

ILLINOIS
SCHOOL PSYCHOLOGY
INTERNSHIP MANUAL
2014

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FOREWORD

The Illinois Directors of University School Psychology Programs (DUSPP) are pleased to present the 2014 edition of the Illinois School Psychology Internship Manual. This document delineates (a) procedural requirements, and (b) pragmatic guidelines for completion of a school psychology internship in Illinois. This revision reflects an alignment of the manual with 2010 National Association of School Psychology (NASP) Standards for Graduate Preparation of School Psychologists. The Manual has also been shortened from previous versions, in an attempt to streamline information and create a Manual that is accessible to graduate students, field supervisors, and university faculty.

Previous editions of the Manual were developed by members of DUSPP, headed by Nancy Scott (previously at National Louis University) and Ruth Hilliard Brown from the Illinois State Board of Education (ISBE). The current edition has been edited by the members of DUSPP led by Kristy Kohler Kelly, The Chicago School of Professional Psychology, Shaalein Lopez, Governors State University, and Daniel S. Newman, National Louis University.





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CHAPTER ONE

INTRODUCTION AND PURPOSE OF THE SCHOOL PSYCHOLOGY INTERNSHIP
IN ILLINOIS
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School psychology is a complex, dynamic and exciting profession, and the school psychology internship marks the capstone experience for graduate-level trainees. The internship in school psychology is defined by NASP (2010) as “a supervised, culminating, comprehensive field experience that is completed prior to the awarding of the degree or other institutional document or completion of the specialist or doctoral level program” (p. 7). The internship 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 universities awarding academic credit for the internship year. Internship settings shall be appropriate for the goals and objectives of training programs, including allowance for interns to achieve both *breadth* and *depth* of experiences. Breadth of experiences refers to interns’ involvement in a number and assortment of opportunities, and depth refers to specialization in a particular domain, working repeatedly in a particular area with differing populations at differing levels of service. Expectations for the school psychology internship in Illinois are consistent with State and National Standards, as well as Principles of Professional Ethics (see [Appendix A](#)).

The internship is designed to provide a supervised transition period between university-based training and independent, professional practice. Internships provide opportunities to apply the knowledge and skills acquired during training in real-life settings over an extended and ongoing period of time – more so than is achievable during a practicum experience, as well as to acquire new knowledge and skills. Furthermore, interns learn and practice professional behaviors that are consistent with standards expected of employed practitioners. 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 with a strong sense of professional identity.

In addition to learning firsthand about the roles and functions of school psychologists, interns collaborate with other professionals in the schools with whom school psychologists work

closely, including 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 licensed school psychologist who meets the standards set by the Illinois State Board of Education for supervising school psychology interns (see [Appendix A](#)). In some rare instances, the internship can be extended over a 2-year period, during which the intern is employed on a half-time basis. Universities maintain contact with interns through at least one on-site or virtual contact per semester by university personnel, on-campus seminars for interns, letters and telephone or video 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 1 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/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.***

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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 (2013) lists all recognized Illinois institutions. The following are approved university graduate programs in school psychology:

❧ **Chicago School of Professional Psychology**

School Psychology Program
Admission Operations
350 N Orleans St, Suite 1050
Chicago, IL 20654-1822
<http://www.thechicagoschool.edu/Chicago>
Degrees Conferred: Ed.S.; Ed.D
NASP Approved (Ed.S.)

❧ **Eastern Illinois University**

School Psychology Program
Department of Psychology
600 Lincoln Ave.
Charleston, IL 61920
<http://www.eiu.edu/schoolpsych/>
Degree Conferred: S.S.P.
NASP & CAEP Approved

❧ **Governors State University**

Division of Psychology and Counseling
1 University Parkway
University Park, IL 60484
<http://www.govst.edu>
Degrees Conferred: M.A./Ed.S.
CAEP Approved

☞ **Illinois State University**

Department of Psychology
Graduate Programs Office
Campus Box 4620
Normal, IL 61790-4620
<http://psychology.illinoisstate.edu/school/>
Degrees Conferred: S.S.P.; Ph.D.
CAEP & NASP Approved; APA Accredited (Ph.D.)

☞ **Loyola University Chicago**

Department of Curriculum, Instruction and Educational Psychology
820 N. Michigan Avenue
Chicago, IL 60611
http://www.luc.edu/education/academics_graduate.shtml
Degree(s) Conferred: M.Ed/Ed.S.; Ed.D.; Ph.D.
CAEP Approved; NASP Approved (M.Ed/Ed.S. & Ph.D.); APA Accredited (Ph.D.)

☞ **National Louis University**

School Psychology Program
5202 Old Orchard Road
Skokie, IL 60077
<http://www.nl.edu/schoolpsychology/>
Degrees Conferred: M.Ed./Ed.S.; Ed.D.
CAEP Approved; NASP Approved (Ed.S.)

☞ **Northern Illinois University**

Department of Psychology
Psychology-Computer Science Building, Rm. 400
DeKalb, IL 60115
<http://www.niu.edu/psyc/graduate/school/>
Degrees Conferred: M.A.; Ph.D.
CAEP Approved; NASP Approved (M.A.); APA Accredited (Ph.D.)

☞ **Southern Illinois University - Edwardsville**

Department of Psychology
Campus Box 1121
Edwardsville, IL 62026
<http://www.siu.edu/education/psychology/index.shtml>
Degrees Conferred: M.S.; S.S.P.
CAEP Approved; NASP Approved (S.S.P.)

Western Illinois University

Department of Psychology
100 Waggoner Hall, 1 University Circle
Macomb, IL 61455

<http://www.wiu.edu/cas/psychology/schoolpsychology.php>

Degree Conferred: SSP

CAEP & NASP Approved

CODES

M.S. - Master of Science

M.A. - Master of Arts

M.Ed. - Master of Education

Ed.S. - Education Specialist

S.S.P. - Specialist in School Psychology

Ph.D. - Doctor of Philosophy

Ed.D. - Doctor of Education

NASP - National Association of School Psychologists

CAEP - Council for the Accreditation of Educator Preparation

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 Support 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, the Regional Office of Education, or the ISBE website, currently available at:
http://www.isbe.net/licensure/pdf/73-44_ssp_intern_status.pdf.
2. The intern must complete all personal information on the form. Interns from in-state institutions must have Section B completed and signed by the by the Institution Licensure Officer from their 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
5. Interns must also complete form 73-44 on the ISBE ELIS system

School service personnel interns qualify for special education reimbursement as “professional workers” under Article 14-1 of *the School Code of Illinois*. The following steps are relevant to this reimbursement:

1. 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 Form 73-44 and a determination that the form has been completed correctly, the intern will be granted reimbursement approval. This approval is necessary to qualify for special education personnel reimbursement.

ISBE 73-44 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 CAEP approved university program to the internship program coordinator. 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 licensure requirements and if s/he will be eligible for licensure upon completion of the internship in the state where s/he is attending a CAEP/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 the Illinois School Psychologists Association (ISPA) has set a policy on accepting school psychology internships. This policy allows districts to offer a position to an intern at any time prior to the March acceptance date (typically the Monday of the third week of March). However, prospective interns may not respond until the March acceptance date. Interns may reject an offer at any time if they decide they will not be able or willing to go to that district. Students are encouraged to notify districts as early as possible if they do not intend to accept an offer and to respond to all offers in a timely fashion. Internship applicants cannot accept a district offer prior to the March acceptance date for the following academic school year. Students may visit internship sites and interview prior to the acceptance date, but cannot officially accept an internship offer.

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CHAPTER THREE

REQUIREMENTS FOR THE SCHOOL PSYCHOLOGY INTERNSHIP SITE



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 internship site and site supervisors must be granted by the training program prior to the commencement of the internship. This approval shall be considered granted when an internship agreement/contract, 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 C](#) for a Sample Internship Agreement)

The following is a list of requirements for an internship site:

1. The internship site should allow interns sufficient access to a breadth of experiences, with the opportunity to achieve depth in a specific domain or domains. This site must offer services to students from 3 to 21 years of age. If the intern's primary placement is a preschool to middle school setting, he or she must complete a minimum of 20 school days of supervised training at the high school level. If the intern is primarily at a high school setting, he or she must complete 20 school days of training at the preschool, elementary level, or middle school level. 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.
2. The internship site must have access to a special education program in which the intern engages in special educational assessment and eligibility decision-making as part of an IEP Team, the implementation of evidence-based academic and social-emotional interventions, and the monitoring of student progress.
3. The internship site must have the services of at least one full-time licensed school psychologist who meets the requirements of an intern supervisor (see Professional Qualifications and Required Characteristics of Intern Supervisors sections below). In the case of multiple supervisors, one school psychologist should be designated the primary supervisor. The primary supervisor is responsible for coordinating the

internship experience, and assumes final responsibility for formative and summative internship evaluations, although evaluations may be completed collaboratively by multiple supervisors.

4. The internship must be offered with the understanding that it is a stage in the training of school psychologists. The internship site must 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 workload as a licensed school psychologist.**
5. Application requirements and interview procedures are at the discretion of the internship site.
6. The internship site must make it possible for the intern supervisor to provide at least 2-hours per week, on average, of regularly scheduled, 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.
7. The maximum number of interns that a supervisor will be allowed to supervise at any one time is two.
8. The internship site must have access to a number of community agencies that work with students and their families (e.g. a family casework agency, psychiatric clinic or hospital).
9. The intern's employment shall be governed by a written contract, which specifies the following:
 - The *length* and *duration* of the internship. For full-time specialist-level interns that is 1200 hours, or a minimum of 9 months. For full-time doctoral-level interns that is 1500 hours, or a minimum of 10 months. Exceptions that allow for half-time training over a 2-year period may be made upon approval of the university training program. The internship beginning and end dates should also be specified;
 - Details regarding supervision, including supervisor information, and number of supervision hours required;
 - Information about the school and/or district;
 - Release time and/or reimbursement for attending professional development activities;
 - Access to office space, or other resources;

- Amount of monetary compensation, and other benefits.

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 licensed school psychologists.

- 10.** The intern is expected to follow the same daily schedule and yearly calendar as other full-time school psychologists and the staff during the regular school year.

The intern is expected to attend any scheduled internship meetings, such as the ISPA/DUSPP Fall Internship Supervision Conference, the ISPA Annual Convention, and university internship seminar sessions. Internship supervisors are strongly encouraged to attend the ISPA/DUSPP Fall Internship Supervision Conference and the ISPA Annual Convention with their intern(s).

Ongoing conferences, seminars, and in-service training opportunities available to licensed school psychologists should also be available to interns. Internship sites must provide release time for attendance at professional meetings.

- 11.** Consistent with the availability of resources to licensed, 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 administrative assistance, telephone and internet services, office equipment, computers, and copy machines.

- 12.** As needed, students may be provided with release time during their internship in order to complete research/culminating projects such as theses or portfolios.

PROFESSIONAL QUALIFICATIONS OF INTERN SUPERVISORS



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

- 1.** Possession of a current Professional Educator License (PEL) for School Support Personnel with an endorsement for School Psychologist.

2. As applicable, successful completion of any training required by the approved training program for school psychologist intern supervisors.
3. A minimum of 3 academic years of experience as a licensed school psychologist in Illinois. In some instances, it may be necessary to require more than 3 years of experience if so determined by the approved training program following evaluation of the qualifications of individual candidates.
4. 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.
5. Previous employment of the school psychologist in the hiring district or cooperative for a period of at least 1 school year prior to the hiring of the intern. The employment must have been full-time in the hiring district or cooperative.
6. Employment in a district or a cooperative that has the services of at least two or more licensed school psychologists. Districts that employ only one school psychologist will be considered for approval if supplementary services are provided by a joint agreement.
7. 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.
8. Knowledge of school psychology practice consistent with the NASP (2010) Model of Practice.
9. Knowledge of NASP Standards (2010) and Principles of Professional Ethics (2010).
10. Ability to supervise the work of interns according to the highest standards of thoroughness, competence, ethics and inter-professional relationships.
11. 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



In addition to the essential professional qualifications indicated above, it is imperative that intern supervisors also exhibit the following characteristics:

1. Professionalism, including engaging in professional behaviors such as ethical decision making, appreciation of diversity, and engaging in self-care.
2. Effective communication, including considering opinions and beliefs of the intern and other professional persons with whom they come in contact.
3. Interpersonal collaboration, including working effectively with members of other disciplines in the school and community.
4. Willingness to support the intern in difficult situations or situations involving conflict.
5. Membership in at least one professional school psychology organization
6. Active participation in ongoing professional development relevant to school psychologists, in order to keep abreast of new methods, techniques, and developments in school psychology.
7. Knowledge of referral sources and other resources in the community.

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CHAPTER FOUR

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. Illinois training institutions use a state-wide internship plan, which includes all of the information provided below (see [Appendix D](#) for a sample plan). This plan also serves as an evaluation tool for site supervisors over the course of the internship and links assessment, goal-setting, activities and supervision to support the on-going professional development of interns:

1. The internship plan must specify the experiences that will ensure the intern's fulfillment of the Illinois Standards and Performance Indicators listed in [Appendix A](#).
2. 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.
3. 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.
4. The location of the preschool, elementary, and high school experiences will be documented in the internship plan.
5. 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.

6. 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.
7. 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.

USE OF THE INTERNSHIP PLAN



At the beginning of the internship, each intern conducts a self-rating of his or her competence in specific activities across the 10 NASP domains.

Interns are also expected to document goals within the internship plan that reflect personal areas for professional development. These may include (1) skills required for entry into the field, or (2) professional strengths or interests the intern wants to enhance. These goals should be aligned to specific activities in the field and monitored over the course of the year and evaluated formally at the mid-year and year-end. An example of this goal development is provided in [Appendix E](#). Interns and site supervisors should monitor progress toward these goals over time and make adjustments to internship activities, supervision, or goals when appropriate.

At mid-year and year-end of the internship year, intern supervisors are expected to provide a formal evaluation of the intern's skills and movement toward readiness for the field of school psychology. Site supervisors rate each intern on the following scale:

- New (a skill that is just being developed);
- Developing (functionally knowledgeable about delineated process but not yet proficient at an entry practitioner level); and
- Competent (knowledgeable about and has attained the skill level of an entry level practitioner).

Intern supervisors also document that the intern has met all of the previous criteria outlined within this section. For a thorough review of this plan, see [Appendix D](#).

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CHAPTER FIVE

GUIDELINES FOR EVALUATION OF THE SCHOOL PSYCHOLOGY INTERN AND
INTERNSHIP PLAN



The internship experience facilitates a supervised developmental transition for the intern from graduate student to entry-level practitioner. The evaluation of an intern’s performance during the internship is foundational to field and university supervision. Evaluation ensures that the internship training program achieves educational objectives and produces competent school psychologists. The primary purpose of any evaluation is to provide direct feedback on the intern’s skill levels and professional competencies in order to promote the acquisition of skills and further professional growth. Both *formative* and *summative* evaluations should be included in the supervisor’s assessment of the intern’s performance. Formative evaluations occur on an ongoing basis and are accompanied by corrective feedback and planning, as well as encouragement for skill development. Summative evaluations occur at the end of specified time periods (e.g., end of year), and serve a “gatekeeping” function (i.e., determining an intern’s readiness to move to a more advanced stage of the internship, or into professional practice). With sufficient incorporation of formative evaluation data during the internship year, summative evaluations should not be a surprise to any party.

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

1. **Evaluation is an ongoing process:** Interns, and the internship program, should be evaluated continuously not just at a single point in time. Feedback should be communicated openly and quickly.
2. **Evaluation should be multidimensional:** Evaluation must be undertaken by all who are associated with the internship program. An evaluation procedure should include assessment of the intern, the supervising school psychologist/field experience, and the university. The evaluation process should include the supervisor, the intern, and the approved university program. Evaluation should be completed prior to or early on during the internship, during the internship, and after the internship.

- 3. Evaluation must occur in an open and professionally honest manner:** Professional evaluations means that all parties are knowledgeable about evaluation processes; negative evaluation data inform plans for remediation; and evaluations are completed using objective data rather than subjective data.
- 4. The Internship Plan contained in this document ([Appendix D](#)) contains formative and summative evaluations for use by school psychology interns and their supervisors.** The Formative Evaluation allows the Intern to assess his/her own skills in order to develop formative goals, and a coordinated internship plan. The Mid-Year Evaluation allows the intern and his/her supervisor to evaluate the intern's progress at midyear, and revisit internship goals. The Summative Evaluation provides the final evaluation of the internship.
- 5. 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:

- 1.** The intern's educational and experiential needs are carefully evaluated by the intern supervisor prior to receiving approval to participate in an internship program.
- 2.** The evaluation is to ensure that the goals established in the internship plan are addressed/developed during the year.
- 3.** The intern and field supervisor communicate frequently about progress towards internship goals, not only three times a year.
- 4.** 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. Together, a remediation plan can be developed including strategies/interventions and timelines for remediation prior to the final programmatic evaluation.
- 5.** The intern may provide a written reaction along with the supervisor's evaluation, if he or she disagrees with evaluative feedback.

FINAL EVALUATION OF THE INTERNSHIP EXPERIENCE



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

1. Whether the intern's goals and needs were met during the internship (see [Appendix F](#)).
2. Whether the intern has completed all requirements in order to be recommended for licensure as a school psychologist (e.g., activities delineated in the internship plan).

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CHAPTER SIX

OBTAINING AN ILLINOIS PROFESSIONAL EDUCATOR LICENSE FOR SCHOOL
SUPPORT PERSONNEL WITH SCHOOL PSYCHOLOGIST ENDORSEMENT



An Illinois Professional Educator License (PEL) for School Support Personnel with the School Psychologist Endorsement may be issued to qualified applicants and may be used for the area of service endorsed on the face of the license. Requirements for obtaining the PEL are outlined in the ISBE 23 Illinois Administrative Code 25. This code states that each applicant for the professional educator license shall be required to meet the requirements of Section 25.25 of the code (see below). In addition, each applicant for a professional educator license endorsed in a school support personnel field shall meet the applicable requirements of Section 25.235 of the code (see below):

From Section 25.25 - Requirements for the Professional Educator License:

FOR APPLICANTS FROM APPROVED PROGRAMS IN ILLINOIS:

Each applicant shall have completed an approved Illinois educator preparation program for the type of endorsement (i.e. school support personnel) sought on the professional educator license including coursework addressing:

1. *the psychology of, the identification of, and the methods of instruction for the exceptional child, including without limitation the learning disabled* [105 ILCS 5/21B-20(1)];
2. *methods of reading and reading in the content area* [105 ILCS 5/21B-20(1)]; and
3. *methods of reading and reading in the content area* [105 ILCS 5/21B-20(1)], which for school support personnel shall address each of the following standards:
 - a. understands how students acquire reading competency;
 - b. understands reading deficits and reading levels, and how they contribute to a student's ability to succeed in kindergarten through grade 12;
 - c. understands the correlation of behavior and classroom culture (discipline, management, control, influence on engagement) on reading development and reading acquisition;

- d. uses the skills and strategies specific to their school support personnel specialty to support or enhance reading skill development, as applicable.

FOR OUT-OF-STATE APPLICANTS:

Each applicant, pursuant to 105 ILCS 5/21B-35, shall have completed a comparable program in another state or country including:

1. *a minimum of one course* that is equivalent to at least three semester hours *in the methods of instruction of the exceptional child* in cross-categorical special education that meets the requirements;
2. *a minimum of six semester hours of coursework in methods of reading and reading in the content area* that meets the requirements as applicable; and
3. *a minimum of one course* that is equivalent to at least three semester hours *in instructional strategies for English language learners*, which shall address bilingual education, English as a Second Language or English as a New Language methods.

From Section 25.235 - Endorsement for School Psychologists:

1. Each candidate for the school support personnel endorsement for school psychologist shall hold a master's or higher degree in psychology or educational psychology with a specialization in school psychology.
2. Each candidate shall have completed an Illinois program approved for the preparation of school psychologists or a comparable approved program in another state or country or hold a comparable certificate or license issued by another state or country.
3. 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 either a one-year, full-time internship under the direction of an intern supervisor or one year's full-time work experience as a school psychologist on a valid out-of-state school psychology certificate or license or on an Illinois educator license with stipulations endorsed for provisional educator with a school support personnel endorsement for school psychologist.
4. Each candidate shall be required to pass the School Psychologist (183) Licensure Exam C, as well as the Test of Academic Proficiency (TAP), subject to the specified provisions. For more information regarding testing requirements candidates can visit the ISBE website.
5. Nothing in this Section is intended to preclude the candidate from seeking the issuance of an educator license with stipulations endorsed for provisional educator under Section

21B-20 of the School Code [105 ILCS 5/21B-20] in the event that the individual has failed to meet one or more of the requirements for a professional educator license endorsed for school psychologist.

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APPENDIX A

STATE AND NATIONAL STANDARDS AND PRINCIPLES OF PROFESSIONAL
ETHICS
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The state of Illinois standards for school psychological practice are aligned with the National Association of School Psychologists' (NASP) Standards for the Credentialing of School Psychologists (2010), as well as the Illinois Professional Student Service Provider Standards. The NASP (2010) Practice Model for Comprehensive and Integrated Psychological Services delineates 10 domains of practice for school psychologists and include:

Practices That Permeate All Aspects of Service Delivery

- Domain 1: Data-Based Decision Making and Accountability School psychologists have knowledge of varied models and methods of assessment and data collection for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes.
- Domain 2: Consultation and Collaboration School psychologists have knowledge of varied models and strategies of consultation, collaboration, and communication applicable to individuals, families, groups, and systems and methods to promote effective implementation of services.

Direct and Indirect Services for Children, Families, and Schools

Student-Level Services

- Domain 3: Interventions and Instructional Support to Develop Academic Skills School psychologists have knowledge of biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curricula and instructional strategies.
- Domain 4: Interventions and Mental Health Services to Develop Social and Life Skills School psychologists have knowledge of biological, cultural, developmental, and social influences on behavior and mental health, behavioral and emotional impacts on learning and life skills, and evidence-based strategies to promote social–emotional functioning and mental health.

Systems-Level Services

- Domain 5: School-Wide Practices to Promote Learning School psychologists have knowledge of school and systems structure, organization, and theory; general and special education; technology resources; and evidence-based school practices that promote learning and mental health.
- Domain 6: Preventive and Responsive Services School psychologists have knowledge of principles and research related to resilience and risk factors in learning and mental health, services in schools and communities to support multitiered prevention, and evidence-based strategies for effective crisis response.
- Domain 7: Family–School Collaboration Services School psychologists have knowledge of principles and research related to family systems, strengths, needs, and culture; evidence-based strategies to support family influences on children’s learning and mental health; and strategies to develop collaboration between families and schools.

Foundations of School Psychological Service Delivery

- Domain 8: Diversity in Development and Learning School psychologists have knowledge of individual differences, abilities, disabilities, and other diverse student characteristics; principles and research related to diversity factors for children, families, and schools, including factors related to culture, context, and individual and role difference; and evidence-based strategies to enhance services and address potential influences related to diversity.
- Domain 9: Research and Program Evaluation School psychologists have knowledge of research design, statistics, measurement, varied data collection and analysis techniques, and program evaluation sufficient for understanding research and interpreting data in applied settings.
- Domain 10: Legal, Ethical, and Professional Practice School psychologists have knowledge of the history and foundations of school psychology; multiple service models and methods; ethical, legal, and professional standards; and other factors related to professional identity and effective practice as school psychologists.

The National Association of School Psychologists’ Standards for Training and Field Placement Programs in School Psychology (2010) can be found in their entirety at http://www.nasponline.org/standards/2010standards/1_Graduate_Preparation.pdf. These standards include the following reprinted sections regarding practica and internships:

III. Practica and Internships in School Psychology

During systematic, comprehensive practica and internship experiences consistent with its goals and objectives, the school psychology program ensures that all candidates demonstrate application of knowledge and professional skills in relevant settings and under conditions of appropriate supervision, evaluation, and support. The school psychology program's practica and internship develop and enhance candidates' skills and professional characteristics needed for effective school psychology service delivery; integration of competencies across the 10 domains of professional preparation and practice outlined in Standards 2.1 to 2.10; and direct, measurable, positive impact on children, families, schools, and other consumers.

The following elements are apparent in the school psychology program:

3.1 The school psychology program requires supervised practica experiences that include the following:

- Completion of practica, for academic credit or otherwise documented by the institution, that are distinct from, precede, and prepare candidates for the school psychology internship
- Specific, required activities and systematic development and evaluation of skills (see Standards 2.1 to 2.10) that are consistent with goals of the program, emphasize human diversity, and are completed in settings relevant to program objectives for development of candidate skills
- Direct oversight by the program to ensure appropriateness of the placement, activities, supervision, and collaboration with the placement sites and practicum supervisors
- Close supervision of candidates by program faculty and qualified practicum supervisors, including appropriate performance-based evaluation, to ensure that candidates are developing professional work characteristics and designated competencies

3.2 The school psychology program requires a comprehensive, supervised, and carefully evaluated internship in school psychology that includes the following:

- A culminating experience in the program's course of study that is completed for academic credit or otherwise documented by the institution
- A primary emphasis on providing breadth and quality of experiences, attainment of comprehensive school psychology competencies, and integration and application of the full range of domains of school psychology

- Completion of activities and attainment of school psychology competencies that are consistent with the goals and objectives of the program and emphasize human diversity, and provision of professional school psychology services that result in direct, measurable, and positive impact on children, families, schools, and/or other consumers
- Inclusion of both formative and summative performance-based evaluations of interns that are completed by both program faculty and field-based supervisors, are systematic and comprehensive, and ensure that interns demonstrate professional work characteristics and attain competencies needed for effective practice as school psychologists

3.3 The school psychology program requires that the internship be completed for a sufficient time period and in appropriate settings to achieve program objectives, as demonstrated by the following:

- A minimum of 1200 clock hours for specialist level interns and 1500 clock hours for doctoral level interns, including a minimum of 600 hours of the internship completed in a school setting
- A minimum of one academic year for internship, completed on a full-time basis over one year or at least a half-time basis over two consecutive years
- Completion in settings relevant to program objectives for candidate competencies and direct oversight by the program to ensure appropriateness of the placement, activities, supervision, and collaboration with the placement sites and intern supervisors

3.4 The school psychology program requires that each intern receive appropriate and regularly scheduled field-based supervision, including the following:

- Provision of field supervision from a school psychologist holding the appropriate state school psychologist credential for practice in a school setting (If a portion of the internship is conducted in a another setting, as noted in Standard 3.3, provision of field supervision from a psychologist holding the appropriate state psychology credential for practice in the internship setting)
- An average of at least two hours of field-based supervision per full-time week or the equivalent for part-time placements
- Preponderance of field-based supervision provided on at least a weekly, individual, face-to-face basis, with structured mentoring and evaluation that focus on the intern's attainment of competencies

3.5 The school psychology internship represents a collaboration between the school psychology program and internship placement agency that is consistent with program goals and assures attainment of competencies by interns, as demonstrated by the following:

- A written plan specifying collaborative responsibilities of the school psychology program and internship site in providing supervision and support and ensuring that internship objectives are achieved
- Formative and summative performance-based evaluation of intern performance by program faculty and field-based supervisors and systematic, clearly articulated methods by which concerns about intern performance and attainment of competencies may be addressed
- Provision of appropriate support for the internship by the placement agency, including (a) commitment to the internship as a diversified learning experience for a candidate in a graduate school psychology program and opportunities for the intern to attain professional competencies through carefully supervised activities; (b) a written agreement that specifies the period of appointment and any terms of compensation for the intern and released time for the field based supervisor; (c) expense reimbursement, a safe and secure work environment, adequate office space, and support services for the intern consistent with that afforded agency school psychologists; and (d) provision for the intern's participation in continuing professional development activities

3.6 The school psychology program employs a systematic, valid process in which program faculty ensure that interns, during their culminating internship experience, demonstrate competencies to begin effective practice as school psychologists, including the following:

- Integration of domains of knowledge and application of professional skills in school psychology for delivering a comprehensive range of services
- Effective school psychology service delivery evidenced by direct, measurable, positive impact on children, families, schools, and other consumers

School psychologists are expected to adhere to the Principals for Professional Ethics (NASP, 2010) at all times. These principles, which can be found in their entirety at [http://www.nasponline.org/standards/2010standards/1 %20Ethical%20Principles.pdf](http://www.nasponline.org/standards/2010standards/1%20Ethical%20Principles.pdf), include the following reprinted sections:

PRINCIPLE I. RESPECTING THE DIGNITY AND RIGHTS OF ALL PERSONS

School psychologists engage only in professional practices that maintain the dignity of all with whom they work. In their words and actions, school psychologists demonstrate respect for the

autonomy of persons and their right to self-determination, respect for privacy, and a commitment to just and fair treatment of all persons.

Principle I.1. Autonomy and Self- Determination (Consent and Assent)

School psychologists respect the right of persons to participate in decisions affecting their own welfare.

Principle I.2. Privacy and Confidentiality

School psychologists respect the right of persons to choose for themselves whether to disclose their private thoughts, feelings, beliefs, and behaviors.

Principle I.3. Fairness and Justice

In their words and actions, school psychologists promote fairness and justice. They use their expertise to cultivate school climates that are safe and welcoming to all persons regardless of actual or perceived characteristics, including race, ethnicity, color, religion, ancestry, national origin, immigration status, socioeconomic status, primary language, gender, sexual orientation, gender identity, gender expression, disability, or any other distinguishing characteristics.

PRINCIPLE II. PROFESSIONAL COMPETENCE AND RESPONSIBILITY

Beneficence, or responsible caring, means that the school psychologist acts to benefit others. To do this, school psychologists must practice within the boundaries of their competence, use scientific knowledge from psychology and education to help clients and others make informed choices, and accept responsibility for their work.

Principle II.1. Competence

To benefit clients, school psychologists engage only in practices for which they are qualified and competent.

Principle II.2. Accepting Responsibility for Actions

School psychologists accept responsibility for their professional work, monitor the effectiveness of their services, and work to correct ineffective recommendations.

Principle II.3. Responsible Assessment and Intervention Practices

School psychologists maintain the highest standard for responsible professional practices in educational and psychological assessment and direct and indirect interventions.

Principle II.4 Responsible School-Based Record Keeping

School psychologists safeguard the privacy of school psychological records and ensure parent access to the records of their own children.

Principle II.5 Responsible Use of Materials

School psychologists respect the intellectual property rights of those who produce tests, intervention materials, scholarly works, and other materials.

PRINCIPLE III. HONESTY AND INTEGRITY IN PROFESSIONAL RELATIONSHIPS

To foster and maintain trust, school psychologists must be faithful to the truth and adhere to their professional promises. They are forthright about their qualifications, competencies, and roles; work in full cooperation with other professional disciplines to meet the needs of students and families; and avoid multiple relationships that diminish their professional effectiveness.

Principle III.1. Accurate Presentation of Professional Qualifications

School psychologists accurately identify their professional qualifications to others.

Principle III.2. Forthright Explanation of Professional Services, Roles, and Priorities

School psychologists are candid about the nature and scope of their services.

Principle III.3. Respecting Other Professionals

To best meet the needs of children, school psychologists cooperate with other professionals in relationships based on mutual respect.

Principle III.4. Multiple Relationships and Conflicts of Interest

School psychologists avoid multiple relationships and conflicts of interest that diminish their professional effectiveness.

PRINCIPLE IV. RESPONSIBILITY TO SCHOOLS, FAMILIES, COMMUNITIES, THE PROFESSION, AND SOCIETY

School psychologists promote healthy school, family, and community environments. They assume a proactive role in identifying social injustices that affect children and schools and strive to reform systems-level patterns of injustice. They maintain the public trust in school psychologists by respecting law and encouraging ethical conduct. School psychologists advance professional excellence by mentoring less experienced practitioners and contributing to the school psychology knowledge base.

Principle IV.1. Promoting Healthy School, Family, and Community Environments

School psychologists use their expertise in psychology and education to promote school, family, and community environments that are safe and healthy for children.

Principle IV.2. Respect for Law and the Relationship of Law and Ethics

School psychologists are knowledgeable of and respect laws pertinent to the practice of school psychology. In choosing an appropriate course of action, they consider the relationship between law and the Principles for Professional Ethics.

Principle IV.3. Maintaining Public Trust by Self-Monitoring and Peer Monitoring

School psychologists accept responsibility to monitor their own conduct and the conduct of other school psychologists to ensure it conforms to ethical standards.

Principle IV.4. Contributing to the Profession by Mentoring, Teaching, and Supervision

As part of their obligation to students, schools, society, and their profession, school psychologists mentor less experienced practitioners and graduate students to assure high quality services, and they serve as role models for sound ethical and professional practices and decision making.

Principle IV.5. Contributing to the School Psychology Knowledge Base

To improve services to children, families, and schools, and to promote the welfare of children, school psychologists are encouraged to contribute to the school psychology knowledge base by participating in, assisting in, or conducting and disseminating research.

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APPENDIX C

SAMPLE INTERNSHIP AGREEMENTS



**Sample
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	Illinois License Number
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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
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Cooperating Practitioner	Date
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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 1500 supervised hours, obtained in not less than a 12-month period, with at least 600 hours in a school setting; and
- C. provide appropriate support for the internship experience to include:
 - i. 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;
 - ii. 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;
 - iii. 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;
- iv. employ a clearly designated, actively licensed professional school psychologist who is responsible for the integrity and quality of the internship program;
 - v. 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 professional school psychologist, must provide at least an hour of individual supervision per week.);
 - vi. 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.;
 - vii. assure at least 40% of the intern's time is in direct client contact;
 - viii. assure the intern is allowed to spend time in research activity;
 - ix. 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;
 - x. 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;
 - xi. designate the stature of the trainee by the title of "School Psychology Intern;"
 - xii. assure reports by the intern to consumers are designed by the licensed professional school psychologist responsible for the intern;
 - xiii. 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;
 - xiv. 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 license; and
 - xv. 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:
 - i. Completion of course work in scientific, applied, and specialty areas, including formal assessment/ diagnosis and intervention/treatment; and
 - ii. 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

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APPENDIX D

SAMPLE INTERNSHIP PLAN



University: _____ 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 licensed 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

New Skill Level (NEW) refers to a skill that is just being learned

Developing Skill Level (DEVELOPING) refers to being functionally knowledgeable about delineated process but not yet proficient at an entry practitioner level.

Competent Skill Level (COMPETENT) refers to being knowledgeable about and has attained the skill level of an entry level practitioner.

The following indicators include minimum required activities to be achieved and evaluated during the internship.

	FORMATIVE INTERN SELF- RATING Pre-Internship			MID YEAR SUPERVISING PSYCHOLOGIST RATING				SUMMATIVE SUPERVISING PSYCHOLOGIST RATING			
	Date:			Date:				Date:			
	New Skill	Developing	Competent	New Skill	Developing	Competent	No Opportunity	New Skill	Developing	Competent	No Opportunity
STANDARD I– Data-Based Decision Making and Accountability (NASP STANDARD II)											
1A. Demonstrates knowledge of varied assessment and data collection methods including the appropriate technologies.											
1B. Collects and analyzes data to identify student, program, curriculum, or system strengths and needs using appropriate methods and technologies.											
1C. Collects and analyzes data to develop effective interventions, services, and programs.											
1D. Collects and analyzes data to evaluate the progress and outcomes of interventions, services, and programs.											
1E. Uses appropriate technology to report and document assessment and data collection results in meaningful, appropriate, and professional, formats.											

	FORMATIVE INTERN SELF- RATING Pre-Internship			MID YEAR SUPERVISING PSYCHOLOGIST RATING				SUMMATIVE SUPERVISING PSYCHOLOGIST RATING			
	Date:			Date:				Date:			
	New Skill	Developing	Competent	New Skill	Developing	Competent	No Opportunity	New Skill	Developing	Competent	No Opportunity
1F. Uses nondiscriminatory evaluation procedures. curricula and other instructional materials.											
1G. Follows legal, regulatory, and ethical parameters in data-based decision making and record keeping.											
STANDARD II – Consultation and Collaboration (NASP STANDARD III)											
2A. Uses knowledge and skills in consultation, collaboration and communication to promote effective implementation of services for individuals, groups and systems.											
2B. Participates in collaborative decision making and problem solving with other professionals to achieve student success.											
2C Demonstrates skills to consult, collaborate and communicate with others during intervention design, implementation, and evaluation of services and											

	FORMATIVE INTERN SELF- RATING Pre-Internship			MID YEAR SUPERVISING PSYCHOLOGIST RATING				SUMMATIVE SUPERVISING PSYCHOLOGIST RATING			
	Date:			Date:				Date:			
	New Skill	Developing	Competent	New Skill	Developing	Competent	No Opportunity	New Skill	Developing	Competent	No Opportunity
programs											
2D. Uses technological resources to access, manage, and disseminate information to enhance the consultation process.											
STANDARD III –Interventions and Instructional Support to Develop Academic Skills (NASP STANDARD IV.1)											
3.1A. Uses assessment and data collection methods to develop appropriate academic goals for children with diverse abilities, disabilities, backgrounds, strengths, and needs based on standards established by the State of Illinois and by local districts.											
3.1B. Uses assessment results to identify student-learning needs, develop instructional strategies, and contribute to eligibility and IEP planning recommendations.											
3.1C. Implements services to achieve academic outcomes											

	FORMATIVE INTERN SELF- RATING Pre-Internship			MID YEAR SUPERVISING PSYCHOLOGIST RATING				SUMMATIVE SUPERVISING PSYCHOLOGIST RATING				
	Date:			Date:				Date:				
	New Skill	Developing	Competent	New Skill	Developing	Competent	No Opportunity	New Skill	Developing	Competent	No Opportunity	
through instructional consultation to general and special education teachers.												
3.1D. Uses evidence-based strategies to develop, implement, and evaluate services at the individual, group, and systems levels and to enhance classroom, school, home, and community factors related to children’s cognitive and academic skills.												
3.1 E. Uses current technology resources when designing, implementing, and evaluating instructional programs or interventions for children to reach academic goals.												
3.1F. Demonstrates awareness of resources for adaptive/assistive devices/technology for students with special needs to reach academic goals.												
STANDARD IV – Interventions and Mental Health Services to Develop Social and Life Skills (NASP STANDARD IV.2)												

	FORMATIVE INTERN SELF- RATING Pre-Internship			MID YEAR SUPERVISING PSYCHOLOGIST RATING				SUMMATIVE SUPERVISING PSYCHOLOGIST RATING				
	Date:			Date:				Date:				
	New Skill	Developing	Competent	New Skill	Developing	Competent	No Opportunity	New Skill	Developing	Competent	No Opportunity	
4.2A. Use assessment and data collection methods to develop appropriate social-emotional, behavioral, and mental health goals for children with diverse abilities, disabilities, backgrounds, strengths, and needs.												
4.2B. Integrates behavioral supports and mental health services with academic and learning goals for children.												
4.2 C. Uses evidence-based strategies to promote behavior change through the provision of consultation, behavioral assessment and intervention, and counseling services to enhance classroom, school, home, and community factors related to children’s mental health, socialization, and learning.												
4.2D. Uses appropriate assessment techniques to monitor and evaluate the performance and progress of students and the												

	FORMATIVE INTERN SELF- RATING Pre-Internship			MID YEAR SUPERVISING PSYCHOLOGIST RATING				SUMMATIVE SUPERVISING PSYCHOLOGIST RATING				
	Date:			Date:				Date:				
	New Skill	Developing	Competent	New Skill	Developing	Competent	No Opportunity	New Skill	Developing	Competent	No Opportunity	
effectiveness of mental health programs in reaching social-emotional/behavioral goals.												
4.2E. Facilitates the implementation of strategies to improve instructional environments, and maximizes students' academic learning time.												
4.2F. 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).												
4.2G. Uses current technology resources when designing, implementing, and evaluating instructional programs or interventions for children to reach social-emotional/behavioral goals.												
4.2H. Demonstrates awareness of resources for adaptive/assistive												

	FORMATIVE INTERN SELF- RATING Pre-Internship			MID YEAR SUPERVISING PSYCHOLOGIST RATING				SUMMATIVE SUPERVISING PSYCHOLOGIST RATING			
	Date:			Date:				Date:			
	New Skill	Developing	Competent	New Skill	Developing	Competent	No Opportunity	New Skill	Developing	Competent	No Opportunity
devices/technology for students with special needs to reach social-emotional/behavioral goals.											
STANDARD V – School-Wide Practices to Promote Learning (NASP STANDARD V.1)											
5.1A. Demonstrates knowledge of school and systems structure, organization, and theory including general and special education.											
5.1B. Demonstrate knowledge of evidence-based practices that promote academic outcomes, learning, social development, and mental health school-wide.											
5.1C. Uses technology-based tools to manage school or system-wide functioning including data collection, analysis, reporting, and presenting effectively and efficiently.											
5.1D. Demonstrates skills in developing and implementing practices and											

	FORMATIVE INTERN SELF- RATING Pre-Internship			MID YEAR SUPERVISING PSYCHOLOGIST RATING				SUMMATIVE SUPERVISING PSYCHOLOGIST RATING				
	Date:			Date:				Date:				
	New Skill	Developing	Competent	New Skill	Developing	Competent	No Opportunity	New Skill	Developing	Competent	No Opportunity	
strategies that result in effective and supportive learning environments for children and others.												
5.1E. Demonstrates understanding of school policies, regulations, services, and accountability systems for effective school-wide services.												
STANDARD VI – Preventive and Responsive Services (NASP STANDARD V.2)												
6.2A. Demonstrates knowledge of principles and research related to protective and risk factors in learning and mental health.												
6.2B. Demonstrate skills in multi-tiered early intervention and prevention support systems.												
6.2C. Demonstrates skills in evidence-based crisis response strategies.												
6.2D. Collaborates to promote services that enhance learning, mental health, safety, and physical												

	FORMATIVE INTERN SELF- RATING Pre-Internship			MID YEAR SUPERVISING PSYCHOLOGIST RATING				SUMMATIVE SUPERVISING PSYCHOLOGIST RATING				
	Date:			Date:				Date:				
	New Skill	Developing	Competent	New Skill	Developing	Competent	No Opportunity	New Skill	Developing	Competent	No Opportunity	
well-being.												
6.2E. Promotes protective and adaptive factors to promote well-being in collaboration with other service providers.												
6.2F. Demonstrates knowledge of effective crisis preparation, response and recovery.												
STANDARD VII—Direct and Indirect Services-Family-School Collaboration (NASP STANDARD VI)												
7A. Identifies diverse cultural issues, situations, contexts, and other factors that have an impact on family–school interactions and addresses these factors when developing and providing services for families												
7B. Designs, implements, monitors, and evaluates programs that assist parents with promoting positive academic and social-behavioral outcomes for their children and parental issues and concerns.												

	FORMATIVE INTERN SELF- RATING Pre-Internship			MID YEAR SUPERVISING PSYCHOLOGIST RATING				SUMMATIVE SUPERVISING PSYCHOLOGIST RATING				
	Date:			Date:				Date:				
	New Skill	Developing	Competent	New Skill	Developing	Competent	No Opportunity	New Skill	Developing	Competent	No Opportunity	
7C. Designs and implements evidence-based practices and policies that facilitate family-school partnerships and interactions with community agencies to enhance academic, learning, social, and mental health outcomes for all children.												
7D. Maintains useful and accurate records and communicates information responsibly to families/guardians, students, colleagues, and community as appropriate.												
7E. Utilizes technology appropriate for identifying potential programs, monitoring, and evaluating outcomes related to effective family-school collaboration.												
STANDARD VIII –Diversity in Development and Learning (NASP STANDARD VII)												
8A. Recognizes the subtle racial, class, gender, cultural, and other biases and the ways in which these biases influence decision making,												

	FORMATIVE INTERN SELF- RATING Pre-Internship			MID YEAR SUPERVISING PSYCHOLOGIST RATING				SUMMATIVE SUPERVISING PSYCHOLOGIST RATING			
	Date:			Date:				Date:			
	New Skill	Developing	Competent	New Skill	Developing	Competent	No Opportunity	New Skill	Developing	Competent	No Opportunity
instruction, behavior, and long-term outcomes for students by demonstrating sensitivity and respect for cultural diversity and using skills needed to work with families, students, and staff with diverse characteristics.											
8B. Promotes practices that help students and families of all backgrounds feel welcome and appreciated and individual differences including but not limited to gender equality and non-sex role stereotyping are respected in the school and community by acknowledging, supporting, and integrating the activities and talents of all students into instructional programs, learning communities, and other settings.											
8C. Develops strategies to promote an understanding of the role of cultural barriers on educational outcomes and uses strategies to mediate cross-cultural conflicts and to											

	FORMATIVE INTERN SELF- RATING Pre-Internship			MID YEAR SUPERVISING PSYCHOLOGIST RATING				SUMMATIVE SUPERVISING PSYCHOLOGIST RATING			
	Date:			Date:				Date:			
	New Skill	Developing	Competent	New Skill	Developing	Competent	No Opportunity	New Skill	Developing	Competent	No Opportunity
teach interpersonal skills.											
8D. Recognizes that experiential and linguistic differences can result in learning difficulties and apparent disabilities for students.											
8E. Incorporates information about students, families, cultures, communities, primary and secondary language learning and the effects of second language learning when designing assessments and evaluations of progress and designs assessments and intervention strategies appropriate to each student's gender, culture, stage of development, learning style, exceptionality, strengths and needs.											
8F. Develops academic and social/behavioral interventions that reflect knowledge and understanding of students' and families' culture,											

	FORMATIVE INTERN SELF- RATING Pre-Internship			MID YEAR SUPERVISING PSYCHOLOGIST RATING				SUMMATIVE SUPERVISING PSYCHOLOGIST RATING				
	Date:			Date:				Date:				
	New Skill	Developing	Competent	New Skill	Developing	Competent	No Opportunity	New Skill	Developing	Competent	No Opportunity	
background, second language learning and individual learning characteristics.												
8G. Identifies when and how to access and/or make referrals for additional services or community resources to assist students with diverse learning needs.												
8H. Participates in professional continuing education to minimize biases and to enhance training and expertise.												
STANDARD IX – Research and Program Evaluation (NASP STANDARD VIII.1)												
9.1A Demonstrates knowledge of research design, statistics, measurement, data collection and analysis techniques.												
9.1B Demonstrates skills to apply research in service delivery												
9.1C. Uses various techniques and technology resources for data collection,												

	FORMATIVE INTERN SELF-RATING Pre-Internship			MID YEAR SUPERVISING PSYCHOLOGIST RATING				SUMMATIVE SUPERVISING PSYCHOLOGIST RATING			
	Date:			Date:				Date:			
	New Skill	Developing	Competent	New Skill	Developing	Competent	No Opportunity	New Skill	Developing	Competent	No Opportunity
measurement, analysis and program evaluation to support effective practices at the individual, group, and systems levels.											
9.1D. Uses technology (e.g., Digital media internet, e-mail, interactive video, distance learning) to acquire and or disseminate information and current research findings.											
9.1E. Uses technology in collaborating and conducting research.											
STANDARD X –Legal, Ethical, and Professional Practice (NASP STANDARD VIII.2)											
10.2A. Provides school psychological services (assessment, consultation, intervention and general professional practice) consistent with prevailing legal, ethical (APA and NASP), and professional standards (e.g., NASP Guidelines for the Provision of School Psychological Services) and participates in legal											

	FORMATIVE INTERN SELF- RATING Pre-Internship			MID YEAR SUPERVISING PSYCHOLOGIST RATING				SUMMATIVE SUPERVISING PSYCHOLOGIST RATING				
	Date:			Date:				Date:				
	New Skill	Developing	Competent	New Skill	Developing	Competent	No Opportunity	New Skill	Developing	Competent	No Opportunity	
requirements for professional development												
10.2B Understands how the practice of school psychology affects students and families from diverse backgrounds.												
10.2C Maintains useful and accurate records and communicates information responsibly to families/guardians, students, colleagues, and community members as appropriate to provide effective services to students.												
10.2D Practices ethical, legal, and socially responsible behavior when using technology and computer software.												
10.2E Adheres to copyright laws and guidelines in the access and use of information from various technologies												

FORMATIVE GOALS: The following goals have been developed for the internship:

Training Goal (developed in Fall)	Mid-Year Progress/Date	Summative Progress/Date

_____ has successfully completed the above Internship Plan and is recommended for licensure as a school psychologist. 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

❧
APPENDIX E

SAMPLE GOAL DEVELOPMENT



Formative Goals

Goals	Mid-Year Progress Update	Year-End Progress Update
1. By December 2013, I will provide assistance to the planning, preparation, and delivery of at least one professional development presented to school personnel.		
2. By December 2013, I will independently complete at least two evaluations on two different students along with presenting the information during the IEP meetings.		
3. By March 2013, I will attend at minimum three district training workshops.		

❧
APPENDIX F

SAMPLE INTERNSHIP SITE EVALUATION FORM



Specialist interns should submit the completed form to the University Internship Supervisor by May 1.

Specialist Intern:

Semester, Year:

Internship Site:

Internship Site Supervisor:

University Internship

Supervisor:

Evaluation Date:

Mark only one column for each statement below based on the following scale:
1 = Strongly Disagree to 3 = Agree to 5 = Strong Agree.

	1	2	3	4	5
My supervisor was knowledgeable in the area.					
My supervisor was available to me when I needed assistance.					
My supervisor listened to me when we had differing opinions.					
My supervisor assigned cases to me commensurate with my ability and internship goals.					
My supervisor gave me constructive criticism when assessing my skills and providing feedback.					
I was treated as a professional by my supervisor.					
I was treated as a professional by teachers and other professionals.					
I was treated as a professional by administrators.					
I was treated as a professional by parents.					
I was treated as a professional by others.					
I felt the professional and staff personnel wanted me to work with them.					
My experiences were varied. I was exposed to a mixture of the professional duties of a school psychologist.					
When I was assigned a new testing procedure, my supervisor made certain I was adequately trained.					
My supervisor observed me adequately during testing.					
My supervisor observed me adequately during parent interviews.					

My supervisor observed me adequately during consultation.					
My supervisor observed me adequately during teacher conferences.					
My supervisor observed me adequately at other times.					
When I encountered difficulties, my supervisor consulted with me and helped me devise workable solutions.					
My supervisor held regularly scheduled meetings for supervision.					
In relation to my professional growth/esteem, my internship experience was very beneficial.					

Approximate number of hours per week of face-to-face supervision:

Describe your impact on the students with whom you worked.

My supervisor closely monitored me when I was assigned to unique situations (i.e., first personality appraisal, first therapy case, etc.). Yes No

Comments:

List any professional development opportunities and frequency of meetings (conferences, seminars, or other learning experiences):

Your assessment of skill acquisition with respect to:

A. Assessment:

B. Intervention:

C. Consultation:

D. Research:

In retrospect, were you adequately prepared for the internship experience? Yes No

In specific terms, how might your preparation been improved?

I feel the main strengths of this internship supervisor are:

I feel the main strengths of this internship site are:

I feel the main weaknesses of this internship supervisor are:

I feel the main weaknesses of this internship site are:

Comment on the accessibility of the University internship supervisor, timeliness of site visits, collaboration between the University internship supervisor and internship site supervisor, and the quality of University internship supervisor.

I would recommend this internship site to other specialist trainees: Yes No
Why?

Specialist Intern

Signature

Date

Completed evaluation submitted by _____ on (date)
_____ in lieu of providing my signature.