

ILLINOIS
SCHOOL PSYCHOLOGY
INTERNSHIP MANUAL
2006

PART I

FORWARD

The Illinois Directors of University School Psychology Programs (DUSPP) are pleased to present the 2004 edition of the **Manual for School Psychology Internship Programs**. This document delineates the purpose of, and requirements for, the school psychology internship program. It supersedes all previous versions of the manual. This document represents a conscientious effort by DUSPP to consolidate internship program requirements and procedures in a manner which can be easily understood and implemented.

The committee that reviewed the previous standards and prepared the revised document for publication was headed by Nancy Scott and included members of DUSPP and Ruth Brown, principal consultant for school psychological services at the Illinois State Board of Education.

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The manual was then distributed to the executive committee of the Illinois School Psychologists Association and selected Internship supervisors for feedback.

This document is designed to be used in digital form. The Table of Contents includes hyperlinks to the pertinent information as well as links to web sites. It is DUSPP's plan to update the Internship Manual on a yearly basis.

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CHAPTER ONE

Introduction and Purpose of the School Psychology Internship in Illinois

School psychology is a complex, dynamic and exciting profession. School psychologists in Illinois work with children from birth through age 21 who have a variety of abilities and disabilities. School psychologists assist teachers, parents and other professionals involved in the educational process to provide optimum teaching and learning conditions for *all* students. They provide consultation to regular and special education personnel; collaborate with teachers and other school staff in decision-making processes; intervene in times of crisis; help to develop school-based prevention programs; counsel students, parents and teachers on educational and mental health issues; administer and interpret psychological and educational evaluations; help disseminate the results of research projects; act as change agents in order to help implement system-wide modifications in the school districts they serve; and act as liaisons between the public schools and community agencies.

In order to function effectively in all of these roles, school psychologists must have a thorough understanding of many areas of psychology and education. They must be able to communicate clearly as they apply this knowledge, using a combination of tact, caring and professionalism. School psychologists act as advocates for children while remaining sensitive to the protocol and politics within school environments and their professional ethics. They keep up-to-date on societal changes; current educational and psychological research findings; medical advances; legal decisions; national, state, and local legislative and policy issues.

School psychology training programs provide students with academic experiences through which the students acquire a firm grounding of relevant areas of psychology and education; they also provide initial opportunities for students to apply their newly-acquired knowledge in school settings. Training programs prepare students for changes within the field of school psychology by helping them to learn problem-solving techniques, by teaching them to be competent consumers of research, and by providing opportunities that require adaptation to a variety of settings and circumstances.

Internship is the culminating experience in school psychology graduate preparation and occurs after required coursework and practica have been completed. It is a comprehensive experience, through which the student is required to integrate the knowledge base and applied skills of school psychology in promoting positive educational and mental health practices and in resolving individual, group and system-level problems. The internship represents a collaborative effort between the university training program and the internship site. The importance of the internship is recognized by awarding academic credit for the internship year. Internship settings shall be appropriate for the goals and objectives of the training program. They should afford the student opportunities to work with diverse client populations, a range of problems and intervention methodologies, and a variety of different human service programs.

The internship is designed to provide a supervised transition period between the relatively sheltered learning environment of a university training program and the “real world” of school psychology practice. Internships provide opportunities to apply the knowledge and skills acquired during training in real-life settings, as well as to acquire additional knowledge and skills. Internships also give interns a firsthand look at the day-to-day routine of the school psychologist – how to balance the various demands of the job, how to complete the required paperwork, and how to manage time effectively. Ideally, the development of these new skills and competencies will facilitate the transition from the role of the school psychology student to the role of competent educational and mental health professional.

In addition to learning firsthand about the roles and functions of school psychologists, interns observe the roles and functions of other professionals in the schools with whom school psychologists work closely, e.g., classroom teachers, school administrators, school counselors and social workers, speech and language pathologists, and school nurses. Interns become familiar with the workings of public school systems, and also the agencies and resources available outside the public schools. The internship is the time to gain a working knowledge of regular and special education. In order to become effective practitioners, interns must develop an understanding not only of school psychology itself, but also of where school psychology fits within the total educational system.

At the specialist level, the intern is employed in a school setting and works full-time for that unit for one school year, under the close supervision of a certified school psychologist who meets the standards set by the Illinois State Board of Education for supervising school psychology interns. In some rare instances, the internship can be extended over a two-year period, during which the intern is employed on a half-time basis. Universities maintain contact with interns through at least one on-site contact per semester by university personnel, on-campus seminars for interns, letters and telephone contacts with each intern and supervisor. It is generally the on-site supervisor, however, who provides the day-to-day supervision.

At the doctoral level, the internship must include a minimum of one academic year of a doctoral supervised internship experience. Doctoral candidates, who have met the school-based internship requirement through a specialist-level internship or equivalent experience, may complete the doctoral internship in a non-school setting if consistent with university program values and goals. University program policy shall specifically define equivalent experiences and explain their acceptance with regard to doctoral internship requirements.

The internship is a learning and training experience that stresses the quality and variety of experiences available to the intern. In the training process, there will inevitably be some service provided to the employing district. However, it cannot be stressed too strongly that **the primary purpose of the internship is the training of the intern rather than service to the school district.**

CHAPTER TWO

Eligibility Criteria for School Psychology Internships and Application Instructions

The only available route for approval as a school psychologist intern for Illinois residents is upon the endorsement of an Approved University Program. The oversight of the internship is the responsibility of the university program. Site and supervisor approval by ISBE is not necessary. The Directory of Approved Programs for the Preparation of Educational Personnel in Illinois Institutions of Higher Education (1994) lists all recognized Illinois institutions. The following are approved university graduate programs in school psychology:

Chicago School of Professional Psychology
School Psychology Program
325 N. Wells St.
Chicago, IL 60610
312-329-6684 or 312-329-6631
Degree Conferred: MA (EdS Pending)

Eastern Illinois University
Department of Psychology
Charleston, IL 61920
Phone: 217/581-3523 or 581-2127
Degrees Conferred: SSP
(NASP/NCATE Approved)

Illinois State University
Department of Psychology
Campus Box 4620
Normal, IL 61790-4620
Phone: 309/438-5720
Degrees Conferred: SSP and Ph.D.
(SSP & Ph.D. NASP/NCATE Approved)
(Ph.D. APA Accredited)

Loyola University Chicago
Department of Curriculum, Instruction and Education
Psychology
820 N. Michigan Avenue
Chicago, IL 60611
Phone: 312/915-6800
Degrees Conferred: M.Ed/Ed.S. and Ph.D.
(Ed.S.NASP/NCATE Approved & Ph.D. NASP Approved)

National-Louis University
School Psychology Program
2840 N. Sheridan Road
Evanston, IL 60201
Phone: 847/475-1100, Ext. 2724
Degrees Conferred: Ed.S. and Ed.D.
(Ed.S. NASP/NCATE Approved)

Northern Illinois University
Department of Psychology
DeKalb, IL 60115
Phone: 815/753-3508
Degrees Conferred: M.A. and Ph.D.
(M.A. NASP/NCATE Approved)

Southern Illinois University
Edwardsville
Department of Psychology
Box 1121
Edwardsville, IL 62025
Phone: 618/650-2202
Degrees Conferred: M.S. and SSP
(SSP NASP/NCATE Approved)

Western Illinois University
Department of Psychology
Macomb, IL 61455
Phone: 309/298-1919
Degree Conferred: SSP
(NASP/NCATE Approved)

CODES

M.S.-Master of Science
M.A.-Master of Arts
Ed.S.-Education Specialist
SSP-Specialist in School Psychology
Ph.D.-Doctor of Philosophy
Ed.D.-Doctor of Education
NASP-National Association of
School Psychology
APA-American Psychological
Association

Application Procedures for Entering an Internship

Directions for Students from Approved Programs in Illinois

Each university student seeking approval as a school psychologist intern must submit ISBE Form 73-44, "Notification of School Service Personnel Intern Eligibility Status." The application process includes the following:

- 1 The intern must obtain a copy of ISBE Form 73-44 from the Director of the Approved University Program, the Division of Professional Preparation, or the Regional Office of Education.
- 2 The intern must complete all personal information on the form. Interns from in-state institutions must have Section II completed and signed by the Director of the Illinois Approved University Program and by the Authorized Official of the university and stamped with the university seal.
- 3 The university retains one copy of the form and forwards the original and one copy to the intern.
- 4 The intern submits the original to the employing school district or cooperative.

School service personnel interns qualify for special education reimbursement as "professional workers" under Article 14-1 of *the School Code of Illinois*.

- 1 Internship site administrators must complete and sign ISBE Form 73-42, "Request for Approval of Other Special Education Personnel." This form, along with ISBE Form 73-44, must be forwarded to a Regional Superintendent of Schools for subsequent submission to the Illinois State Board of Education, Professional Preparation Division, for processing.
- 2 Upon receipt of ISBE Forms 73-44 and 73-42, and a determination that the forms have been completed correctly, the intern will be granted reimbursement approval. **This approval is necessary to qualify for special education personnel reimbursement on ISBE Form 50-44.**

State forms can be found in [Appendix B](#).

Directions for Out-of-State Applicants (Requesting Internship Experience Only)

Out-of-state intern candidates may apply for an internship experience in Illinois by submitting a completed, signed, and sealed "Notification of School Service Personnel Intern Eligibility Status" (ISBE form 73-44) from a NASP and NCATE approved university program to the internship program coordinator. The internship program coordinator will submit this form, along with the "Request for

Approval of Other Special Education Personnel” (ISBE Form 73-42) to the Regional Superintendent of Schools. A letter of approval to enter a school psychologist internship will be issued by the Division of Professional Preparation if the applicant has completed coursework that meets Illinois certification requirements and if s/he will be certifiable upon completion of the internship in the state where s/he is attending a NCATE/NASP approved school psychology program.

The internship plan, site and supervisor approval, and oversight of the on-going progress of the intern are the responsibility of the **out-of-state** university program administrator.

State forms can be found in [Appendix B](#).

Acceptance of Internship

The university training directors and governing board of ISPA has set a policy on accepting school psychology internships. Internship applicants **cannot accept a district offer prior to March 1st** for the following academic school year. Students may visit internship sites and interview prior to March 1st, but cannot officially accept an internship offer.

CHAPTER THREE

State Standards – Knowledge and Performance Indicators

STANDARD 1 – Data-Based Decision Making and Accountability

The competent School psychologist has knowledge of varied models and methods of assessment that yield information useful in identifying strengths and needs, in understanding problems, and in measuring progress to collect data and other information, translate assessment results into empirically-based decisions about service delivery, and evaluate the outcomes of services. Data-based decision-making permeates every aspect of professional practice.

Knowledge Indicators: The competent school psychologist

- 1A. Understands effective, data-based decision-making and problem solving-processes.
- 1B. Understands the purposes, characteristics, strengths, and limitations of formal and informal models and methods of assessment (e.g., interviewing techniques, norm-referenced cognitive and achievement tests, curriculum-based assessment, authentic assessment, portfolio assessment; criterion-referenced assessment, functional assessment, behavioral assessment, behavioral observation, social developmental history, and adaptive behavior assessment) for the purposes of data collection.
- 1C. Understands child development, learning theory, and diversity as well as their relationship to data-based decision making.
- 1D. Understands psychometric theory, test development, and research as applied to data-based decision making.
- 1E. Understands nondiscriminatory evaluation procedures.
- 1F. Understands the process of linking assessment results with the development of interventions.
- 1G. Understands the importance of linking system-wide assessment data with district curricular decisions.
- 1H. Understands the importance of considering cultural, linguistic, and other experiential factors when interpreting and using data.
- 1I. Understands the importance of collecting data across environments.
- 1J. Understands how to modify intervention plans based on data.
- 1K. Understands the use of technology in data-based decision making.
- 1L. Understands the use of data in evaluating intervention integrity.
- 1M. Understands the use of data in determining the areas of exceptionality as defined in the federal and state statutes (e.g., *Section 504 of the Rehabilitation Act, Individuals with Disabilities*

Act (IDEA), Americans with Disabilities Act (ADA) and the Illinois Administrative Code).

- 1N. Understands parents'/guardians' and students' rights regarding assessment and evaluation.
- 1O. Understands the principles and importance of professional accountability for confidentiality and record keeping.

Performance Indicators: The competent School Psychologist

- 1P. Applies child development, learning theory, diversity, and the relationship of curriculum to data-based decision making.
- 1Q. Collects assessment results and other data to identify student learning needs, establish goals, align and modify curriculum and instruction, and design intervention strategies.
- 1R. Uses data to evaluate outcomes of services and to facilitate accountability.
- 1S. Uses environmental data (e.g., data from home, school, community) to plan interventions.
- 1T. Applies psychometric theory to the evaluation of assessment materials and techniques.
- 1U. Applies knowledge of research findings and methodology to the evaluation of curricula and other instructional materials.
- 1V. Uses nondiscriminatory evaluation procedures.
- 1W. Analyzes group performance to design interventions that meet learners' needs.
- 1X. Uses technology to monitor programs and to assist in the assessment of individual, group, and system-wide interventions.
- 1Y. Uses technology to administer, score, and interpret psychological assessment techniques in a professionally appropriate and ethical manner.
- 1Z. Prepares clearly written reports that address referral questions appropriately, report data accurately, and provide guidance for interventions.
- 1AA. Articulates assessment findings in a manner that is understandable for the intended audience.
- 1BB. Uses data to identify factors that influence learning and behavior at the classroom or building, levels.
- 1CC. Assists school personnel and other agency administrators with the interpretation of data to evaluate classroom and/or building -level programs.
- 1DD. Follows legal, regulatory, and ethical parameters in data-based decision making and record keeping.

STANDARD 2 – Consultation and Collaboration

The competent school psychologist has knowledge of behavioral, mental health, collaborative, and/or other consultation models and methods and of their applications to particular situations. The competent School Psychologist collaborates effectively with others in planning and decision-making processes at the individual, group, and system level.

Knowledge Indicators: The competent school psychologist

- 2A Understands behavioral, mental health, collaborative, and other consultation approaches and their application to particular situations.
- 2B Understands the dynamics of communication skills applicable to collaboration and consultation in professional practice.
- 2C Understands the importance of interpersonal skills in the consultation process.
- 2D Understands schools as organizations within the larger community context.
- 2E Understands skills necessary to facilitate communication with students.
- 2F Understands skills necessary to facilitate communication among teams of school personnel, families, community professionals, and others.
- 2G Understands the important features of collaboration with individuals of diverse cultures, values, and experiences.
- 2H Understands technological tools for accessing, managing, and disseminating information to enhance the consultation process.

Performance Indicators: The competent school psychologist

- 2I. Applies knowledge of consultation and collaboration skills.
- 2J. Uses knowledge and skills in consultation and collaboration to promote change at the individual, classroom, building, district, and/or other agency levels.
- 2K. Initiates collaboration to enhance student learning.
- 2L. Participates in collaborative decision making and problem solving with other professionals to achieve student success.
- 2M. Demonstrates positive interpersonal skills and shows patience in difficult situations through use of active listening, conflict resolution and group facilitation skills.
- 2N. Uses effective collaboration skills with individuals of diverse cultural, racial, and ethnic backgrounds.
- 2O. Communicates clearly with diverse audiences (e.g., parents, teachers, school boards, policy makers, community leaders, colleagues).
- 2P. Promotes and models ethical practices of confidential communication with others.

- 2Q. Uses a variety of communication modes (e.g., written, verbal, nonverbal, visual, technological) to communicate effectively with a diverse constituency.
- 2R. Uses technological resources to access, manage, and disseminate information to enhance the consultation process.

STANDARD 3 – Learning and Instruction

The competent school psychologist has knowledge of human learning processes, techniques to assess these processes and of direct and indirect services, including instructional interventions and consultation, applicable to the development of cognitive and academic skills. The competent school psychologist, in collaboration with others, develops appropriate cognitive and academic goals for students with different abilities, disabilities, strengths, and needs; implements interventions to achieve those goals; and evaluates the effectiveness of the implemented interventions.

Knowledge Indicators: The competent School Psychologist

- 3A Understands theories of cognitive development, learning, and teaching and their application to the development of instructional strategies.
- 3B Understands how students' conceptual frameworks can influence learning.
- 3C Understands how students acquire knowledge and skills.
- 3D Understands that students' cognitive, physical, social, emotional, and moral development influence learning.
- 3E Understands individual differences in approaches to learning and performance.
- 3F Understands language development, communication styles, and the role of communication in learning.
- 3G Understands the process of second language acquisition and strategies to support student learning.
- 3H Understands the unique instructional needs of students with diverse abilities.
- 3I Understands the impact of gender, race, culture, disability, and environment on learning.
- 3J Understands formal and informal assessment techniques to evaluate student learning.
- 3K Understands intervention strategies that promote students' critical thinking, problem solving, and performance skills.
- 3L Understands the importance of continuing education in the areas of learning and instruction.
- 3M Understands the importance of alignment of student learning with current learner standards and objectives as defined by the State of Illinois.
- 3N Understands factors that influence motivation and engagement in student learning.

Performance Indicators: The competent school psychologist

- 3O. Works effectively with school personnel to promote supportive learning environments.
- 3P. Assists school personnel in developing cognitive and academic goals for all students.
- 3Q. Supports schools' efforts to use evaluation techniques that measure cognitive and academic progress of all students.
- 3R. Uses formal and informal assessment techniques to evaluate the performance and progress of students.
- 3S. Uses assessment results to identify student-learning needs, develop instructional strategies, and contribute to eligibility and placement recommendations.
- 3T. Participates in the development and implementation of instructional strategies and interventions to promote learning in students at different stages of development and from diverse backgrounds.
- 3U. Develops intervention plans consistent with curriculum, learner diversity, and learning theory.
- 3V. Considers instructional methods and materials, student interests, and career needs when planning interventions.
- 3W. Uses intervention strategies and resources that encourage students' development of critical thinking, problem solving, and performance skills.
- 3X. Monitors and adjusts interventions in response to feedback.
- 3Y. Identifies and uses community resources to enhance student learning and to provide opportunities for students to explore career alternatives.
- 3Z. Accesses current information and research regarding advances in curriculum and instruction and shares this information and research with others.
- 3AA. Collaborates with school personnel to develop appropriate academic goals and interventions for all students who do not meet academic standards/expectations as established by the State of Illinois or by local districts.

STANDARD 4 – Socialization and Development of Life Skills

The competent school psychologist has knowledge of human developmental processes and techniques to assess these processes, and direct and indirect services, including consultation, behavioral assessment/intervention, and counseling, applicable to the development of academic, behavioral, affective, adaptive, social, and career goals. The competent school psychologist, in collaboration with others, develops appropriate behavioral, affective, adaptive, social, and career goals for students of varying abilities, disabilities, strengths, and needs; implements interventions to achieve those goals; and evaluates the effectiveness of interventions. Such interventions include, but are not limited to, consultation, behavioral assessment/intervention, and counseling.

Knowledge Indicators: The competent school psychologist

- 4A Understands the developmental processes involved in the behavioral, social, affective, and adaptive domains.
- 4B Understands career goals and planning as part of the developmental process.
- 4C Understands the principles of behavior change within the behavioral, social, affective and adaptive domains.
- 4D Understands direct/indirect intervention strategies appropriate for students from diverse backgrounds and experiences.
- 4E Understands consultation, behavior management, and counseling strategies as they apply to the enhancement of student behavior.
- 4F Understands multiple approaches to classroom management.
- 4G Understands how to use assessment information to address students' behavioral, affective, adaptive, social, academic, and career needs.
- 4H Understands that medications may affect the academic, cognitive, physical, social, and emotional behavior of students.
- 4I Understands how language, communication, and behavior affect socialization.
- 4J Understands the characteristics and effects of culture and environment on students and families.

Performance Indicators: The competent school psychologist

- 4K. Applies the principles of behavior change through the provision of consultation, behavioral assessment and intervention, and counseling services to enhance student behavior.
- 4L. Develops methods to assist teachers and families in teaching pro-social behavior to students.
- 4M. Applies the principles of generalization and transfer of training to the development of interventions.
- 4N. Assists parents and other caregivers with the development and implementation of behavior change programs in the home in order to facilitate the learning and development of their children.
- 4O. Identifies factors that lead to successful interventions.
- 4P. Facilitates the implementation of strategies to improve instructional environments, and maximizes students' academic learning time.
- 4Q. Develops classroom management interventions.
- 4R. Develops intervention programs to facilitate successful transitions of students from one environment to another (e.g., program to program, early childhood to school, school to work).
- 4S. Links assessment information to the development of strategies that address individual student's goals.

STANDARD 5 – Student Diversity in Development and Learning

The competent school psychologist understands individual differences, abilities, and disabilities and the potential influence of biological, social, cultural, ethnic, experiential, socioeconomic, gender-related and linguistic factors in development, learning, and communication skills. The competent school psychologist demonstrates sensitivity and other skills needed to work with individuals of diverse characteristics and to implement strategies selected and/or adapted based on individual characteristics, strengths, and needs.

Knowledge Indicators: The competent school psychologist

- 5A Understands his/her own cultural perspectives and biases and the impact of these biases on interactions with others.
- 5B Understands cultural, racial, ethnic, gender, and linguistic diversity.
- 5C Understands the impact of familial, sociocultural, and political contexts on interpersonal relationships.
- 5D Understands diverse family systems and how they affect students' development, learning and communication skills.
- 5E Understands how individual experiences, talents, disabilities, gender, prior learning, language, culture, family, religion, and community values influence students' learning.
- 5F Understands that similar behaviors may have different meanings in different cultures.
- 5G Understands cultural differences in approaches to learning and performance.
- 5H Understands the process of second language acquisition and its impact on student learning.
- 5I Understands the impact of bias and stereotyping in the educational environment.
- 5J Understands the implications of State and federal legislation; rules and regulations (e.g., *Illinois School Code*, Office of Civil Rights, *Title IX*, *IDEA*, *ADA*, etc); and case law on educational programming for all students.
- 5K Understands the importance of professional practices that are consistent with ethical standards when dealing with students from diverse cultures and backgrounds.
- 5L Understands the characteristics and educational needs of students with disabilities.
- 5M Understands the characteristics and educational needs of gifted, creative, and talented students.

Performance Indicators: The competent school psychologist

- 5N Recognizes the subtle racial, class, gender, cultural, and other biases and the ways in which these biases influence decision making, instruction, behavior, and long-term outcomes for students.
- 5O Demonstrates sensitivity and other skills needed to work with families, students, and staff with diverse characteristics.
- 5P Demonstrates respect for cultural diversity.
- 5Q Promotes practices that help students and families of all backgrounds feel welcome and appreciated in the school and community.
- 5R Assists with acknowledging, supporting, and integrating the activities and talents of all students into instructional programs and other settings.
- 5S Facilitates learning communities in which individual differences are respected.
- 5T Practices gender equity and non-sex-role stereotyping.
- 5U Develops strategies to promote an understanding of the role of cultural barriers on educational outcomes.
- 5V Uses strategies to mediate cross-cultural conflicts and to teach interpersonal skills.
- 5W Integrates students' cultural, racial, and ethnic diversity to enrich educational experiences.
- 5X Recognizes that experiential and linguistic differences can result in learning difficulties and apparent disabilities for students.
- 5Y Incorporates information about students, families, cultures, and communities in assessments, interventions, and evaluations of progress.
- 5Z Designs assessments and intervention strategies appropriate to each student's gender, culture, stage of development, learning style, exceptionality, strengths and needs.
- 5AA Considers students' abilities in their primary and secondary languages and the effects of second language learning when designing assessments and planning interventions.
- 5BB Develops academic and social/behavioral interventions that reflect knowledge and understanding of students' and families' culture, background, and individual learning characteristics.
- 5CC Identifies when and how to access and/or make referrals for additional services or resources to assist students with diverse learning needs.
- 5DD Participates in professional continuing education to minimize biases and to enhance training and expertise.

STANDARD 6 – School and Systems Organization, Policy Development, and Climate

The competent school psychologist has knowledge of general education, special education, and other educational and related services. The competent school psychologist understands schools and other settings as systems. The competent school psychologist works with individuals and groups to facilitate policies and practices that create and maintain safe, caring, supportive, and effective learning environments for children and others.

Knowledge Indicators: The competent school psychologist

- 6A Understands the organization and operation of school systems.
- 6B Understands effective principles of systems theory (e.g., organization development, etc.).
- 6C Understands the importance of and the need for involvement in policy development.
- 6D Understands the importance of policies and policy development processes in school systems and agencies.
- 6E Understands the impact of school and public policy on schools, communities, and ecosystems.
- 6F Understands the factors that contribute to safe, caring and supportive learning environments.

Performance Indicators: The competent school psychologist

- 6G. Contributes to the development of practices that provide beneficial programs and services for students and their family.
- 6H. Promotes learning, prevention, and intervention by helping to create climates that foster mutual respect and caring for all students and their families/guardians.
- 6I. Participates in decision making that promotes effective services for students and their families/guardians.

STANDARD 7 – Prevention, Crisis Intervention, and Mental Health

The competent school psychologist has knowledge of human development and psychopathology and of associated biological, cultural, and social influences on human behavior. The competent school psychologist provides or contributes to prevention and intervention programs that promote the mental health and physical well-being of students.

Knowledge Indicators: The competent school psychologist

- 1A. Understands the influence of child and adolescent development on behavior.
- 1B. Understands the influence of child psychopathology on behavior.
- 1C. Understands biological influences on behavior.
- 1D. Understands human diversity, cultural, and social influences on behavior.

- 1E. Understands the influences of societal stressors on behavior.
- 1F. Understands crises in schools and communities and how they affect student behavior.
- 1G. Understands effective prevention strategies.
- 1H. Understands crisis intervention strategies.
- 1I. Understands health issues influencing children and adolescents (e.g., diet, eating disorders, teenage pregnancy, AIDS prevention, and stress management).
- 1J. Understands resources to address a wide variety of behavioral, learning, and mental and physical health problems.
- 1K. Understands how to access and make appropriate referrals for services provided by the district, community, and state resources.
- 1L. Understands the role of diversity in the development and implementation of prevention, crisis intervention, and mental health programs.
- 1M. Understands how individuals and groups influence one another and how they function in society.
- 1N. Understands how to help students to work cooperatively and productively.
- 1O. Understands factors that influence motivation and engagement and how to help students become self-motivated.
- 1P. Understands that medications can affect the educational, cognitive, physical, social, and emotional behavior of individuals.
- 1Q. Understands the appropriate use of confidentiality in prevention, crisis intervention, and mental health services.

Performance Indicators: The competent school psychologist

- 7R. Identifies and recognizes behaviors that are precursors to academic, behavioral, and personal difficulties (e.g., conduct disorders, internalizing disorders, drug and alcohol abuse).
- 7S. Reviews crisis intervention plans utilized in schools..
- 7T. Promotes mental health in the schools and other agencies.
- 7U. Addresses, through prevention programs, diverse health issues (e.g., diet, eating disorders, teenage pregnancy, AIDS prevention, and stress management).
- 7V. Collaborates with other health care professionals to promote behaviors that lead to good health.
- 7W. Uses resources to address a wide variety of cognitive, social-emotional, and physical problems.
- 7X. Empowers students, their families/guardians, educators, and others to gain access to and effectively use school and community resources.
- 7Y. Analyzes educational environments to develop strategies that encourage motivation and engagement in productive work through mutual respect and cooperation.

- 7Z. Works effectively within the school and community to create/enhance supportive learning environments.
- 7AA. Analyzes individual and group performance in order to design interventions that are consistent with the learner's cognitive, social, emotional, and physical developmental levels and with relevant ethical principles/practices.

STANDARD 8 – Home/School/Community Collaborations

The competent school psychologist has knowledge of diverse family systems (e.g., single parent, foster parents, bi-racial parents, sexual orientation of parents), and understands influences on student development, learning, and behavior. Further, the competent school psychologist has knowledge of methods to involve families in education and service delivery. The competent school psychologist works effectively with families, educators, and others in the community to promote and provide comprehensive services to children and families.

Knowledge Indicators: The competent school psychologist

- 8A. Understands how diverse family systems affect students.
- 8B. Understands the importance of family involvement in education.
- 8C. Understands methods to promote collaboration and partnerships between families/guardians and educators that improve outcomes for students.
- 8D. Understands the implications of cultural diversity on family, home, school, and community collaborations.
- 8E. Has knowledge of school and community resources and agencies available to students and families/guardians.

Performance Indicators: The competent school psychologist

- 8F. Designs, implements, monitors, and evaluates programs that promote school, family, and/or community partnerships and enhance academic and behavioral outcomes for students.
- 8G. Facilitates collaboration between schools and parents/guardians by designing educational interventions.
- 8H. Identifies resources and facilitates communication between schools, families/guardians, and community agencies.

STANDARD 9 – Research and Program Evaluation

The competent school psychologist has knowledge of research, statistics, and evaluation methods; evaluates research; translates research into practice; and understands research design and statistics in sufficient depth to plan and conduct investigations and program evaluations leading to the improvement of services.

Knowledge Indicators: The competent school psychologist

- 9A. Understands research design.

- 9B. Understands research and statistics in order to evaluate published research.
- 9C. Understands statistical procedures and data analysis methods to answer research questions.
- 9D. Understands measurement principles and psychometric standards and methods when selecting and using assessment techniques and published tests in program or systems-level evaluation.
- 9E. Understands findings from intervention research when designing educational, mental health, or treatment programs for children.
- 9F. Understands technological methods and applications for research and evaluation (e.g., statistical and behavior monitoring software programs).

Performance Indicators: The competent school psychologist

- 9G. Applies research design and data analysis techniques when conducting and evaluating research.
- 9H. Evaluates psychometric properties when selecting assessment methods.
- 9I. Applies knowledge of professional literature and research findings to all aspects of professional practice including service delivery improvements.
- 9J. Applies knowledge of intervention research in designing psycho-educational and mental health programs for children.
- 9K. Provides information about relevant research findings to school personnel, parents, and the public.

STANDARD 10 – School Psychology Practice and Development

The competent school psychologist has knowledge of the history and foundations of the profession; of various service models and methods; of public policy development applicable to services to children and families; and of ethical, professional, and legal standards. The competent School Psychologist practices in ways that are consistent with applicable standards, is involved in the profession, and has the knowledge and skills needed to acquire career-long professional development..

Knowledge Indicators: The competent School Psychologist

- 10A. Understands professional, ethical and legal standards in order to enhance the quality of services and to protect the rights of all parties.
- 10B. Understands the standards, models, methods, and practices of the profession.
- 10C. Understands the history and foundations of school psychology.
- 10D. Understands relevant aspects of related areas in psychology and education (e.g., developmental psychology, cross-cultural psychology, mental health/health, bilingual education, and special education).

- 10E. Understands how the practice of school psychology affects students and families from diverse backgrounds.
- 10F. Understands the importance of collaborating with other professionals in the school community.
- 10G. Understands the importance of continued professional development.
- 10H. Understands the obligations, procedures, and applications of being a mandated reporter.
- 10I. Understands the importance of active involvement and participation in professional organizations (e.g., Illinois School Psychologists Association, National Association of School Psychologists, Council for Exceptional Children, etc.).
- 10J. Understands the full range of school psychological services.

Performance Indicators: The competent school psychologist

- 10K. Practices in full accordance with the NASP Principles for Professional Ethics.
- 10L. Provides school psychological services consistent with prevailing legal, ethical, and professional standards (e.g., *NASP Guidelines for the Provision of School Psychological Services*).
- 10M. Maintains accepted standards in assessment, consultation, intervention, and general professional practice.
- 10N. Complies with legal requirements for professional practice.
- 10O. Participates in personal continuing professional development.
- 10P. Shares professional resources with teachers, parents or others to enhance and/or provide services to students.
- 10Q. Maintains useful and accurate records and communicates information responsibly to families/guardians, students, colleagues, and community members as appropriate.

STANDARD 11 – Technology Standards

The competent school psychologist has knowledge of relevant information sources and technology; and accesses, evaluates, and uses information sources and technology in ways that safeguard or enhance the quality of services.

Knowledge Indicators: The competent school psychologist

- 11A. Understands how to review, evaluate, and use technology for educational purposes.
- 11B. Has knowledge about assistive technology and other technological resources for children.
- 11C. Understands methods and standards for using information technology.
- 11D. Understands methods to access information sources.
- 11E. Understands the ethical issues and social implications of using technology.

- 11F. Understands the strengths and limitations of professional computer software (e.g., test scoring, interpretive and psychological report writing programs, behavior analysis programs).

Performance Indicators: The competent school psychologist

- 11G. Practices ethical, legal, and socially responsible behavior when using technology and computer software.
- 11H. Adheres to copyright laws and guidelines in the access and use of information from various technologies.
- 11I. Uses technology (e.g., CD/DVD ROM, the World Wide Web, e-mail, interactive video, distance learning) to acquire information, and current research findings
- 11J. Uses current technology resources when designing, implementing, and evaluating instructional programs or interventions for children.
- 11K. Uses technology-based productivity tools (e.g., word processing, data base, spread sheets, test scoring programs) to function more effectively and efficiently.
- 11L. Uses multimedia resources to support and deliver oral presentations.
- 11M. Demonstrates awareness of resources for adaptive/assistive devices for students with special needs.
- 11N. Uses technology in communicating, collaborating, and conducting research.
- 11O. Maintains useful and accurate records and communicates information responsibly to families/guardians, students, colleagues, and community as appropriate.

Ethics

School psychologists are expected to adhere to the *Principals for Professional Ethics* (National Association of School Psychologists, 2000 - <http://www.nasponline.org/pdf/ProfessionalCond.pdf>) at all times. Because of this professional expectation, a separate Ethics Standard was not developed. However, knowledge and performance indicators that address ethical issues were included throughout the document.

These Standards were aligned with the National Association of School Psychologists' Standards for the Credentialing of School Psychologists and the Draft Illinois Professional Student Service Provider Standards.

CHAPTER FOUR

Requirements for the School Psychology Internship and Site Supervisor

The most important requirement for an internship program is a commitment on the part of the school administration and the school psychological services staff to the training of an intern. **The intern must be a trainee first and a provider of services second.** Approval of the site/supervisor must be granted by the training program prior to the commencement of the internship. This approval shall be considered granted when an agreement, outlining required elements of the internship, has been signed by the intern, the site supervisor, and the university supervisor. Copies of the agreement shall be retained by the three signatories. (See [Appendix F](#) for a Sample Agreement)

The following is a list of requirements for an internship.

- A. The internship must have a sufficiently diverse pupil population to ensure that the intern receives exposure to a wide variety of educational and behavioral problems as well as regular programs. This site must offer services to students from three to twenty-one years of age. The intern must receive, within the 1200 hour internship period, a minimum of 20 school days of training at the pre-school/elementary level if the intern is employed by a high school district. Conversely, 20 school days of training must be spent at the secondary level, if the intern is employed by an elementary district. If the intern is employed by a unit district or special education cooperative, appropriate periods of time (not less than 20 school days) must be spent at the elementary and the secondary levels.
- B. The internship site must use a pupil personnel services team approach to interceding when students have problems that affect learning.
- C. The internship site must have access to a special education program in which there are specific services for a variety of exceptional children and in which the intern will participate in experiences involving all classifications of disabilities and special education programs and services.
- D. The internship site must have the services of at least one full-time certified school psychologists who meets the requirements of an intern supervisor. The intern supervisor must be a full-time employee of the hiring district or cooperative that employs the intern and must provide direct school psychological services to students, parents and staff. In the case of multiple supervisors. One

school psychologist should be selected for the coordination of experiences and to assume final responsibility for the internship evaluations.

- E. The internship must be offered with the understanding that it is a stage in the training of school psychologists. The internship site must secure have an agreement between the administration and the intern supervisor for offering or continuing to offer an internship program, that stresses training over service. **The intern must not be given the same work load as a certified school psychologist.**
- F. The school board of the internship site may hire interns only if they have been approved by the administration of the hiring district. Application requirements and interview procedures are at the discretion of the internship site.
- G. The internship site must make it possible for the intern supervisor to provide at least **two regularly scheduled hours per week of direct, individual supervision of the intern.** Therefore, the supervisor's workload should be reduced to accommodate supervision commitments. It is recommended that a minimum of one-half work day per week is allocated to supervision preparation and activities.
- H. The maximum number of interns that a supervisor will be allowed to supervise at any one time is two.
- I. The internship site must have access to a number of community agencies dealing with children and their families, e.g., a family casework agency, psychiatric clinic and hospital.
- J. The intern's employment shall be governed by a written contract. The length of the contract should normally be full-time, 1200 hours, for one academic year, that is, a minimum of nine months (exceptions that allow for one-half time training over a two year period may be made upon approval of the university training program). The duration of the internship shall be established prior to entering the contract. The hiring agency must not insist upon a commitment, either verbally or in writing, from the intern in regard to employment in the district subsequent to completing the internship, nor should the intern be guaranteed employment in advance upon successful completion of the internship.
- K. The intern is expected to follow the same daily schedule and yearly calendar as other full-time school psychologists on the staff during the regular school year.
- L. The intern shall be provided with a salary commensurate with his/her level of training, experience, period of appointment and no less than the state reimbursement. In addition, travel expenses must be reimbursed consistent with district policies for certified school psychologists.

- M. The intern and the intern supervisor should attend any scheduled internship meetings, such as the Illinois School Psychologists Association/Directors of University School Psychology Programs fall Intern/Internship Supervisor Conference. The intern is also expected to attend the annual conference of a professional school psychology association.
- N. Ongoing conferences, seminars, and in-service training opportunities available to certified school psychologists shall also be available to interns. The intern is encouraged to participate in state, regional, and national-level meetings for school psychologists. Expense reimbursement consistent with policies pertaining to agency school psychologists is expected. Release time for attendance at professional meetings is required. The intern will be expected to attend the Illinois School Psychologists Association (ISPA) annual conference and on-campus intern meetings mandated by the training institution.
- O. Consistent with the availability of resources to certified, employed staff, the intern shall be provided adequate supplies and materials necessary to carry out the functions of the internship. An appropriate work environment should include adequate privacy of office facilities, access to secretarial assistance, telephone services, office equipment, computers, and copy machines.
- P. Students should be provided with release time during their internship in order to complete research/culminating projects (such as thesis or portfolio completion).

Professional Qualifications of Intern Supervisors:

It is essential that the school psychologist intern supervisor possess specific skills and knowledge essential for a successful school psychology internship experience. Specific qualifications are required in order for an individual to be approved as an intern supervisor.

- A. Possession of a current School Service Personnel Certificate (Type 73) with a school psychologist endorsement in the State of Illinois.
- B. Successful completion of any training workshops required by the approved training program for school psychologist intern supervisors.
- C. A minimum of **three** academic years of experience as a certified school psychologist in Illinois. In some instances, it may be necessary to require more than three years of experience if so determined by the approved training program following evaluation of the qualifications of individual candidates.
- D. The intern supervisor must be employed as a full-time school psychologist in the district or cooperative hiring the intern and provide direct school psychological services to students, parents,

- and staff. School psychologists employed on a contractual or casework basis will not be approved as intern supervisors.
- E. Previous employment of the school psychologist in the hiring district or cooperative for a period of at least **one** school year prior to the hiring of the intern. The employment must have been full-time in the hiring district or cooperative.
 - F. Employment in a district or a cooperative that has the services of at least two or more certified school psychologists. Districts that employ only one school psychologist will be considered for approval if supplementary services are provided by a joint agreement.
 - G. Knowledge of the School Code of Illinois, the 23 Illinois Administrative Code, Part 226, Special Education Rules and other federal and state laws and regulations pertaining to student support services.
 - H. Knowledge of the NASP Professional Conduct Manual: Principles for Professional Ethics: Guidelines for the Provision of School Psychological Services.
 - I. Ability to supervise the work of interns according to the highest standards of thoroughness, competence, ethics and inter-professional relationships.
 - J. Development of a formal, written plan of supervision for an intern, in collaboration with the university program, taking into consideration the intern's skills and needs, as well as the state and local requirements for an internship.

Required Characteristics of Intern Supervisors:

- A. Thorough knowledge of professional standards (NASP, ISPA) and ethics.
- B. Ability to provide a positive model of professional ethics and responsibility to the intern.
- C. Ability to communicate effectively and to consider opinions and beliefs of the intern and other professional persons with whom they come in contact.
- D. Ability to work effectively with members of other disciplines in the school and community.
- E. Ability and willingness to support the intern in difficult or conflictual situations.
- F. Knowledge of specific areas of exceptionality in terms of educational, social, and vocational needs and limitations.
- G. Ability to work independently.
- H. Membership in at least one state/national school psychology organization.
- I. Active participation in a regional school psychology organization or local cooperative school psychology meetings.

- J. Evidence of keeping abreast of new methods, techniques, and developments in school psychology through attendance at formal workshops or enrollment in college courses, or in a continuing professional development program of a professional school psychological organization. Implementation of techniques and knowledge gained through attendance at workshops, such evidence could be documented by maintaining NCSP status.
- K. Knowledge of referral sources and other resources in the community.

CHAPTER FIVE

Development of the Internship Plan

An internship plan must be developed by the intern supervisor, university supervisor, and intern prior to initiation of the internship. The plan must incorporate the skills and knowledge the intern brings to the internship. The following are specific requirements that must be addressed in every internship plan.

- A. The internship plan must specify the experiences that will ensure the intern's fulfillment of the Illinois Standards and Performance Indicators listed in Chapter Three (See [Appendix G](#) & [Appendix H](#))
- B. In order to ensure that interns receive appropriate experiences with students of differing ages, the internship plan must include time spent at the preschool, elementary and secondary levels. A minimum of 20 school days must be spent at the secondary level if the intern is employed by an elementary district. Conversely, a minimum of 20 school days must be spent at the preschool/elementary level by a unit district or special education cooperative, appropriate periods of time (not less than 20 school days) must be spent at each of the elementary and secondary levels.
- C. The 20 day limit is a minimum and is not considered the amount necessary for each intern. More time may be required for interns who do not have previous experience with a particular age range.
- D. The location of the preschool, elementary, and high school experiences will be documented in the internship plan.
- E. The internship plan must make provision for the intern to visit at least one other school system that employs a school psychologist. This could involve an exchange of interns or an assigned visit. In either case, it should allow sufficient time for familiarization with a different school system as well as with the role and function of the school psychologist in that system.
- F. The internship plan must specify the manner in which the intern will be involved with non-school community agencies dealing with children and their families.
- G. The internship plan must be signed by the intern supervisor and intern and submitted for signed approval to the university training program in accordance with university established timelines.

CHAPTER SIX

Guidelines for Evaluation of the School Psychology Intern and Internship Program

The internship experience is designed to be a supervised transition from graduate student to independent practitioner. The evaluation of an intern's performance during internship is considered an important part of supervision. Evaluation is necessary to ensure that training programs achieve educational objectives and produce competent trainees. The primary purpose of any evaluation is to provide direct feedback on skill levels and professional competencies in order to promote the acquisition of skills and further professional growth. The formative and summative aspects of evaluation should always be included in the supervisor's assessment of the intern's performance.

There are several principles that should be reflected in any evaluation program. They include the following:

- A. Evaluation must be a continuous, ongoing process: All aspects of the internship program should be under scrutiny at all times. Informal evaluation should occur on a day-to-day basis and should be communicated openly and quickly. It must not be "reserved" for discussion at formal evaluation times. Informal evaluation is just as important and perhaps more important than formal evaluation.
- B. Evaluation must be multidimensional: Evaluation must be undertaken by all who are associated with the internship program. An evaluation procedure should include assessment of all aspects of the internship program—the intern, the supervising school psychologist, and the university program itself.

The evaluation process should involve all parties concerned—the supervisor, the intern, the local school administration, and the approved university program. To add an additional dimension, this evaluation should be done prior to the internship, during the internship, and after the internship. In summary, evaluation should be made (1) of the intern, the supervisor, and the university program; (2) by the supervisor school administration, and the approved university program; and (3) within a minimum of three time periods—prior to, during, and after the internship.

- C. Evaluation must occur in an open and professionally honest manner: All parties should be fully aware of how they have been evaluated. There must be face-to-face communication aimed at eliminating or minimizing problems and limitations brought out by the evaluation. Evaluations must never be vindictive and should not

be based on subjective or personality factors. There is a professional obligation to ensure that individuals involved in the internship program and the quality of the internship program maintain the highest possible professional standards.

- D. Evaluation must consist of the formative and summative evaluations embedded in the Internship Plan (See [Appendix H](#), Internship Plan) The Formative Evaluation allows the Intern to assess his/her own skills prior to the beginning of the Internship Plan. The Mid-Year Evaluation allows the intern and their supervisor to evaluate the intern's progress at midyear. And the Summative Evaluation provides the final evaluation of the internship.
- E. The approved university program supervisor and the intern supervisor must each monitor the progress of the intern during the internship. However, the approved university program has the ultimate responsibility for the development of a process used to evaluate the intern. There are some assurances that should be incorporated into this process. These assurances include the following:

The intern's educational and experiential needs are carefully evaluated by the intern supervisor prior to receiving approval to participate in an internship program.

The evaluation is to ensure that the objectives established in the internship plan are met.

There is ongoing informal, frequent evaluation that is communicated to the intern by the site supervisor.

In cases where the intern is not making satisfactory progress, the intern and university supervisor should be made aware of the problem as soon as it is recognized; along with strategies and interventions for remediation, and the timelines for remediation prior to the final programmatic evaluation.

The intern has the right to redress if he/she believes the evaluation is inappropriate by submitting a written reaction along with the supervisor's evaluation.

Final Evaluation of the Internship Experience

The final evaluation of the internship experience should assess the intern, the site, the supervisor and the internship program as a whole. The intern, the intern supervisor, and the approved university program supervisor should each assess all aspects of the internship program.

Some of the criteria that should be included in the final evaluation are:

- A. Were the educational and experiential needs of the intern met during the internship?
- B. Were the objectives outlined in the internship plan met?
- C. A clear statement as to whether or not certification as a school psychologist is recommended is included on the Internship Plan.
This evaluation contains one of the two following recommendations:
 - 1. Recommendation for certification without conditions,
 - 2. Recommendation for non-issuance of certificate with conditions. (For example, extend the internship, or specific types of additional experiences or course work, or any other conditions that the intern supervisor believes will be necessary before he/she can recommend the intern for certification.)

It is not possible to recommend issuance of a certificate with conditions. In cases where the intern is not recommended for issuance of the certificate, the intern may appeal the recommendation through the appeal procedures of the Approved University Program.

Follow-up Evaluations: The approved program will do follow-up evaluations of former students according to university policies.

Evaluation of the Approved University Program

The Illinois State Board of Education, Division of Professional Preparation is responsible for the evaluation of the approved university program.

CHAPTER SEVEN

Steps in Obtaining Illinois School Service Personnel Certification in School Psychology

Individuals seeking endorsement on the School Service Personnel Certificate as a School Psychologist must complete an approved program. Only those individuals who have a comparable certificate from another state or who have completed a comparable approved program in another state may seek the certificate by transcript evaluation.

A School Service Personnel Certificate with the endorsement for School Psychologists, may be issued to qualified applicants and may be used for the area of service endorsed on the face of the certificate, but may not be used for classroom teaching.

Requirements for the School Psychologist Certification and Endorsement **Section 25.235 Certification of School Psychologists**

- a) Each candidate for the school service personnel certificate endorsed for school psychology shall hold a master's degree in psychology or educational psychology with a specialization in school psychology.
- b) Each candidate shall have completed an Illinois program approved for the preparation of school psychologists pursuant to Subpart C of this Part or a comparable approved program in another state or country or hold a comparable certificate issued by another state or country (see Section 25.425 of this Part).
- c) Each candidate shall have completed both a supervised field experience of at least 250 hours in a school setting and/or child study center and an internship of at least 1200 contact hours and lasting a full school year under the direction of an intern supervisor.
- d) Each candidate shall be required to pass the applicable content-area test (see Section 25.710 of this Part), as well as the test of basic skills, subject to the provisions of Section 25.720 of this Part. (See also 23 Ill. Adm. Code 23.130.)
- e) Nothing in this Section is intended to preclude the issuance of

a provisional certificate under Section 21-10 of the School Code. (Effective July 2005)

Requirements for Bilingual Approval

Once the Type 73 School Personal Certificate is obtained the candidate may receive bilingual approval for the school psychologist certification by completing the Language Proficiency Test offered by the National Evaluation Systems and completing a course on the assessment of bilingual students. Applications are made to the local Regional Office of Education by completing the ISBE 73-67 form and documenting the above.

Out of State Applicants Completing the Internship in Illinois

Out-of-state applicants who are completing a school psychology internship in Illinois and who will be seeking Illinois certification in school psychology should submit the Application for Certification (ISBE Form 73-03D) appropriate for school psychology certification, application fees, and necessary transcripts as soon as possible after the internship has been completed to their local Regional Superintendent of Schools. Applicants should be aware that, in order to go through the transcript evaluation process, the applicant must also submit a signed and sealed State Approved Program Verification Form (ISBE Form 73-05) completed by their graduating institution. In order to receive a provisional certificate a copy of a valid, comparable School Psychologist Certificate from another state must be submitted. Candidates must also successfully take and pass the required Illinois Certification tests.

A provisional certificate will be issued to those applicants who have

- a. requested issuance of a Provisional Certificate,
- b. met the criteria detailed above, and
- c. their only deficiency is not completing the Illinois certification tests.

Any questions regarding the provisional certificate procedure should be directed to your Regional Office of Education.

Out of State Applicants

Candidates from states other than Illinois may apply for the School Service Personnel Certificate endorsed in the area of School Psychology by submitting the Application for Certification (ISBE Form 73-03D) appropriate for school psychology certification, application fees, and necessary transcripts as soon as possible after the internship has been completed to their local Regional Superintendent of Schools. Applicants should be aware that, in order to go through the transcript evaluation process, the applicant must also submit a signed and sealed State Approved Program Verification Form (ISBE Form 73-05)

completed by their graduating institution. In order to receive a provisional certificate a copy of a valid, comparable School Psychologist Certificate from another state must be submitted. Candidates must also successfully take and pass the required Illinois Certification tests.

A provisional certificate will be issued to those applicants who have

- d. requested issuance of a Provisional Certificate,
- e. met the criteria detailed above, and
- f. their only deficiency is not completing the Illinois certification tests.

Any questions regarding the provisional certificate procedure should be directed to your Regional Office of Education.

APPENDIX A

Summary of the Procedure for Entering a School Psychology Internship Program Leading to Certification as a School Psychologist

By Entitlement:

(Illinois Approved University Programs)

Length of Internship: Nine Months (1 school year)

For candidates completing an Illinois Approved University Program for school psychologist certification in Illinois

- A. The candidate selects a Teacher Certification Board Approved Program for school psychology.
- B. Approved Program Requirements: The approved Program evaluates the candidate's educational and experiential needs and provides the educational coursework to complete the requirements for school psychologist certification.
- C. Eligibility for Internship: When the candidate is eligible for the internship experience, the Approved Program provides the intern with an authorized copy of "Notification of School Service Personnel Intern Eligibility Status" (ISBE Form 73-44).
- D. Selection of Site: The intern selects an appropriate site and supervisor and applies for the position.
 - 1. The candidate submits ISBE Form 73-44 to the hiring district who submits it to a regional superintendent's office.
 - 2. The regional superintendent's office reviews the form and submits it to the Illinois State Board of Education, Professional Preparation Division.
- E. Internship Plan: The approved university program supervisor, the school psychologist intern supervisor, and the intern write an internship plan in accord with the guidelines listed in this manual.

APPENDIX B

ISBE Forms

73-42, 73-44, 73-03D, 73-05, 73-63, 73-67

The following forms are scanned copies of ISBE forms. PDF format forms that can be completed online and then printed can be found at:

<http://www.isbe.net/teachers/Documents/forms.htm>

Information on the state testing system:

http://www.isbe.net/teachers/ICTS_Info/ICTS.htm

ISBE 73-03D – Application for School Personnel or Administrative CertificateISBE 73-05 – State Approved Program Verification

NOTE TO CITY OF CHICAGO DISTRICT SUPERINTENDENTS/DIRECTORS OF SPECIAL EDUCATION: These provisions apply to requests to the Illinois State Board of Education. P.O. Box 60001, Chicago, Illinois 60660.

ILLINOIS STATE BOARD OF EDUCATION
Accountability and Quality Assurance Center
Division of Professional Certification
100 North La Salle Street
Springfield, Illinois 62777-0001

REQUEST FOR APPROVAL OF OTHER SPECIAL EDUCATION PERSONNEL

INSTRUCTIONS: Please Note: This form is to be completed for each person newly employed in one of the listed approval areas. Use approval area PZZ for other necessary professionals that are not required to be listed by the district on ISBE forms SO-44 or SO-19 and which are not listed on this form. Sign the required Special Education Certification and Approval Requirements and Procedures for this documentation which must accompany each request. Submit the application and required documentation to the Regional Superintendent.

NOTE: Effective January 1, 2002, this form may not be used to approve personnel teaching children with any disability encompassed by the LRE endorsement.

BOOK SECURITY NUMBER: _____ NAME OF EMPLOYEE (Last, First Middle Initial, No Title): _____ APPROVAL AREA CODE: _____ EMPLOYMENT DATE: _____ (See instructions)

REGION/COUNTY/DEPARTMENT CODE: _____ NAME OF TOWN/ZIP CODE: _____ CITY/STATE/ZIP CODE: _____

ADDRESS OF EMPLOYER: _____

TITLE OF POSITION: _____ POSITION NUMBER: _____

I certify that the information above and the documentation accompanying this application are true and accurate to the best of my knowledge and have been prepared in accordance with Section 14.12.21 of the School Code and the Rules and Regulations to Govern the Administration and Operation of Special Education.

Date: _____ Signature of School District Superintendent (if applicable): _____ Date: _____ Signature of State-Approved Director of Special Education: _____

I have examined the enclosed document for completeness and request a review by the Professional Preparation Division.

Date: _____ Signature of Regional Superintendent: _____

APPROVAL AREA CODE TABLE

PNA	- School Nurse Intern (9-week)
PN	- School Nurse Intern (9-month)
PPS	- Adapted Physical Education Teacher
PSL	- Speech/Language Impaired Pilot Program
PSP	- School Psychologist Intern
PSW	- School Social Work Intern
PZZ	- Other Necessary Professional

ISBE 73-42 (10/91)

ISBE 73-42 – Request for Approval of Other Special Education Personnel

ILLINOIS STATE BOARD OF EDUCATION
Accountability and Quality Assurance Center
Division of Professional Certification
100 North La Salle Street
Springfield, Illinois 62777-0001

NOTIFICATION OF SCHOOL SERVICE PERSONNEL INTERN ELIGIBILITY STATUS

GENERAL INTERNSHIP INFORMATION: Individuals enrolled in approved Illinois school service personnel programs for School Nurse, School Psychologist and School Social Worker must serve an internship. It is the responsibility of the intern to find a position with an approved internship site. A listing of such sites is available from your Illinois university.

Interns from out of state colleges must file an Application for Certificate (ISBE 73-02) by the beginning of their Illinois internship experience. At the conclusion of the internship, report of state colleges must submit a notice of its completion which includes a description of the internship experiences and time frame to the Professional Certification Division.

INSTRUCTIONS FOR COMPLETING THIS FORM: Do not send this form to the Illinois State Board of Education. Please print or type. The completed form must be submitted to the employing LEA (Local Education Agency). The LEA must submit the form and form ISBE 73-42, "Request for Approval of Other Special Education Personnel", within the first 30 working days to the regional superintendent in order to report local, state or federal funds.

NOTE TO THE CITY OF CHICAGO SCHOOL DISTRICTS: Chicago School Districts must file one copy of this form and ISBE 73-42. These forms should be mailed to the Illinois State Board of Education, P.O. Box 60001, Chicago, Illinois 60660.

SECTION I - To be completed by applicant.

PERSONAL INFORMATION (Last, First Middle Initial): _____ BOOK SECURITY NUMBER: _____

MAILING ADDRESS: _____ PHONE (Area Code): _____

HOME ADDRESS (if different from mailing): _____ PHONE (Area Code): _____

SEX: ☐ Male ☐ Female

REPORT: ☐ Yes ☐ No ☐ Other (Specify) _____

Do you have a criminal record, suspended or revoked license or any other state? ☐ Yes ☐ No ☐ Other (Specify) _____

Do you intend to file a lawsuit with the Illinois Department of Revenue, or intend to sue any state, county or school district or any local government or school district for any reason? ☐ Yes ☐ No ☐ Other (Specify) _____

Do you ever have been employed by a state agency, responsible for child welfare or a protector of the public? ☐ Yes ☐ No ☐ Other (Specify) _____

Do you intend to be an Illinois student teacher for which you have filed a satisfactory application with the Illinois Student Assistance Commission? ☐ Yes ☐ No ☐ Other (Specify) _____

Application is for: ☐ School Nurse Intern Eligibility ☐ School Psychologist Intern Eligibility ☐ School Social Worker Intern Eligibility

I do hereby affirm that the information provided above is true, correct and complete.

Date: _____ Signature of Applicant: _____

SECTION II - To be completed by the Illinois teacher, supervisor, facilitator, approved to host school service personnel by the State Teacher Certification Board.

The intern has met the academic requirements of the approved school service personnel program and is recommended for approval to participate in an internship program for academic year _____.

[SEAL]

Professional Submitting Application: _____

Date: _____ Signature of Program Director: _____ Date: _____ Signature of Authorized Official and Seal of Institution: _____

SECTION III - To be completed by the applicable institution, approved to host school service personnel by the Illinois State Board of Education.

The intern has met the academic requirements of the approved school service personnel program and is recommended for approval to participate in an internship program for academic year _____.

[SEAL]

Professional Submitting Application: _____

Date: _____ Signature of Program Director: _____ Date: _____ Signature of Authorized Official and Seal of Institution: _____

Recommend Intern Eligibility.

Date: _____ Signature of Illinois Regional Superintendent: _____ County: _____

ISBE 73-44 (2/02)

ISBE 73-44 – Notification of School Service Personnel Intern Eligibility

APPENDIX C

Questions Students Ask

How do I go about getting an internship in Illinois?

Step 1: Make certain that you are ready to intern. You will need to confer with your academic advisor (usually your program director) to verify that you will have completed the required course work and practica prior to starting the internship.

Step 2: Prepare a resume or vita. There are many different formats available for these. Your program director probably has some thoughts on this matter. Most universities have placement offices that afford the opportunity to complete forms regarding classes taken and the type of position being sought. Reference letters may also be sent to the placement office, where they will be kept, along with your transcript until needed. When a prospective employer requests credentials, students may then contact the placement office and request that all materials be sent out at once. An additional advantage of keeping papers at a placement office is that once they are complete, they are maintained by the university for many years. When individuals apply for new positions one, five, or even ten years into the future, transcripts and letters of reference are still available in a single, easy to access location. In many universities, placement office personnel are willing to work with students on preparing their resumes, and some placement offices will print resumes at a nominal cost to the student.

A relatively new trend in the field of school psychology, already implemented as a requirement in some training programs, is the preparation of a student portfolio. The portfolio may contain such items as a statement of the student's philosophy of school psychology, syllabi from the classes the student has completed, samples of the student's best work in assessment, consultation and/or counseling, evaluations by program personnel or practicum supervisors, etc. Portfolios provide a convenient way to organize information about one's graduate training and professional development. The portfolio can be taken to internship interviews, added to during the internship, and then used again during the post-internship job search.

Step 3: Make contact with potential internship sites. The first contact with an internship site may be made in several ways. It is always wise to seek the advice and assistance of university graduate trainers regarding where and how to apply for an internship; indeed, in some approved training programs, faculty members prefer to facilitate initial contacts with internship sites personally. In other cases,

first contact is made by the prospective intern. Many internship openings are advertised through the Job Placement Committee of the Illinois School Psychologists Association (ISPA). Prospective interns can contact the committee chairperson for a current list of openings, or can make initial contact at the Job Placement service at the annual ISPA convention. Many districts send representatives to the ISPA convention to interview internship candidates. Students may also write or call desired sites directly to ask if an internship will be available during the coming year. If the site is interested in having an intern, the student is usually asked to send a transcript and a resume, including names and phone numbers of professional references.

Step 4: Participate in an on-site interview. If a school district or cooperative is interested in employing an intern, they generally invite prospective interns to come in for a personal interview. The content of the interview varies greatly from place to place and may range from quite informal to very formal. Some sites may have a relatively structured interview process, in which prospective interns are asked a standard set of questions. Others may just tell the applicant about the site and then ask for questions. Still other sites may actually ask the interviewee to demonstrate test administration abilities during the interview.

In general, the process of finding an internship may depend a great deal upon the needs of the students and the requirements of the training program. Some students are either “place-bound” (i.e., they have family or other commitments in a particular geographical area within the state) or they would like to live in a specific location in the state during the internship for other reasons. For such students, looking for an internship usually involves writing or calling school districts and special education cooperatives within the geographical area of choice to see if internship opportunities exist. If the geographical area of choice is near the student’s training program, often the program coordinator and/or other faculty members are aware of internship possibilities in the area. It is advisable for place-bound students to make contacts with area school psychologists and other school personnel early in their training, so that the school district can plan in advance on having an intern during a particular year. Sometimes, practicum experience can even be arranged in these home districts, providing the students with a “foot in the door” when it comes to seeking an internship at that site.

Students who are not place-bound may wish to find an internship with the greatest probability of leading to a permanent position. Such students may have a preference for working and living in a particular area. Such individuals should look at all of the possibilities within a reasonable driving distance of the geographical area they wish to consider. A preliminary interview might provide them with some ideas as to the likelihood that an internship might develop into a permanent job. Students should always keep in mind, though, that districts or cooperatives cannot guarantee a job following the internship. By the same token, interns should not allow themselves to be pressured into signing a contract in which they agree to spend one or more years post-internship working for a

particular district or cooperative. Many factors can arise between the start of one school year and the beginning of the next one (e.g., staff members retire or move, or districts face cutbacks), making it difficult to predict where job openings will occur. During the course of the internship, the site administration may decide it would prefer to hire someone other than the intern; equally often, interns may decide they want a different type of site for long-term employment.

In addition to the place-bound student or the student seeking a position with the greatest likelihood of leading to a permanent position, some students may want to find the best possible internship setting to meet their needs for training and experience. Some prospective interns, for example, want to be in sites where they can spend more time with school-aged children, or with children who are bilingual and bicultural. There are internship sites in Illinois that offer greater opportunities to have these kinds of experiences. Other interns, particularly those who support themselves and their families on the internship salary, may look for the internship site that offers the most money and the best fringe benefits.

Are some internship sites better than others?

This is a difficult question to answer simply because there are so many variables to consider in evaluating an internship site. Probably the most important determinant of internship satisfaction is the relationship between the intern and the intern supervisor. If the intern and the supervisor get along well, respect each other's skills, and allow sufficient time to discuss specific questions, as well as general professional issues, then the internship will most likely be a good experience for the intern and the intern supervisor. As mentioned above, in any internship setting, you must weigh the amount of training you will be receiving against the amount of service you will be expected to provide.

Ideally, the prospective intern wants a supervisor who is supportive and who sees the role of the intern as that of training first and service second. The supervisor should be easily approachable when questions arise and should be able to provide constructive criticism. It is often helpful for an intern to work in a district or cooperative employing several school psychologists, so that the intern can observe a variety of professional styles. Also, the intern should be given the opportunity to attend relevant workshops and conferences, to conduct research projects, to visit local and regional agencies to which children may be referred for various services, and perhaps to spend a day or two visiting another intern in a different internship site.

How long does a school psychologist have to be employed by a district or cooperative before they can supervise an intern?

A school psychologist wishing to supervise interns must have a current School Service Personnel Certificate (Type 73) with endorsement in school psychology and at least two school years of full-time experience working as a school

psychologist in Illinois. He/she must be employed as a full-time school psychologist in the hiring district or cooperative and must have been working there for at least one year prior to the hiring of an intern. School psychologists employed on a contractual or casework basis will not be approved as intern supervisors. Intern supervisors should be employed in a district or cooperative that has the services of at least two certified school psychologists. Districts that employ only one school psychologist will be considered for approval only if supplementary services are provided to the district by a joint agreement.

What paperwork and other requirements must be completed prior to the internship? What are the requirements to obtain certification after the internship is completed?

As spelled out in Chapter 2, at the beginning of the internship, interns will need to bring an original and a signed copy of ISBE Form 73-44, Notification of School Service Personnel Intern Eligibility Status, from the training program to the internship site.

At the end of the internship, the training program sends the Illinois State Board of Education (ISBE) ISBE Form 73-03D indicating that the intern has completed all of the university's academic and internship requirements. The other requirement that must be fulfilled is passing the Illinois State Board of Education Certification Test. School psychologists must pass the Basic Skills portion of the test, as well as the School Psychology Subject Area Test. Information about these tests may be obtained from regional superintendents, university program directors, and/or university certification offices.

After the required tests are passed and the letter of entitlement is received ISBE then issues a School Service Personnel Certificate (Type 73) to the newly certified school psychologist.

How is my internship funded, and what is the typical internship salary?

Currently, the Illinois State Board of Education reimburses school districts and cooperatives for part or all of the intern's salary. The exact dollar amount reimbursed varies from year to year, according to the budget approved by the State Legislature and the Governor. No intern should ever be offered less than the pro-rated state reimbursement. Because in recent years, there have been more internship sites than interns, and also because there has been a shortage of school psychologists in many parts of the state, some districts and cooperatives offer to pay more than the required minimum (e.g. state reimbursement), in order to make their sites more attractive to prospective interns. These additional dollars are not reimbursed by the state.

Prospective interns are encouraged to ask if they will receive any benefits other than salary, e.g. health insurance, mileage reimbursement, and money for

professional meetings and conferences (see Chapter Four for policies on these issues).

What if problems develop during the internship?

If difficulties occur, the intern is advised to keep a record of the problems and any attempts made by either party to resolve them. As a first step toward resolution, it is generally appropriate for the intern to contact the site supervisor to discuss the concerns and try to find mutually agreeable solutions. If the problems continue, particularly if there is a conflict between the intern and the site supervisor, the intern should contact the university supervisor to ask for advice and assistance. These same actions (keeping records and contacting the university supervisor) are also the appropriate courses of action for the intern supervisor who may be concerned about an intern's skills or progress.

How will I be evaluated during the internship?

Internship sites and training programs may differ somewhat on the evaluation procedures they employ.

Must I do my internship in Illinois?

No, but the internship must meet all of the criteria outlined in this manual and the training program. It is true that the transition from internship to certification is simplified if students from Illinois state-approved programs complete their internships in Illinois; however, it is not mandatory that they do so. If you intend to practice in another state, you may find it to your benefit to secure an internship in the state in which you ultimately will be employed.

APPENDIX D

NASP Standards for Internship Programs

[Reprinted from the National Association of School Psychologists Standards for Training and Field Placement Programs in School Psychology (2000)]

III. FIELD EXPERIENCES/INTERNSHIP

School psychology candidates have the opportunities to demonstrate, under conditions of appropriate supervision, their ability to apply their knowledge, to develop specific skills needed for effective school psychological service delivery, and to integrate competencies that address the domains of professional preparation and practice outlined in these standards and the goals and objectives of their training program.

3.1 Supervised practica and internship experiences are completed for academic credit or are otherwise documented by the institution. Closely supervised practica experiences that include the development and evaluation of specific skills are distinct from and precede culminating internship experiences that require the integration and application of the full range of school psychology competencies and domains.

3.2 The internship is a collaboration between the training program and field site that assures the completion of activities consistent with the goals of the training program. A written plan specifies the responsibilities of the training program and internship site in providing supervision, support, and both formative and summative performance-based evaluation of intern performance.

3.3 The internship is completed on a full-time basis over one year or on a half-time basis over two consecutive years. At least 600 hours of the internship are completed in a school setting. (Note: Doctoral candidates who have met the school-based internship requirement through a specialist-level internship or equivalent experience may complete the doctoral internship in a non-school setting if consistent with program values and goals. Program policy shall specifically define equivalent experiences and explain their acceptance with regard to doctoral internship requirements.)

3.4 Interns receive an average of at least two hours of field-based supervision per full-time week from an appropriately credentialed school psychologist or, for non-school settings, a school psychologist appropriately credentialed for the internship setting.

3.5 The internship placement agency provides appropriate support for the internship experience including: (a) a written agreement specifying the period of appointment and any terms of compensation; (b) a schedule of appointments, expense reimbursement, a safe and secure work environment, adequate office space, and support services consistent with that afforded agency school psychologists; (c) provision for participation in continuing professional development activities; (d) release time for internship supervision; and (e) a commitment to the internship as a diversified training experience.

Ethics

School psychologists are expected to adhere to the *Principals for Professional Ethics* (National Association of School Psychologists, 2000) at all times. Because of this professional expectation, a separate Ethics Standard was not developed. However, knowledge and performance indicators that address ethical issues were included throughout the document.

These Standards were aligned with the National Association of School Psychologists' Standards for the Credentialing of School Psychologists and the Draft Illinois Professional Student Service Provider Standards.

APPENDIX E

SAMPLE UNIVERSITY AND SITE AGREEMENT

SPECIALIST INTERNSHIP AGREEMENT
FOR THE _____ ACADEMIC YEAR

Name of School System/Agency

has agreed to accept

Name of Specialist Intern

as an intern for the _____ academic year. The internship site and the intern agrees to observe the following arrangements in meeting the requirements of the internship.

1. **DURATION:** The internship will begin on August ____, _____ and continue through June ____, _____. The intern is expected to follow the same daily schedule and yearly calendar as other school psychology staff employed by the local school system/agency. The intern is not required to remain in the employment of the local school system/agency beyond the term of the internship. Furthermore, the intern is not guaranteed employment beyond the term of the internship.
2. **HOURS:** The intern is appointed on a full-time basis for one year. The intern must complete at least 1,200 hours of supervised experience. As with regularly employed pupil services personnel, the intern demonstrates a commitment to the provision of psychological services not necessarily reflected in hourly schedules.
3. **LOCATION:** The internship will be performed at the following location (s):

Name of School District:

Address:

4. **PLAN:** Internship activities shall be determined by a written plan developed jointly by the intern and school district personnel and approved by the University internship supervisor. It is expected the plan will be consistent with the guidelines and objectives as contained in the Internship Handbook and

with the internship training standards promulgated by the National Association of School Psychologists (NASP) internship criteria.

5. COMPENSATION: The intern is provided a salary commensurate with his or her level of training, experience and period of appointment. The intern will be paid in the amount of \$_____ for the term of the internship. Any work related travel necessary to fulfill the requirements of the internship shall be reimbursed in accordance with the policies of the local school system/agency.
6. CONFERENCES, SEMINARS, AND IN-SERVICE TRAINING: Ongoing conferences, seminars, and in-service training opportunities available to employed school psychologists should also be available to interns. The intern is encouraged to participate in state, regional, and national level meetings for school psychologists. Expense reimbursement consistent with policies pertaining to agency school psychologists is consistent with policies pertaining to agency school psychologists. Released time for attendance at professional meetings is required.

The intern will be expected to attend the following conferences, seminars, and/or in-service training program (s):

Intern/intern supervision workshop
Illinois School Psychologists Association (ISPA) Annual Conference
University Internship Seminars

7. WORK ENVIRONMENT: Consistent with the availability of resources to employed staff, the intern is provided adequate supplies and materials to carry out the functions of the internship. An appropriate work environment should include adequate privacy of office facilities and access to secretarial assistance, telephone services, office equipment, and copying machines.
8. SUPERVISION: The cooperating practitioner must hold a valid credential as a school psychologist. Full-time employment at the internship setting for at least one year prior to assuming supervisory responsibilities for an intern is required. Concurrent full-time employment as a school psychologist is required.

Cooperating practitioners shall provide at least two hours per week of direct supervision for each intern and be responsible for no more than two interns at a time. The intern will receive at least two hours of supervision per week directly from:

Name of Cooperating Practitioner

Certification Number and State

The university supervisor (or designate) shall maintain an ongoing relationship with the cooperating practitioner and the intern. The university supervisor (or designate) will make at least one site visit per semester for each intern.

9. TRAINING COMMITMENT: The local school system/agency is primarily committed to the internship as a training experience. Employing interns as a means of acquiring less expensive services is unacceptable. Interns are expected to participate in tasks appropriate to the completion of the internship training plan. The intern will not be asked to serve in any capacity other than that for which she or he was appointed.

APPROVAL:

Signatures:

_____ Intern	_____ Date
_____ Cooperating Practitioner	_____ Date
_____ University Supervisor (or Designee)	_____ Date

Sample

DOCTORAL INTERNSHIP AGREEMENT

between

Name of University

and

Name of Consortium

It is mutually agreed by _____ that an internship program will be provided. The interns shall be provided with training and supervision opportunities which will assist them in increasing their awareness, sensitivity, knowledge, and practice about the issues impacting the psychological development, health status, and social development of racial, ethnic and economic minorities.

1. The internship site agrees and promises to:
 - A. provide to the school psychology intern the opportunity to carry out major professional functions under appropriate supervision in a sequence of experiences designed to enhance professional attitudes, responsibility, communication skills, critical judgment, and technical skills;
 - B. provide a training experience of a minimum of supervised hours, obtained in not less than a 12-month period; and
 - C. provide appropriate support for the internship experience to include:
 - (1). a written contractual agreement specifying the school psychology intern as a permanent employee for a term of 12 months (a calendar year); terms of compensation including the amount of compensation and proration of salary in 12 monthly or 22 bi-weekly equal paychecks; employment is limited to the period of appointment, the intern is not guaranteed employment beyond that period nor is the intern required to stay in the employment of the Consortium;
 - (2). a salary at a level commensurate with the intern's experience and at a level that allows the intern to be fully devoted to training;
 - (3). employee benefits consistent with those of other school psychologists including:
 - a. sick leave;
 - b. holidays;
 - c. optional group hospitalization and surgical benefits plan;
 - d. expense reimbursement according to schedule for job-related travel;
 - e. deductions for teacher retirement;
 - f. other benefits such as pretax withdrawal of health insurance premiums, annuities, etc.;

- g. provision for participation in continuing professional development activities on a released-time basis; and
- h. appropriate work environment including adequate equipment, materials, secretarial services, and office facilities;
- (4). employ a clearly designated, actively licensed/certified professional school psychologist who is responsible for the integrity and quality of the internship program;
- (5). provide an average of at least four hours per week of regularly scheduled, formal, face-to-face supervision with the specific intent of dealing with school psychological services rendered directly by the intern (At least two hours of supervision are on an individual basis. The mentor, a licensed and certified professional school psychologist, must provide at least an hour of individual supervision per week.);
- (6). provide in addition to supervision an additional average of at least two hours per week in scheduled learning activities such as a core internship curriculum dealing with professional issues, specialty rotation(s), in-service training, etc.;
- (7). assure at least 40% of the intern's time is in direct client contact;
- (8). assure the intern is allowed to spend time in research activity;
- (9). assure the intern has unscheduled opportunities and scheduled opportunities such as in-service meetings, conferences, etc., to interact professionally with other school psychology interns, school psychologists, and persons from other disciplines and agencies;
- (10). provide a description of the goals and content of the internship including clearly stated expectations for the nature of the experiences and for the quantity and quality of the work;
- (11). designate the stature of the trainee by the title of "School Psychology Intern;"
- (12). assure reports by the intern to consumers are designed by the licensed professional school psychologist responsible for the intern;
- (13). provide at a minimum an evaluation of the intern's experience consistent with specific training objectives at mid-semester and the end of the semester;
- (14). certify the internship requirements have been met and provide appropriate recognition to the intern's successful completion of the internship with the award of a certificate; and.
- (15). inform the University of changes in school district/agency policy, procedures, and staffing that might affect the internship experience.
- 2. The University agrees and promises to:
 - A. certify at the time of arrival of the intern:
 - (1). Completion of course work in scientific, applied, and specialty areas, including formal assessment/ diagnosis and intervention/treatment; and
 - (2). Completion of a formal introduction to ethical and professional standards;
 - B. notify the Internship Supervisor of any change in the student's status prior to internship;
 - C. provide an internship supervisor who shall maintain an-ongoing relationship with the Internship Supervisor and shall provide at least one field-based contact during the semester with the intern; and
 - D. upon request of the school district/agency, withdraw from employment any intern whose performance is unsatisfactory or whose personal characteristics prevent

desirable relationships within the school district/agency. The University may reassign or withdraw an intern in placement after consultation with appropriate school district/agency representative if such alteration is in the best interest of the student, the school district/agency or the University.

3. It is mutually agreed:
 - A. the school psychology intern shall function within the policies of the school district/agency;
 - B. the school psychology intern shall receive due process at the same level as other psychological staff consistent with the School Board policy and applicable law; and
 - C. the university and the school district/agency will not discriminate on the basis of race, color, creed, age, national origin, or sex (except as provided by law) nor will either party discriminate on the basis of handicap under Section 504 of the Rehabilitation Act of 1973.
4. This agreement shall remain in effect indefinitely but is subject to review and revision at the request of either party. Either party may terminate this agreement by notification of intent of termination given at least three months in advance of the desired date of termination.

Coordinator of Internships Printed Name

Signature

Department

Name of the University

Date

Internship Field Supervisor's Printed Name/Credential Number

Signature

Name of School District/Agency

Address of School District/Agency

Date

APPENDIX F

Internship Plan – Possible Activities for Performance Indicators

The following is a list of possible activities that that Intern might complete in order to demonstrate proficiency in each of the 11 ISBE/NASP Standards/Domains. The list is not meant to be comprehensive, nor must an intern complete each of the activities to demonstrate proficiency. The list is to be used as a guideline in developing an appropriate internship plan based upon the district and the needs of the intern. Activities are listed in alphabetical order.

STANDARD 1 – Data-Based Decision Making and Accountability: The competent School Psychologist has knowledge of varied models and methods of assessment that yield information useful in identifying strengths and needs, in understanding problems, and in measuring progress to collect data and other information, translate assessment results into empirically-based decisions about service delivery, and evaluate the outcomes of services. Data-based decision-making permeates every aspect of professional practice. These skills may be demonstrated by selecting from the following activities:

- 1) Attending and participating in seminars and workshops designed to develop specific diagnostic and behavioral analysis skills, such as assessing students with low incidence visual or hearing impairments, autism or health impairments;
- 2) Being exposed to a variety of referral questions including:
 - (a) Eligibility for early entry into school,
 - (b) Preschool screening programs,
 - (c) Eligibility for special education and related services,
 - (d) Difficulty with classroom management,
 - (e) Children who have had difficulty in school for a number of years but whose problems and their causes have never been clearly determined,
 - (f) Underachieving children,
 - (g) Eligibility for participation in programs for gifted and talented students,
 - (h) Retention or promotion,
 - (i) Student behavior;
- 3) Communicating psychological/Psychoeducational assessment results and recommendations during MDC meetings in a manner in which the MDC team can make meaningful decisions based on the information presented;
- 4) Comparing and contrasting NASP Standards and District Policies;
- 5) Completing Functional Behavior Assessments;

- 6) Creating/Completing Curriculum Based Measurements (both benchmarks and Norming);
- 7) Completing classroom observations;
- 8) Conducting structured clinical interviews with students, parents, and school staff members as appropriate;
- 9) Conferring frequently and regularly with the supervising school psychologist regarding collection of data, interpretation, report writing, etc;
- 10) Consulting with administrators;
- 11) Consulting with parents;
- 12) Consulting with teachers;
- 13) Creating a database of community resources;
- 14) Creating charts/graphs to demonstrate obtained data;
- 15) Critiquing published tests;
- 16) Demonstrating knowledge of quantitative methods to evaluate professional problems including the ability to effectively evaluate an intervention or an entire program;
- 17) Demonstrating the ability to evaluate the efficacy of interventions through the use of progress monitoring and on-going program evaluation;
- 18) Demonstrating the ability to administer, score, and interpret measures of intellectual functioning (individual and group Developing a resource directory for parents;
- 19) Demonstrating the ability to administer, score, and interpret measures of academic functioning
 - (a) Knowledge of traditional standardized instruments,
 - (b) Knowledge of Curriculum-Based Measurement/Assessment (CBM), and
 - (c) Knowledge of Authentic and Portfolio Assessment;
- 20) Demonstrating the ability to conduct ecological/environmental assessments of the learning environment (e.g., classroom, home)
 - (a) Knowledge of observation codes and coding systems/techniques.
 - (b) Knowledge of functional analysis.
 - (c) Knowledge of rating scales;
- 21) Demonstrating the ability to administer, score, and interpret measures of individual behavior
 - (a) Knowledge of observation codes and coding systems/techniques.
 - (b) Knowledge of functional analysis.
 - (c) Knowledge of rating scales, and
 - (d) Knowledge of interview techniques;
- 22) Demonstrating the ability to administer, score, and interpret measures of personality/social-emotional functioning
 - (a) Knowledge of objective measures,
 - (b) Knowledge of projective measures, and

- (c) Knowledge of the DSM-IV diagnostic criteria;
- 23) Demonstrating the ability to administer, score, and interpret measures for infants and preschool-aged children and their families
 - (a) Knowledge of traditional/standardized techniques,
 - (b) Knowledge of Play-Based Assessment,
 - (c) Knowledge of Dynamic Indicators of Basic Early Literacy Skills (DIBELS), and
 - (d) Knowledge of family assessment techniques;
- 24) Developing appropriate and practical recommendations which address referral questions based on child's situation and case study results;
- 25) Developing IEP goals that align with regular education standards;
- 26) Developing instructional plans;
- 27) Developing intervention strategies;
- 28) Developing proficiency in behavior modification techniques, cognitive-instructional interventions, and models of alternative service delivery which link assessment to intervention;
- 29) Developing proficiency in the administration, scoring, and interpretation of a wide variety of diagnostic instruments, as well as in the appropriate use of observation and assessment approaches such as norm-referenced testing, portfolio assessments, performance based assessments, dynamic assessments, curriculum based assessments, and informal assessment techniques;
- 30) Developing/evaluating crisis plan;
- 31) Developing skills in conducting intake and diagnostic interviews with child, parents, school personnel, community agencies, etc., to help determine individualized assessment and interventions;
- 32) Doing Internet research;
- 33) Engaging in accountability practices which document the day-to-day activities of the school psychologist (e.g., daily logs, case notes, and treatment plans);
- 34) Evaluating students over a broad range of age and abilities;
- 35) Integrating data (e.g., background, observational, interventions, and diagnostic assessments) into a meaningful, thorough, concise case study report;
- 36) Making appropriate recommendations for intervention and program modifications based on pre-referral intervention findings, consultative procedures, and/or assessment results;
- 37) Participating in creating an inservice program;
- 38) Participating in school improvement activities;
- 39) Participating in Team Meetings;
- 40) Report writing;
- 41) Reviewing the literature for new information;
- 42) Sharing/interpreting results of assessments;
- 43) Systematically evaluating at risk children and children with disabilities at various age and grade levels;

- 44) Systematically observing children in various aspects of the school setting (i.e. behavioral observation and assessment of the learning/instructional environment);

STANDARD 2 – Consultation and Collaboration: The competent School Psychologist has knowledge of behavioral, mental health, collaborative, and/or other consultation models and methods and of their applications to particular situations. The competent School Psychologist collaborates effectively with others in planning and decision-making processes at the individual, group, and system level. These skills may be demonstrated by selecting from the following activities:

- 1) Attending and participating in inservice training programs for teachers;
- 2) Attending and participating in IEP meetings;
- 3) Attending and participating in support team meetings;
- 4) Attending and participating in team meetings;
- 5) Attending and participating in multidisciplinary staff conferences with individual teachers, principals, parents, community agencies, private representatives, etc;
- 6) Attending and participating in (presenting, if possible) in-service training programs and workshops for parents and/or school personnel that focus on enhancing child Psychoeducational/psychological development and understanding the needs of exceptional children;
- 7) Becoming familiar with the educational programs provided through the local cooperative, local school districts, and/or the community for parent/families of children with special needs (observe and participate in meetings when possible);
- 8) Becoming familiar with various models of consultation such as mental health, organization-development and behavioral;
- 9) Becoming involved (i.e., consultation, psychological assessment and therapeutic intervention) in various types of special education programs including self-contained classrooms, resource rooms, and therapeutic school settings;
- 10) Being instructed by the supervising school psychologist or administrator regarding school policies, customary channels of communication, consultation procedures, etc.;
- 11) Being involved in pre-referral interventions;
- 12) Collaborating on multicultural issues within the District;
- 13) Communicating with community agencies;
- 14) Completing Case studies;
- 15) Conferring informally with teachers, principals, and pupil personnel services staff in the schools and developing the ability to function effectively in crisis situations;
- 16) Conferring informally with school personnel in regard to student Psychoeducational/social-emotional/behavioral difficulties and the role

- and function of the school psychologist as a health care provider in the school;
- 17) Consulting with administrator;
 - 18) Consulting with parent;
 - 19) Consulting with student;
 - 20) Consulting with teacher;
 - 21) Demonstrating familiarity with and ability to utilize major consultation models:
 - (a) Behavioral (Problem-Solving) Consultation,
 - (b) Mental Health Consultation, and
 - (c) Organizational Consultation.
 - 22) Demonstrating the ability to collaborate and implement problemsolving techniques in individual and group/team meetings. Consult/collaborating regularly with:
 - (a) Parents: before and/or after child's case study evaluation and before program changes;
 - (b) Building-based intervention: pre-referral/student assistance teams;
 - (c) General and Special Education teachers regarding student's academic performance, social-emotional status, and behavior as well as teacher's classroom management techniques, teaching style, organization of environment, knowledge of child development/exceptionalities, and the implementation/modification of interventions;
 - (d) Special Services support staff including nurses, language therapists, and physical and occupational therapists regarding effective management of cases, and to monitor case completion and interventions; and
 - (e) Representatives of relevant community agencies and private practitioners in order to coordinate support systems and/or placements;
 - 23) Developing a resource portfolio for parent;
 - 24) Developing and implementing various remediation or intervention strategies;
 - 25) Developing intervention strategies;
 - 26) Developing web sites;
 - 27) Functioning as a team leader in assisting school personnel in providing appropriate Psychoeducational services to children;
 - 28) Keeping appropriate counseling notes;
 - 29) Participating in consultative activities in other applied settings, e.g. community agencies, clinics, hospitals, etc.;
 - 30) Participating in formal case conferences with teachers, building principals, parents, representatives of community agencies, physicians, and specialized personnel in the school setting;
 - 31) Participating in Individual/group presentations;
 - 32) Participating in team meetings;

- 33) Participating in the problem-solving process;
- 34) Participating on a pupil personnel services team with joint responsibility for individual diagnostic cases;
- 35) Presenting at parent programs;
- 36) Providing feedback (written and/or oral) to teachers regarding classroom observations, consultative meetings, and intervention planning/monitoring, etc;
- 37) Providing consultation to instructional staff and students;
- 38) Providing inservice training;
- 39) Providing opportunities to discuss the role and function of the school psychologist with the school staff;
- 40) Providing PowerPoint presentations;
- 41) Providing School Board presentations;
- 42) Providing Student counseling;
- 43) Securing confidential records;
- 44) Sharing professional development information;
- 45) Utilizing appropriate discretion in sharing information;
- 46) Utilizing appropriate staff communication;
- 47) Utilizing appropriate written communications;
- 48) Utilizing Email communications;
- 49) Working with ALL students in collaboration with parents, teachers, and other specialized personnel, such as school social workers, school counselors, school nurses, speech and language pathologists, etc.;
- 50) Working cooperatively with community agencies and facilities (how to initiate referrals, who to contact, procedures for obtaining and releasing confidential information, and ethical considerations);
- 51) Writing Newsletter articles;

STANDARD 3 – *Learning and Instruction:* The competent school psychologist has knowledge of human learning processes, techniques to assess these processes and of direct and indirect services, including instructional interventions and consultation, applicable to the development of cognitive and academic skills. The competent school psychologist, in collaboration with others, develops appropriate cognitive and academic goals for students with different abilities, disabilities, strengths, and needs; implements interventions to achieve those goals; and evaluates the effectiveness of the implemented interventions. These skills may be demonstrated by selecting from the following activities:

- 1) Appropriately applying criteria for disabilities and eligibility;
- 2) Being involved in wraparound services;
- 3) Collaborating with a variety of school personnel;
- 4) Collaborating with colleagues regarding IEP goals;
- 5) Communicating with on-site supervisor;
- 6) Completing Curriculum Based Measurements (benchmarks and/or Norming);

- 7) Completing Functional Behavioral Assessments;
- 8) Completing Internet research for evidence based interventions;
- 9) Completing PowerPoint presentations regarding appropriate interventions;
- 10) Consulting concerning alternative assessment measures;
- 11) Demonstrating the ability to develop effective interventions for academic concerns
 - (a) Knowledge of effective learning/teaching practices.
 - (b) Ability to implement specialized instructional approaches including:
 - Task analysis,
 - Curricular modifications,
 - Instructional strategies, and
 - Modification of instructional materials;
- 12) Demonstrating the effective use of classroom behavior management
 - (a) Knowledge of reward and punishment procedures to effectively increase appropriate behaviors and decrease inappropriate behaviors, and
 - (b) Knowledge of maintenance and generalization techniques (including factors that increase/decrease maintenance and generalization);
- 13) Developing a database of community resources;
- 14) Developing and monitoring intervention strategies;
- 15) Interviewing administrator/teachers;
- 16) Joining list serves;
- 17) Observing in classrooms;
- 18) Participating in school improvement teams;
- 19) Referring to outside agencies;
- 20) Reflectively analyzing own performance;
- 21) Reviewing and analyzing records;
- 22) Reviewing and interpreting existing evaluation techniques;
- 23) Reviewing articles for evidence based interventions;
- 24) Using Standardized tests appropriately;
- 25) Working collaboratively with teachers in developing and monitoring intervention strategies;
- 26) Working with students across all ages and diverse backgrounds.

STANDARD 4 – Socialization and Development of Life Skills: The competent school psychologist has knowledge of human developmental processes and techniques to assess these processes, and direct and indirect services, including consultation, behavioral assessment-intervention, and counseling, applicable to the development of academic, behavioral, affective, adaptive, social, and career goals. The competent school psychologist, in collaboration with others, develops appropriate behavioral, affective, adaptive, social, and career goals for students of varying abilities, disabilities, strengths, and needs; implements interventions to achieve those goals; and evaluates the

effectiveness of interventions. Such interventions include, but are not limited to, consultation, behavioral assessment/intervention, and counseling. These skills may be demonstrated by selecting from the following activities:

- 1) Being involved in the problem solving process;
- 2) Being involved in transitional planning;
- 3) Completing a Functional Behavioral Assessment;
- 4) Completing adaptive behavior scales;
- 5) Completing an interest inventory;
- 6) Completing case studies;
- 7) Completing classroom observations;
- 8) Creating simulations;
- 9) Determining developmental appropriateness of toys/projects;
- 10) Developing a resource directory for parents;
- 11) Developing an inservice program;
- 12) Developing instructional plans;
- 13) Developing intervention strategies;
- 14) Keeping Logs;
- 15) Participating in reflective supervision;
- 16) Participating in team meetings;
- 17) Practicing by utilizing role play;
- 18) Providing consultation to teachers, parents, administrators and staff;
- 19) Providing parent programs;
- 20) Providing student counseling (individual and group);
- 21) Reflectively analyzing own performance.

STANDARD 5 – *Student Diversity in Development and Learning:* The competent school psychologist understands individual differences, abilities, and disabilities and the potential influence of biological, social, cultural, ethnic, experiential, socioeconomic, gender-related and linguistic factors in development, learning, and communication skills. The competent school psychologist demonstrates sensitivity and other skills needed to work with individuals of diverse characteristics and to implement strategies selected and/or adapted based on individual characteristics, strengths, and needs. These skills may be demonstrated by selecting from the following activities:

- 1) Attending ISPA Convention;
- 2) Attending NASP Convention;
- 3) Attending seminars/workshops;
- 4) Attending team meetings;
- 5) Being involved in an evaluation of a linguistically diverse student;
- 6) Being involved in the problem solving process;
- 7) Comparing/contrasting NASP standards with District policies;
- 8) Completing case studies in an unbiased manner;
- 9) Consulting with on-site supervisor;

- 10) Demonstrating an awareness of cultural differences and an understanding of non-biased assessment;
- 11) Demonstrating an awareness and understanding of cultural differences and counseling issues;
- 12) Demonstrating an awareness of cultural differences when designing interventions;
- 13) Developing a database of community resources;
- 14) Developing an inservice program;
- 15) Developing an inservice program dealing with diversity;
- 16) Developing evidence based intervention strategies;
- 17) Developing instruction plans;
- 18) Developing parent programs;
- 19) Evaluating a child with a low incidence disability;
- 20) Participating in peer mediation;
- 21) Providing an Individual/group presentation;
- 22) Providing consultation to teachers, parents, students, administrators, and staff;
- 23) Providing individual/group counseling;
- 24) Reflectively analyzing own performance;
- 25) Supporting team participation.

STANDARD 6 – School and Systems Organization, Policy Development, and Climate: The competent school psychologist has knowledge of general education, special education, and other educational and related services. The competent school psychologist understands schools and other settings as systems. The competent school psychologist works with individuals and groups to facilitate policies and practices that create and maintain safe, caring, supportive, and effective learning environments for children and others. These skills may be demonstrated by selecting from the following activities:

- 1) Attending and participating in a Board of Education Meeting;
- 2) Attending and participating in building meetings;
- 3) Attending and participating in district meetings;
- 4) Attending and participating in support team meetings;
- 5) Attending and participating in team meetings;
- 6) Attending in-service meetings;
- 7) Attending the meeting of all new school employees at the beginning of the year;
- 8) Demonstrating an understanding of the organizational characteristics of schools that affect the mental health of children (e.g., special education service delivery, school climate, leadership, political issues);
- 9) Demonstrating an understanding/familiarity with principles of system change and the Organizational Development model of consultation;

- 10) Demonstrating the skills to function as a team leader in assisting school personnel in providing appropriate educational programs for children;
- 11) Demonstrating the skills to function as one of the school system's key change agents through active involvement in designing/planning;/implementing reforms in the following system level programs:
 - (a) Flexible Service Delivery System,
 - (b) Early Childhood Program,
 - (c) Curriculum-Based Measurement, and
 - (d) Intervention Study Team;
- 12) Developing a database of community resources;
- 13) Developing a resource directory for parents;
- 14) Developing a resource portfolio for parents;
- 15) Developing an newsletter article;
- 16) Discussing with supervisors the organization and administration of psychological services in the schools;
- 17) Functioning as an integral part of the office and clerical procedure; communicating needs to secretaries, performing paperwork, etc., relative to providing psychological services in the schools
Interviewing administrators of curriculum, special education, business, technology, etc.;
- 18) Interviewing an administrator/staff;
- 19) Observing in various types of programs and classes;
- 20) Participating in grant writing;
- 21) Participating in the school achievement plan;
- 22) Reading selected materials regarding public school organization an innovative trends in education.

STANDARD 7 – Prevention, Crisis Intervention, and Mental Health: The competent school psychologist has knowledge of human development and psychopathology and of associated biological, cultural, and social influences on human behavior. The competent school psychologist provides or contributes to prevention and intervention programs that promote the mental health and physical well-being of students. These skills may be demonstrated by selecting from the following activities:

- 1) Applying various interviewing techniques to students and parents to identify potential problems;
- 2) Attending mental health workshops;
- 3) Becoming familiar with (and implement, if necessary) individual and school-wide crisis intervention techniques;
- 4) Being involved in Child find activities;
- 5) Being involved in preschool screenings;
- 6) Being involved in the Problem solving process;
- 7) Being involved in Wraparound services;

- 8) Co-facilitating a problem-focused or prevention-oriented student group (co-facilitation will occur with a staff school psychologist or social worker;
- 9) Co-facilitating (with school staff, school psychologist, or social worker) a school-wide mental health/behavior intervention program (problem-focused or prevention-oriented);
- 10) Co-facilitating a problem-focused or prevention-oriented parent group;
- 11) Completing a Functional Behavioral Assessment;
- 12) Completing a Record Review (discipline referrals, attendance);
- 13) Completing classroom observations;
- 14) Completing Curriculum Based Measurements (benchmarks and Norming);
- 15) Completing parent interviews;
- 16) Completing teacher interviews;
- 17) Consulting with health care professionals outside of school;
- 18) Demonstrating an understanding of schools as health care settings which influence the psychological development/mental health of individuals;
- 19) Demonstrating an understanding of the application of a variety of effective therapeutic intervention techniques for individuals with a range of difficulties (i.e., mental, emotional, behavior/nervous disorders, developmental disabilities, or learning disabilities);
- 20) Demonstrating the ability to develop effective interventions for social-emotional concerns
 - (a) Ability to identify skills and behaviors to be taught to increase student's social competence, and
 - (b) Ability to identify and manipulate environmental features that influence a student's social-emotional status;
- 21) Demonstrating knowledge of psychopharmacological effects;
- 22) Demonstrating the knowledge of when to refer to a physician for consideration of medication and assessment of medication effects;
- 23) Developing intervention plans;
- 24) Engaging in counseling with individual clients (including the management of progress notes and the development of treatment plans);
- 25) Maintaining an individual counseling load throughout the school year including regular and special education students;
- 26) Participating in character education;
- 27) Participating in the IEP team process;
- 28) Presenting health related workshops;
- 29) Providing consultation to parents, teachers, administrators, students, and staff;
- 30) Providing crisis intervention services to students, teachers, and administrators;

- 31) Providing group intervention/counseling as directed by the supervising school psychologist;
- 32) Providing information sessions in general education classrooms;
- 33) Providing inservice training;
- 34) Providing parent presentations;
- 35) Reviewing/critiquing the district crisis intervention plan;
- 36) Supporting team participation;
- 37) Visiting mental health clinics and community resources.

STANDARD 8 – Home/School/Community Collaborations: The competent school psychologist has knowledge of diverse family systems (e.g., single parent, foster parents, bi-racial parents, sexual orientation of parents), and understands influences on student development, learning, and behavior. Further, the competent school psychologist has knowledge of methods to involve families in education and service delivery. The competent school psychologist works effectively with families, educators, and others in the community to promote and provide comprehensive services to children and families. These skills may be demonstrated by selecting from the following activities:

- 1) Attending conferences with representatives of community agencies concerning such issues as educational and therapeutic planning, referral, follow-up, etc.;
- 2) Attending meetings and becoming involved with parent groups, such as the PTO and local associations for parents of children with disabilities;
- 3) Attending support teams;
- 4) Becoming familiar with state and federal services and programs, including vocational rehabilitation services, employment services, and regional programs for mental health. (School districts are encouraged to provide a library of publications describing these programs.);
- 5) Being involved in the school improvement plan;
- 6) Being involved in the student achievement plan;
- 7) Collaborating closely with parents;
- 8) Collaborating with other support staff;
- 9) Completing Curriculum Based Measurements (benchmarks and Norming);
- 10) Consulting with on-site supervisor;
- 11) Developing a resource directory for parents;
- 12) Developing evidence based intervention strategies;
- 13) Developing problem solving evidence based intervention strategies;
- 14) Making referrals to community agencies;
- 15) Providing counseling (group/individual);
- 16) Providing feedback (written and/or oral) to parents regarding classroom observations, consultative meetings, and intervention planning/monitoring, etc.;

- 17) Providing on-going home and school communication;
- 18) Visiting child guidance clinics, child welfare agencies, family service agencies, speech and hearing centers, juvenile courts, residential treatment centers, city and county health departments and residential centers for the blind, deaf, cognitively impaired, and physically disabled (These visits should provide an opportunity to discuss with the director or other appropriate personnel the agency's relationship to school psychological services.);
- 19) Visiting community agencies;
- 20) Visiting other educational settings (more or less restrictive);
- 21) Working cooperatively with community agencies and facilities (The intern is expected to learn how and when to make referrals; procedures for obtaining and sending information about children, and the ethical considerations involved in this type of activity.).

STANDARD 9 – Research and Program Evaluation: The competent school psychologist has knowledge of research, statistics, and evaluation methods; evaluates research; translates research into practice; and understands research design and statistics in sufficient depth to plan and conduct investigations and program evaluations leading to the improvement of services. These skills may be demonstrated by selecting from the following activities:

- 1) Assisting in the identification of critical problems which lend themselves to research;
- 2) Attending team meetings;
- 3) Completing a University based project (e.g. thesis);
- 4) Conducting research or special studies, including completing a research project or thesis, if applicable;
- 5) Conducting simple, informal types of evaluation studies in the schools;
- 6) Consulting with on-site and university supervisors;
- 7) Critiquing published tests;
- 8) Demonstrating the ability to design, conduct, interpret, and disseminate results of educational and psychological research as a means of contributing to the knowledge base of the profession by:
 - (a) Presenting research at the National Association of School Psychologists (NASP) convention,
 - (b) Presenting research at the Graduate Research Symposiums,
 - (c) Participating in a symposium at the at the state convention, and
 - (d) Completing/defending the dissertation/thesis;
- 9) Developing charts/graphs to demonstrate information;
- 10) Developing evidence based intervention strategies;
- 11) Developing instructional plans;
- 12) Evaluating the effectiveness of recommended special education placements;

- 13) Functioning as a knowledgeable consumer of research by evaluating and making appropriate use of educational and psychological literature (e.g., recommendation and implementation of empirically based interventions and programs and utilization of current and effective techniques); Interpreting research findings to teachers, parents and administrators;
- 14) Participating in meetings of committees established to examine areas of concern to the school and/or district;
- 15) Participating in ongoing research or evaluation studies in the schools;
- 16) Providing or being involved in inservice programs;
- 17) Providing PowerPoint presentations;
- 18) Reading appropriate journals and texts dealing with psychological and educational research;
- 19) Reflectively analyzing own performance;
- 20) Reviewing literature;
- 21) Reviewing literature on specific research activities problems or problems of particular interest to the intern;
- 22) Scheduling and attending periodic meetings/work days/phone calls with dissertation/thesis committee members at home University in order to complete required program research;
- 23) Systematically assessing the intern's effectiveness;
- 24) Writing a Newsletter article.

STANDARD 10 – School Psychology Practice and Development: The competent school psychologist has knowledge of the history and foundations of the profession; of various service models and methods; of public policy development applicable to services to children and families; and of ethical, professional, and legal standards. The competent School Psychologist practices in ways that are consistent with applicable standards, is involved in the profession, and has the knowledge and skills needed to acquire career-long professional development. These skills may be demonstrated by selecting from the following activities:

- 1) Affiliating with professional organizations such as the Illinois School Psychologists Association, Illinois Psychological Association, National Association of School Psychologists, American Psychological Association, Illinois Council for Exceptional Children, CHADD, LDA, etc.;
- 2) Attending and participating in meetings concerned with ethics, legal concerns, and social issues;
- 3) Attending and participating in meetings of the local school psychology staff, meetings of school psychologists from neighboring districts, as well as statewide and national meetings relating to the profession;
- 4) Attending meetings and conventions of professional school psychology organizations (local, state, and national);

- 5) Attending professional seminars;
- 6) Attending Team meetings;
- 7) Becoming familiar with professional standards governing school psychology adopted by professional NASP and APA;
- 8) Comparing/contrasting NASP standards and District practices;
- 9) Completing case studies appropriately and ethically;
- 10) Conducting inservice training programs for school personnel;
- 11) Consulting with on-site supervisor;
- 12) Demonstrating familiarity with current research from psycho-educational and psychological journals;
- 13) Demonstrating knowledge of the most current professional issues (e.g., school psychologist as a health-care provider, prescription privileges, managed health care, licensure) through acquisition and review of relevant materials;
- 14) Demonstrating knowledge of the most current educational and Special Education service delivery issues (e.g., Inclusion, Outcome-Based Education, Flexible Service Delivery Systems, and Wraparound Services);
- 15) Demonstrating knowledge of the most current legal and ethical practices and professional standards through acquisition and review of materials relating to:
 - (a) Special education mandates,
 - (b) State special education rules and regulations,
 - (c) Confidentiality,
 - (d) APA/NASP ethical principles,
 - (e) Abuse reporting mandates, and
 - (f) Procedural safeguards (e.g., court cases and hearings).
- 16) Designing and presenting an in-service program on a topic related to school psychology;
- 17) Developing a working knowledge of applicable state and federal regulations that affect the practice of school psychology;
- 18) Developing informational displays;
- 19) Developing products (charts/graphs) to explain information;
- 20) Discussing with the site-supervisor and Administrator of Psychological Services the difficulties and possible solutions in organizing and administering psychological services Discussing with the Administrator of Psychological Services difficulties and possible solutions in organizing and administering psychological services;
- 21) Engaging in accountability practices through the use of outcome based school psychological services (e.g., goal-oriented and data driven interventions, progress monitoring of interventions, and ongoing collection of data for interventions);
- 22) Keeping Logs;
- 23) Observing office and clerical procedures relevant to psychological services in the school;

- 24) Observing school psychologists in other school systems (Temporary assignments in another school system should be arranged, if at all possible.);
- 25) Participating in inservice training programs to develop new skills and refine acquired skills;
- 26) Participating in the school psychologist's role in the following activities:
 - (a) Identifying needs of the school system for special education programs,
 - (b) Studying the proposals for special education programs,
 - (c) Developing an understanding of special needs of children with disabilities among staff and community groups,
 - (d) Formulating recommendations regarding the development and implementation of special programs,
 - (e) Consulting with teachers, coordinators, and curriculum supervisors, and
 - (f) Attending building team meetings.
- 27) Providing consultation to teachers, parents, students, administrators and staff;
- 28) Reading selections from current professional publications regarding developments, trends, and issues in the fields of education and school psychology;
- 29) Receiving training experiences at the elementary and secondary levels. Attending and participating in informal gatherings of school psychologists on a regular basis;
- 30) Reviewing literature;
- 31) Selecting current readings related to the multiple roles of the school psychologist;
- 32) Studying the district policy manual;
- 33) Studying the Illinois School Student Records Act and the Rules and Regulations that apply;
- 34) Studying the School Code of Illinois, The Illinois Administrative Code, Part 226, Subchapter F as well as the Rules and Regulations that apply.

STANDARD 11 – Technology Standards: The competent school psychologist has knowledge of relevant information sources and technology; and accesses, evaluates, and uses information sources and technology in ways that safeguard or enhance the quality of services. These skills may be demonstrated by selecting from the following activities:

- 1) Communicating by Email;
- 2) Comparing and contrasting different report writing programs for accuracy and appropriateness;
- 3) Completing a Functional Behavior Assessment ;

- 4) Completing Curriculum Based Measurement (benchmarks and norms) and utilizing technology for data analysis and maintenance;
- 5) Completing Internet research;
- 6) Consulting with on-site supervisor;
- 7) Develop scoring rubrics;
- 8) Developing a database of community resources;
- 9) Developing a PowerPoint presentation;
- 10) Developing an instructional plan utilizing technology;
- 11) Developing graphs/charts to demonstrate information;
- 12) Developing intervention strategies utilizing technology ;
- 13) Joining a Listserv;
- 14) Keeping Journals;
- 15) Keeping Logs;
- 16) Posting on a bulletin board;
- 17) Reviewing the literature;
- 18) Reviewing the use of adaptive devices;
- 19) Using computer for statistical analysis;
- 20) Using technology at team meetings;
- 21) Using technology with scoring and report writing.

APPENDIX G

INTERNSHIP PLAN

_____ University
INTERNSHIP PLAN
School Year: _____

School Psychology Intern: _____ SS# _____

Supervising School Psychologist: _____

_____, a school psychology intern, has been employed full-time
by _____ School District/Special Education Cooperative. The parties agreed that the following learning
experiences will be provided during the _____ school year under the direct supervision of
_____, a certified school psychologist. The school administration of School
District/Special Education Cooperative understands that the internship is a learning and training experience which stresses the quality
and variety of experiences available to the intern. In the training process, there will inevitably be some service to the district. However,
it is stressed that the primary purpose of the internship is the training of the intern rather than service to the school district.

School Administrator

Date

University Intern Supervisor

Date

_____University
INTERNSHIP PLAN
 School Year: _____

School Psychology Intern _____

Supervising School Psychologist: _____

<p>In accordance with the ISBE School Psychology Standards, the following identifies those competency developments that are expected of the Intern School Psychologist at the conclusion of the internship year. The intent of the list of indicators is to provide guidelines regarding specific skill areas and an evaluative barometer to measure professional <i>growth at the stage of training at which the evaluation takes place.</i></p> <p>New Skill Level refers to a skill that is just being learned Developing Skill Level refers to being functionally knowledgeable about delineated process but not yet proficient at an entry practitioner level. Competent Skill Level refers to being knowledgeable about and has attained the skill level of an entry level practitioner.</p>	<p>INTERNSHIP PLAN OF ACHIEVEMENT (Completed with the Site Supervisor at the beginning of the Internship)</p>		FORMATIVE EVALUATION			INTERIM MID YEAR EVALUATION				SUMMATIVE END OF YEAR EVALUATION			
			<p>INTERN SELF-RATING SCALE Pre-Internship Level of Competency</p>			<p>SUPERVISING PSYCHOLOGIST RATING SCALE</p>				<p>SUPERVISING PSYCHOLOGIST RATING SCALE</p>			
			Date: _____			Date: _____				Date: _____			
	Prescribed Activities	Time Frame Expectancy for Competency Level of Accomplishment (Indicate Month & Yr)	New Skill	Developing Skill	Competent	New Skill	Developing Skill	Competent	No Opportunity to Demonstrate	New Skill	Developing Skill	Competent	No Opportunity to Demonstrate
STANDARD 1 – Data-Based Decision Making and Accountability: The competent School Psychologist has knowledge of varied models and methods of assessment that yield information useful in identifying strengths and needs, in understanding problems, and in measuring progress to collect data and other information, translate assessment results into empirically-based decisions about service delivery, and evaluate the outcomes of services. Data-based decision-making permeates every aspect of professional practice. Performance Indicators:													
1P. Applies child development, learning theory, diversity, and the relationship of curriculum to data-based decision making.													

<p>In accordance with the ISBE School Psychology Standards, the following identifies those competency developments that are expected of the Intern School Psychologist at the conclusion of the internship year. The intent of the list of indicators is to provide guidelines regarding specific skill areas and an evaluative barometer to measure professional <i>growth at the stage of training at which the evaluation takes place.</i></p> <p>New Skill Level refers to a skill that is just being learned Developing Skill Level refers to being functionally knowledgeable about delineated process but not yet proficient at an entry practitioner level. Competent Skill Level refers to being knowledgeable about and has attained the skill level of an entry level practitioner.</p>	<p>INTERNSHIP PLAN OF ACHIEVEMENT (Completed with the Site Supervisor at the beginning of the Internship)</p>		FORMATIVE EVALUATION			INTERIM MID YEAR EVALUATION				SUMMATIVE END OF YEAR EVALUATION			
			INTERN SELF-RATING SCALE Pre-Internship Level of Competency			SUPERVISING PSYCHOLOGIST RATING SCALE				SUPERVISING PSYCHOLOGIST RATING SCALE			
	Date:		Date:			Date:				Date:			
	Prescribed Activities	Time Frame Expectancy for Competency Level of Achievement (Indicate Month & Yr)	New Skill	Developing Skill	Competent	New Skill	Developing Skill	Competent	No Opportunity to Demonstrate	New Skill	Developing Skill	Competent	No Opportunity to Demonstrate
1Q. Collects assessment results and other data to identify student learning needs, establish goals, align and modify curriculum and instruction, and design intervention strategies													
1R. Uses data to evaluate outcomes of services and to facilitate accountability													
1S. Uses environmental data (e.g., data from home, school, community) to plan interventions.													
1T. Applies psychometric theory to the evaluation of assessment materials and techniques.													
1U. Applies knowledge of research findings and methodology to the evaluation of curricula and other instructional materials.													
1V. Uses nondiscriminatory evaluation procedures.													
1W. Analyzes group performance to design interventions that meet learners' needs.													
1X. Uses technology to monitor programs and to assist in the assessment of individual, group, and system-wide interventions.													

<p>In accordance with the ISBE School Psychology Standards, the following identifies those competency developments that are expected of the Intern School Psychologist at the conclusion of the internship year. The intent of the list of indicators is to provide guidelines regarding specific skill areas and an evaluative barometer to measure professional <i>growth at the stage of training at which the evaluation takes place.</i></p> <p>New Skill Level refers to a skill that is just being learned Developing Skill Level refers to being functionally knowledgeable about delineated process but not yet proficient at an entry practitioner level. Competent Skill Level refers to being knowledgeable about and has attained the skill level of an entry level practitioner.</p>	<p>INTERNSHIP PLAN OF ACHIEVEMENT (Completed with the Site Supervisor at the beginning of the Internship)</p>		FORMATIVE EVALUATION			INTERIM MID YEAR EVALUATION				SUMMATIVE END OF YEAR EVALUATION			
			INTERN SELF-RATING SCALE Pre-Internship Level of Competency			SUPERVISING PSYCHOLOGIST RATING SCALE				SUPERVISING PSYCHOLOGIST RATING SCALE			
			Date:			Date:				Date:			
	Prescribed Activities	Time Frame Expectancy for Competency Level of Achievement (Indicate Month & Yr)	New Skill	Developing Skill	Competent	New Skill	Developing Skill	Competent	No Opportunity to Demonstrate	New Skill	Developing Skill	Competent	No Opportunity to Demonstrate
1Y. Uses technology to administer, score, and interpret psychological assessment techniques in a professionally appropriate and ethical manner.													
1Z. Prepares clearly written reports that address referral questions appropriately, report data accurately, and provide guidance for interventions.													
1AA. Articulates assessment findings in a manner that is understandable for the intended audience.													
1BB. Uses data to identify factors that influence learning and behavior at the classroom, or building levels.													
1CC. Assists school personnel and other agency administrators with the interpretation of data to evaluate classroom, and/or building level programs.													
1DD. Follows legal, regulatory, and ethical parameters in data-based decision making and record keeping.													

<p>In accordance with the ISBE School Psychology Standards, the following identifies those competency developments that are expected of the Intern School Psychologist at the conclusion of the internship year. The intent of the list of indicators is to provide guidelines regarding specific skill areas and an evaluative barometer to measure professional <i>growth at the stage of training at which the evaluation takes place.</i></p> <p>New Skill Level refers to a skill that is just being learned Developing Skill Level refers to being functionally knowledgeable about delineated process but not yet proficient at an entry practitioner level. Competent Skill Level refers to being knowledgeable about and has attained the skill level of an entry level practitioner.</p>	<p>INTERNSHIP PLAN OF ACHIEVEMENT (Completed with the Site Supervisor at the beginning of the Internship)</p>		FORMATIVE EVALUATION			INTERIM MID YEAR EVALUATION				SUMMATIVE END OF YEAR EVALUATION			
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<p>STANDARD 2 – Consultation and Collaboration: The competent School Psychologist has knowledge of behavioral, mental health, collaborative, and/or other consultation models and methods and of their applications to particular situations. The competent School Psychologist collaborates effectively with others in planning and decision-making processes at the individual, group, and system level.</p> <p>Performance Indicators:</p>													
2I. Applies knowledge of consultation and collaboration skills.													
2J. Uses knowledge and skills in consultation and collaboration to promote change at the individual, classroom, building, district, and/or other agency levels.													
2K. Initiates collaboration to enhance student learning.													
2L. Participates in collaborative decision making and problem solving with other professionals to achieve student success.													

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2M. Demonstrates positive interpersonal skills and shows patience in difficult situations through use of active listening, conflict resolution and group facilitation skills.													
2N. Uses effective collaboration skills with individuals of diverse cultural, racial, and ethnic backgrounds.													
2O. Communicates clearly with diverse audiences (e.g., parents, teachers, school boards, policy makers, community leaders, colleagues).													
2P. Promotes and models ethical practices of confidential communication with others.													
2Q. Uses a variety of communication modes (e.g., written, verbal, nonverbal, visual, technological) to communicate effectively with a diverse constituency.													
2R. Uses technological resources to access, manage, and disseminate information to enhance the consultation process.													

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<p>STANDARD 3 – Learning and Instruction: The competent school psychologist has knowledge of human learning processes, techniques to assess these processes and of direct and indirect services, including instructional interventions and consultation, applicable to the development of cognitive and academic skills. The competent school psychologist, in collaboration with others, develops appropriate cognitive and academic goals for students with different abilities, disabilities, strengths, and needs; implements interventions to achieve those goals; and evaluates the effectiveness of the implemented interventions. Performance Indicators:</p>													
3O. Works effectively with school personnel to promote supportive learning environments.													
3P. Assists school personnel in developing cognitive and academic goals for all students.													
3Q. Supports schools' efforts to use evaluation techniques that measure cognitive and academic progress of all students.													

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3R. Uses formal and informal assessment techniques to evaluate the performance and progress of students.													
3S. Uses assessment results to identify student-learning needs, develop instructional strategies, and contribute to eligibility and placement recommendations.													
3T. Participates in the development and implementation of instructional strategies and interventions to promote learning in students at different stages of development and from diverse backgrounds.													
3U. Develops intervention plans consistent with curriculum, learner diversity, and learning theory.													
3V. Considers instructional methods and materials, student interests, and career needs when planning interventions.													
3W. Uses intervention strategies and resources that encourage students' development of critical thinking, problem solving, and performance skills.													

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3X. Monitors and adjusts interventions in response to feedback.													
3Y. Identifies and uses community resources to enhance student learning and to provide opportunities for students to explore career alternatives.													
3Z. Accesses current information and research regarding advances in curriculum and instruction and shares this information and research with others													
3AA Collaborates with school personnel to develop appropriate academic goals and interventions for all students who do not meet academic standards/expectations as established by the State of Illinois or by local districts.													

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<p>STANDARD 4 – Socialization and Development of Life Skills: The competent school psychologist has knowledge of human developmental processes and techniques to assess these processes, and direct and indirect services, including consultation, behavioral assessment-intervention, and counseling, applicable to the development of academic, behavioral, affective, adaptive, social, and career goals. The competent school psychologist, in collaboration with others, develops appropriate behavioral, affective, adaptive, social, and career goals for students of varying abilities, disabilities, strengths, and needs; implements interventions to achieve those goals; and evaluates the effectiveness of interventions. Such interventions include, but are not limited to, consultation, behavioral assessment/intervention, and counseling.</p> <p>Performance Indicators</p>													

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4K. Applies the principles of behavior change through the provision of consultation, behavioral assessment and intervention, and counseling services to enhance student behavior.													
4L. Develops methods to assist teachers and families in teaching pro-social behavior to students.													
4M. Applies the principles of generalization and transfer of training to the development of interventions.													
4N. Assists parents and other caregivers with the development and implementation of behavior change programs in the home in order to facilitate the learning and development of their children.													
4O. Identifies factors that lead to successful interventions.													
4P. Facilitates the implementation of strategies to improve instructional environments, and maximizes students' academic learning time.													
4Q. Develops classroom management interventions.													

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4R. Develops intervention programs to facilitate successful transitions of students from one environment to another (e.g., program to program, early childhood to school, school to work).													
4S Links assessment information to the development of strategies that address individual student's goals.													
STANDARD 5 – Student Diversity in Development and Learning: The competent school psychologist understands individual differences, abilities, and disabilities and the potential influence of biological, social, cultural, ethnic, experiential, socioeconomic, gender-related and linguistic factors in development, learning, and communication skills. The competent school psychologist demonstrates sensitivity and other skills needed to work with individuals of diverse characteristics and to implement strategies selected and/or adapted based on individual characteristics, strengths, and needs. Performance Indicators:													

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5N. Recognizes the subtle racial, class, gender, cultural, and other biases and the ways in which these biases influence decision making, instruction, behavior, and long-term outcomes for students.													
5O. Demonstrates sensitivity and other skills needed to work with families, students, and staff with diverse characteristics.													
5P. Demonstrates respect for cultural diversity.													
5Q. Promotes practices that help students and families of all backgrounds feel welcome and appreciated in the school and community.													
5R. Assists with acknowledging, supporting, and integrating the activities and talents of all students into instructional programs and other settings.													
5S. Facilitates learning communities in which individual differences are respected.													
5T. Practices gender equity and non-sex-role stereotyping.													
5U. Develops strategies to promote an understanding of the role of cultural barriers on educational outcomes.													

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5V. Uses strategies to mediate cross-cultural conflicts and to teach interpersonal skills.													
5W. Integrates students' cultural, racial, and ethnic diversity to enrich educational experiences.													
5X. Recognizes that experiential and linguistic differences can result in learning difficulties and apparent disabilities for students.													
5Y. Incorporates information about students, families, cultures, and communities in assessments, interventions, and evaluations of progress.													
5Z. Designs assessments and intervention strategies appropriate to each student's gender, culture, stage of development, learning style, exceptionality, strengths and needs.													
5AA. Considers students' abilities in their primary and secondary languages and the effects of second language learning when designing assessments and planning interventions.													

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5BB. Develops academic and social/behavioral interventions that reflect knowledge and understanding of students' and families' culture, background, and individual learning characteristics.													
5CC. Identifies when and how to access and/or make referrals for additional services or resources to assist students with diverse learning needs.													
5DD. Participates in professional continuing education to minimize biases and to enhance training and expertise.													
STANDARD 6 – School and Systems Organization, Policy Development, and Climate: The competent school psychologist has knowledge of general education, special education, and other educational and related services. The competent school psychologist understands schools and other settings as systems. The competent school psychologist works with individuals and groups to facilitate policies and practices that create and maintain safe, caring, supportive, and effective learning environments for children and others													

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Performance Indicators:													
6G. Contributes to the development of practices that provide beneficial programs and services for students and their family.													
6H. Promotes learning, prevention, and intervention by helping to create climates that foster mutual respect and caring for all students and their families/guardians.													
6I. Participates in decision making that promotes effective services for students and their families/guardians.													
STANDARD 7 – Prevention, Crisis Intervention, and Mental Health: The competent school psychologist has knowledge of human development and psychopathology and of associated biological, cultural, and social influences on human behavior. The competent school psychologist provides or contributes to prevention and intervention programs that promote the mental health and physical well-being of students Performance Indicators:													

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7R. Identifies and recognizes behaviors that are precursors to academic, behavioral, and personal difficulties (e.g., conduct disorders, internalizing disorders, drug and alcohol abuse).													
7S. Reviews crisis intervention plans utilized in schools.													
7T. Promotes mental health in the schools and other agencies.													
7U. Addresses, through prevention programs, diverse health issues (e.g., diet, eating disorders, teenage pregnancy, AIDS prevention, and stress management).													
7V. Collaborates with other health care professionals to promote behaviors that lead to good health.													
7W. Uses resources to address a wide variety of cognitive, social-emotional, and physical problems.													
7X. Empowers students, their families/guardians, educators, and others to gain access to and effectively use school and community resources.													

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7Y. Analyzes educational environments to develop strategies that encourage motivation and engagement in productive work through mutual respect and cooperation.													
7Z. Works effectively within the school and community to create/enhance supportive learning environments.													
7AA. Analyzes individual and group performance in order to design interventions that are consistent with the learner's cognitive, social, emotional, and physical developmental levels and with relevant ethical principles/practices.													
STANDARD 8 – Home/School/Community Collaborations: The competent school psychologist has knowledge of diverse family systems (e.g., single parent, foster parents, bi-racial parents, sexual orientation of parents), and understands influences on student development, learning, and behavior. Further, the competent school psychologist has knowledge of methods to involve families in education and service delivery. The competent school psychologist													

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	Prescribed Activities	Time Frame Expectancy for Competency Level of Accomplishment (Indicate Month & Yr)	New Skill	Developing Skill	Competent	New Skill	Developing Skill	Competent	No Opportunity to Demonstrate	New Skill	Developing Skill	Competent	No Opportunity to Demonstrate
works effectively with families, educators, and others in the community to promote and provide comprehensive services to children and families. Performance Indicators:													
8E. Designs, implements, monitors, and evaluates programs that promote school, family, and/or community partnerships and enhance academic and behavioral outcomes for students.													
8F. Facilitates collaboration between schools and parents/guardians by designing educational interventions.													
8G. Identifies resources and facilitates communication between schools, families/guardians, and community agencies.													
STANDARD 9 – Research and Program Evaluation: The competent school psychologist has knowledge of research, statistics, and evaluation methods; evaluates research; translates research into practice; and understands research design and statistics in sufficient depth to plan and conduct													

<p>In accordance with the ISBE School Psychology Standards, the following identifies those competency developments that are expected of the Intern School Psychologist at the conclusion of the internship year. The intent of the list of indicators is to provide guidelines regarding specific skill areas and an evaluative barometer to measure professional <i>growth at the stage of training at which the evaluation takes place.</i></p> <p>New Skill Level refers to a skill that is just being learned Developing Skill Level refers to being functionally knowledgeable about delineated process but not yet proficient at an entry practitioner level. Competent Skill Level refers to being knowledgeable about and has attained the skill level of an entry level practitioner.</p>	<p>INTERNSHIP PLAN OF ACHIEVEMENT (Completed with the Site Supervisor at the beginning of the Internship)</p>		FORMATIVE EVALUATION			INTERIM MID YEAR EVALUATION				SUMMATIVE END OF YEAR EVALUATION			
			INTERN SELF-RATING SCALE Pre-Internship Level of Competency			SUPERVISING PSYCHOLOGIST RATING SCALE				SUPERVISING PSYCHOLOGIST RATING SCALE			
			Date:			Date:				Date:			
	Prescribed Activities	Time Frame Expectancy for Competency Level of Achievement (Indicate Month & Yr)	New Skill	Developing Skill	Competent	New Skill	Developing Skill	Competent	No Opportunity to Demonstrate	New Skill	Developing Skill	Competent	No Opportunity to Demonstrate
investigations and program evaluations leading to the improvement of services. Performance Indicators:													
9G. Applies research design and data analysis techniques when conducting and evaluating research.													
9H. Evaluates psychometric properties when selecting assessment methods.													
9I. Applies knowledge of professional literature and research findings to all aspects of professional practice including service delivery improvements.													
9J. Applies knowledge of intervention research in designing psycho-educational and mental health programs for children.													
9K. Provides information about relevant research findings to school personnel, parents, and the public.													
STANDARD 10 – School Psychology Practice and Development: The competent school psychologist has knowledge of the history and foundations of the profession; of various service													

<p>In accordance with the ISBE School Psychology Standards, the following identifies those competency developments that are expected of the Intern School Psychologist at the conclusion of the internship year. The intent of the list of indicators is to provide guidelines regarding specific skill areas and an evaluative barometer to measure professional <i>growth at the stage of training at which the evaluation takes place.</i></p> <p>New Skill Level refers to a skill that is just being learned Developing Skill Level refers to being functionally knowledgeable about delineated process but not yet proficient at an entry practitioner level. Competent Skill Level refers to being knowledgeable about and has attained the skill level of an entry level practitioner.</p>	<p>INTERNSHIP PLAN OF ACHIEVEMENT (Completed with the Site Supervisor at the beginning of the Internship)</p>		FORMATIVE EVALUATION			INTERIM MID YEAR EVALUATION				SUMMATIVE END OF YEAR EVALUATION			
			INTERN SELF-RATING SCALE Pre-Internship Level of Competency			SUPERVISING PSYCHOLOGIST RATING SCALE				SUPERVISING PSYCHOLOGIST RATING SCALE			
	Date:		Date:			Date:				Date:			
	Prescribed Activities	Time Frame Expectancy for Competency Level of Accomplishment (Indicate Month & Yr)	New Skill	Developing Skill	Competent	New Skill	Developing Skill	Competent	No Opportunity to Demonstrate	New Skill	Developing Skill	Competent	No Opportunity to Demonstrate
models and methods; of public policy development applicable to services to children and families; and of ethical, professional, and legal standards. The competent School Psychologist practices in ways that are consistent with applicable standards, is involved in the profession, and has the knowledge and skills needed to acquire career-long professional development Performance Indicators:													
10K. Practices in full accordance with the NASP Principles for Professional Ethics.													
10L. Provides school psychological services consistent with prevailing legal, ethical, and professional standards (e.g., NASP Guidelines for the Provision of School Psychological Services).													
10M. Maintains accepted standards in assessment, consultation, intervention, and general professional practice.													
10N. Complies with legal requirements for professional practice.													
10O. Participates in personal continuing professional development.													

<p>In accordance with the ISBE School Psychology Standards, the following identifies those competency developments that are expected of the Intern School Psychologist at the conclusion of the internship year. The intent of the list of indicators is to provide guidelines regarding specific skill areas and an evaluative barometer to measure professional <i>growth at the stage of training at which the evaluation takes place.</i></p> <p>New Skill Level refers to a skill that is just being learned Developing Skill Level refers to being functionally knowledgeable about delineated process but not yet proficient at an entry practitioner level. Competent Skill Level refers to being knowledgeable about and has attained the skill level of an entry level practitioner.</p>	<p>INTERNSHIP PLAN OF ACHIEVEMENT (Completed with the Site Supervisor at the beginning of the Internship)</p>		FORMATIVE EVALUATION			INTERIM MID YEAR EVALUATION				SUMMATIVE END OF YEAR EVALUATION			
			INTERN SELF-RATING SCALE Pre-Internship Level of Competency			SUPERVISING PSYCHOLOGIST RATING SCALE				SUPERVISING PSYCHOLOGIST RATING SCALE			
	Date:		Date:			Date:				Date:			
	Prescribed Activities	Time Frame Expectancy for Competency Level of Accomplishment (Indicate Month & Yr)	New Skill	Developing Skill	Competent	New Skill	Developing Skill	Competent	No Opportunity to Demonstrate	New Skill	Developing Skill	Competent	No Opportunity to Demonstrate
10P. Shares professional resources with teachers, parents or others to enhance and/or provide services to students.													
10Q. Maintains useful and accurate records and communicates information responsibly to families/guardians, students, colleagues, and community members as appropriate.													
STANDARD 11 – Technology Standards: The competent school psychologist has knowledge of relevant information sources and technology; and accesses, evaluates, and uses information sources and technology in ways that safeguard or enhance the quality of services. Performance Indicators:													
11G. Practices ethical, legal, and socially responsible behavior when using technology and computer software.													
11H. Adheres to copyright laws and guidelines in the access and use of information from various technologies.													

<p>In accordance with the ISBE School Psychology Standards, the following identifies those competency developments that are expected of the Intern School Psychologist at the conclusion of the internship year. The intent of the list of indicators is to provide guidelines regarding specific skill areas and an evaluative barometer to measure professional <i>growth at the stage of training at which the evaluation takes place.</i></p> <p>New Skill Level refers to a skill that is just being learned Developing Skill Level refers to being functionally knowledgeable about delineated process but not yet proficient at an entry practitioner level. Competent Skill Level refers to being knowledgeable about and has attained the skill level of an entry level practitioner.</p>	<p>INTERNSHIP PLAN OF ACHIEVEMENT (Completed with the Site Supervisor at the beginning of the Internship)</p>		FORMATIVE EVALUATION			INTERIM MID YEAR EVALUATION				SUMMATIVE END OF YEAR EVALUATION			
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			Date:			Date:				Date:			
	Prescribed Activities	Time Frame Expectancy for Competency Level of Accomplishment (Indicate Month & Yr)	New Skill	Developing Skill	Competent	New Skill	Developing Skill	Competent	No Opportunity to Demonstrate	New Skill	Developing Skill	Competent	No Opportunity to Demonstrate
11I. Uses technology (e.g., CD/DVD ROM, the World Wide Web, e-mail, interactive video, distance learning) to acquire information, and current research findings.													
11J. Uses current technology resources when designing, implementing, and evaluating instructional programs or interventions for children.													
11K. Uses technology-based productivity tools (e.g., word processing, data base, spread sheets, test scoring programs) to function more effectively and efficiently.													
11L. Uses multimedia resources to support and deliver oral presentations.													
11M. Demonstrates awareness of resources for adaptive/assistive devices for students with special needs.													
11N. Uses technology in communicating, collaborating, and conducting research.													
11O. Maintains useful and accurate records and communicates information responsibly to families/guardians, students, colleagues, and community as appropriate.													

_____ has successfully completed the above Internship Plan and is recommended for certification as a school psychologist.
Student's Name

The internship was a total of 1200 hours of service. There was a two part component to the internship experience. The primary internship site was at the ☐ **high school** or ☐ **elementary/preschool level** and was provided at _____. In order to afford a well rounded internship experience the candidate also spent a minimum of 20 days at the ☐ **high school** or ☐ **elementary/preschool level**. This component of the internship was completed at _____, The intern had an opportunity to visit _____, a district not directly involved in the internship. In addition, the intern was involved in the following non-school community agency(s): _____.

Signature, School Psychology Intern Supervisor

Date

