position; “EP” = employed position. Each individual represented in this table should be counted only one time. For former trainees working in more than one setting, select the setting that represents their primary position.