School Psychology Internship Program

Exceptional Student Services in the Thompson School District offers a School Psychology Internship Program for specialist level and doctoral students enrolled in accredited school psychology training programs.

The TSD School Psychology Internship Program provides prospective school psychologists with an opportunity to integrate knowledge acquired through coursework and practica into a coherent set of professional competencies. The program is designed to meet the internship standards of the National Association of School Psychologists (NASP) and the certification requirements of the Colorado Department of Education. The internship requirement is one academic year of full-time work.

The breadth of training and the varied work experiences of our staff psychologists provide unique opportunities for interns to receive supervision from professionals with a variety of theoretical orientations. In addition to field-based experiences and individual supervision, the program provides opportunities for interns to participate in a group seminar and to benefit from a variety of professional development activities.

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

Thompson School District

The Thompson School District is the 17th largest school district in Colorado, encompassing 362 square miles, and is the largest employer in Loveland and Berthoud. The district's territory includes Loveland and Berthoud, plus sections of Fort Collins, Windsor, Johnstown and unincorporated land in Larimer, Weld and Boulder counties. TSD serves students in Pre-K through 12th grade with thirteen school-based preschool programs, a dedicated preschool building, two K-8 buildings, eighteen elementary schools, five middle schools, five high schools, two charter schools and one career campus. Teachers and administrators collaborate with families and community partners to ensure that students are college, career and community ready. District enrollment for the 2021-2022 school year is over 15,000 students. Our district includes the cities of Loveland and Berthoud as well as parts of Fort Collins, Windsor, and Johnstown. Our schools offer a number of educational options including: International Baccalaureate (IB) Diploma Programme (DP), Middle Years Programme (MYP) and Primary Years Programme (PYP); a Science, Technology, Engineering & Mathematics (STEM) focus at one high school, two middle schools and three elementary schools; the Loveland area Integrated School of the Arts (LISA), K-12; and Advanced Placement programs. We are also home to the Loveland/Berthoud Enrichment Access Program (LEAP), which supports parents who choose to
school their children at home or outside a public setting. The district's TCAP scores are consistently above state averages. The districtwide graduating class of 2021 earned over $18 million in scholarships.

The Loveland/Berthoud area is located on the Front Range of the Rockies at about 5,000 feet. Less than an hour from both Rocky Mountain National Park and Roosevelt National Forest, the area offers recreational opportunities including: miles of hiking and biking trails; parks; lakes and rivers for fishing, boating and camping; numerous golf courses and athletic fields; as well as indoor and outdoor swimming and recreation facilities. Abundant higher education campuses and cultural opportunities are within a short distance. Home to a thriving arts community, Sculpture in the Park attracts hundreds of sculptors. Loveland alone boasts an art collection valued at over $7.6 million with over 300 permanent art placements. Loveland city arts facilities include a museum and the historic Rialto Theater, where live performances and films are regularly scheduled.

Diversity

In 2021-22, the student body was 70.3% white, 22% Hispanic, 1.0% Asian, 1.1% Black or African American, 0.6% American Indian, 4.9% two or more races and 0.1% native Hawaiian or other Pacific Islander.

The Mission of Thompson School District is to
- Empower to learn
- Challenge to achieve
- Inspire to excel

Vision

The Thompson School District will be a school district that empowers, challenges and inspires students, faculty, staff, parents, school leaders and community members to learn, achieve and excel.

Exceptional Student Services

The Special Education Department provides services for students identified with disabilities defined by the IDEA and ECEA Rules. The department provides specialized instruction and related services for students to minimize the impact of their disability and to maximize opportunities for the student to participate in the school environment. Special Education provides a continuum of services for identified students, ranging from in-class supports to fully contained classroom settings.

Internship Sites

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

**Qualifications of Interns**

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

Assessment: The intern should be proficient in the administration, scoring, and interpretation of individual measures of intelligence, academic achievement, cognitive processing, personality (including projective techniques), adaptive behavior, and behavior rating scales. The intern should be familiar with the principles and techniques of curriculum-based assessment (CBA), and functional behavior assessment (FBA). In addition, the intern should be able to conduct informal assessments, observations, clinical interviews, and record reviews.

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

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

Professional Standards and Ethical Principles: The intern should be familiar with the 5 NASP Standards for the Provision of School Psychological Services and the NASP Principles of Professional Ethics.

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

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

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

**Requirements of the Internship Program**

All interns are required to serve an internship of one academic year. The work calendar provides enough days for the intern to amass as many as 1500 hours of supervised training, with a
minimum of 1200 hours required. The intern is expected to work during normal school operating hours (8 hours per day).

**Internship Orientation**

All interns will attend an orientation meeting. Topics to be addressed during orientation include, but are not limited to: internship program procedures, Thompson School District governance structure, office procedures, educational programs, Exceptional Student Services procedures, and state and federal laws.

**Internship Supervisors**

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

**Qualifications of Supervisors**

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

- be a full-time employee of the Thompson School District;
- possess a valid Colorado Department of Education Certificate in School Psychology
- have a minimum of three years’ experience as a school psychologist

**Stipends**

Though subject to change each year due to district budget considerations, the current stipend is approximately $25,000 plus benefits for the full 185-day work calendar.

**Application and Selection**

Students interested in the internship program must submit the following as part of their application packet into Frontline Education, located on the Thompson School District website employment page (https://www.applitrack.com/thompson/onlineapp/default.aspx?Category=Support+Staff+-+Non-certified):

A letter of interest
A current resume
Student copies of all academic transcripts
At least two letters of reference: one of which must be from his/her program director or full-time school psychology faculty member; and
At least two sample psychological reports/case studies

If you have questions regarding the application process, please contact Sammi Burchfield at (970) 613-5026 or sammi.burchfield@tsd.org
The application deadline is January 15th of the year prior to the internship year. Internship candidates are interviewed and selected in March. Notification of acceptance into the internship program is generally provided to the candidates by the beginning of April.