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NATIONAL LOUIS SCHOOL PSYCHOLOGY PROGRAM HANDBOOK

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Introduction

Purpose

This handbook aims to provide school psychology students with information about the procedures, regulations, and requirements for completing the educational specialist degree and licensure in the School Psychology Program at National Louis University. This handbook is designed to facilitate student progress through the program by describing the components of the National Louis University (NLU) School Psychology graduate study including program philosophy, coursework requirements, descriptions of practica and internship policies and practices, evaluation activities, and a number of degree and program procedural requirements and timelines. The information in the handbook is coordinated with the information on the [NLU School Psychology Program website](#), but with more detail and complete forms. *You must read all sections of the handbook so that you are thoroughly familiar with the program requirements.*

Program History and Philosophy

The NLU School Psychology program has been accredited by NASP for more than a quarter century. It is among the premier programs at NLU, which began in 1886, when Elizabeth Harrison founded the school to train "Kindergarteners," young women teachers who began the early childhood education movement. The school's requirements became a model for education colleges nationwide. In 1893, the university published Harrison's book, *The Kindergarten as an Influence in Modern Civilization*, in which she explained, "how to teach the child from the beginning of his existence that all things are connected and how to lead him to this vital truth from his observation."

The university's name was changed to the Chicago Kindergarten Training School (1887), Chicago Kindergarten College (1893), the National Kindergarten and Elementary College (1912), and then the National College of Education (1930). The "National" part of the university's name came about when the school became the professional school of the National Kindergarten Association. The university championed the concept of kindergarten and early education teaching in America and was one of the first teachers' colleges in the country to offer a four-year program culminating in the bachelor of education degree. In the 1920s, the university

partnered with Nobel Peace Prize recipient Jane Addams to provide educational opportunities to the poor, immigrant population served by Hull House.

In 1990, NLU united the name of National College of Education with that of trustee and benefactor Michael W. Louis. His significant gift spearheaded the transition from college to university and enabled the university to greatly expand its programs to more than 72 academic programs, with degrees extending to the doctoral level.

The NLU School Psychology Program continues the NLU progressive education tradition established by Elizabeth Harrison, preparing school psychologists to meet the needs of all children, students, and families, particularly those at risk, for the 21st century through an emphasis on evidence-based practices.

The Program's curriculum and training content is based on the National Association of School Psychologists (NASP) Practice Domains (2020). At NLU, school psychologists are trained to work as leaders and team members to support multi-tiered, coordinated early intervening services (Shinn & Walker, 2010; Walker & Shinn, 2010) to promote all students' positive development and to remediate potential learning and social-behavioral difficulties.

Historically, courses were designed around teaching from a Big Ideas perspective to provide students a scaffold to support their understanding, distilling complex information and content into a form that is linked to students' previous content knowledge and life experience (Coyne, Kame'enui, & Carnine, 2007). Each school psychology course identified and taught a discrete set of Big Ideas. Big Ideas are not learning objectives nor "facts." Instead, Big Ideas enable students to read complex text or participate in other learning activities and form linkages, enabling them to distill key concepts and information in a meaningful way. Students will continue to see expressions of Big Ideas in many of the courses that they take.

NLU School Psychology preparation aims to develop professionals who are grounded in the science of human behavior and educational psychology. Attention is directed towards the mastery of skills in assessing the functional academic and social/emotional and behavioral development of children and adults within specific environments and ecological confines; planning, implementing, and evaluating academic and behavioral/mental health interventions;

and consulting and training with parents, teachers, and related school personnel. Emphasis is placed on analyzing problems at the idiographic level. That is, each situation is considered unique with respect to its background information, the personal characteristics of the parties involved (e.g., gender, ethnicity, culture), and the expectations for problem solution. Students are trained to be scientists-practitioners. This approach means that students master and employ scientific methods and evidence-based assessment and intervention strategies to prevent and resolve problems. Interventions are treated as plausible hypotheses that must be evaluated continuously as part of service provision.

NLU School Psychology program students *learn*:

1. The knowledge and skills to identify and use evidence-based practice (EBP) in academics and social/emotional behavior support to work with *all* children/students, their families, and other educators;
2. Functional assessment skills to enable problem identification, intervention planning, and progress monitoring to ensure positive outcomes;
3. Skills to ensure that interventions are implemented with fidelity;
4. Engagement in systematic inquiry and critical thinking as a life-long career process.
5. Standards of professional ethical conduct;
6. Respect for individual differences in personal, social, economic, and cultural experiences.

In addition, the Program supports development of a set of *professional behaviors* that include:

1. Professionalism and self-awareness;
2. Ethical responsibility;
3. Initiative and dependability;
4. Interpersonal relationships;
5. Communication skills;
6. Completion of work;
7. Processes of supervision.

How Our School Psychology Ed.S. Curriculum Is Organized

The NLU School Psychology Program offers its students the Educational Specialist degree (Ed.S.) that leads to the School Psychology Professional Educational Licensure (PEL) endorsement by the Illinois State Board of Education (ISBE). NLU school psychology graduates also can be certified as Nationally Certified School Psychologists (NCSP) by successfully completing our NASP-approved program and passing the Praxis Exam. In the past 5 years, 100% of NLU graduates taking the NCSP exam have passed this examination.

In August 2023, the NLU School Psychology Program formalized its course requirements to allow for both full-time and part-time enrollment. NLU School Psychology program has had part-time programming in the past, and this option has been re-configured in light of NASP approval for part-time students that align with program approval status. Part-time programming is an important addition to the IL Ed.S. program to ensure program sustainability, given the financial and time demands to attend graduate school full-time, as well as to address national shortage of school psychologists. Changes of course requirements included differences in course sequence, practicum descriptions, modification of some course titles, and addition of two new courses. New courses were created reflecting increased needs in data based decision making from a school-wide lens and expanding learning opportunities for low-incidence disabilities. The curriculum review process and revisions were guided by alignment to NASP's 2020 Professional Standards and Practice Domains, as well as ISBE's required Professional Educator Standards. These changes were reviewed and approved by the National College of Education, the NLU Curriculum Committee, and ISBE. Our current Ed.S. Course Program Requirements for students entering *Summer 2023* or later are displayed below and included in **Appendix A**. Students who started *prior to Summer 2023* are following the Ed.S. Program Sequence and Requirements in **Appendix A**.

Illinois Educational Specialist in School Psychology (Ed.S.) Effective Summer 2023*

	Full-Time SPY Program (3 Years)	Part-Time SPY Program (4 Years)
Summer Year 1	SPY 506 Interventions in Schools with Multicultural Students (3 SH)	SPY 506 Interventions in Schools with Multicultural Students (3 SH)
Fall Year 1	SPY 508 Practices and Principles of School Psychology (2 SH) SPY 510 School-Family-Community Partnerships (3 SH) SPY 514 Tests and Measurement (3 SH) SPY 519 School-Wide Data Based Decision Making (3 SH) Year 1 Field Experience (1 day/7 hours per week)	SPY 508 Practices and Principles of School Psychology (2 SH) SPY 514 Tests and Measurement (3 SH) Year 1 Field Experience (1 day/7 hours per week)
Winter Year 1	SPY 518 Universal Prevention and Promotion for Behavioral Health (3 SH) SPY 520 Educational Assessment for Tiered Services (3 SH) SPY 534 Cognitive Assessment (3 SH) Year 1 Field Experience (1 day/7 hours per week)	SPY 518 Universal Prevention and Promotion for Behavioral Health (3 SH) SPY 534 Cognitive Assessment (3 SH) Year 1 Field Experience (1 day/7 hours per week)
Spring Year 1	SPY 524 Methods of Research-Based Instruction for All Students (3 SH) SPY 529 Assessment and Intervention for Complex Educational Needs (3 SH) SPY 538 Applied Behavior Analysis (3 SH) Year 1 Field Experience (1 day/7 hours per week)	SPY 529 Assessment and Intervention for Complex Educational Needs (3 SH) SPY 538 Applied Behavior Analysis (3 SH) Year 1 Field Experience (1 day/7 hours per week)

Summer Year 2	SPY 506 Interventions in Schools with Multicultural Students (3 SH) <i>*If not taken Summer Year 1</i>	SPY 510 School-Family-Community Partnerships (3 SH) <i>*Recommended</i> SPY 506 Interventions in Schools with Multicultural Students (3 SH) <i>* If not taken Summer Year 1</i>
Fall Year 2	SPY 525 Methods of Research-Based Intervention for Tiered Services (3 SH) SPY 544 Theory and Practice of Behavioral Consultation (3 SH) SPY 548 Social Emotional Behavioral Assessment (3 SH) SPY 565 School Psychology Practicum (3 SH) (2 days/14 hours per week)	SPY 519 School-Wide Data Based Decision Making (3 SH) SPY 544 Theory and Practice of Behavioral Consultation (3 SH) SPY 565 School Psychology Practicum (1 SH) (1 day/7 hours per week)
Winter Year 2	SPY 550 Social-Emotional, Behavioral and Mental Health Interventions I (3 SH) SPY 530 Applied Research Methods (2 SH) SPY 565 School Psychology Practicum (3 SH) (2 days/14 hours per week)	SPY 520 Educational Assessment for Tiered Services (3 SH) SPY 530 Applied Research Methods (3 SH) SPY 565 School Psychology Practicum (1 SH) (1 day/7 hours per week)
Spring Year 2	SPY 551 Social-Emotional, Behavioral and Mental Health Interventions II (3 SH) SPY 540 Ethics, Law and Professional Issues in School Psychology (3 SH) SPY 565 School Psychology Practicum (3 SH) (2 days/14 hours per week)	SPY 524 Methods of Research-Based Instruction for All Students (3 SH) SPY 540 Ethics, Law and Professional Issues in School Psychology (3 SH) SPY 565 School Psychology Practicum (1 SH) (1 day/7 hours per week)

Summer Year 3		SPY 510 School-Family-Community Partnerships (3 SH) <i>*If not taken in Summer Year 2</i>
Fall Year 3	SPY 590 Internship Seminar (2 SH) 1,200 Hour Internship	SPY 525 Methods of Research-Based Intervention for Tiered Services (3 SH) SPY 548 Social Emotional Behavioral Assessment (3 SH) SPY 565 School Psychology Practicum (2 SH) (1 day/7 hours per week)
Winter Year 3	SPY 590 Internship Seminar (2 SH) 1,200 Hour Internship	SPY 550 Social-Emotional, Behavioral and Mental Health Interventions I (3 SH) SPY 565 School Psychology Practicum (2 SH) (1 day/7 hours per week)
Spring Year 3	SPY 590 Internship Seminar (2 SH) 1,200 Hour Internship	SPY 551 Social-Emotional, Behavioral and Mental Health Interventions II (3 SH) SPY 565 School Psychology Practicum (2 SH) (1 day/7 hours per week)
Fall Year 4		SPY 590 Internship Seminar (2 SH) 1,200 Hour Internship
Winter Year 4		SPY 590 Internship Seminar (2 SH) 1,200 Hour Internship
Spring Year 4		SPY 590 Internship Seminar (2 SH) 1,200 Hour Internship

**Revised August 2023 (See Appendix A for Ed.S. requirements prior to August 2023).*

Alignment to NASP and Illinois State Board of Education Standards

The School Psychology Program aligns its courses to NASP's [Practice Domains](#) and [Professional Standards](#) of school psychology training and practice as a central guide to our curriculum. Our courses are also aligned to ISBE School Psychology Endorsement standards, including [Culturally Responsive Teaching and Learning Standards \(CRTL\)](#) and International Society for Technology in Education ([ISTE](#)) [Standards for Educators](#). Program curriculum and all

assessments are aligned to these standards (see **Appendix A**).

**National Louis School Psychology Educational Specialists Degree (Ed.S.)
Endorsement Program Courses by NASP Domain***

Course Number	Course Title	Semester Hours (SH)
NASP Domain 1: Data-Based Decision Making		
SPY 514	Tests and Measurement	3 SH
SPY 519	System-Wide Data Based Decision Making	3 SH
SPY 520	Educational Assessment for Tiered Services	3 SH
SPY 529	Assessment and Intervention for Complex Needs	3 SH
SPY 524	Methods of Research-Based Instruction for All Students	3 SH
SPY 530	Applied Research Methods	3 SH
SPY 534	Cognitive Assessment In Contemporary School Practice	3 SH
SPY 544	Theory and Practice of Behavioral Consultation	3 SH
SPY 548	Social Emotional Behavioral Assessment	3 SH
SPY 550	Social-Emotional, Behavioral and Mental Health Interventions I	3 SH
SPY 551	Social-Emotional, Behavioral and Mental Health Interventions II	3 SH
SPY 565	School Psychology Practicum	9 SH
SPY 590	Internship in School Psychology	6 SH
NASP Domain 2: Consultation and Collaboration		
SPY 510	School-Family-Community Partnerships	3 SH
SPY 544	Theory and Practice of Behavioral Consultation	3 SH
SPY 565	School Psychology Practicum	9 SH
SPY 590	Internship in School Psychology	6 SH
NASP Domain 3: Academic Interventions and Instructional Supports		
SPY 519	System-Wide Data Based Decision Making	3 SH
SPY 524	Methods of Research-Based Instruction for All Students	3 SH
SPY 525	Methods of Research-Based Intervention for Tiered Services	3 SH
SPY 565	School Psychology Practicum	9 SH
SPY 590	Internship in School Psychology	6 SH
NASP Domain 4: Mental and Behavioral Health Services and Interventions		
SPY 518	Universal Prevention and Promotion for Behavioral Health	3 SH
SPY 538	Applied Behavior Analysis	3 SH
SPY 544	Theory and Practice of Behavioral Consultation	3 SH
SPY 548	Social Emotional Behavioral Assessment	3 SH
SPY 550	Social-Emotional, Behavioral and Mental Health Interventions I	3 SH
SPY 551	Social-Emotional, Behavioral and Mental Health Interventions II	3 SH
SPY 565	School Psychology Practicum	9 SH
SPY 590	Internship in School Psychology	6 SH
NASP Domain 5: School-Wide Practices to Promote Learning		
SPY 508	School Psychology Practices and Principles	2 SH
SPY 519	System-Wide Data Based Decision Making	3 SH
SPY 530	Applied Research Methods	3 SH
SPY 590	Internship in School Psychology	6 SH
NASP Domain 6: Services to Promote Safe and Supportive Skills		
SPY 518	Universal Prevention and Promotion for Behavioral Health	3 SH
SPY 519	System-Wide Data Based Decision Making	3 SH

SPY 590	Internship in School Psychology	6 SH
NASP Domain 7: Family, School, and Community Collaboration		
SPY 506	Interventions in Schools with Multicultural Students	3 SH
SPY 510	School-Family-Community Partnerships	3 SH
SPY 551	Social-Emotional, Behavioral and Mental Health Interventions II	3 SH
SPY 590	Internship in School Psychology	6 SH
NASP Domain 8: Equitable Practices for Diverse Student Population		
SPY 506	Interventions in Schools with Multicultural Students	3 SH
SPY 520	Educational Assessment for Tiered Services	3 SH
SPY 524	Methods of Research-Based Instruction for All Students	3 SH
SPY 525	Methods of Research-Based Intervention for Tiered Services	3 SH
SPY 529	Assessment and Intervention for Complex Needs	3 SH
SPY 534	Cognitive Assessment In Contemporary School Practice	3 SH
SPY 540	Ethics, Law and Professional Issues in School Psychology	3 SH
SPY 590	Internship in School Psychology	6 SH
NASP Domain 9: Research and Evidence-Based Practice		
SPY 514	Tests and Measurement	3 SH
SPY 525	Methods of Research-Based Intervention for Tiered Services	3 SH
SPY 530	Applied Research Methods for School Psychologists	2 SH
SPY 538	Applied Behavior Analysis	3 SH
SPY 590	Internship in School Psychology	6 SH
NASP Domain 10: Legal, Ethical, and Professional Practice		
SPY 508	School Psychology Practices and Principles	3 SH
SPY 540	Ethics, Law and Professional Issues in School Psychology	3 SH
SPY 565	School Psychology Practicum	9 SH
SPY 590	Internship in School Psychology	6 SH

Many courses address **multiple NASP domains. This document aligns each of the NASP domains with the courses where they are weighted heavily. Some courses may be listed more than once.*

How the Program is Delivered

NLU is designed with a primary emphasis on face-to-face instruction with a blended component. The program is designed for in person participation every term. The instructional model is a combination of in person instruction that includes group work and applied practice, plus content that is delivered through student reading and out-of-class preparation with videos and written assignments.

In-Person Requirements

Every term, students can expect in-person instruction on the Wheeling campus every week. The number of sessions per week will vary depending on whether students are enrolled as full- or part-time.

Online Requirements

All graduate courses require students to use the *Desire 2 Learn (D2L)* software, a learning management system. A D2L tutorial is available [online](#). Students have “always on” access to view the course syllabus and content 2 weeks prior to the beginning of the quarter, upload completed assignments, e-mail faculty and other students, participate in discussion boards, take quizzes, and view their grades and assignment feedback. Out of class preparation requirements are outlined carefully in D2L for each course.

Program Operation, Policies, and Management

Admission Requirements and Procedures

NLU’s School Psychology program is a NASP approved program, as a result, the program practices selective admission to maintain an appropriate faculty and student ratio. The program admits both full-time and part-time students, with a priority given to full-time students. Part-time program is offered to accommodate students who may need to take coursework and applied experiences over a longer period of time for various reasons. Re-specialization opportunities are offered selectively on a space available basis to highly qualified individuals. Decisions are made based on student qualifications per undergraduate preparation, relevant work experience and commitment to program philosophy.

Application Process

We encourage students who have diverse backgrounds to apply to the program. Our application process is a rolling admissions process for a fall term start for the following year. That is, interested applicants may apply throughout the year and applications are reviewed ongoing (i.e., monthly basis) to determine program fit for a fall start. Once applications are reviewed by faculty, qualified applicants are contacted to schedule an interview with SPY faculty. Applicants are encouraged to participate in on-campus and virtual opportunities to interact with program faculty and current students. Candidates are notified of acceptance after completion of interviews and are asked to submit their decision to accept admission to the program by April 15th. The program will continue its rolling admissions process after April 15th

on a space available basis. All decisions for admission are final and cannot be appealed.

Students applying to our Ed.S. program must submit the following materials to the NLU:

- Graduate School application;
- Resume or Curriculum Vitae;
- Two to three letters of recommendation with a minimum of one from undergraduate or graduate faculty;
- Transcripts of all undergraduate and graduate work; and
- Personal statement essay on *“Why school psychology and NLU’s program?”*.

Review Criteria and Process

School Psychology faculty review submitted applicant materials using a rubric to extend invitations for a personal interview with faculty. All decisions for admission are final and cannot be appealed. The following areas are reviewed and considered in determining acceptance to the Ed.S. program:

- Undergraduate Degree. Although many accepted students have a B.A. or B.S. in psychology or other related educational degrees (e.g., counseling, social work), other degree areas are considered.
- Grade Point Average. Applicants are evaluated on the basis of a strong undergraduate GPA. If there is variability in a student's transcript, faculty will ask for a rationale for the variation.
- Personal Statement. Strong personal statement on why the candidate is pursuing a school psychology degree and how NLU’s program is a good fit for the applicant’s personal and professional goals.
- Resume. Relevant applied and research experiences across the various NASP domains, such as experiences in working in schools, with youth or young adults with disabilities or other culturally diverse populations.
- Letters of Recommendation. Strong letters of recommendation with one academic letter for recent graduates and a supervisor letter for students who have been working for several years.

- **Strong Interview.** A successful interview with faculty, either in person or virtually, providing more information about their application materials and interest in the field of school psychology. In addition, candidates are encouraged to participate in current graduate student conversations to ask questions about the program from a student perspective.

Transfer of Credit

The school psychology program follows the [National College of Education's policies](#) on graduate course transfer.

Student Expectations and Supports for Learning

NLU School Psychology students have a variety of resources to support their success beyond the *coherent curriculum* described earlier in this Handbook. To be successful in graduate school, our program outlines expectations students are expected to engage in for successful development of school psychology competency skills and professional behaviors. Clearly defined student expectations help to set up candidates to be successful and identify supports early on, if needed. Our program provides varied supports aligned to candidate expectations for successful completion of the program. Additionally, students are expected to become student members of professional organizations to support their growth and learning of key knowledge and skills.

Student Expectations

The expectations outlined below are to assist students in successfully completing the program requirements and include what is expected in class and in applied experiences by demonstration of learning of school psychology skills and strong professional behaviors.

Attend Class Regularly

Attendance is required for all scheduled class meetings. All classes scheduled on campus require in-person attendance for each session. Attendance is stressed because students will have opportunities to (a) improve their knowledge base through discussions of critical topics and issues, (b) practice skills needed to engage in professional dialogue/exchange

with colleagues, (c) practice skills required to present information to others, (d) acquire information from lectures and presentations, (e) participate in activities, and (f) submit required assignments. There are some classes that, at the instructor's discretion, may be held with synchronous video instruction either in addition to in-person class or as the class meeting. Class sessions will NOT be video recorded to watch in the absence of attending class. Students are required to contact the instructor in case of scheduling conflicts, illness, or emergencies that would preclude coming to class or other required events as specified in the syllabus. Students who miss a class session are encouraged to contact peers and schedule an appointment with the instructor during scheduled office hours for content review.

Students who miss 2 class meetings will be required to:

- Meet the expectation outlined in a student support plan to address attendance issues and document requirements for learning, and;
- Be responsible for missed content by reviewing instructional materials and completing related assignments.

Turn in Assignments by Due Date

Students are expected to complete all assignments by the deadlines as they are posted in the syllabus and D2L, unless otherwise indicated by the course instructor. All assignments (e.g., focus questions, readings, papers, activities, discussion posts, quizzes) must be submitted AT OR BEFORE THE ASSIGNED DUE DATE. If extenuating circumstances arise, students are encouraged to contact the course instructor *in advance of the deadline* to arrange for an extension. Documentation will be required for consideration of extension. Prior notification *is required* for excused assignments. If an assignment is not submitted on time, a "0" will be scored until the assignment is submitted for grading. If the assignment is never submitted, the score will remain a zero.

Students who do not submit:

- Two assignments on time within a course will be required to meet with the instructor to address timeliness and document requirements for learning.
- Three or more assignments on time within a course will be required to meet the expectation outlined in a student support plan to address time-management issues and document requirements for learning.
- Any coursework that is unfinished by the end of the term will result in an Incomplete/In-Progress “I” grade (provided at least 75% of the coursework is finished). If less than 75% of the coursework is completed, the student will receive a grade of N.

Come to Class Prepared

Focus on being a learner in class by being thoroughly prepared to discuss key vocabulary, concepts, issues, and procedures, as well as how to relate this information to content learned in previous courses or school based experiences. Students are expected to come to class having completed the before class assignments for the class session, which may include readings, discussion posts, reflections, videos, quizzes, etc. Students are responsible for reviewing course content in D2L for the upcoming class meeting. Students demonstrate coming to class prepared in a variety of ways across the program. Examples include, but are not limited to, participating in class discussions, completing pre-class readings, Quizlet, advanced organizers, and monitoring student engagement in D2L.

Students who do not come prepared:

- Two class sessions on time within a course will be required to meet with the instructor to address timeliness and document requirements for learning.
- Three or more class sessions on time within a course will be required to meet the expectations outlined in a student support plan to address time-management issues and document requirements for learning.

Submit Course Assignments Aligned to Rubric Requirements

Students are expected to submit high quality work based on rubric expectations in D2L and discussed in class. Students must submit all coursework with at least 80% accuracy or higher based on course and instructor expectations. Students should attend to all rubric requirements and assignment descriptions and review assignments before submitting them. Students are allowed to resubmit a course assignment up to **two times** after receiving and responding to instructor feedback. Assignments not in proper professional writing style, will be returned ungraded.

Evidence of assignments that are aligned to rubric requirements include:

- Responding to all criteria on assignment rubric in D2L.
- Responding to all instructor feedback for improvements. Resubmissions must include highlighted areas of change to address instructor feedback.
- Using Grammarly and library resources to review papers before submission to ensure appropriate writing style.
- Using APA style. Use library resources to ensure correct APA style. Here is a [quick link](#) for writing papers.

Demonstrate Ethical and Professional Behavior

Students are expected to engage in ethical and professional behavior in communication and collaboration in all classroom activities, assignments, applied practice and responding to feedback. More specifically, students must maintain confidentiality and be respectful as outlined below:

Maintain Confidentiality: Students are expected to engage in ethical and professional behavior and adhere to the APA and NASP confidentiality standards regarding the topics and situations discussed during class. When preparing assignments, prepare them so that identifying information such as names are removed (use initials or fake names).

Be Respectful: Respect the opinions of your classmates and instructor. Individuals in the group will have different points of view on many topics. Respectful dialogue is expected.

Every member of the group needs to listen to understand, speak with respect, and sometimes agree to disagree. Follow the classroom working agreements (norms) to create a safe, supportive and culturally inclusive classroom climate.

Students who do not demonstrate ethical and professional behavior in class and in applied experiences will be required to meet the expectation outlined in a Student Support Plan to address professionalism and ethical behavior.

Actively Participate

During class, students are expected to be *actively engaged* in all course activities. Use of computers for note taking and occasional seeking of resources is acceptable. However, checking email, texting, or general browsing is disrespectful to faculty and other students. Students are expected to set cell phones to vibrate and take calls outside of class in case of emergencies. Instructors may call on students randomly to actively engage in the learning process. Students are expected to be prepared to share cases from applied experiences related to the content in the course to problem solve as a group for self-reflection and growth. For synchronous instruction, students are expected to follow instructor's guidance for camera and online participation.

Students who do not demonstrate consistent active participation in course activities will be required to meet with the instructor to address barriers to participation and develop a plan to address concern(s).

Seek Assistance, When Needed

Students are responsible for seeking faculty assistance related to course content, assignments, activities and other issues when needed. Course instructors are available in multiple ways in addition to class meetings, including: phone calls, emails, video conferencing, and scheduled office time. If students have a question, reach out to the instructor. Instructor contact information is available in the course syllabus.

An additional resource is peers in the program, either in your cohort or via mentoring offered by School Psychology Student Organization (SPO).

Complete Courses with a Grade of B or Higher

It is expected students submit high quality work based on rubric expectations in D2L. Students are expected to earn at least a grade of B or higher in all courses. If a student earns a grade of C in two classes, the student will be dismissed from the program.

Complete Courses On Time

It is expected that students submit course assignments by the due dates as they are posted in this syllabus and in D2L. Any coursework that is unfinished by the end of the term will result in an Incomplete/In-Progress “I” grade (provided at least 75% of the coursework is finished). If a student receives **two or more Incomplete/In-progress “I” grades in one term**, the student will be required to pause their enrollment in the program until unfinished coursework is completed and the student receives a grade for the course. Faculty may recommend the student enroll in the part-time program.

Maintain Active Student Membership to Professional Affiliations

As a future school psychologist, students are encouraged to be involved with the profession of School Psychology while in graduate school to continue professional growth and advocate for the field of school psychology. Students are expected to join both *state* (Illinois School Psychologists Association) and *national* (National Association of School Psychologists) professional organizations, each year enrolled in the program.

Students are required to join:

- National Association of School Psychologists (NASP):
<https://www.nasponline.org/membership-and-community/join-nasp>
- Illinois School Psychologists Association (ISPA):
<https://www.ilispa.org/membership>

Students may choose to join:

- American Psychological Association (APA) Division 16 (APA):
<http://www.apa.org/membership>

Student rates are significantly reduced and offer discounts on materials, including course textbooks and other learning resources. Our program stresses engagement in ongoing professional learning outside of coursework, such as participation in conferences. Thus, students are required to attend the annual conference of ISPA and/or NASP each year. Additionally, students are encouraged to present and/or get involved in committees at local, state, and national conferences.

Student Supports for Learning

NLU provides many resources, including tutoring, writing support, study skills, resource materials, mental health and more, to support students' learning and success as a graduate student. Student progress across the program is monitored through SPY faculty on an ongoing basis. Students can seek out the resources on their own, and at times, faculty will refer students to use resources, if needed. Students have access to various student supports in every D2L class under the *Student Support Tab*.

Wellness and Mental Health

Graduate school is often a time that is demanding and stress responses are commonly experienced. As aspiring mental health professionals, it is good practice to seek support for your own mental health needs. It is important if you are going to support students, teachers, and parents, that you have adequate mental health support. Various resources are offered through NLU and can be viewed [here](#).

Library and Learning Support

Several [resources](#) are available through the library and learning faculty to provide proactive academic assistance to students. The library and learning faculty provide both in-person and online video conference tutoring, as well as other resources to assist students.

Students may receive tutoring in the areas of writing, research, and math. In addition, library and learning support faculty will review an essay and provide individualized feedback to students on writing.

Tutor.com is an online tutoring service which provides live chat with a tutor in the areas of writing, research, APA formatting, math, and science. Students may elect to use either of the tutoring options to ensure course success. A tutoring tutorial is available for students [online](#). Additionally, learning supports are available to assist with study skills, such as time management, organizational, and test-taking strategies, for students balancing work, school and life.

School Psychology Program Library

Many school psychology programs maintain a test library to support students' learning data-based decision making. Given the program focus of school psychologists as supporting research-based interventions and avoiding the stereotypical role of testers, School Psychology Program maintains an extensive library of academic and social-emotional evidence-based interventions for student use in classes and field-based experiences. Various standardized tests, protocols, curriculum intervention materials, and books also can be found in the program library. Students can search the library resource by clicking [here](#).

The procedures for utilizing the materials are as follows:

1. *All materials must be requested at least 48 hours in advance.* This notice ensures that the materials have been located and are ready for student use when picked up. This notice also lets students know in advance if the materials are available. If the materials are not available, students are placed on a waiting list and notified as soon as the materials are returned. Students are advised to reserve the materials that they need - *before they plan to use them.* To request materials please go to cflrequest@gmail.com. This mailbox is monitored by program graduate assistants.
2. *To check materials out of the center, students must fill out a new Material Borrowing Agreement.* Students will be financially responsible for materials they check out that are lost or damaged.

3. *Materials have strict due dates.* Due to limited resources and high demand, resources have due dates. Materials are only renewable if there is not an active request for the resource. Additional materials will not be checked out while a person has overdue materials.

Student Evaluation and Key Assessments

The program as a whole, and individual student progress, is evaluated on an ongoing basis. Both program and student assessments are aligned to NASP domains and ISBE's licensure requirements. Formative and summative evaluation is multi-faceted within the program, using multiple measures of students' knowledge and skill proficiencies. Student evaluation occurs through high-stakes summative assessments in an external program evaluation context, key assessments that are reported to accreditation and college and university bodies and more formative assessments using course grades, assignments and assessments. The following section describes the various forms of assessments and links to information with more specific descriptions of each assessment.

External High Stakes Summative Assessments

School Psychology Type 237 Exam (Required for Professional Educator Licensure in Illinois)

To qualify for Professional Educator Licensure (PEL) by the Illinois State Board of Education (ISBE), students are required to pass the *School Psychology Type 237 Exam*, in addition to successful completion of all NLU program coursework and applied experiences. The 237 test was developed by contract with Pearson Assessment. This test is a computer based assessment with 100 multiple choice questions covering these three subareas: (1) Human Development, Diversity, and Learning; (2) Data-Based Decision Making to Address Individual, Group, and Schoolwide Needs; and (3) The Practice of School Psychology. See [test framework](#) for an overview of the Type 237 exam.

Students are encouraged to take the examination before the end of the first quarter (Fall) of their internship, and are required to take it by the end of the second quarter (Winter) term of their internship (by end of March). If students do not pass on their first attempt, they may

retake the test before graduation to meet the licensure requirement. A score of 240 is required to pass the exam. Students are required to request score reports be submitted to National Louis University and ISBE. The Illinois Licensure Testing System (ILTS) provides registration and test preparation materials, such as practice tests, on their [website](#).

School Psychology Praxis 5403 Exam (Required for Nationally Certified School Psychologist (NCSP))

In order to qualify for Nationally Certified School Psychologist (NCSP) by the National Association of School Psychologists (NASP), students are required to pass the *Praxis 5403 Exam*, in addition to successful completion of all NLU program coursework and applied experiences. The Praxis is based on the NASP Model for Comprehensive and Integrated School Psychological Services (2020) and was constructed by the Educational Testing Service (ETS). This exam is a computer based assessment with 125 questions covering the NASP Practice Domains 2020 with a focus on both content and process issues that are relevant to the school setting across the areas of (I.) practices that permeate all aspects of service delivery, (II.) services for children, families, and schools at the student level, (III.) services for children, families, and schools at a systems level; and (IV.) foundations of school psychological service delivery. See ETS [Praxis Study Companion](#) for an overview of the test structure and content.

Programmatically, we define the professional school psychologist as someone who has attained status as a Nationally Certified School Psychologist (NCSP) and passing the Praxis test is part of that certification process. Students are encouraged to take the examination before the end of the first quarter (Fall) of their internship, and are required to take it by the end of the second quarter (Winter) term of their internship (by end of March). A score of 155 is required to pass the exam. Students are required to request score reports be submitted to National Louis University and NASP. Registration and test preparation materials and resources about the Praxis Exam can be found on the ETS [website](#). Often the Annual NASP Conference offers sessions to prepare students for taking the Praxis exam. Students are encouraged to monitor the NASP website for additional resources available, as this version of Praxis is new in 2023.

Program Summative Assessments

Our program is responsible to provide evidence that students in the program are learning content and demonstrate the skills across NASP's Practice Domains and ISBE's state licensing requirements. There are multiple assessments that are used in program courses to assess student's progress in mastering content knowledge and skills (see **Appendix B**). Some assessments (i.e., *Impact on Student Learning Project*, *School Psychology Competency Appraisal*, *Professional Behavior Evaluation Survey*) are administered several times throughout the program to demonstrate growth over time.

Impact on Student Learning Project (ISLP)

School Psychology candidates seeking an Educational Specialist (Ed.S.) degree from National Louis University are required to demonstrate their impact on student learning each year in the program. For example, in Year 1, students submit a mini impact project in SPY 520. In the Year 2 practicum, SPY 565, and in the Year 3 internship, SPY 590, students complete two comprehensive *Impact on Student Learning Projects (ISLP)*, with one focusing on academics and another on behavior. The purpose of ISLPs is two-fold:

1. To serve as a tool for individual student progress monitoring within and across the years of their program, and
2. To provide data for program evaluation and accountability, especially for internal reporting (e.g., NCE, NLU) and external accrediting agencies (e.g., ISBE; NASP).

These capstone learning projects fulfill requirements from the Illinois State Board of Education (ISBE) and the National Association of School Psychologists (NASP) as referenced by the NASP's (2010; 2020) Standards for Graduate Preparation of School Psychologists requiring programs to assess, "Candidates' attainment of competencies needed for effective school psychology service delivery evidenced by direct, measurable, positive impact on children, families, schools, and other consumers."

Completion of these projects demonstrate impact on student achievement, social-behavior, and mental health using a Problem-Solving model and are evaluated using [this ISLP rubric](#) (see **Appendix B**) adapted from NASP's *NCSP Case Study Rubric*.

The *ISLP* is comprised of five sections:

1. Introduction and Problem Identification
2. Problem Analysis
3. Plan Development & Implementation (Intervention)
4. Plan Evaluation
5. Effective Elements of a Case Study

Each section has key subcomponents. Evaluation of the *ISLP* is guided by whether the submission is data-driven and makes logical sense and its alignment to NASP Domains and ISBE's licensing requirements.

In the Year 2 practicum, SPY 565 and in the Year 3 internship, SPY 590, students complete comprehensive *Impact on Student Learning Projects (ISLP)*. For Year 2 practicum and Year 3 internship candidates are required to provide direct or indirect services to an intervention at least two of the following:

- Individual student academic, social behavior, or mental health intervention;
- Small group academic, social behavior, or mental health intervention; or
- Class or school academic, social behavior, or mental health intervention.

It is not required that the School Psychology Candidate provide the intervention directly, nor solely. However, the Candidate must have a clearly described role in developing the intervention, or supporting the intervention through consultation, ensuring fidelity of intervention, progress monitoring, or contributing to intervention revision, if necessary. There is no minimum length of time that the intervention needs to be delivered. For example, a comprehension intervention may consist of 10-12 lessons, while a school-wide behavior support system may be delivered and evaluated the complete school year. Regardless of intervention length, the ISLP should have a clearly articulated time frame for evaluation that would address issues of retention and generalization as appropriate.

IMPORTANT: All Year 2 practicum and Year 3 internship Candidates are required to obtain approval for their ISLP from the School Psychology course instructor as early in the first quarter as possible to ensure an appropriate case study.

School Psychology Competency Appraisal (SPCA)

The School Psychology Program regularly engages in frequent and multi-faceted evaluation by field supervisors of students' knowledge and skills observed in their school-based field experiences. The *SPCA* is designed to measure student performance in all field settings (i.e., practicum and internship) in various domains of school psychology practice from data-based decision making and assessment to intervention and consultation with individual students and teachers to schools and communities. The field based supervisor completes this assessment based on the practicum or intern they supervise in their applied experiences via Google Forms. The *purpose* of *SPCA* is to provide formative and summative assessment of students' performance, and to provide support through supervision and training. These data are used to ensure students are developing skills in preparation for licensure (Intern) or internship (Practicum I/II), as well as training program evaluation purposes. This evaluation is aligned to NASP 2020 Practice Domains and adapted from material in Harvey, V.S., & Struzziero, J. (2008).

The *SPCA* includes a set of questions across the ten NASP domains of practice, with an overall rating of school psychology competencies, and narratives to provide an opportunity for specific feedback. The rating scale supervisor's evaluate student's skills and knowledge, represents a developmental approach to growing school psychology knowledge and skills in school settings. Based on the year of student in the program (i.e., Year 1, 2 or 3), expectations of ratings vary to align to graduated expectations in the program. For example, interns are expected to receive ratings at "*ready to independently perform*" compared to first year practicum students at "*ready to co-facilitate the practice alongside the supervisor*". The data is used to develop Student Support Plans, if needed, to ensure success and growth of skills throughout the program. It also serves to determine readiness for internship and licensure. (See **Appendix B.**)

Professional Behaviors Evaluation of Survey (PBES)

The School Psychology Program regularly engages in frequent and multi-faceted evaluation by field supervisors of students' professional behaviors observed in the field using

the *Professional Behaviors Evaluation Survey (PBES)*. The *PBES* is designed to measure behavior or dispositions conducive to professional practice, ranging from timeliness and accepting responsibility to seeking out professional resources and feedback for continuous improvement across settings. The *PBES* purpose is to provide student formative and summative data across professional work characteristics and dispositions. This data is used to ensure students are growing skills in preparation for licensure, as well as training program evaluation purposes. The *PBES* was adapted from the *Professional Behaviors Quarterly Checklist* developed by Dr. Mark R. Shinn when he was program director at the University of Oregon and from Harvey, V.S., & Struzziero, J. (2008) and Cruise, T.K., & Swerdlik, M.E. (2010).

The *PBES* includes a set of questions aligned to NASP's professional standards, with an overall rating of professional behaviors and narratives to provide an opportunity for specific feedback. Field-based supervisors provide ratings and comments on professionalism and self-awareness, ethical responsibility, initiative and dependability, interpersonal relationships, communication skills, respect for diversity and supervision process via Google Forms. Students are expected to be rated at "*displays performance appropriately to meet professional standards*" consistently throughout the program. Ratings in areas below are discussed between the field based supervisor, university supervisor and student. In some cases, a Student Support Plan may be developed to address area(s) of lower ratings. (See **Appendix B.**)

Evaluation of Field Experience and Field Supervisor

Ratings about support for field experiences and supervision are important to us. Students complete the *Evaluation of Field Experience and Field Supervisor* annually to provide information on the field experience, support from the district and site, and field supervisor(s). Feedback helps faculty assess the quality of the applied opportunities provided and to evaluate and improve our program. Students complete the evaluation via Google Forms to rate the field setting support and quality of supervision. Data from this evaluation is reviewed by SPY faculty annually to ensure quality of placements in school settings and match of supervisors to support and grow students in the supervisory process. Based on experiences, some sites and/or supervisors may not be recommended for future placements. Faculty try to understand why

the mismatch and ensure quality placements for students. (See **Appendix B.**)

Evaluation of University Preparation and Support for Field Experience

As part of the NLU evaluation of field experiences, students complete the *Evaluation of University Preparation and Support for Field Experience* via Google Forms annually. The *Evaluation of University Preparation and Support for Field Experience* provides information on how well-prepared students feel for their field experience based on their training and the quality of support received from their university supervisor(s). Student feedback helps our program assess the quality of our training program and provide potential areas for improvement. Results are reviewed and discussed annually by School Psychology Program faculty to guide possible course revision for preparedness and ensure a quality supervisory process. Potential changes may be made in matching university supervisors to students to ensure a positive growth experience through the supervisory process. Faculty strive to understand challenges in supervision and ensure preparedness for applied experiences. (See **Appendix B.**)

See table below for description of when and how often these multifaceted and frequent field based evaluations are administered. Data these tools (i.e., *SPCA*, *PBES*, *Evaluation of Field Experience and Supervisor*, *Evaluation of University Preparation and Support for Field Experience*) are evaluated for:

1. Formative and summative assessment of students' performance, and to provide support through supervision and training;
2. Formative and summative assessment of training program effectiveness, and to constantly improve the quality of training provided;
3. Support of ongoing communication between students, the field, and the university.

NLU School Psychology Program School Based Field Experience Evaluation Plan

Evaluation Instrument	Completed By	When Completed
<i>School Psychology Competency Appraisal (SPCA)</i>	School-based field supervisor(s) (<i>Evaluation must be completed by the primary supervisor, and may be supplemented by secondary supervisors.</i>)	Year 1 Field Experience <i>Annually</i> (May) Year 2 Practicum <i>Biannually</i> (January and May) Year 3 Internship <i>Biannually</i> (November and May)
<i>Professional Behavior Evaluation Survey (PBES)</i>	School-based field supervisor(s) (<i>Evaluation must be completed by the primary supervisor, and may be supplemented by secondary supervisors.</i>)	Year 1 Field Experience <i>Biannually</i> (January and May) Year 2 Practicum <i>Biannually</i> (January and May) Year 3 Internship <i>Biannually</i> (November and May)
<i>Field Experience and Field Supervisor Evaluation</i>	Student	Year 1 Field Experience <i>Annually</i> (May) Year 2 Practicum <i>Annually</i> (May) Year 3 Internship <i>Annually</i> (May)
<i>University Preparation and Support for Field Experience Evaluation</i>	Student	Year 1 Field Experience <i>Annually</i> (May) Year 2 Practicum <i>Annually</i> (May) Year 3 Internship <i>Annually</i> (May)

Program Formative Assessments

Course Assessments

The most frequent form of evaluation information comes in graded courses where students' knowledge is assessed using quizzes, tests, and projects. Final class grades are derived from 10% of formative assessments and 90% of summative assessments outlined in the course. Grading is based on demonstrating mastery of content and/or skill and students are expected to resubmit assignments based on instructor feedback. Criterion for resubmission of assignments is at the instructor's discretion (may vary from 80-100%) for the specific course content and level in the program. Rubrics are utilized to provide feedback and evaluate mastery of learning and can be found in D2L. Formative class assessments are utilized to understand how students are grasping key concepts, vocabulary and theories through readings, videos and other course content.

Ongoing Progress Reviews

School Psychology Program faculty meet formatively and summatively to review student

progress. Once per month, SPY faculty meet to review and discuss needs of students based on more formative assessments, such as, quality of coursework, attendance, work completion, professional behaviors, and other mental health or wellness needs. Ongoing quick student review meetings allow for faculty to intervene early to connect students with resources to keep them on track. Additionally, SPY faculty meet at the end of each year to review each student's progress through each of the major summative assessments. The purpose of the Yearly Progress Review is to provide feedback on student progress, identify student strengths and weaknesses, and identify activities or procedures that may be considered with students who are not performing up to expectations. The review focuses on general academic status and progress through coursework including practica and internship, development of professional behaviors commensurate with practicing as a school psychologist, and future plans. The composition of the review committee includes all members of the School Psychology faculty. For the Yearly Progress Review, each student's *Impact on Student Learning Projects (ISLP)* and results from the SPCA and PBES evaluations are reviewed, as they are key assessments. At any point during formative and/or summative reviews, SPY faculty may recommend a Student Support Plan (described below) to assist in remediating area(s) of concern.

Student Support Plan

Students determined by School Psychology Faculty to not have made adequate progress in school psychology competencies and/or professional behaviors may be put on a Student Support Plan (see **Appendix B**).

The Student Support Plan is an agreement completed by the student, School Psychology Faculty and field-based supervisors (if appropriate) to specifically address the concern area(s). Each Support Plan is specifically designed to reflect the concerns for an individual student and types of support they may need to grow school psychology competencies and professional behaviors. Faculty concerns about knowledge competencies may be addressed through an agreement to complete additional course assignments for added practice to demonstrate learning. Professional competencies, such as work completion habits or attendance, may be addressed by using a time management planning document and ongoing communication to

relevant partners, as well as connection to student learning supports. Each agreement lists the specific area(s) of concern, the source of the information, the plan to remediate the problem, the evaluation plan and responsibilities and timelines. Students on a Student Support Plan will be required to meet with a program faculty at least quarterly to review progress. Failure to successfully complete a Student Support Plan may result in: 1) receiving a non-passing grade in a course and must retake the course to continue in the program; 2) being placed on probationary status for school psychology competency or professional behavior; 3) termination from the School Psychology Program.

Probation

Students on a Student Support Plan who are not making adequate progress in school psychology competencies or professional behaviors may be placed on probationary status. Probation involves a variety of program modifications and required additional supports to ensure student success. Students on probationary status will be required to be enrolled in the program part-time to allow for additional time for program completion and development of professional behaviors. Students will be on a Student Support Plan and be required to meet with a program faculty member at least once per month to monitor progress. A probationary status will be a maximum of one year. At the end of the probationary period, students will return to “good standing” with a Support Plan or dismissed from the program.

Student Dismissal

In instances where students do not make adequate progress in the Student Support Plan, coupled with the annual School Psychology Program evaluation process, the student may be dismissed from the program. Dismissal or termination decisions are made jointly by the program faculty, after a careful examination of student progress and efforts to address concerns that have been noted by the faculty. In such instances, the student will be notified of the decision of the faculty through a formal letter that includes a description of how the student may access university and college due process procedures. Students should contact their advisor for more information about due process procedures.

Academic Decision Appeal

Students may appeal decisions or actions pertaining to programs, evaluation of performance, and program retention and completion. No student shall be penalized or discriminated against for utilizing this procedure. A grievance must be filed during the term in which the circumstances occurred, or before the end of the next term in which the student is registered as a student in a College of Education program. The procedure is outlined in the National Louis University Student Handbook and contact their advisor to access the process.

Student Governance

School Psychology Student Organization (SPO)

The SPO is a student-led organization that focuses on establishing communication, connection, and support between school psychology students, NLU faculty, alumni and the university as a whole. SPO's mission is to advocate for our students, create program awareness, establish a community within the university, create relationships and mentorships between cohorts, and create opportunities for community service, fundraising, and networking. Our goal is to improve the program, and to create the best possible experience for our students. SPO fosters a community of practice by organizing various social events and professional learning opportunities across cohorts. SPO provides some financial assistance to students for attending state and national school psychology conferences (when available) to encourage ongoing professional growth. Students are encouraged to get involved in SPO, as there are positions available for every cohort. If you would like more information on how you can be involved in SPO, please contact schoolpsychorg.nlu@gmail.com. A copy of the SPO constitution that was adopted in September 2016 is included in **Appendix C**.

School-Based Field Experiences

From the first quarter of the NLU School Psychology program through an end-of-training internship, NLU students have continuous field experience working in schools. Among the many reasons for continuous field-based experiences are to gain knowledge of how things are done, to learn what is working and what is not working in the interests of teachers, students, and families, and to provide students with real life opportunities to practice.

We encourage the use of the Developmental, Ecological, Problem-Solving (DEP) Model for field based supervision (Simon & Swerdlik, 2017). The DEP Model focuses on developing the trainee's competencies across NASP 2020 Domains of Practice. The DEP Model encourages the use of data-based decision making and problem solving for all school psychology practices. The DEP Model provides a framework for school psychologists to recognize the influence of cultural and systemic factors on students, families, schools, and communities. Please see **Appendix D** for a visual of the DEP Model (Simon, Cruise, Huber, Swerdlik, & Newman, 2014).

Program faculty aim to create strong, supportive supervisory relationships between the school psychologist student, field-based supervisor, and university supervisor. Field-based supervisors can expect to receive emails from university supervisors around expectations, student progress and questions or concerns on experiences. University supervisors are available to answer questions, address any concerns or provide additional support, as needed. Students are expected to communicate to supervisors what expectations the university requires as a part of field based experiences, reach out to field and university supervisors when challenges arise and advocate for themselves to ensure necessary supervisory supports are provided during field based experiences. Students are expected to negotiate a school based experience and supervision schedule that works for both the field based supervisor and student.

Across the various school-based experiences throughout the program, students have specific forms and procedures to follow. For all school-based experiences, students must obtain liability insurance, complete necessary background checks required by Illinois law and comply to TB testing, if applicable (see *Mandated Procedures* in **Appendix D**). Students are responsible for completing mandated tasks and provide evidence of completion to the university. Detailed school-based experience evaluation procedures and forms (e.g., Field Based Log, Practicum Contract, Internship Goals, Supervision Planner and Notes) are provided to students in their supervision courses on D2L and from their university supervisor. Students document hours across NASP Domains for *all* school-based field experiences using the Field Placement Hour Log (see **Appendix D**). Students submit documented forms ongoing in assigned coursework for frequent review by program faculty to ensure progress.

Field Experience and Practicum

During Years 1 and 2, students are actively engaging in school-based field experiences to practice skills, observe school psychology practices and understand school systems to prepare for an internship. The amount of time students spend each year in applied experiences increases as their knowledge and skills develop. School-based field experiences in Years 1 and 2 have the same goals and big ideas.

Field Experience and Practicum Goals

1. Practice skills students are learning in their courses and create “real life” situations in which to do and learn things.
2. Identify discrepancies in practice “systems regularities” and “best practices”
3. Disrupt students’ beliefs about professional practice, expand their perspectives about human development, educational services and systems, and improve their self-analysis and critical thinking skills.
4. Instill hope that as a professional, students can facilitate healthy development and prevent problems for ALL STUDENTS by helping them learn more about what they need to learn and know.

Field Experience and Practicum Big Ideas

1. Having a model of service delivery that is based on explicit assumptions and values as well as procedures creates more effective practice.
2. Most of us think of effective practice as knowing “what to do” and “when,” yet too often fail to ask why or whether it is likely to work.
3. There is a body of knowledge about development relevant to learning. Some things work better than others. Some things purported to work rarely work.
4. Development is an interaction of within-person and environmental variables (ecological). However, typical practice emphasizes primarily within-the-person causes (and solutions) to problems.
5. We achieve improvements in the human conditions most often by managing the environment and context and by evaluating the unique effects of our solutions.

Securing Field Experience and Practicum Placements

NLU students work *in collaboration with faculty* to locate and secure a school/district site and supervisor for their school-based experiences in Years 1 and 2. Students may locate a school site based on logistics such as schools in their area, schools where they may be working now, or worked in the past, or professional connections they may have established, including friends and family. See the following steps and refer to the “*How to Guide*” in **Appendix D**.

1. Think about your interests and ideas for school sites (e.g., location, grade levels, etc.).
2. Generate a list of possible locations and/or supervisors.
3. Contact Dr. Madi Phillips (madi.phillips@nl.edu) to discuss potential list of sites, seek approval of site as a placement and identify next steps in finalizing site.

Field Experience Year 1

Students are encouraged to begin the Field Experience Year 1 when their school starts the year, often in mid-August. Students must read and sign Field Experience for Year 1 Expectations (see **Appendix D**) with their field-based supervisor to ensure clear understanding of expectations. Students are required to attend field experience for a minimum of **7 hours per week**, which can be scheduled for one full day or multiple days each week. Students must accrue a minimum of **230 hours** by the end of Year 1. Students are required to have a minimum of **one hour per month** of direct supervision with their field-based supervisor. Additionally, students and their field-based supervisors meet with the university supervisor for one supervision meeting in Fall and one supervision meeting in Winter and additional meetings as needed. Students will submit documentation in SPY 508 in Fall term, SPY 518 in Winter and SPY 538 in Spring.

At the end of Field Experience Year 1, students must meet all requirements of the signed Field Experience Year 1 Expectations (see **Appendix D**). Students must receive satisfactory ratings appropriate to Year 1 expectations on SPCA and PBES evaluation tools. Students who do not meet these criteria will be required to have a Student Support Plan and may be placed on probation, if adequate progress has not been demonstrated.

Year 2 Practicum

Year 2 Practicum provides students opportunities to participate in a variety of activities to assist students, staff, and families in the schools under the direct supervision of a licensed school psychologist(s) in order to facilitate the development of competencies in preparation for a school psychology internship. Practicum 2 is an experience that requires a cumulative application of coursework, requiring students to accumulate a total of **460 hours**. Full-time Practicum 2 students spend at least **2-day per week (14 hours per week) over a course of a year** in their designated practicum setting working. Part-time students spend **1-day per week (7 hours per week) over the course of two years**. Students are also required to complete two *Impact on Student Learning Projects*, a behavior and academic case, for ongoing review, supervision and practice in using data-based decision making within a consultative framework. Full-time students complete both ISLPs in one year; whereas part-time students complete one ISLP per year of practicum experience. Students are expected to have at **least 1 hour per week** of direct contact with field-based supervisor. Additionally, Year 2 students (both full- and part-time) are provided with direct supervision monthly with their university supervisor, as well as group supervision during SPY 565. A supervisory site meeting is held with the student, university supervisor and field-based supervisor in early Winter (January/February) as a formative review of progress. A summative evaluation review of SPCA and PBES ratings is conducted in Spring (May) to determine readiness for internship. Students will submit documentation in SPY 565 for all procedural requirements for Practicum 2.

At the end of Practicum 2, students will be considered eligible for internship based on the criteria outlined in the *Internship Eligibility* section in this handbook.

Internship Eligibility

As faculty, we strive to ensure student's internship experience will be successful and result in licensure. In order to set students up for success, It is important that students demonstrate the necessary prerequisite knowledge and skills related to school psychology competencies and appropriate professional behaviors before they can be eligible for internship. Students are eligible for the internship upon successful completion of all coursework and applied experiences in Years 1 and 2. For full-time specialist-level (Ed.S.) students, the

internship typically takes place in the third year of the program. For part-time students, internship typically occurs during the fourth year of the program.

SPY faculty review student progress at least annually to ensure students are on track to move to the next level in training, in this case, internship. At NLU, the School Psychology Program has a two-step process to ensure students are prepared to *accept an internship position* and *eligibility to begin* their internship.

First, students must seek faculty approval prior to interviewing and accepting an internship position (typically during January-March). Criteria to ensure readiness for ACCEPTING an internship position includes:

- **Successful completion of all coursework up to date.** Meaning, you cannot have any Incompletes/In-Progress (I) or X grade to accept an internship position. I or X grades must be taken care of ahead of time to ensure demonstration of preliminary school psychology skills. Students may have no more than one grade of "C" in a course to accept a position.
- **SPCA and PBES Rating.** Completion and review of Winter SPCA and PBES to note strengths and areas for continued growth as indicated in your Winter Site Supervisory Meeting. You must be near the target of completing your practicum hours and have successfully participated in a variety of activities across NASP domains. The majority of ratings should be "*Ready to Co-Facilitate Alongside Supervisor*" on SPCA and "*Displays Performance Appropriately*" on PBES.

Second, students will receive faculty approval in the form of an Internship Eligibility Letter in June (upon completion of Spring term) to begin their internship. Criteria to ensure readiness for BEGINNING an internship position includes:

- **Successful completion of all coursework up to date.** Meaning, you cannot have any Incompletes/In-Progress (I) or X grade to begin an internship position. I or X grades must be taken care of ahead of time to ensure demonstration of preliminary school psychology skills. Students may have no more than one grade of "C" in a course to begin

a position.

- **SPCA and PBES Rating.** Completion and review of Spring SPCA and PBES to note strengths and areas for continued growth as students begin their internship. Students must have met the Practicum 2 total log hours and have successfully participated in a variety of activities across all NASP domains. The majority of ratings on SPCA should be "*Ready to Perform Independently with Supervisor Feedback*" and all ratings as "*Displays Performance Appropriately*" on PBES.

Prospective interns submit any necessary paperwork around the internship eligibility process to NLU's School Psychology Internship Coordinator. Once criteria is met for Step 1, students will receive a written approval to apply and interview for internships. When Step 2 criteria are met, prospective interns will receive a letter (typically end of June/beginning of July) from NLU School Psychology Program denoting that they have met eligibility criteria to begin their internship. Interns should provide a copy of the letter to the Human Resources office in the district they have accepted their internship, as well as keep a copy for their personal record.

Students who do not meet the expectations to apply and/or begin an internship will have a formalized meeting with program faculty to discuss concerns and develop a plan for remediation. In some cases, students may be put on an individualized Student Support Plan or recommend that they take additional time for practicum to demonstrate meeting internship eligibility requirements.

Internship Field Experience

This section of the handbook provides an overview of the School Psychology Program's internship guidelines based on *Illinois Directors of University School Psychology Programs (DUSPP) School Psychology Internship Manual (2021)* (see **Appendix D**) and NASP's Standards for Graduate Preparation of School Psychologists (2020).

In a student's final year of the School Psychology Program, they are required to complete a year-long, full-time capstone experience of a school psychology internship of at least 1,200 hours. 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. Interns are provided opportunities to achieve breadth and depth of experiences with evidence-based practices and data-based decision making, and are supported to move beyond their comfort zones with field- and university-based supervision.

Internship Goals

1. Develop a deeper understanding of school psychologists' roles to enhance self-confidence and autonomy.
2. Link ongoing conceptual knowledge and critical thinking to evidence-based practices.
3. Engage in various forms of supervision (e.g., individual; group; peer-based) with supervisors (e.g., site; university; administrative; peers).
4. With the support of supervision, apply skills in areas that may be outside of their comfort zones.
5. Think through practice issues of increasing complexity by discussing and comparing ongoing experiences.
6. Formatively evaluate their development of professional skills to prioritize learning needs.

Internship Big Ideas

1. The internship year is a *dynamic* and *formative* experience, not a static event.
2. The school psychology internship provides an opportunity to *bridge theory, bodies of knowledge, and practice*.
3. Supervision is critical to *success* as an intern *and* during all levels of school psychology training and practice, even while acting as a supervisor.
4. Interns are *active* planners, coordinators, and shapers of the internship experience.
5. The *development* of an intern's professional skills is an *integrated process*, not a series of isolated activities.

6. School psychologists are *lifelong learners* who should always seek out opportunities for professional development; training does not end at the culmination of the internship year.

Searching and Applying for Internship

Students are expected to seek out sites that (a) fit with their own professional goals and objectives, (b) meet requirements and standards designated by the state and by NASP, and (c) are compatible with the School Psychology Program's philosophy and training objectives. NLU students secure internships in exemplary in- or out-of-state school districts that are well-matched to their developing professional interests and skills in multi-tier services and supports (MTSS). If students are interested in out-of-state placements, the timelines for applying and interviewing are slightly different than Illinois. Out-of-state internships sites may post positions as early as November and conduct interviews by December and January. In-state internships tend to post positions in late January-February, conducting interviews during February and March. **Students are responsible for searching, applying to, interviewing for, and obtaining a school psychology internship.**

Students may search internship opportunities by:

1. Checking the [ISPA internship database](#) or [K12 Job Spot-Illinois](#) for in-state internships;
2. Networking with peers in the school psychology program, former interns, and professional school psychologists;
3. Discussing with program faculty who are knowledgeable about opportunities in the field;
4. Attending ISPA's Winter Conference in Springfield and participating in the job fair. Many districts are represented at the conference and will conduct screening interviews;
5. Researching opportunities online and through phone calls to prospective district sites. Browsing the district's website under Employment to see if there is a job posting for interns. Contacting the Human Resources/Employment office to inquire about possible school psychology internships and timelines. If you know a school psychologist in the

district or the Special Education Director, you may consider reaching out to them directly as well; and

6. Locating the state(s) of interest school psychology organization webpage for out-of-state internships. Search for information in school psychology internships. Take note of the state's annual conference date and location and consider attending. This is typically one of the main ways internships are sought. Some state's conferences are in November and include an internship job fair. You may also contact someone in the organization to learn more about internships, if you do not find information on the site. Consider attending NASP's Annual Conference to seek internships through their job fair. [Search NASP's career website for internship job opportunities](#).

Accepting the Internship

According to the Directors of University School Psychology Programs (DUSPP) in Illinois and the governing board of ISPA, students are not permitted to accept a district offer *prior to* a decision day that is designated annually (typically mid-March). If an Illinois district offers an internship position prior to the decision date, students are advised to communicate that they cannot officially accept until the designated decision date. Prospective 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.

For out-of-state internships, students must follow the procedures outlined by the internship search process in that state. This varies by state and students are responsible for adhering to the guidelines. Students should reach out to program faculty if they have questions or concerns around accepting internship procedures. ***NOTE:** All out-of-state internships MUST be approved by faculty to ensure the site can meet the requirements outlined in the DUSPP Internship Manual (2020). See **Appendix D** for a timeline of suggested tasks leading to securing an internship position.

Start of Internship

Internship Agreement Form

Each intern is expected to utilize the state-wide Ed.S. Internship Agreement developed by DUSPP and located in Appendix A in the IL Intern manual. The agreement form specifies: (a) the duration of the internship (i.e., starting date and ending date); (b) hours of service (i.e., full-time basis for one year or half-time basis for two years; number of hours), (c) location of the internship (i.e., school district); (d) expected activities stated in general terms; (e) compensation; (f) the intern's access to conferences, seminars, and in-service training; (g) work environment consistent with what is provided to all staff; and (h) the name and qualifications of the supervisor (i.e., a credentialed, full-time school psychologist), and the nature of supervision (i.e., 2 hours per week of direct supervision for no more than two interns at a time).

Internship Self-Reflection and Goals

At the start of the internship, students are expected to complete an internship self-reflection form across the NASP Practice Domains to guide areas for internship goals and plan to meet those goals. Interns are to write at least three goals they are going to monitor and ensure relevant opportunities to practice, self-reflect and grow across the year. Progress toward these goals are reviewed during site supervisory meetings with field-based supervisor, university supervisor and intern, mid-year (December) and year-end (May/June).

During Internship

Documenting Hours and Activities

Students are required to use the DUSPP Field Placement Excel Log (see **Appendix D**) to document their hours across the NASP Practice Domains, as well as the 2 hours of direct supervision weekly. Interns must submit signed field logs at the end of each month to their University Supervisor. These are reviewed by program faculty to ensure students are on track with logging hours, getting varied experiences across the NASP Domains and receiving ongoing direct supervision.

Supervisory Process

Interns should have weekly scheduled meetings with supervisors to discuss cases, ask

questions, receive feedback and set goals for next steps. We encourage students to develop an agenda prior to their weekly scheduled supervisory meeting with field based supervisors to ensure they get the most out of supervision. Students are required to keep notes of supervisory meetings as resources to review what was discussed.

Site Supervisory Meetings

Students and field-based supervisors are required to participate in at least three site visits with University supervisors during each term (e.g. fall, winter, spring) of enrollment in internship. These supervisory site visits are designed to ensure students are progressing accordingly across competencies and professional behaviors to be ready for licensure at the end of internship. Assigned university supervisors complete a minimum of three personal contacts with the intern's primary field based supervisor(s) through a range of mechanisms (e.g., on-site visits, on-line video chats, emails, phone calls) during the school year.

- The first contact will take place via email in early Fall. This will involve discussing the site, opportunities available, and the internship plan including your goals for the year and formative self-evaluation.
- The second contact will take place in the late Fall/early Winter and will include a discussion of your formative progress to this point in the year.
- The third contact will take place in the Spring and include a discussion regarding your summative progress during the internship year, closing out the internship year, and transitioning into professional practice.

To guide formative and summative reviews visits, field based supervisors complete the SPCA and PBES evaluations. Progress toward Internship Goals areas also reviewed during these meetings. Students are responsible for coordinating schedules for the formative (late Fall/early Winter) and summative (Spring) meetings with their university and field based supervisors. Interns who are not making adequate progress will result in the development of a Student Support Plan.

Interns are expected to complete Evaluation of Field Experience and *Field Supervisor and Evaluation of University Preparation and Support for Field Experience*

evaluations in Spring term.

Associated Coursework and Additional Requirements

In conjunction with their day-to-day experiences in schools, school psychology interns participate in a monthly university-based internship seminar, SPY 590. The 2-credit hour per quarter seminar (repeated each of 3 quarters) helps students link developing conceptual knowledge and critical thinking to the application of evidence-based practices in the field. The seminar provides opportunities for individual and peer group supervision, ongoing professional development including training in crisis prevention and intervention through *NASP PREPaRE*, and support with administrative requirements such as obtaining state and national certification. For students with out-of-state internships, the student is responsible to coordinate an alternative option with the university internship supervisor (e.g., participating in the seminar via videoconference, or attending another university's internship seminar).

In addition to coursework, students are also required to participate in Illinois' annual supervision day (typically early September) and the Illinois School Psychology Association's (ISPA's) midwinter convention. Interns are strongly encouraged to attend NASP's Annual Conference to continue their professional growth and engage in other ongoing professional learning opportunities. At the end of the internship year, students are required to submit (a) *two ISLP projects*, one academic and one behavior, demonstrating how student learning has been impacted by their school psychology services, and (b) documentation of hours of work completed during the internship.

End of Internship

Students should apply for graduation during the Spring academic term, consistent with deadlines and procedures provided by NLU. Degree finalization is the process of verifying all of a student's degree requirements have been completed, posting the degree to the student's transcript, and ordering a diploma. The degree finalization process, including a degree audit, is initiated after a student submits a "Diploma and Degree Finalization Request" form.

Illinois Professional Educator License (PEL) with the School Psychologist endorsement applications will be processed once a student's degree is conferred, the student has passed the

IL TYPE 237 School Psychology test and the student has no financial obligations to NLU. Once “entitled” by the NLU certification office, students will receive official email from the Certification office with steps that they need to follow on their ELIS account in order to have School Psychologist License issued (e.g., pay the fee, send final NLU transcript to ISBE, and register license with regional office).

Students are required to apply for national certification as a Nationally Certified School Psychologist (NCSP) directly through NASP. Upon successful completion of the program (degree conferred, passing of ISLPs and no financial obligations to NLU), program faculty will complete necessary paperwork that students are required to submit to NASP for their NCSP application. Requirements for attaining the NCSP credential as well as application materials are provided on the [NASP website](#).

Obtaining a School Psychologist Position

Interns should begin searching and applying for jobs during the late Winter/early Spring of their internship year with similar deadlines as followed for internship search, application, and interview processes. Although some students may secure positions immediately it is typical for some students to be hired during the Summer months. Our program has maintained a 100% employment rate for the last several years.

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Appendix A

Educational Specialist in School Psychology (Ed.S.) Effective Summer 2023 (Full-Time and Part-Time)

Educational Specialist (Ed.S.) School Psychology Prior to Summer 2023

Educational Specialist in School Psychology (Ed.S.) Illinois Program Courses by NASP Domains

Educational Specialist in School Psychology (Ed.S.) Effective Summer 2023

	Full-Time SPY Program (3 Years)	Part-Time SPY Program (4 Years)
Summer Year 1	SPY 506 Interventions in Schools with Multicultural Students (3 SH)	SPY 506 Interventions in Schools with Multicultural Students (3 SH)
Fall Year 1	SPY 508 Practices and Principles of School Psychology (2 SH) SPY 510 School-Family-Community Partnerships (3 SH) SPY 514 Tests and Measurement (3 SH) SPY 519 School-Wide Data Based Decision Making (3 SH) Year 1 Field Experience (1 day/7 hours per week)	SPY 508 Practices and Principles of School Psychology (2 SH) SPY 514 Tests and Measurement (3 SH) Year 1 Field Experience (1 day/7 hours per week)
Winter Year 1	SPY 518 Universal Prevention and Promotion for Behavioral Health (3 SH) SPY 520 Educational Assessment for Tiered Services (3 SH) SPY 534 Cognitive Assessment (3 SH) Year 1 Field Experience (1 day/7 hours per week)	SPY 518 Universal Prevention and Promotion for Behavioral Health (3 SH) SPY 534 Cognitive Assessment (3 SH) Year 1 Field Experience (1 day/7 hours per week)
Spring Year 1	SPY 524 Methods of Research-Based Instruction for All Students (3 SH) SPY 529 Assessment and Intervention for Complex Educational Needs (3 SH) SPY 538 Applied Behavior Analysis (3 SH) Year 1 Field Experience (1 day/7 hours per week)	SPY 529 Assessment and Intervention for Complex Educational Needs (3 SH) SPY 538 Applied Behavior Analysis (3 SH) Year 1 Field Experience (1 day/7 hours per week)



Summer Year 2	SPY 506 Interventions in Schools with Multicultural Students (3 SH) <i>*If not taken Summer Year 1</i>	SPY 510 School-Family-Community Partnerships (3 SH) <i>*Recommended</i> SPY 506 Interventions in Schools with Multicultural Students (3 SH) <i>* If not taken Summer Year 1</i>
Fall Year 2	SPY 525 Methods of Research-Based Intervention for Tiered Services (3 SH) SPY 544 Theory and Practice of Behavioral Consultation (3 SH) SPY 548 Social Emotional Behavioral Assessment (3 SH) SPY 565 School Psychology Practicum (3 SH) (2 days/14 hours per week)	SPY 519 School-Wide Data Based Decision Making (3 SH) SPY 544 Theory and Practice of Behavioral Consultation (3 SH) SPY 565 School Psychology Practicum (1 SH) (1 day/7 hours per week)
Winter Year 2	SPY 550 Social-Emotional, Behavioral and Mental Health Interventions I (3 SH) SPY 530 Applied Research Methods (2 SH) SPY 565 School Psychology Practicum (3 SH) (2 days/14 hours per week)	SPY 520 Educational Assessment for Tiered Services (3 SH) SPY 530 Applied Research Methods (3 SH) SPY 565 School Psychology Practicum (1 SH) (1 day/7 hours per week)
Spring Year 2	SPY 551 Social-Emotional, Behavioral and Mental Health Interventions II (3 SH) SPY 540 Ethics, Law and Professional Issues in School Psychology (3 SH) SPY 565 School Psychology Practicum (3 SH) (2 days/14 hours per week)	SPY 524 Methods of Research-Based Instruction for All Students (3 SH) SPY 540 Ethics, Law and Professional Issues in School Psychology (3 SH) SPY 565 School Psychology Practicum (1 SH) (1 day/7 hours per week)



Summer Year 3		SPY 510 School-Family-Community Partnerships (3 SH) <i>*If not taken in Summer Year 2</i>
Fall Year 3	SPY 590 Internship Seminar (2 SH) 1,200 Hour Internship	SPY 525 Methods of Research-Based Intervention for Tiered Services (3 SH) SPY 548 Social Emotional Behavioral Assessment (3 SH) SPY 565 School Psychology Practicum (2 SH) (1 day/7 hours per week)
Winter Year 3	SPY 590 Internship Seminar (2 SH) 1,200 Hour Internship	SPY 550 Social-Emotional, Behavioral and Mental Health Interventions I (3 SH) SPY 565 School Psychology Practicum (2 SH) (1 day/7 hours per week)
Spring Year 3	SPY 590 Internship Seminar (2 SH) 1,200 Hour Internship	SPY 551 Social-Emotional, Behavioral and Mental Health Interventions II (3 SH) SPY 565 School Psychology Practicum (2 SH) (1 day/7 hours per week)
Fall Year 4		SPY 590 Internship Seminar (2 SH) 1,200 Hour Internship
Winter Year 4		SPY 590 Internship Seminar (2 SH) 1,200 Hour Internship
Spring Year 4		SPY 590 Internship Seminar (2 SH) 1,200 Hour Internship

**Revised August 2023*

Educational Specialist in School Psychology (Ed.S.) Illinois

National Louis School Psychology Educational Specialists Degree (Ed.S.) Endorsement Program Courses by NASP Domain*

Course Number	Course Title	Semester Hours (SH)
NASP Domain 1: Data-Based Decision Making		
SPY 514	Tests and Measurement	3 SH
SPY 519	System-Wide Data Based Decision Making	3 SH
SPY 520	Educational Assessment for Tiered Services	3 SH
SPY 529	Assessment and Intervention for Complex Needs	3 SH
SPY 524	Methods of Research-Based Instruction for All Students	3 SH
SPY 530	Applied Research Methods	3 SH
SPY 534	Cognitive Assessment In Contemporary School Practice	3 SH
SPY 544	Theory and Practice of Behavioral Consultation	3 SH
SPY 548	Social Emotional Behavioral Assessment	3 SH
SPY 550	Social-Emotional, Behavioral and Mental Health Interventions I	3 SH
SPY 551	Social-Emotional, Behavioral and Mental Health Interventions II	3 SH
SPY 565	School Psychology Practicum	9 SH
SPY 590	Internship in School Psychology	6 SH
NASP Domain 2: Consultation and Collaboration		
SPY 510	School-Family-Community Partnerships	3 SH
SPY 544	Theory and Practice of Behavioral Consultation	3 SH
SPY 565	School Psychology Practicum	9 SH
SPY 590	Internship in School Psychology	6 SH
NASP Domain 3: Academic Interventions and Instructional Supports		
SPY 519	System-Wide Data Based Decision Making	3 SH
SPY 524	Methods of Research-Based Instruction for All Students	3 SH
SPY 525	Methods of Research-Based Intervention for Tiered Services	3 SH
SPY 565	School Psychology Practicum	9 SH
SPY 590	Internship in School Psychology	6 SH
NASP Domain 4: Mental and Behavioral Health Services and Interventions		
SPY 518	Universal Prevention and Promotion for Behavioral Health	3 SH
SPY 538	Applied Behavior Analysis	3 SH
SPY 544	Theory and Practice of Behavioral Consultation	3 SH
SPY 548	Social Emotional Behavioral Assessment	3 SH
SPY 550	Social-Emotional, Behavioral and Mental Health Interventions I	3 SH
SPY 551	Social-Emotional, Behavioral and Mental Health Interventions II	3 SH
SPY 565	School Psychology Practicum	9 SH
SPY 590	Internship in School Psychology	6 SH
NASP Domain 5: School-Wide Practices to Promote Learning		
SPY 508	School Psychology Practices and Principles	2 SH
SPY 519	System-Wide Data Based Decision Making	3 SH
SPY 530	Applied Research Methods	3 SH
SPY 590	Internship in School Psychology	6 SH
NASP Domain 6: Services to Promote Safe and Supportive Skills		
SPY 518	Universal Prevention and Promotion for Behavioral Health	3 SH
SPY 519	System-Wide Data Based Decision Making	3 SH
SPY 590	Internship in School Psychology	6 SH
NASP Domain 7: Family, School, and Community Collaboration		
SPY 506	Interventions in Schools with Multicultural Students	3 SH
SPY 510	School-Family-Community Partnerships	3 SH
SPY 551	Social-Emotional, Behavioral and Mental Health Interventions II	3 SH

SPY 590	Internship in School Psychology	6 SH
NASP Domain 8: Equitable Practices for Diverse Student Population		
SPY 506	Interventions in Schools with Multicultural Students	3 SH
SPY 520	Educational Assessment for Tiered Services	3 SH
SPY 524	Methods of Research-Based Instruction for All Students	3 SH
SPY 525	Methods of Research-Based Intervention for Tiered Services	3 SH
SPY 529	Assessment and Intervention for Complex Needs	3 SH
SPY 534	Cognitive Assessment In Contemporary School Practice	3 SH
SPY 540	Ethics, Law and Professional Issues in School Psychology	3 SH
SPY 590	Internship in School Psychology	6 SH
NASP Domain 9: Research and Evidence-Based Practice		
SPY 514	Tests and Measurement	3 SH
SPY 525	Methods of Research-Based Intervention for Tiered Services	3 SH
SPY 530	Applied Research Methods for School Psychologists	2 SH
SPY 538	Applied Behavior Analysis	3 SH
SPY 590	Internship in School Psychology	6 SH
NASP Domain 10: Legal, Ethical, and Professional Practice		
SPY 508	School Psychology Practices and Principles	3 SH
SPY 540	Ethics, Law and Professional Issues in School Psychology	3 SH
SPY 565	School Psychology Practicum	9 SH
SPY 590	Internship in School Psychology	6 SH

Many courses address **multiple NASP domains. This document aligns each of the NASP domains with the courses where they are weighted heavily. Some courses may be listed more than once.*

Educational Specialist (Ed.S.) School Psychology Prior to Summer 2023

NLU School Psychology Ed.S. Degree Course Requirements (All Courses Required for ISBE Licensure Endorsement)

	Semester Hours
YEAR 1	31
<i>Term 1</i>	
SPY506 Interventions in Schools with Multicultural Students	3
<i>Term 2</i>	
SPY508 Practices and Principles of School Psychology	2
SPY560 School Psychology Practices and Principles Practicum	1
SPY510 School-Family-Community Partnerships	3
SPY514 Tests and Measurement	2
SPY518 Universal Prevention and Promotion for Behavioral Health	3
<i>Term 3</i>	
SPY520 Educational Assessment for Tiered Services	2
SPY561 Educational Assessment for Tiered Services Practicum	1
SPY524 Methods of Research-Based Instruction for All Students	3
SPY528 Linking Students to Mental Health and Behavioral Supports	3
<i>Term 4</i>	
SPY530 Applied Research Methods for School Psychologists	2
SPY534 Cognitive Assessment In Contemporary School Practice	3
SPY538 Applied Behavior Analysis	2
SPY562 Applied Behavior Analysis Practicum	1
YEAR 2	30
<i>Term 5</i>	
SPY525 Methods of Research-Based Intervention for Tiered Services	3
SPY540 Professional Issues in School Psychology*	1
SPY565 School Psychology Practicum II**	3
SPY544 Theory and Practice of Consultation	3
<i>Term 6</i>	
SPY548 Social-Emotional and Behavioral Assessment	3
SPY550 Cognitive and Behavioral Therapy Approaches I	3
SPY540 Professional Issues in School Psychology*	1
SPY565 School Psychology Practicum II**	3
<i>Term 7</i>	
SPY551 Cognitive and Behavioral Therapy Approaches II	3
SPY565 School Psychology Practicum II**	3
SPY554 Systems-Level Consultation and Collaboration	3
SPY540 Professional Issues in School Psychology*	1
YEAR 3	6
<i>Term 8</i>	
SPY590 Internship in School Psychology***	2
<i>Term 9</i>	
SPY590 Internship in School Psychology***	2
<i>Term 10</i>	
SPY590 Internship in School Psychology***	2
TOTAL PROGRAM SEMESTER HOURS	67

* SPY540 Professional Issues in School Psychology to be taken for a total of 3SH

** SPY565 School Psychology Practicum II to be taken for a total of 9SH

***SPY590 Internship in School Psychology to be taken for a total of 6SH

Appendix B

Program Key Assessments

Impact on Student Learning Project (ISLP) Rubric

School Psychology Competency Appraisal (SPCA)

Professional Behavior Evaluation Survey (PBES)

Evaluation of Field Experience and Field Supervisor

Evaluation of University Preparation and Support for Field Experience

Student Support Plan Template

Program Key Assessments

Key Assessment	Description	Administration
Impact on Student Learning Project (ISLP)	Students complete problem solving cases to improve students' academic and behavioral performance in the schools. Students complete an academic ISLP and a behavioral ISLP during Practicum 2 as well as another academic ISLP and a behavioral ISLP during Internship.	● SPY 565 ● SPY 590
School Psychology Competency Appraisal (SPCA)	Students' development of school psychology competency across NASP Domains are rated by their School Psychology Field Supervisors during Practicum 2 Internship Supervisors.	● SPY 565 ● SPY 590
Professional Behavior Evaluation Survey (PBES)	Students' demonstration of professional behaviors are rated by their School Psychology Field Supervisors during Practicum 2 Internship Supervisors.	● SPY 565 ● SPY 590
Multicultural Professional Development Project	Students develop training on a multiculturalism component in the class to share best practices recommendations within this area.	● SPY 506
School System Data Analysis	Students examine school and district level data to evaluate the effectiveness of systems level programs, services, and supports using disaggregated data analysis.	● SPY 565

Impact on Student Learning Project (ISLP)

The primary purpose of the Impact on Student Learning Project (ISLP) is to assess candidates' attainment of competencies needed for effective school psychology service delivery evidenced by direct, measurable, positive impact on children, families, schools, and other consumers. ISLPs results are used to:

1. serve as a tool for individual student progress monitoring within and across the years of their school psychology program, and;
2. provide data for program evaluation and accountability, especially for internal reporting (e.g., NCE, NLU) and external accrediting agencies (e.g., ISBE; NASP).

Completion of these projects demonstrate impact on student achievement, social-behavior, and mental health using a 4-step problem-solving consultation model. ISLPs are evaluated using the attached *ISLP Rubric*, comprised of five sections (see below) with specific key subcomponents. This evaluation tool is adapted from NASP's Effective Case Study Rubric. The determination of *Meets Expectations* or *Needs Improvement* case study is guided by whether it is both data driven and makes logical sense, rather than how many isolated elements are found to be effective. It is important that the ISLP is a well written summary of the case study process, assessment and results, including permanent products to support summary of information.

1. [Introduction and Problem Identification](#)
2. [Problem Analysis](#)
3. [Plan Development & Implementation \(Intervention\)](#)
4. [Plan Evaluation](#)
5. [Effective Elements of a Case Study](#)

In the Year 2 practicum, SPY 565 and in the Year 3 internship, SPY 590, students complete comprehensive *Impact on Student Learning Projects (ISLP)*. For Year 2 practicum and Year 3 internship candidates are **required** to provide direct or indirect services to an intervention at **least two** of the following:

- Individual student academic, social behavior, or mental health intervention;
- Small group academic, social behavior, or mental health intervention; or
- Class or school academic, social behavior, or mental health intervention.

IMPORTANT: All Year 2 practicum and Year 3 internship Candidates are **required** to obtain approval for their *ISLP* from the School Psychology course instructor as early in the first quarter as possible to ensure an appropriate case study.

It is not required that the School Psychology Candidate provide the intervention directly, nor solely. However, the Candidate must have a clearly described role in developing the intervention, or supporting the intervention through consultation, ensuring fidelity of intervention, progress monitoring, or contributing to intervention revision, if necessary. There is no minimum length of time that the intervention needs to be delivered. For example, a comprehension intervention may consist of 10-12 lesson, while a school-wide behavior support system may be delivered and evaluated the complete school year. Regardless of intervention length, the ISLP should have a clearly articulated time frame for evaluation that would address issues of retention and generalization as appropriate.

Section 1: Introduction and Problem Identification

The purpose of this section is to outline the purpose of the case study based on assessment information to define a discrepancy and to describe the environmental context.

	Meets Expectations	Needs Improvement
1.1	☐ Primary purpose of the case study is clearly stated to include: who is the primary focus (individual student, group of students, classroom, system) and targeted area (reading, math, mental or behavioral health)	☐ Primary purpose of the case study is missing or is unclear on focus area/target.
1.2	☐ Demographics of the case are adequately described (e.g., age, type of class/school, grade, SES, disability, etc.) for the school setting and targeted student(s).	☐ Demographic information does not include sufficient information or only provides information on one component (school setting or targeted student(s)).
1.3	☐ The problem is operationally defined in observable, measurable terms (i.e., referral concern is restated as an observable, measurable dependent variable) that meets the criteria of objective, clear, and complete (with examples and non-examples).	☐ The problem is not operationally defined (e.g., it is reported as a categorical/descriptive cause such as Autism, Depression, ADHD; or terms such as aggression, anxiety or hyperactivity).
1.4	A written discrepancy statement includes: ☐ Expectations for the identified behavior are stated based upon an appropriate source for comparison (e.g., grade level standards, peer performance, normative data, etc.). AND ☐ The difference between actual and expected levels of performance is explicitly stated.	A written discrepancy statement includes: ☐ Expected performance is not based on an appropriate source for comparison or is not included OR ☐ The difference between actual and expected levels of performance is not explicitly stated.
1.5	☐ Baseline data are graphed AND ☐ Clearly establish a discrepancy (e.g., level, trend) between actual and expected levels of performance AND ☐ Use an appropriate comparison standard.	☐ Baseline data are not graphed AND/OR ☐ Do not clearly establish a discrepancy (e.g., level, trend) between actual and expected levels of performance AND/OR ☐ Do not use an appropriate comparison standard.

Overall 1.0 RATING	Meets Expectations	Needs Improvement
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Comments:

Section 2: Problem Analysis

The purpose of this section is to confirm plausible hypotheses based on RIOT data to guide intervention design through an ecological lens.

	Meets Expectations	Needs Improvement
2.1	☐ The problem behavior is stated as a skill (can't do) or performance (won't do) deficit	☐ The problem behavior is not stated as a skill or performance deficit.
2.2	☐ Multiple hypotheses are formulated to address the problem across one or more of the following areas: curriculum, instruction, and environment. AND ☐ All hypotheses are testable.	☐ Multiple hypotheses are not developed AND/OR ☐ Hypotheses are untestable.
2.3	☐ Hypotheses are stated in observable/measurable terms.	☐ Hypotheses are NOT stated in observable/measurable terms.
2.4	☐ Proposed hypotheses are empirically tested AND ☐ Appropriate sources of data are used to confirm or reject each hypothesis.	☐ Hypotheses are not tested AND/OR ☐ Appropriate sources of data are not used to confirm or reject each hypothesis.
2.5	☐ A conclusive statement that formally describes the cause of the problem is included AND ☐ Leads to a logical intervention.	☐ A conclusive statement formally describing the cause of the problem is not included AND/OR ☐ Does not lead to a logical intervention.
Overall 2.0 RATING	Meets Expectations	Needs Improvement

Comments:

Section 3: Plan Development & Implementation (Intervention)

The purpose of this section is to select an evidence based, socially acceptable intervention linked to Problem Analysis data in order to close the discrepancy gap outlined in Problem Identification.

	Meets Expectations	Needs Improvement
3.1	☐ A single evidence-based intervention is implemented AND ☐ Is linked to preceding sections.	☐ Multiple interventions are implemented simultaneously. AND/OR ☐ The intervention is not evidence-based. AND/OR ☐ The intervention is not linked to preceding sections of the report.
3.2	☐ Acceptability of the intervention by one or more stakeholders (e.g., caregivers, teachers, etc.) is verified and supported by evidence.	☐ Acceptability of the intervention by one or more stakeholders is not verified or missing evidence.
3.3	☐ The intervention is replicable: ☐ Intervention components [i.e., independent and dependent variable(s)] are clearly described (<i>Completed Instructional Planning Form, Competing Behavior Pathway Form, or Lesson plan included in Appendix</i>) AND ☐ Logistics are reported (e.g., who implemented, setting, duration and frequency of sessions, etc.)	☐ The intervention is not replicable: ☐ Intervention components [i.e., independent and dependent variable(s)] are NOT clearly described (<i>Missing Instructional Planning Form, Competing Behavior Pathway Form, or Lesson plan included in Appendix</i>) AND/OR ☐ Logistics are missing (e.g., who will implement, setting, duration and frequency of sessions, etc.)
3.4	☐ A skill or performance goal is stated in SMART goal format. AND ☐ Described using the same metric as the dependent variables AND ☐ Is linked to baseline data AND ☐ Achievable based on research or other data.	☐ A skill or performance goal is NOT stated in SMART goal format. AND/OR ☐ NOT described using the same metric as the dependent variables AND/OR ☐ NOT linked to baseline data AND/OR ☐ Not achievable based on research or other data

Section 3: Plan Development & Implementation (Intervention)

	Meets Expectations	Needs Improvement
3.5	☐ Progress monitoring data tool(s) selected appropriate given goal and adequate described (Completed PM tool included in Appendix) AND ☐ Logistics of progress monitoring plan is reported (who assessed, how often, location)	☐ Progress monitoring data tool(s) selected is NOT appropriate given goal and inadequately described. (Missing completed PM tool in Appendix) AND/OR ☐ Logistics of progress monitoring plan is missing or vague.
3.6	☐ Treatment integrity/fidelity tool(s) is selected appropriate to intervention description and adequately described (Completed integrity/fidelity tool included in Appendix) AND ☐ Logistics of treatment integrity/fidelity plan is reported (who assessed, how often, location)	☐ Treatment integrity/fidelity tool(s) is NOT selected appropriate to intervention description and inadequately described (Missing completed integrity/fidelity tool included in Appendix) AND ☐ Logistics of treatment integrity/fidelity plan is missing or vague.
Overall 3.0 RATING	Meets Expectations	Needs Improvement

Comments:

Section 4: Plan Evaluation

The purpose of this section is to summarize student progress monitoring and intervention fidelity data to determine level of impact on student learning and next steps.

	Meets Expectations	Needs Improvement
4.1	☐ A single graph is depicted for the target behavior and includes the following elements: ☐ Baseline data (at least 3 data points) AND ☐ Goal/Target indicator or <i>aimline</i> AND ☐ Progress monitoring data <i>with a trend line</i> .	☐ A single target behavior is presented on multiple graphs AND/OR ☐ Relevant graphs are not included. AND/OR ☐ The following components are NOT included in the graph: ☐ Baseline data (less than 3 data points) ☐ Goal/Target indicator or <i>aimline</i> ☐ Progress monitoring data <i>with a trend line</i> .
4.2	☐ Adequate intervention data are collected to meaningfully interpret the results of the intervention: ☐ At least 7 data points collected over AND ☐ A minimum of 6 weeks intervention	☐ Insufficient intervention data are collected to meaningfully interpret the results of the intervention. ☐ Less than 7 data points AND/OR ☐ Less than 6 weeks intervention
4.3	Treatment integrity/fidelity data is: ☐ Summarized in graphic form AND ☐ Used in the interpretation of intervention efficacy, including decision making rule for integrity.	Treatment integrity/fidelity data is: ☐ NOT Summarized in graphic form AND/OR ☐ NOT used in the interpretation of intervention efficacy or identify decision making rule to sufficiently evaluate intervention.
4.4	Conclusive statement on the effectiveness of intervention is based on: ☐ Visual analysis of the level, trend and variability and/or statistical analyses (e.g., effect size). AND ☐ Treatment fidelity and acceptability data.	Conclusive statement on the effectiveness of intervention is missing or <u>NOT</u> supported by: ☐ Visual or statistical analyses AND/OR ☐ Treatment fidelity and acceptability data
4.5	Recommendation strategies for improvement and follow-up include:	Recommendation strategies for improvement and follow-up include:

	☐ Strategies to revise intervention to foster greater impact on student outcomes AND/OR ☐ Strategies to follow-up to support continued implementation and monitoring of intervention, including: promoting generalization (to other settings, fading supports, etc.) of intervention	☐ Vague or weak strategies to revise intervention to foster greater impact on student outcomes OR ☐ Vague or weak strategies to follow-up to support continued implementation and monitoring of intervention, including: promoting generalization (to other settings, fading supports, etc.) of intervention
Overall 4.0 RATING	Meets Expectations	Needs Improvement

Comments:

Section 5: Elements of an Effective Case Study

The purpose of this section is to evaluate adherence to a data-based consultative process and professional written summary.

	Meets Expectations	Needs Improvement
5.1	☐ Information is gathered from multiple sources [e.g., Record review, Interview, Observation, and Testing (RIOT)] across the problem solving steps.	☐ Data are not gathered from multiple sources. The following are missing: ☐ Record Review ☐ Interview ☐ Observation ☐ Testing
5.2	☐ Assessment, intervention, and/or consultation practices identify and address unique individual characteristics.	☐ Assessment, intervention, and/or consultation practices DO NOT identify and address unique individual characteristics.
5.3	☐ Collaboration with relevant stakeholders (e.g., parents, teachers, and other professionals) is clearly stated throughout the process (e.g., who delivered intervention, gathered assessments).	☐ Collaboration with relevant stakeholders (e.g., parents, teachers, and other professionals) is NOT evident throughout the process.
5.4	☐ Steps of the problem-solving process are implemented coherently (i.e., sequential, goal directed, and flow logically based on evidence).	☐ The steps of the problem-solving process are not followed or information is summarized in wrong sections.
5.5	☐ Professional practices of writing style, formatting, and graphing are present in the case study (i.e., clear succinct and well written text with clearly labeled graphs).	☐ Errors in writing convention, style, and graphing interfere with readability and interpretation of data.
5.6	☐ Personal identifying information of the case study subject is redacted from the report.	☐ Personal identifying information is not sufficiently redacted from the report.
Overall 5.0 RATING	Meets Expectations	Needs Improvement

Overall Rating and Comments:

Decision on Case Study:

- ☐ Meets Expectations
- ☐ Needs Improvement

Summary of Strengths (Based on the rubric):

Summary of Areas for Improvement (Based on the rubric):

School Psychology Competency Appraisal (SPCA)

The purpose of School Psychology Competency Appraisal (SPCA) is to provide student formative and summative data across the NASP training standards. These data are used to ensure students are growing skills in preparation for licensure (Intern) or internship (Practicum I/II), as well as training program evaluation purposes. This evaluation is aligned to NASP 2020 Training Standards Domains and from material in: Harvey, V.S., & Struzziero, J. (2008). Professional development and supervision of school psychologists: From intern to expert (2nd ed.). Bethesda, MD: Corwin Press and NASP.

Thank you for your partnership in training future school psychologists!

* Indicates required question

1. Email *

Ratings should be based on your observations and reports from staff, parents, and students. Select the RATING that best describes the supervisee's skills relative readiness for INITIAL school psychology licensure and employment (Intern) or readiness for internship (Practicum II/I).



Demographic Information

2. Supervisee (Student) Level you are evaluating: *

Mark only one oval.

- ☐ Intern (Year 3 Student)
- ☐ Practicum II (Year 2 Student)
- ☐ Practicum I (Year 1 Student)

3. Supervisee (Student) Name you are evaluating: *

4. When are you completing this evaluation? *

Mark only one oval.

- ☐ Fall (Nov/Dec)
- ☐ Winter (Jan/Feb)
- ☐ Spring (May/June)

5. Field-Based Supervisor (Name and School/District) completing this evaluation: *

NASP Domain 1: Data-Based Decision Making

Please rate the use of a problem-solving framework to guide decision making at the individual, group, and systems levels.

DEFINITION: UNDERSTANDS & UTILIZES BASIC ASSESSMENT PRACTICES

*Selects reliable and valid assessment tools aligned to assessment questions.

*Collects and analyzes RIOT data (Review, Interview, Observe, Test) from multiple sources (e.g., parents/guardians, teachers, students) to make decisions.

*Considers ecological factors (e.g., classroom, family, and community characteristics) as a context for assessment and intervention.

*Uses nondiscriminatory evaluation procedures.

*Reports and summarizes assessment data collection results in meaningful, appropriate, and professional formats.

6. Understands and utilizes basic assessment procedures and practices for identifying strengths and needs. *

Mark only one oval.

- ☐ No Opportunity to Implement
- ☐ Ready to Observe and Reflect
- ☐ Ready to Co-Facilitate Alongside the Supervisor
- ☐ Ready to Perform Independently with Supervisor Feedback
- ☐ Ready to Independently Perform

DEFINITION: SELECTS & USES APPROPRIATE ACADEMIC ASSESSMENTS

*Uses appropriate academic screening tools to identify performance discrepancies.

*Uses appropriate academic diagnostic assessments (when appropriate) to link to intervention design.

*Uses appropriate academic progress monitoring tools to monitor student progress and evaluate intervention effectiveness.

7. Selects and uses appropriate assessment practices to plan intervention for students with academic needs and progress monitor to evaluate academic outcomes within a multi-tiered system of supports. *

Mark only one oval.

- ☐ No Opportunity to Implement
- ☐ Ready to Observe and Reflect
- ☐ Ready to Co-Facilitate Alongside the Supervisor
- ☐ Ready to Perform Independently with Supervisor Feedback
- ☐ Ready to Independently Perform

DEFINITION: SELECTS & USES APPROPRIATE MENTAL HEALTH & BEHAVIOR ASSESSMENTS

- *Uses appropriate mental and behavioral health screening tools to identify performance discrepancies.
- *Uses appropriate mental and behavioral health diagnostic assessments (when appropriate) to link to intervention design.
- *Uses appropriate mental and behavioral health progress monitoring tools to monitor student progress and evaluate intervention effectiveness.

8. Selects and uses appropriate assessment practices to plan intervention for students with mental and behavioral health needs and progress monitor to evaluate mental and behavioral health outcomes within a multi-tiered system of supports. *

Mark only one oval.

- ☐ No Opportunity to Implement
- ☐ Ready to Observe and Reflect
- ☐ Ready to Co-Facilitate Alongside the Supervisor
- ☐ Ready to Perform Independently with Supervisor Feedback
- ☐ Ready to Independently Perform

DEFINITION: USES APPROPRIATE ASSESSMENT FOR SPECIAL EDUCATION DECISIONS

- *Aligns assessment methods to answer evaluation questions.
- *Summary of data links to development of IEP goals and services.
- *For annual reviews, uses progress monitoring data to review and refine IEP supports and services.

9. Uses appropriate assessment practices and procedures for determining eligibility and entitlement for special education services and to develop an Individualized Education Plans (IEP), including IEP goals *

Mark only one oval.

- ☐ No Opportunity to Implement
- ☐ Ready to Observe and Reflect
- ☐ Ready to Co-Facilitate Alongside the Supervisor
- ☐ Ready to Perform Independently with Supervisor Feedback
- ☐ Ready to Independently Perform

10. Comments on Data-Based Decision Making

NASP Domain 2: Consultation and Collaboration

Please rate the use of effective consultation, collaboration and communication with others to promote effective implementation of services to students.

DEFINITION: USES A CONSULTATIVE PROBLEM-SOLVING PROCESS

*Uses a 4-step problem solving model at the individual and classroom levels (one on one) to promote effective implementation of evidence based practices.

*Uses a 4-step problem solving model at the school or systems levels (within teams) to promote effective implementation of evidence based practices.

11. Uses a consultative problem-solving process for planning, implementing, and evaluating all instructional, and mental and behavioral health services

*

Mark only one oval.

- ☐ No Opportunity to Implement
- ☐ Ready to Observe and Reflect
- ☐ Ready to Co-Facilitate Alongside the Supervisor
- ☐ Ready to Perform Independently with Supervisor Feedback
- ☐ Ready to Independently Perform

DEFINITION: USES EFFECTIVE COMMUNICATION AND COLLABORATION SKILLS WITH CONSULTEES

*Demonstrates effective listening skills and is responsive to feedback to ensure a partnership approach to consultation.

*Uses questioning stems to guide reflective practice in the consultative process.

*Respectfully responds to disagreements, when warranted.

12. Identifies and uses effective communication and collaboration skills with consultees (teachers/staff, administrators, parents, and community providers). *

Mark only one oval.

- ☐ No Opportunity to Implement
- ☐ Ready to Observe and Reflect
- ☐ Ready to Co-Facilitate Alongside the Supervisor
- ☐ Ready to Perform Independently with Supervisor Feedback
- ☐ Ready to Independently Perform

DEFINITION: EFFECTIVELY DEVELOPS COLLABORATIVE PARTNERSHIPS

*Successfully builds relationships with consultees.

*Consultees actively engage in the process and are part of the intervention plan.

*Consultees grow their skills as a result of the consultative process.

13. Effectively develops collaborative partnerships to advocate for student needs. *

Mark only one oval.

- ☐ No Opportunity to Implement
- ☐ Ready to Observe and Reflect
- ☐ Ready to Co-Facilitate Alongside the Supervisor
- ☐ Ready to Perform Independently with Supervisor Feedback
- ☐ Ready to Independently Perform

14. Comments on Consultation and Collaboration:

NASP Domain 3: Academic Interventions and Instructional Supports

Please rate the use of assessment practices to design, implement and evaluate evidence-based instruction and intervention to support academic skills development.

DEFINITION: UNDERSTANDS ACADEMIC EVIDENCE-BASED CURRICULA AND INSTRUCTIONAL STRATEGIES

*Understands the biological, cultural, and social influences on academic skills development.

*Promotes the use of instructional strategies for diverse learners to meet individual learning needs.

*Identifies evidence-based academic instructional and intervention strategies and resources.

15. Demonstrates understanding of academic evidence-based curricula and instructional strategies. *

Mark only one oval.

- ☐ No Opportunity to Implement
- ☐ Ready to Observe and Reflect
- ☐ Ready to Co-Facilitate Alongside the Supervisor
- ☐ Ready to Perform Independently with Supervisor Feedback
- ☐ Ready to Independently Perform

DEFINITION: USES ASSESSMENT DATA TO IMPLEMENT & EVALUATE SERVICES THAT SUPPORT ACADEMIC SKILL DEVELOPMENT

- *Uses culturally responsive and developmentally appropriate RIOT assessment techniques.
- *Uses assessment data to link to evidence-based academic instruction and interventions.
- *Assesses and supports implementation fidelity of academic interventions.

16. Uses assessment data to implement and evaluate services that support academic skill development at the individual, group, or school levels. *

Mark only one oval.

- ☐ No Opportunity to Implement
- ☐ Ready to Observe and Reflect
- ☐ Ready to Co-Facilitate Alongside the Supervisor
- ☐ Ready to Perform Independently with Supervisor Feedback
- ☐ Ready to Independently Perform

17. Comments on Academic Interventions and Instructional Supports:

NASP Domain 4: Mental and Behavioral Health Services and Interventions

Please rate the use of assessment practices to design, implement, and evaluate services that promote resilience and positive behavior, support socialization and adaptive skills, and enhance mental and behavioral health.

DEFINITION: UNDERSTANDS MENTAL & BEHAVIORAL HEALTH EVIDENCE-BASED INSTRUCTION AND INTERVENTION PRACTICES

*Understands the biological, cultural, developmental, and social influences on mental and behavioral health.

*Understands behavioral and emotional impacts on learning and promotes the integration of behavioral supports and mental health services with academic and learning goals for students.

*Identifies evidence-based strategies and resources to promote effective social, emotional, and behavioral wellness (e.g., self-regulation, social awareness, interpersonal skills, and responsible decision-making).

*Demonstrates understanding of appropriate ecological and behavioral approaches (e.g., positive reinforcement, social skills training, restorative justice practices, and positive psychology) to promote effective student discipline practices and classroom management strategies.

18. Demonstrates understanding of mental and behavioral health evidence-based instruction and intervention practices. *

Mark only one oval.

- ☐ No Opportunity to Implement
- ☐ Ready to Observe and Reflect
- ☐ Ready to Co-Facilitate Alongside the Supervisor
- ☐ Ready to Perform Independently with Supervisor Feedback
- ☐ Ready to Independently Perform

DEFINITION: USES DATA TO DESIGN, IMPLEMENT, & EVALUATE SERVICES THAT PROMOTE RESILIENCE & POSITIVE BEHAVIOR

- *Uses culturally responsive and developmentally appropriate RIOT assessment techniques.
- *Links assessment to evidence-based mental and behavioral health instruction and interventions.
- *Develops and implements positive behavior supports at the individual, group, classroom, school, and district levels, including practices to reduce the effects of trauma on learning and behavior.
- *Uses systematic decision-making to consider antecedents, consequences, functions, and causes of behavioral difficulties.
- *Assesses and supports implementation fidelity of mental and behavioral health interventions.

19. Uses assessment data to design, implement, and evaluate services that promote resilience and positive behavior, support socialization and adaptive skills, and enhance mental and behavioral health at the individual, group, or school levels. *

Mark only one oval.

- ☐ No Opportunity to Implement
- ☐ Ready to Observe and Reflect
- ☐ Ready to Co-Facilitate Alongside the Supervisor
- ☐ Ready to Perform Independently with Supervisor Feedback
- ☐ Ready to Independently Perform

20. Comments on Mental and Behavioral Health Services and Interventions:

NASP Domain 5: School-Wide Practices to Promote Learning

Please rate the use of skills to develop and implement evidence-based school-wide practices and strategies to create and maintain safe, effective, and supportive learning environments for students and school staff.

DEFINITION: DEMONSTRATES KNOWLEDGE OF SYSTEMS STRUCTURES, ORGANIZATION, & THEORY TO DEVELOP & MAINTAIN MTSS

- *Understands systems change theory and implementation science to support and maintain school-wide practices.
- *Collaborates with school-based teams to create and maintain a multi-tiered continuum of services to support academic, social, emotional, and behavioral goals for students.
- *Develops, implements, and evaluates prevention and intervention programs to ameliorate student risks that address precursors to learning and behavioral problems.

21. Demonstrates knowledge of systems structures, organization, and theory as it relates to developing and maintaining a Multi-Tiered System of Supports (MTSS).

*

Mark only one oval.

- ☐ No Opportunity to Implement
- ☐ Ready to Observe and Reflect
- ☐ Ready to Co-Facilitate Alongside the Supervisor
- ☐ Ready to Perform Independently with Supervisor Feedback
- ☐ Ready to Independently Perform

22. Comments on School-Wide Practices to Promote Learning:

NASP Domain 6: Services to Promote Safe and Supportive Schools

Please rate the ability to promote preventive and responsive services that enhance learning, mental and behavioral health, and psychological and physical safety.

DEFINITION: DEMONSTRATES COMPETENCIES IN PREVENTING & RESPONDING TO CRISES

*Uses knowledge of risk and protective factors to address problems such as school completion, truancy, bullying, youth suicide, and school violence.

*Participates in school crisis prevention and response teams and supports implementation of effective crisis prevention, protection, mitigation, response, and recovery (NASP PRePARE).

*Participates in and evaluates programs that promote safe and violence-free schools and communities.

23. Demonstrates competencies in preventing and responding to crises. *

Mark only one oval.

- ☐ No Opportunity to Implement
- ☐ Ready to Observe and Reflect
- ☐ Ready to Co-Facilitate Alongside the Supervisor
- ☐ Ready to Perform Independently with Supervisor Feedback
- ☐ Ready to Independently Perform

24. Comments on Services to Promote Safe and Supportive Schools:

NASP Domain 7: Family, School and Community Collaboration

Please rate the ability to design, implement, and evaluate services that respond to culture and context and facilitate family, school and community partnerships.

DEFINITION: DEMONSTRATES EVIDENCE-BASED STRATEGIES TO SUPPORT POSITIVE FAMILY INFLUENCES ON CHILDREN'S LEARNING & MENTAL HEALTH

*Understand principles and research related to family systems, strengths, needs, and cultures.

*Uses strategies to develop collaboration between families and schools.

*Effectively communicates with parents to engage in decision-making.

*Develops training and/or resources to promote safe, nurturing, and dependable parenting and home interventions.

25. Demonstrates competencies in evidence-based strategies to support positive family influences on children's learning and mental health. *

Mark only one oval.

- ☐ No Opportunity to Implement
- ☐ Ready to Observe and Reflect
- ☐ Ready to Co-Facilitate Alongside the Supervisor
- ☐ Ready to Perform Independently with Supervisor Feedback
- ☐ Ready to Independently Perform

DEFINITION: FACILITATES FAMILY & SCHOOL PARTNERSHIPS WITH COMMUNITY AGENCIES

*Collaborates with families and community providers to develop, implement, and evaluate culturally responsive services.

*Identifies resources and creates links among schools, families, and community providers.

26. Facilitates family and school partnerships and interactions with community agencies to enhance academic and social-behavioral outcomes. *

Mark only one oval.

- ☐ No Opportunity to Implement
- ☐ Ready to Observe and Reflect
- ☐ Ready to Co-Facilitate Alongside the Supervisor
- ☐ Ready to Perform Independently with Supervisor Feedback
- ☐ Ready to Independently Perform

27. Comments on Family, School and Community Collaboration:

NASP Domain 8: Equitable Practices for Diverse Student Populations

Please rate the use of knowledge and skills to promote equitable practices for diverse student populations that demonstrates respect for diversity and advocacy for social justice.

DEFINITION: UNDERSTANDS FACTORS & THEIR IMPACT ON THE DEVELOPMENT OF ACADEMIC & SOCIAL-EMOTIONAL LEARNING

- *Knowledgeable of individual differences, abilities, disabilities, and other diverse characteristics and the impact they have on development and learning.
- *Recognizes that experiential and linguistic differences can result in learning difficulties and apparent disabilities for students.
- *Respects diversity in development and learning.
- *Advocates for social justice.

28. Understands factors (e.g., age, race, ethnicity, gender, disability, sexual orientation, culture, socioeconomic status, and others) and their potential impact on the development of academic and social-emotional learning. *

Mark only one oval.

- ☐ No Opportunity to Implement
- ☐ Ready to Observe and Reflect
- ☐ Ready to Co-Facilitate Alongside the Supervisor
- ☐ Ready to Perform Independently with Supervisor Feedback
- ☐ Ready to Independently Perform

DEFINITION: USES EVIDENCE-BASED STRATEGIES TO ENHANCE SERVICES & ADDRESS INFLUENCES RELATED TO DIVERSITY

- *Develops academic & social/behavioral interventions that reflect knowledge and understanding of students' and families' culture, background, second language learning, and individual learning characteristics.
- *Promotes fairness and social justice in school policies and programs.
- *Implements services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds through an ecological lens across multiple contexts.
- *Ensures culturally linguistic interventions for English Language Learners.
- *Implements equitable practices for diverse populations to ensure that each student receives what they need to benefit from these opportunities.

29. Implements evidence-based strategies to enhance services in both general and special education and address potential influences related to diversity. *

Mark only one oval.

- ☐ No Opportunity to Implement
- ☐ Ready to Observe and Reflect
- ☐ Ready to Co-Facilitate Alongside the Supervisor
- ☐ Ready to Perform Independently with Supervisor Feedback
- ☐ Ready to Independently Perform

DEFINITION: DEMONSTRATES SELF-AWARENESS & POTENTIAL PERSONAL BIASES

*Recognizes potential biases and ways in which biases may influence service delivery.

*Participates in ongoing professional learning to minimize biases and to enhance training & expertise.

*Uses effective communication strategies.

*Demonstrates sensitivity and respect for cultural diversity and uses skills needed to work with others with diverse characteristics.

30. Demonstrates self-awareness and potential personal biases. *

Mark only one oval.

- ☐ No Opportunity to Implement
- ☐ Ready to Observe and Reflect
- ☐ Ready to Co-Facilitate Alongside the Supervisor
- ☐ Ready to Perform Independently with Supervisor Feedback
- ☐ Ready to Independently Perform

31. Comments on Equitable Practices for Diverse Student Populations:

NASP Domain 9: Research and Evidence-Based Practice

Please rate the ability to apply research as a foundation for service delivery and use various techniques and technology resources for data collection, measurement, and analysis to support effective practices at the individual, group, and/or systems levels.

DEFINITION: DEMONSTRATES KNOWLEDGE AND APPLICATION OF RESEARCH DESIGN, STATISTICS & DATA COLLECTION & ANALYSIS

*Uses research findings as the foundation for effective service delivery.

*Uses various techniques of data collection, measurement and analysis to support effective practices at the individual, group, & systems level.

*Has ability to design and conduct action research to evaluate intervention practices.

32. Demonstrates knowledge and application of research design, statistics, measures and varied data collection and analysis techniques in applied settings. *

Mark only one oval.

- ☐ No Opportunity to Implement
- ☐ Ready to Observe and Reflect
- ☐ Ready to Co-Facilitate Alongside the Supervisor
- ☐ Ready to Perform Independently with Supervisor Feedback
- ☐ Ready to Independently Perform

33. Comments on Research and Evidence-Based Practice:

NASP Domain 10: Legal, Ethical, and Professional Practice

Please rate how school psychology practice aligned with ethical, legal and professional standards to ensure responsive, professional decision-making.

DEFINITION: PROVIDES ETHICAL, LEGAL & PROFESSIONAL SERVICES

- *Assists school staff and parents in understanding regulations relevant to general and special education.
- *Engages in responsive ethical and professional decision-making.
- *Adheres to laws and guidelines in the access and use of information from various technologies.
- *Adheres standardization protocols for assessment and decision making.
- *Maintain confidentiality and communicate information responsibly to all stakeholders.
- *Maintains useful and accurate records.

34. Provides services consistent with ethical, legal, and professional standards. *

Mark only one oval.

- ☐ No Opportunity to Implement
- ☐ Ready to Observe and Reflect
- ☐ Ready to Co-Facilitate Alongside the Supervisor
- ☐ Ready to Perform Independently with Supervisor Feedback
- ☐ Ready to Independently Perform

DEFINITION: SHOWS PROFESSIONAL WORK CHARACTERISTICS & ENGAGES IN PROFESSIONAL LEARNING

- *Uses effective communication and collaboration skills.
- *Is reliable, adaptable and takes initiative.
- *Committed to school psychology practice.
- *Continues to incorporate feedback and grow skills.
- *Sets professional growth goals.
- *Engages in ongoing learning to further develop skills.

35. Demonstrates professional work characteristics and engages in ongoing professional learning

Mark only one oval.

- ☐ No Opportunity to Implement
- ☐ Ready to Observe and Reflect
- ☐ Ready to Co-Facilitate Alongside the Supervisor
- ☐ Ready to Perform Independently with Supervisor Feedback
- ☐ Ready to Independently Perform

36. Comments on Legal, Ethical, and Professional Practice:

Overall School Psychology Competencies

*

37. Please rate the supervisee's overall school psychology competencies and include comments on areas of strengths and growth:

Mark only one oval per row.

	No Opportunity to Implement	Ready to Observe and Reflect	Ready to Co- Facilitate Alongside the Supervisor	Ready to Perform Independently with Supervisor Feedback	Ready to Independently Perform
Overall School Psychology Competencies	☐	☐	☐	☐	☐

38. Overall comments about School Psychology Competencies:

39. Please review the following statement before submitting: *

Check all that apply.

- ☐ I understand that this completed survey will be shared and discussed with my intern or practicum student.
- ☐ I will share the copy of the SPCA results to my intern or practicum student. (You will automatically receive an email (from GoogleForms) of your responses upon submitting completed survey.)

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Professional Behavior Evaluation Survey (PBES)

The purpose of Professional Behavior Evaluation Scale (PBES) is to provide student formative and summative data across professional work characteristics and dispositions. This data is used to ensure students are growing skills in preparation for licensure, as well as training program evaluation purposes. This evaluation is aligned to NASP 2020 Training Standards Domains and from material in: Harvey, V.S., & Struzziero, J. (2008). Professional development and supervision of school psychologists: From intern to expert (2nd ed.). Bethesda, MD: Corwin Press and NASP.

Thank you for your partnership in training future school psychologists!

* Indicates required question

1. Email *

Demographic Information

Ratings should be based on your observations and reports from staff, parents, and students. Select the RATING that best describes the supervisee's skills relative readiness for INITIAL school psychology licensure and employment (Intern) or readiness for internship (Practicum II/I)

2. Supervisee (Student) Level you are evaluating: *

Mark only one oval.

- ☐ Intern (Year 3 Student)
- ☐ Practicum II (Year 2 Student)
- ☐ Practicum I (Year 1 Student)

3. Supervisee (Student) Name you are evaluating: *

4. When are you completing this evaluation? *

Mark only one oval.

- ☐ Fall (Nov/Dec)
- ☐ Winter (Jan/Feb)
- ☐ Spring (May/June)

5. Field-Based Supervisor (Name and School/District) completing this evaluation: *

Professionalism and Self-Awareness

6. Professionalism and Self-Awareness *

Please rate the level in which the intern or practicum student demonstrates professionalism in the workplace and is self-aware of one's strengths, areas of growth and potential biases.

Mark only one oval per row.

	Insufficient Information or No Opportunity to Evaluate	Displays Performance Below & In Need of Improvement	Displays Performance Appropriately	Displays Performance Above & Serves as a Role Model
Exhibits appropriate professional appearance	☐	☐	☐	☐
Is aware of impact of personal values and beliefs	☐	☐	☐	☐
Adapts to the demands of the setting	☐	☐	☐	☐
Seeks resources and engages in problem- solving to address novel situations	☐	☐	☐	☐

novel

situations

7. Comments on Professionalism and Self-Awareness:

Ethical Responsibility

8. Ethical Responsibility *

Please rate the level in which the intern or practicum student engages in ethical decision making in professional practice experiences.

Mark only one oval per row.

	Insufficient Information or No Opportunity to Evaluate	Displays Performance Below & In Need of Improvement	Displays Performance Appropriately	Displays Performance Above & Serves as a Role Model
Adheres to ethical guidelines (NASP) in practice	☐	☐	☐	☐
Engages in and promotes evidence- based practices	☐	☐	☐	☐
Limits practices to areas of competency and seeks assistance when needed	☐	☐	☐	☐

9. Comments on Ethical Responsibility:

Initiative and Dependability

10. Initiative and Dependability: *

Please rate the level in which the intern or practicum student engages in ethical decision making in professional practice experiences.

Mark only one oval per row.

	Insufficient Information or No Opportunity to Evaluate	Displays Performance Below & In Need of Improvement	Displays Performance Appropriately	Displays Performance Above & Serves as a Role Model
Is willing to take on new projects or tasks	☐	☐	☐	☐
Work is organized and of high-quality	☐	☐	☐	☐
Is timely in attending meetings and completing field based tasks	☐	☐	☐	☐
Consistently follows through on responsibilities	☐	☐	☐	☐

11. Comments on Initiative and Dependability:

Interpersonal Relationships

12. Interpersonal Relationships *

Please rate the level in which the intern or practicum student demonstrates interpersonal skills to promote collaborative partnerships with teachers, administrators, parents, students and community providers.

Mark only one oval per row.

	Insufficient Information or No Opportunity to Evaluate	Displays Performance Below & In Need of Improvement	Displays Performance Appropriately	Displays Performance Above & Serves as a Role Model
Develops positive relationships with students and families	☐	☐	☐	☐
Understands others' point of view and shows respect to differing opinions	☐	☐	☐	☐
Is responsive to feedback	☐	☐	☐	☐
Maintains professional composure during difficult conversations	☐	☐	☐	☐

13. Comments on Interpersonal Relationships:

Communication Skills

14. Communication Skills *

Please rate the level in which the intern or practicum student effectively communicates with teachers, administrators, parents, students and community providers.

Mark only one oval per row.

	Insufficient Information or No Opportunity to Evaluate	Displays Performance Below & In Need of Improvement	Displays Performance Appropriately	Displays Performance Above & Serves as a Role Model
Clearly expresses ideas in writing (fluent and free of errors)	☐	☐	☐	☐
Clearly expresses ideas verbally to a variety of audiences (e.g., parents, teachers, students)	☐	☐	☐	☐
Demonstrates appropriate non-verbal behaviors and is responsive to non-verbal cues	☐	☐	☐	☐

Uses active

listening
Uses active
strategies
(attending,
paraphrasing,
clarifying)

☐☐☐☐

15. Comments on Communication Skills:

Respect for Diversity

16. Respect for Diversity *

Please rate the level in which the intern or practicum student demonstrates respect and understanding for human diversity.

Mark only one oval per row.

	Insufficient Information or No Opportunity to Evaluate	Displays Performance Below & In Need of Improvement	Displays Performance Appropriately	Displays Performance Above & Serves as a Role Model
Seeks to understand, appreciate, and embrace individual perspectives and differences	☐	☐	☐	☐
Demonstrates sensitivity and advocacy in working with issues of diversity	☐	☐	☐	☐
Uses student, family and cultural assets (strengths) to guide assessment, intervention and consultation	☐	☐	☐	☐

consultation
practices

17. Comments on Respect for Diversity:

Supervision Process

18. Supervision Process *

Please rate the level in which the intern or practicum student actively engages and reflects in the supervision process to grow their skills as a future school psychologist.

Mark only one oval per row.

	Insufficient Information or No Opportunity to Evaluate	Displays Performance Below & In Need of Improvement	Displays Performance Appropriately	Displays Performance Above & Serves as a Role Model
Prepares for supervision by prioritizing goals and topics or questions to be addressed	☐	☐	☐	☐
Actively engages in supervision by accepting and incorporating feedback into practice	☐	☐	☐	☐
Seeks out resources for professional growth	☐	☐	☐	☐

19. Comments on Supervision Process:

Overall Professional Behaviors

20. Professional Behaviors *

Please rate the supervisee's overall professional behaviors and include comments on areas of strengths and growth.

Mark only one oval per row.

	Insufficient Information or No Opportunity to Evaluate	Displays Performance Below & In Need of Improvement	Displays Performance Appropriately	Displays Performance Above & Serves as a Role Model
Overall Professional Behaviors	☐	☐	☐	☐

21. Overall comments on Professional Behaviors:

22. Please review the following statement before submitting: *

Check all that apply.

- ☐ I understand that this completed survey will be shared and discussed with my intern or practicum student.
- ☐ I will share the copy of the PBES results to my intern or practicum student. (You will automatically receive an email (from GoogleForms) of your responses upon submitting completed survey.

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Evaluation of Field Experience and Field Supervisor

The purpose of this evaluation is to provide information on the field experience, support from the district and site, and field supervisor(s). Ratings of your field experience are important to us. Feedback helps us assess the quality of the opportunities we provide to you and to evaluate and improve our Program. Thank you, in advance, for your efforts to help us with this important task. This evaluation is adapted from materials: From intern to expert (2nd ed.). Thousand Oaks, CA: Corwin Press. Harvey, V.S., & Struzziero, J. (2008). Professional development and supervision of school psychologists.

Make sure to respond in an honest manner.

* Indicates required question

1. Email *

Demographic Information:

2. Your Name: *

3. Currently I am a(n): *

Mark only one oval.

☐ Practicum I (Year 1)

☐ Practicum II (Year 2)

☐ Intern (Year 3)

4. Primary Field -Based Supervisor Name (First, Last): *

5. School/District (Your site for applied experience): *

Support From Host District and School(s)

6. Support from Host District and School(s): *

Select the RATING that describes your field based experience across the component below.

Mark only one oval per row.

	Failed to meet my expectations	Met some, but not most of my expectations	Met my expectations	Exceeded my expectations
Initial Orientation and Welcome	☐	☐	☐	☐
Explanation of Rules, Procedures, and Policies	☐	☐	☐	☐
Access to Work Space and Materials	☐	☐	☐	☐
Access to Professional Development Training	☐	☐	☐	☐
Coordination Between Sites (if more than one school)	☐	☐	☐	☐
Range/Diversity of Training Opportunities	☐	☐	☐	☐

7. OVERALL RATING on Support from District and/or Schools: *

Please rate overall support from district and/or school(s):

Mark only one oval.

- ☐ Failed to meet my expectations
- ☐ Met some, but not most of my expectations
- ☐ Met my expectations
- ☐ Exceeded my expectations

8. Comments on Support from District and/or Schools:

Assessment of Field Supervision

9. Assessment of Field Supervision *

Select the RATING that describes your field based experience across the component below.

Mark only one oval per row.

	Failed to meet my expectations	Met some, but not most of my expectations	Met my expectations	Exceeded my expectations
Initial Orientation and Welcome	☐	☐	☐	☐
Field Supervisor's Role in Developing a Practicum Plan	☐	☐	☐	☐
Availability of Field Supervision	☐	☐	☐	☐
Constructive Written and Oral Feedback/Evaluation	☐	☐	☐	☐
Level of Scaffolding Adjusted to Meet My Needs	☐	☐	☐	☐
Range/Diversity of Training Opportunities	☐	☐	☐	☐
Emotional Support	☐	☐	☐	☐

10. OVERALL RATING on Field Supervision *

Please rate overall support from district and/or school(s):

Mark only one oval.

- ☐ Failed to meet my expectations
- ☐ Met some, but not most of my expectations
- ☐ Met my expectations
- ☐ Exceeded my expectations

11. COMMENTS on Field Supervision:

12. Please review the following statement before submitting:

Check all that apply.

- ☐ I will share and discuss this completed survey with my intern or practicum supervisor.

Evaluation of University Preparation and Support for Field Experience

The purpose of this evaluation is to assess how well prepared students feel for their field experience based on their training, and on the support received from the university supervisor(s). Ratings about university preparation and support for field experiences are important to us. Your feedback helps us assess the quality of our training program and provide potential areas for improvement. Thank you, in advance, for your efforts to help us on this important task.

This evaluation is adapted from materials in: Harvey, V.S., & Struzziero, J. (2008). Professional development and supervision of school psychologists: From intern to expert (2nd ed.). Thousand Oaks, CA: Corwin Press.

Please be honest in your ratings.

* Indicates required question

1. Email *

Demographic Information:

2. Student Name: (Your Name) *

3. University Supervisor Name: (First, Last) *

4. Currently I am a(n) *

Mark only one oval.

☐ Practicum 1 (Year 1)

☐ Practicum 2 (Year 2)

☐ Intern (Year 3)

Preparation for Field Experience through Coursework

5. Preparation for Field Experience through Coursework *

Select the RATING that describes your university experience across the component below.

Mark only one oval per row.

	Failed to meet my expectations	Met some, but not most of my expectations	Met my expectations	Exceeded my expectations
Understanding of Contemporary Roles and Responsibilities of School Psychologists and School Service Delivery Systems	☐	☐	☐	☐
Data-Based Decisions Making and Accountability	☐	☐	☐	☐
Understanding of Legal and Ethical Issues in Practice	☐	☐	☐	☐
Evidence-Based Academic/Instructional Interventions	☐	☐	☐	☐
Evidence-Based Social/Behavioral Support and Mental Health Interventions	☐	☐	☐	☐

Consultation,
Coaching, and Staff

Development, Coaching, and Staff	☐	☐	☐	☐
Work in Diverse Communities and with Diverse Students, Families, and Staff	☐	☐	☐	☐
with Diverse Students, Families, and Staff Communicating with Educators and Parents Through Oral Presentations and Meetings, and Presentations,	☐	☐	☐	☐
meetings, and Crisis Intervention				
Producing Answers to Important School or Community Questions Through Data Use, Including Research and Program Evaluation	☐	☐	☐	☐
Research and Program Evaluation	☐	☐	☐	☐

6. OVERALL RATING on Preparation from Coursework: *

Mark only one oval.

- ☐ Failed to meet my expectations
- ☐ Met some, but not most of my expectations
- ☐ Met my expectations
- ☐ Exceeded my expectations

7. COMMENTS on Preparation through Coursework:

Assessment of University Supervision

8. Assessment of University Supervision *

Select the RATING that describes your university experience across the component below.

Mark only one oval per row.

	Failed to meet my expectations	Met some, but not most of my expectations	Met my expectations	Exceeded my expectations
Relevance of Practicum or Internship Seminar Content (goals, big ideas, readings, discussion)	☐	☐	☐	☐
Clarity of University Supervisor's Expectations	☐	☐	☐	☐
University Supervisor's Role in Developing a Practicum or Internship plan	☐	☐	☐	☐
Availability of University Supervision with Faculty	☐	☐	☐	☐
Constructive Written and Oral Feedback/Evaluation from University Supervisor	☐	☐	☐	☐

From University Supervisor				
Emotional Support				
From University Supervisor				
Emotional Support				
From University Supervisor				
Availability of Peer				
Group Supervision				
Availability of Peer				
Group Supervision				
Constructive				
Feedback/Evaluation				
Constructive				
From Group				
Feedback/Evaluation				
From Group				
Communication				
Between University Supervisor and Field Supervisor				
Between University Supervisor				
Supervisor and Field Supervisor				
Supervisor				

9. OVERALL RATING on University Supervision: *

Mark only one oval.

- ☐ Failed to meet my expectations
- ☐ Met some, but not most of my expectations
- ☐ Met my expectations
- ☐ Exceeded my expectations

10. COMMENTS on University Supervision:

11. Please review the following statement before submitting: *

Check all that apply.

☐ I understand that the NLU faculty will review this feedback and I am prepared to discuss my feedback with my advisor.

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SCHOOL PSYCHOLOGY PROGRAM STUDENT SUPPORT PLAN NATIONAL COLLEGE OF EDUCATION

Student Support Plan for XXX

The current plan is a stand-alone agreement between the student and her program to complete activities and assignments to demonstrate competency in the identified areas. The support plan is not intended to replace course assignments or the student's practicum contract; the deliverables listed below need to be completed in addition to all other course and program requirements.

Type of Remediation:

- ☐ Developmental Plan
☐ Probation

Date of Review Meeting:

STUDENT:

Primary Advisor:

Names of All Persons Present at the Meeting:

All Additional Pertinent Supervisors/Faculty:

Date for Follow-up Meeting(s):

Check all competency domains in which the trainee's performance does not meet the benchmark:

Competency Area:	Description of Problem(s):
Professionalism	
Reflective Practice/Self-Assessment/Self-care	
Scientific Knowledge and Methods	
Relationships	
Individual and Cultural Diversity	
Ethical Legal Standards and Policy	
Assessment	
Intervention	
Research/Evaluation	
Consultation	
Supervision	

SCHOOL PSYCHOLOGY PROGRAM STUDENT SUPPORT PLAN

Date(s) the problem(s) was brought to the practicum I student's attention and by whom:

Steps already taken by the student to rectify the problem(s) that was identified:

Steps already taken by the supervisor(s)/faculty to address the problem(s):

SCHOOL PSYCHOLOGY PROGRAM STUDENT SUPPORT PLAN

Competency Domain/Essential Components	Problem	Expectations	STUDENT's Responsibilities	Supervisor & Faculty Responsibilities	Timeframe for Acceptable Performance	Assessment Methods	Dates of Evaluation	Consequences for Unsuccessful Remediation

SCHOOL PSYCHOLOGY PROGRAM STUDENT SUPPORT PLAN

Competency Domain/ Essential Components	Problem	Expectations	STUDENT's Responsibilities	Supervisor/ Faculty Responsibilities/ Actions	Timeframe for Acceptable Performance	Assessment Methods	Dates of Evaluation	Consequences for Unsuccessful Remediation

SCHOOL PSYCHOLOGY PROGRAM STUDENT SUPPORT PLAN

I, _____, have reviewed the above remediation plan with my primary supervisor, any additional supervisors/faculty, including the director of training. My signature below indicates that I fully understand the above. I agree/disagree with the above decisions (circle one). My comments, if any, are below (*PLEASE NOTE: If student disagrees, comments, including a detailed description of the trainee's rationale for disagreement, are REQUIRED*).

All supervisors/faculty with responsibilities or actions described in the above remediation plan agree to participate in the plan as outlined above. Please sign and date below to indicate your agreement with the plan.

XXX, Student Date

Jennifer Engelland-Schultz, Assistant Professor, NLU Date

Pam Radford, Assistant Professor, NLU Date

Madi Phillips, Associate Professor, NLU Date

XXX, Supervising School Psychologist Date

Kathy Pluymert, Program Director, NLU Date

Student's comments (Feel free to use additional pages):

Appendix C

School Psychology Student Organization (SPO) Constitution

School Psychology Student Organization (SPO) Constitution

Article I – School Psychology Organization

Section 1 – The name of this organization shall be the School Psychology Organization (SPO), National Louis University chapter. The National Louis University chapter recognizes its allegiance to both the National Association of School Psychologists (NASP) and the American Psychological Association—Division 16.

Article II – Purpose/Mission Statement

Section 1 – The purpose of SPO is to establish communication, connection, and support between school psychology students, NLU faculty, alumni and the university as a whole. SPO's mission is to advocate for our students, create program awareness, establish a community within the university, create relationships and mentorships between cohorts, and create opportunities for community service, fundraising, and networking. Our goal is to improve the program, and to create the best possible experience for our students.

Section 2 – SPO shall abide by all National Louis University policies and procedures.

Article III – Membership

Section 1 – Membership in SPO shall be open to all students admitted to the school psychology program (including students in the M.Ed., Ed.S., and Ed.D.-tracks) and enrolled in graduate coursework at National Louis University.

Section 2 – Full membership shall be automatically granted to those students enrolled with a minimum of one graduate credit hour. Once a student graduates or otherwise leaves the school psychology program at National Louis University, their active membership in SPO shall cease.

Section 3 – Membership in this club or organization is open to all meeting the above criteria, irrespective of race, creed, color, gender, class, age, nation of origin, nationality, disability, marital status, religion, veteran status, or sexual orientation.

Article IV – Officers/Executive Board

Section 1 – The officers of this club or organization shall be:

1. Student Representative - 1st Year Student
2. Student Representative - 2nd Year Student
3. Student Representative - 3rd Year Student
4. NASP Student Delegate (may have more than 1 student and would work as team)
5. ISPA Student Delegate
6. President - 2nd Year Student
7. Vice President - 1st Year Student
8. Treasurer – Student from any year/cohort
9. Faculty Advisor

Section 2 - Student Representative Responsibilities:

- Must have at least one representative per cohort be present at faculty meetings on specific dates and times determined by faculty
- Must make announcements to their respective cohorts in person at the beginning of class and via social media updates as to what SPO is doing. Should be liaison between the organization and cohort.

Section 3 - NASP Student Delegate Responsibilities:

- NASP Student Leaders connect NASP to their school psychology training programs by devoting 2-3 hours a month to:
 - Sharing information and monthly updates with the students in their program
 - Serving as point-people for advocacy and school psychology awareness activities

Section 4 - ISPA Student Delegate Responsibilities:

- To facilitate NLU's relationship with ISPA and its representatives.
- Disseminate relevant information regarding new publications, networking opportunities, and conferences

Section 5 - President Responsibilities:

- 2nd year student (typically served as president-elect/vice-president during 1st year)
- Acts as main facilitator of meetings and discussions
- Assist with events (whole organization):
 - Internship Day
 - Fundraising
 - Speaker and Campus Events
- Work with faculty to improve program
- Delegate and oversee tasks and responsibilities being worked on by SPO
- Act as mentor to 1st year President-elect in preparation of next year
- Attend Faculty Meetings when invited.
- Manage the schoolpsychologyorg.nlu@gmail.com account
- Schedule meeting times and room reservations and share schedule with fellow SPO members.

Section 6 - President-elect (Vice President) Responsibilities:

- Typically, a 1st year student elected/nominated during election with intent to continue on as President in 2nd year.
- Assist President in role and responsibilities
- Keep careful record of procedures and notes in preparation of work as President next year
- Share running meeting minutes google doc from the schoolpsychology.nlu@gmail.com account with all SPO members. This document should be updated by the VP at each meeting.
- In the event the President cannot attend faculty meetings, attend in their place if possible
- In the event that VP cannot act as president in the next year, must provide exit training for new President
- Assist president with managing the schoolpsychology.nlu@gmail.com (both president and vice-president should have account password).

Section 7 - Treasurer Responsibilities:

- Oversee fundraising events
- Handle budget and purchases/ keep careful records and make monthly reports to board

Section 8 - Faculty Advisor Responsibilities:

- This is held by a faculty member
- Attend SPO and Faculty meetings
- Act as liaison between SPO Board, students and faculty
- Oversee SPO and make sure organization is keeping with university and program policies

Section 9 – Members will serve on the board for one academic year (September-June)

In some cases, students may hold more than one position (e.g., President may be president and NASP delegate or individual may be student representative and treasurer), multiple students may hold the same position (e.g, co-vice-presidents) or some cohorts may have only one student delegate.

Article V – Elections

Section 1 – The Vice President from the year before will be the new President of the next year. The President will work with the Faculty Advisor and Graduate Assistants of the program to coordinate elections for the rest of the Executive Board.

Section 2 - In the event that the Vice President cannot fill role as President, elections will take place as usual (see section 3) but will include nomination and voting for President.

Section 3 - Election of officers shall be held within the first 4 weeks of the academic quarter of the school year. One graduate assistant from each cohort should have the password for the nluschoolpsychology.org@gmail.com account and will be responsible for making a student directory for their respective cohort and adding it to a running school directory google doc associated with the SPO email account. This will be used for SPO communications throughout the year as well as for future alumni connections. It is the responsibility of the graduate assistants of the School Psychology program of National Louis University and the President to provide all students enrolled in the program of SPO Board Member responsibilities and information so that new students are aware of the organization and can take the information into account when making nominations.

Section 4 - Any school psychology student or faculty member can nominate any student for any position. Self-nominations are permissible. After nominations are collected (by week 3) graduate assistants will send out an electronic ballot (google forms, survey monkey) to all students so that they may cast their votes (if necessary and there is competition for positions).

Section 5 - In the event that vacancies need to be filled, the decisions will be made by executive board to fill those positions.

Article VI – Meetings

Section 1 – Regular meetings of this organization shall be held at least twice per term at a time conducive to the class schedule of both 1st and 2nd year students. President will send out an invitation to all members.

Section 2 – Quorum shall consist of at least 4 voting members in order for meeting to take place.

Section 3 – Voting shall take place by show of hands, or secret ballot via email. Votes shall be given to and read by the president or vice president.

Article VII– Advisors

Section 1 – There shall be at least one full time National Louis University, School Psychology Program faculty or staff advisor who shall serve as an advisor to the organization.

Section 2 – Advisors will be faculty or staff volunteers. Students may also nominate staff or faculty members.

Article VIII – Finances

Section 1 - There are no dues associated with membership in SPO.

Section 2 - Revenue is generated by fundraising activities and requests made of the available monies from the Office of Student Experience.

Article IX – Constitutional Amendments

Section 1 – Amendments to this constitution may be proposed at any SPO meeting and must be submitted in writing to the SPO email at schoolpsychorg.nlu@gmail.com to be put on the agenda to discuss at the next meeting. Once the amendment has been introduced and discussed, a motion to table the amendment until the next SPO meeting will be called for and those members not in attendance will be notified of the proposed amendment.

Section 2-This constitution may be amended by a majority vote of board members in attendance.

Section 3 - Once the organization's constitution is amended, a revised copy must be e-mailed to the Office of Student Experience on the Chicago Campus, or electronically to jmarroquin@nl.edu.

Article X – Bylaws

Section 1 – SPO is subject, as a registered student organization, to the rules, regulations and policies of National Louis University and the laws of the State of Illinois. The rules, regulations, and policies of National Louis University shall hold precedence over any and all rules, regulations, and policies applying to the organization, including those of any national organization with which the organization is associated.

Appendix D

DEP Supervisory Model

Field Placement Excel Log

Mandated Procedures for School Based Experiences

How to Guide for Securing Field Experience/Practicum 2 Sites

Field Experience for Year 1 Expectations

Internship Task Timeline

DUSPP Illinois Internship Manual 2020

Developmental, Ecological, Problem Solving (DEP) Model of Supervision

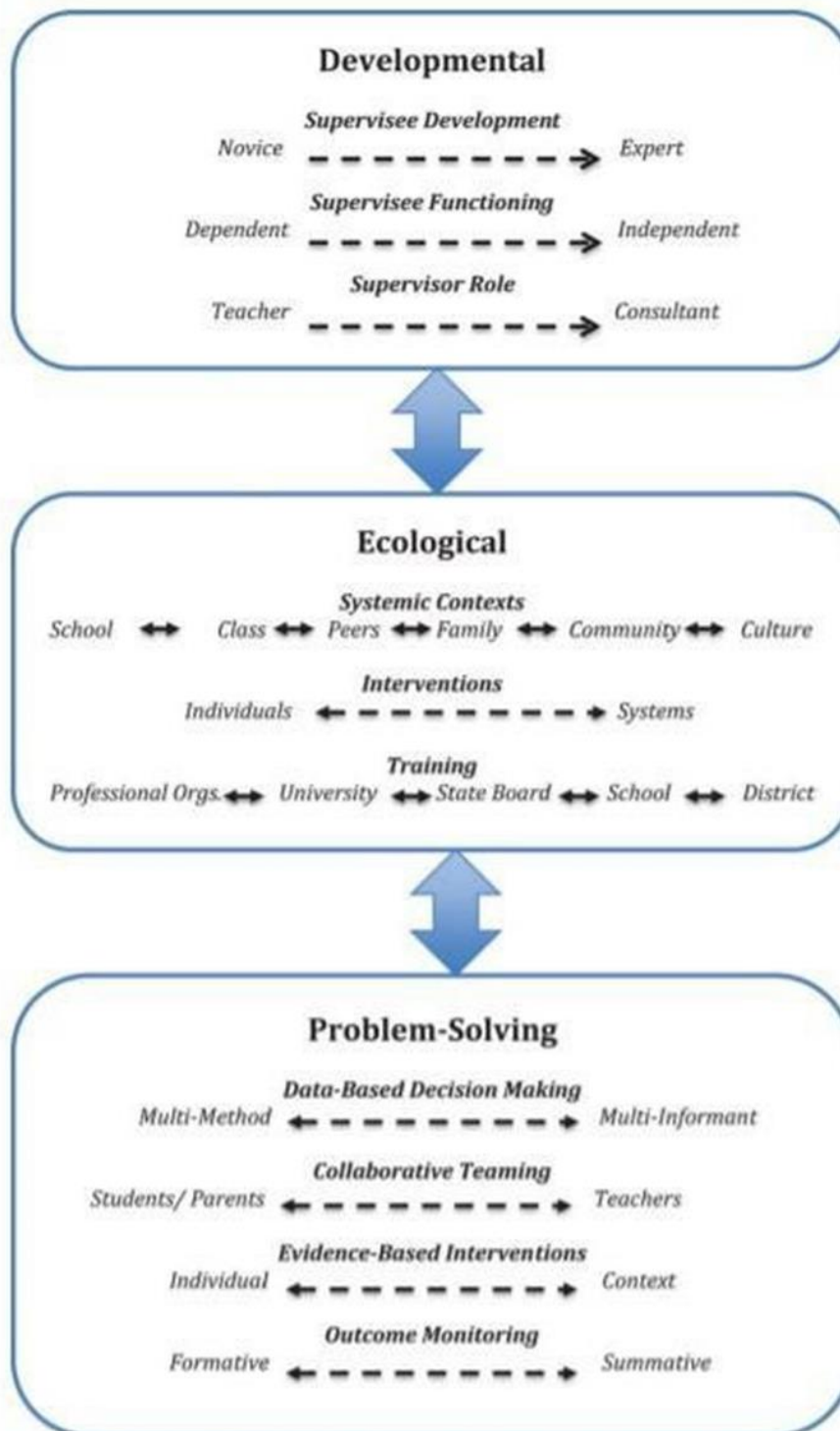


FIGURE 1. DEP model of supervision. Orgs. = organizations.

Simon, D., Cruise, T. K., Huber, B. J., Swerdlik, M. E., & Newman, D. S. (2014). Supervision in school psychology: The developmental/ecological/problem-solving model. *Psychology in the Schools*, 51(6).

SEPTEMBER - WEEK 1

Data-Based Decision Making (Standard #1)	Use a problem-solving framework to guide decision making; systematically collect data from multiple sources as a foundation for decision-making at the individual, group, and systems levels and consider ecological factors for assessment and intervention.						
Activity	Mon	Tue	Wed	Thu	Fri	Weekend	Activity Totals
Activities to collect and use data to guide practice, including progress monitoring, MTSS data collection and interpretation (Grade level meetings, MTSS meetings, etc.).							0.00
Consultation and Collaboration (Standard #2)	Effective consultation, collaboration and communication with others to promote effective implementation of services to students.						
Activity	Mon	Tue	Wed	Thu	Fri	Weekend	Activity Totals
Activities that include consultation and collaboration with multiple steps including listening to needs of others; utilizing both qualitative and quantitative data in working collaboratively with faculty, staff and families (teacher consultation, system consultation, etc.)							0.00
Academic Interventions and Instructional Supports (Standard #3)	In collaboration with others, use assessment and data-collection methods to implement and evaluate evidence-based academic instruction and intervention to support academic skills development.						
Activity	Mon	Tue	Wed	Thu	Fri	Weekend	Activity Totals
Together with Data Based Decision Making, activities include assessing, implementing and evaluating academic instruction and intervention aligned to student need (assessing implementation fidelity of academic intervention, implement intervention, etc.).							0.00
Mental and Behavioral Health Services and Interventions (Standard #4)	In collaboration with others, design, implement, and evaluate services that promote resilience and positive behavior, support socialization and adaptive skills, and enhance mental and behavioral health.						
Activity	Mon	Tue	Wed	Thu	Fri	Weekend	Activity Totals
Activities that include using knowledge and skills in issues which effect social emotional and behavioral growth to assess, design, implement and evaluate mental and behavioral health intervention supports (social skills group, counseling, FBA/BIP, etc.).							0.00
School-Wide Practices to Promote Learning (Standard #5)	In collaboration with others, use knowledge of systems' structure, organization and theory to develop and implement evidence-based school-wide practices practices and strategies to create and maintain safe, effective, and supportive learning environments for students and school staff.						
Activity	Mon	Tue	Wed	Thu	Fri	Weekend	Activity Totals
Activities that include applying knowledge of implementation science and program evaluation to design, implement and evaluate school-wide practices (PBIS/MTSS, facilitating professional learning on implementation of classroom management strategies, participating on school improvement teams, engaging in systems change strategies, etc.).							0.00
Services to Promote Safe and Supportive Schools (Standard #6)	In collaboration with others, promote preventive and responsive services that enhance learning, mental and behavioral health, and psychological and physical safety and implement effective crisis prevention, protection, mitigation, response, and recovery.						
Activity	Mon	Tue	Wed	Thu	Fri	Weekend	Activity Totals
Activities that include supporting implementation of PREPARE intervention supports and practices to ensure schools are ready for a wide range of issues that affect students feeling they are in a safe and supportive environment (crisis intervention training, crisis response team, collaboration with external professionals, etc.).							0.00

Family, School, and Community Collaboration (Standard #7)	In collaboration with others, design, implement, and evaluate services that respond to culture and context and facilitate family and school partnership/ interactions with community agencies for enhancement of academic and social-behavioral outcomes for students.						
Activity	Mon	Tue	Wed	Thu	Fri	Weekend	Activity Totals
Activities that include facilitating family/school/community partnerships to (developing bi-directional communication with families, counseling sessions including family members, community outreach programs, parent training, etc.).							0.00
Equitable Practices for Diverse Student Populations (Standard #8)	Provide professional services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds through an ecological lens across multiple context; and recognize that equitable practices for diverse student populations, respect for diversity in development and learning, and advocacy for social justice are foundational to effective service delivery.						
Activity	Mon	Tue	Wed	Thu	Fri	Weekend	Activity Totals
Activities that include implementation of evidence-based strategies to address potential influences related to diversity by taking into account the uniqueness of each child to promote specialized instructional and supports that meet the diverse learning needs (using culturally appropriate assessments, promoting interventions appropriate for dual language learners, engaging in professional learning around diverse populations/practices, etc.)							0.00
Research and Evidence-Based Practice (Standard #9)	Evaluate and apply research as a foundation for service delivery and, in collaboration with others, use various techniques and technology resources for data collection, measurement, and analysis to support effective practices at the individual, group, and/or systems levels.						
Activity	Mon	Tue	Wed	Thu	Fri	Weekend	Activity Totals
Activities that include applying knowledge of research and data to implement and evaluate evidence based practices to promote academic and mental and behavioral health of students (using data to evaluate program effectiveness, evaluate fidelity and effectiveness of group interventions, etc.)							0.00
Legal, Ethical, and Professional Practice (Standard #10)	Apply professional work characteristics needed for effective practice as school psychologists, including effective interpersonal skills, responsibility, adaptability, initiative, dependability, technology competency, advocacy skills, respect for human diversity, and a commitment to social justice and equity.						
Activity	Mon	Tue	Wed	Thu	Fri	Weekend	Activity Totals
Activities that consistently demonstrate engagement of ethical, professional and legal standards aligned to school psychology practice (learning new professional tools and procedures, advocating for student's welfare and rights, seek supervision/collaboration, etc.).							0.00
Supervision, System Learning, and Administrative Activities	Activities that include supervision and activities that help with system functioning and learning.						
Activity	Mon	Tue	Wed	Thu	Fri	Weekend	Activity Totals
Individual Supervision - 2 hr/week (Specify on Supervisor Topic worksheet)							0.00
Group Supervision (includes seminar)							0.00
Phone and email							0.00
DAILY TOTALS	0.00	0.00	0.00	0.00	0.00	0.00	0.00
SEPTEMBER - WEEK 2							
Data-Based Decision Making (Standard #1)	Use a problem-solving framework to guide decision making; systematically collect data from multiple sources as a foundation for decision-making at the individual, group, and systems levels and consider ecological factors for assessment and intervention.						
Activity	Mon	Tue	Wed	Thu	Fri	Weekend	Activity Totals
Activities to collect and use data to guide practice, including progress monitoring, MTSS data collection and interpretation (Grade level meetings, MTSS meetings, etc.).							0.00

Consultation and Collaboration (Standard #2)	Effective consultation, collaboration and communication with others to promote effective implementation of services to students.						
Activity	Mon	Tue	Wed	Thu	Fri	Weekend	Activity Totals
Activities that include consultation and collaboration with multiple steps including listening to needs of others; utilizing both qualitative and quantitative data in working collaboratively with faculty, staff and families (teacher consultation, system consultation, etc.)							0.00
Academic Interventions and Instructional Supports (Standard #3)	In collaboration with others, use assessment and data-collection methods to implement and evaluate evidence-based academic instruction and intervention to support academic skills development.						
Activity	Mon	Tue	Wed	Thu	Fri	Weekend	Activity Totals
Together with Data Based Decision Making, activities include assessing, implementing and evaluating academic instruction and intervention aligned to student need (assessing implementation fidelity of academic intervention, implement intervention, etc.).							0.00
Mental and Behavioral Health Services and Interventions (Standard #4)	In collaboration with others, design, implement, and evaluate services that promote resilience and positive behavior, support socialization and adaptive skills, and enhance mental and behavioral health.						
Activity	Mon	Tue	Wed	Thu	Fri	Weekend	Activity Totals
Activities that include using knowledge and skills in issues which effect social emotional and behavioral growth to assess, design, implement and evaluate mental and behavioral health intervention supports (social skills group, counseling, FBA/BIP, etc.).							0.00
School-Wide Practices to Promote Learning (Standard #5)	In collaboration with others, use knowledge of systems' structure, organization and theory to develop and implement evidence-based school-wide practices practices and strategies to create and maintain safe, effective, and supportive learning environments for students and school staff.						
Activity	Mon	Tue	Wed	Thu	Fri	Weekend	Activity Totals
Activities that include applying knowledge of implementation science and program evaluation to design, implement and evaluate school-wide practices (PBIS/MTSS, facilitating professional learning on implementation of classroom management strategies, participating on school improvement teams, engaging in systems							0.00
Services to Promote Safe and Supportive Schools (Standard #6)	In collaboration with others, promote preventive and responsive services that enhance learning, mental and behavioral health, and psychological and physical safety and implement effective crisis prevention, protection, mitigation, response, and recovery.						
Activity	Mon	Tue	Wed	Thu	Fri	Weekend	Activity Totals
Activities that include supporting implementation of PRePARE intervention supports and practices to ensure schools are ready for a wide range of issues that affect students feeling they are in a safe and supportive environment (crisis intervention training, crisis response team, collaboration with external professionals, etc.).							0.00
Family, School, and Community Collaboration (Standard #7)	In collaboration with others, design, implement, and evaluate services that respond to culture and context and facilitate family and school partnership/ interactions with community agencies for enhancement of academic and social-behavioral outcomes for students.						
Activity	Mon	Tue	Wed	Thu	Fri	Weekend	Activity Totals
Activites that include facilitating family/school/community partnerships to (developing bi-directional communication with families, counseling sessions including family members, community outreach programs, parent training, etc.).							0.00

Equitable Practices for Diverse Student Populations (Standard #8)	Provide professional services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds through an ecological lens across multiple context; and recognize that equitable practices for diverse student populations, respect for diversity in development and learning, and advocacy for social justice are foundational to effective service delivery.						
Activity	Mon	Tue	Wed	Thu	Fri	Weekend	Activity Totals
Activities that include implementation of evidence-based strategies to address potential influences related to diversity by taking into account the uniqueness of each child to promote specialized instructional and supports that meet the diverse learning needs (using culturally appropriate assessments, promoting interventions appropriate for dual language learners, engaging in professional learning around diverse populations/practices, etc.)							0.00
Research and Evidence-Based Practice (Standard #9)	Evaluate and apply research as a foundation for service delivery and, in collaboration with others, use various techniques and technology resources for data collection, measurement, and analysis to support effective practices at the individual, group, and/or systems levels.						
Activity	Mon	Tue	Wed	Thu	Fri	Weekend	Activity Totals
Activities that include applying knowledge of research and data to implement and evaluate evidence based practices to promote academic and mental and behavioral health of students (using data to evaluate program effectiveness, evaluate fidelity and effectiveness of group interventions, etc.)							0.00
Legal, Ethical, and Professional Practice (Standard #10)	Apply professional work characteristics needed for effective practice as school psychologists, including effective interpersonal skills, responsibility, adaptability, initiative, dependability, technology competency, advocacy skills, respect for human diversity, and a commitment to social justice and equity.						
Activity	Mon	Tue	Wed	Thu	Fri	Weekend	Activity Totals
Activities that consistently demonstrate engaged of ethical, professional and legal standards aligned to school psychology practice (learning new professional tools and procedures, advocating for student's welfare and rights, seek supervision/collaboration, etc.).							0.00
Supervision, System Learning, and Administrative Activities	Activities that include supervision and activities that help with system functioning and learning.						
Activity	Mon	Tue	Wed	Thu	Fri	Weekend	Activity Totals
Individual Supervision - 2 hr/week (Specify on Supervisor Topic worksheet)							0.00
Group Supervision (includes seminar)							0.00
Phone and email							0.00
DAILY TOTALS	0.00	0.00	0.00	0.00	0.00	0.00	0.00
SEPTEMBER - WEEK 3							
Data-Based Decision Making (Standard #1)	Use a problem-solving framework to guide decision making; systematically collect data from multiple sources as a foundation for decision-making at the individual, group, and systems levels and consider ecological factors for assessment and intervention.						
Activity	Mon	Tue	Wed	Thu	Fri	Weekend	Activity Totals
Activities to collect and use data to guide practice, including progress monitoring, MTSS data collection and interpretation (Grade level meetings, MTSS meetings, etc.).							0.00
Consultation and Collaboration (Standard #2)	Effective consultation, collaboration and communication with others to promote effective implementation of services to students.						
Activity	Mon	Tue	Wed	Thu	Fri	Weekend	Activity Totals
Activities that include consultation and collaboration with multiple steps including listening to needs of others; utilizing both qualitative and quantitative data in working collaboratively with faculty, staff and families (teacher consultation, system consultation, etc.)							0.00

Academic Interventions and Instructional Supports (Standard #3)	In collaboration with others, use assessment and data-collection methods to implement and evaluate evidence-based academic instruction and intervention to support academic skills development.						
Activity	Mon	Tue	Wed	Thu	Fri	Weekend	Activity Totals
Together with Data Based Decision Making, activities include assessing, implementing and evaluating academic instruction and intervention aligned to student need (assessing implementation fidelity of academic intervention, implement intervention, etc.).							0.00
Mental and Behavioral Health Services and Interventions (Standard #4)	In collaboration with others, design, implement, and evaluate services that promote resilience and positive behavior, support socialization and adaptive skills, and enhance mental and behavioral health.						
Activity	Mon	Tue	Wed	Thu	Fri	Weekend	Activity Totals
Activities that include using knowledge and skills in issues which effect social emotional and behavioral growth to assess, design, implement and evaluate mental and behavioral health intevention supports (social skills group, counseling, FBA/BIP, etc.).							0.00
School-Wide Practices to Promote Learning (Standard #5)	In collaboration with others, use knowledge of systems' structure, organization and theory to develop and implement evidence-based school-wide practices practices and strategies to create and maintain safe, effective, and supportive learning environments for students and school staff.						
Activity	Mon	Tue	Wed	Thu	Fri	Weekend	Activity Totals
Activities that include applying knowledge of implementation science and program evaluation to design, implement and evaluate school-wide practices (PBIS/MTSS, facilitating professional learning on implementation of classroom management strategies, participating on school improvement teams, engaging in systems change strategies, etc.).							0.00
Services to Promote Safe and Supportive Schools (Standard #6)	In collaboration with others, promote preventive and responsive services that enhance learning, mental and behavioral health, and psychological and physical safety and implement effective crisis prevention, protection, mitigation, response, and recovery.						
Activity	Mon	Tue	Wed	Thu	Fri	Weekend	Activity Totals
Activities that include supporting implementation of PRePARE intervention supports and practices to ensure schools are ready for a wide range of issues that affect students feeling they are in a safe and supportive environment (crisis intervention training, crisis response team, collaboration with external professionals, etc.).							0.00
Family, School, and Community Collaboration (Standard #7)	In collaboration with others, design, implement, and evaluate services that respond to culture and context and facilitate family and school partnership/ interactions with community agencies for enhancement of academic and social-behavioral outcomes for students.						
Activity	Mon	Tue	Wed	Thu	Fri	Weekend	Activity Totals
Activites that include facilitating family/school/community partnerships to (developing bi-directional communication with famiilies, counseling sessions including family members, community outreach programs, parent training, etc.).							0.00
Equitable Practices for Diverse Student Populations (Standard #8)	Provide professional services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds through an ecological lens across multiple context; and recognize that equitable practices for diverse student populations, respect for diversity in development and learning, and advocacy for social justice are foundational to effective service delivery.						
Activity	Mon	Tue	Wed	Thu	Fri	Weekend	Activity Totals

Activities that include implementation of evidence-based strategies to address potential influences related to diversity by taking into account the uniqueness of each child to promote specialized instructional and supports that meet the diverse learning needs (using culturally appropriate assessments, promoting interventions appropriate for dual language learners, engaging in professional learning around diverse populations/practices, etc.)							0.00
Research and Evidence-Based Practice (Standard #9)	Evaluate and apply research as a foundation for service delivery and, in collaboration with others, use various techniques and technology resources for data collection, measurement, and analysis to support effective practices at the individual, group, and/or systems levels.						
Activity	Mon	Tue	Wed	Thu	Fri	Weekend	Activity Totals
Activities that include applying knowledge of research and data to implement and evaluate evidence based practices to promote academic and mental and behavioral health of students (using data to evaluate program effectiveness, evaluate fidelity and effectiveness of group interventions, etc.)							0.00
Legal, Ethical, and Professional Practice (Standard #10)	Apply professional work characteristics needed for effective practice as school psychologists, including effective interpersonal skills, responsibility, adaptability, initiative, dependability, technology competency, advocacy skills, respect for human diversity, and a commitment to social justice and equity.						
Activity	Mon	Tue	Wed	Thu	Fri	Weekend	Activity Totals
Activities that consistently demonstrate engaged of ethical, professional and legal standards aligned to school psychology practice (learning new professional tools and procedures, advocating for student's welfare and rights, seek supervision/collaboration, etc.).							0.00
Supervision, System Learning, and Administrative Activities	Activities that include supervision and activities that help with system functioning and learning.						
Activity	Mon	Tue	Wed	Thu	Fri	Weekend	Activity Totals
Individual Supervision - 2 hr/week (Specify on Supervisor Topic worksheet)							0.00
Group Supervision (includes seminar)							0.00
Phone and email							0.00
DAILY TOTALS	0.00	0.00	0.00	0.00	0.00	0.00	0.00
SEPTEMBER - WEEK 4							
Data-Based Decision Making (Standard #1)	Use a problem-solving framework to guide decision making; systematically collect data from multiple sources as a foundation for decision-making at the individual, group, and systems levels and consider ecological factors for assessment and intervention.						
Activity	Mon	Tue	Wed	Thu	Fri	Weekend	Activity Totals
Activities to collect and use data to guide practice, including progress monitoring, MTSS data collection and interpretation (Grade level meetings, MTSS meetings, etc.).							0.00
Consultation and Collaboration (Standard #2)	Effective consultation, collaboration and communication with others to promote effective implementation of services to students.						
Activity	Mon	Tue	Wed	Thu	Fri	Weekend	Activity Totals
Activities that include consultation and collaboration with multiple steps including listening to needs of others; utilizing both qualitative and quantitative data in working collaboratively with faculty, staff and families (teacher consultation, system consultation, etc.)							0.00
Academic Interventions and Instructional Supports (Standard #3)	In collaboration with others, use assessment and data-collection methods to implement and evaluate evidence-based academic instruction and intervention to support academic skills development.						
Activity	Mon	Tue	Wed	Thu	Fri	Weekend	Activity Totals

Together with Data Based Decision Making, activities include assessing, implementing and evaluating academic instruction and intervention aligned to student need (assessing implementation fidelity of academic intervention, implement intervention, etc.).							0.00
Mental and Behavioral Health Services and Interventions (Standard #4)	In collaboration with others, design, implement, and evaluate services that promote resilience and positive behavior, support socialization and adaptive skills, and enhance mental and behavioral health.						
Activity	Mon	Tue	Wed	Thu	Fri	Weekend	Activity Totals
Activities that include using knowledge and skills in issues which effect social emotional and behavioral growth to assess, design, implement and evaluate mental and behavioral health intevention supports (social skills group, counseling, FBA/BIP, etc.).							0.00
School-Wide Practices to Promote Learning (Standard #5)	In collaboration with others, use knowledge of systems' structure, organization and theory to develop and implement evidence-based school-wide practices practices and strategies to create and maintain safe, effective, and supportive learning environments for students and school staff.						
Activity	Mon	Tue	Wed	Thu	Fri	Weekend	Activity Totals
Activities that include applying knowledge of implementation science and program evaluation to design, implement and evaluate school-wide practices (PBIS/MTSS, facilitating professional learning on implementation of classroom management strategies, participating on school improvement teams, engaging in systems							0.00
Services to Promote Safe and Supportive Schools (Standard #6)	In collaboration with others, promote preventive and responsive services that enhance learning, mental and behavioral health, and psychological and physical safety and implement effective crisis prevention, protection, mitigation, response, and recovery.						
Activity	Mon	Tue	Wed	Thu	Fri	Weekend	Activity Totals
Activities that include supporting implementation of PRePARE intervention supports and practices to ensure schools are ready for a wide range of issues that affect students feeling they are in a safe and supportive environment (crisis intervention training, crisis response team, collaboration with external professionals, etc.).							0.00
Family, School, and Community Collaboration (Standard #7)	In collaboration with others, design, implement, and evaluate services that respond to culture and context and facilitate family and school partnership/ interactions with community agencies for enhancement of academic and social-behavioral outcomes for students.						
Activity	Mon	Tue	Wed	Thu	Fri	Weekend	Activity Totals
Activites that include facilitating family/school/community partnerships to (developing bi-directional communication with families, counseling sessions including family members, community outreach programs, parent training, etc.).							0.00
Equitable Practices for Diverse Student Populations (Standard #8)	Provide professional services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds through an ecological lens across multiple context; and recognize that equitable practices for diverse student populations, respect for diversity in development and learning, and advocacy for social justice are foundational to effective service delivery.						
Activity	Mon	Tue	Wed	Thu	Fri	Weekend	Activity Totals
Activities that include implementation of evidence-based strategies to address potential influences related to diversity by taking into account the uniqueness of each child to promote specialized instructional and supports that meet the diverse learning needs (using culturally appropriate assessments, promoting interventions appropriate for dual language learners, engaging in professional learning around diverse populations/practices, etc.)							0.00
Research and Evidence-Based Practice (Standard #9)	Evaluate and apply research as a foundation for service delivery and, in collaboration with others, use various techniques and technology resources for data collection, measurement, and analysis to support effective practices at the individual, group, and/or systems levels.						
Activity	Mon	Tue	Wed	Thu	Fri	Weekend	Activity Totals

Activities that include applying knowledge of research and data to implement and evaluate evidence based practices to promote academic and mental and behavioral health of students (using data to evaluate program effectiveness, evaluate fidelity and effectiveness of group interventions, etc.)							0.00
Legal, Ethical, and Professional Practice (Standard #10)	Apply professional work characteristics needed for effective practice as school psychologists, including effective interpersonal skills, responsibility, adaptability, initiative, dependability, technology competency, advocacy skills, respect for human diversity, and a commitment to social justice and equity.						
Activity	Mon	Tue	Wed	Thu	Fri	Weekend	Activity Totals
Activities that consistently demonstrate engaged of ethical, professional and legal standards aligned to school psychology practice (learning new professional tools and procedures, advocating for student's welfare and rights, seek supervision/collaboration, etc.).							0.00
Supervision, System Learning, and Administrative Activities	Activities that include supervision and activities that help with system functioning and learning.						
Activity	Mon	Tue	Wed	Thu	Fri	Weekend	Activity Totals
Individual Supervision - 2 hr/week (Specify on Supervisor Topic worksheet)							0.00
Group Supervision (includes seminar)							0.00
Phone and email							0.00
DAILY TOTALS	0.00	0.00	0.00	0.00	0.00	0.00	0.00
SEPTEMBER - WEEK 5							
Data-Based Decision Making (Standard #1)	Use a problem-solving framework to guide decision making; systematically collect data from multiple sources as a foundation for decision-making at the individual, group, and systems levels and consider ecological factors for assessment and intervention.						
Activity	Mon	Tue	Wed	Thu	Fri	Weekend	Activity Totals
Activities to collect and use data to guide practice, including progress monitoring, MTSS data collection and interpretation (Grade level meetings, MTSS meetings, etc.).							0.00
Consultation and Collaboration (Standard #2)	Effective consultation, collaboration and communication with others to promote effective implementation of services to students.						
Activity	Mon	Tue	Wed	Thu	Fri	Weekend	Activity Totals
Activities that include consultation and collaboration with multiple steps including listening to needs of others; utilizing both qualitative and quantitative data in working collaboratively with faculty, staff and families (teacher consultation, system consultation, etc.)							0.00
Academic Interventions and Instructional Supports (Standard #3)	In collaboration with others, use assessment and data-collection methods to implement and evaluate evidence-based academic instruction and intervention to support academic skills development.						
Activity	Mon	Tue	Wed	Thu	Fri	Weekend	Activity Totals
Together with Data Based Decision Making, activities include assessing, implementing and evaluating academic instruction and intervention aligned to student need (assessing implementation fidelity of academic intervention, implement intervention, etc.).							0.00
Mental and Behavioral Health Services and Interventions (Standard #4)	In collaboration with others, design, implement, and evaluate services that promote resilience and positive behavior, support socialization and adaptive skills, and enhance mental and behavioral health.						
Activity	Mon	Tue	Wed	Thu	Fri	Weekend	Activity Totals
Activities that include using knowledge and skills in issues which effect social emotional and behavioral growth to assess, design, implement and evaluate mental and behavioral health intervention supports (social skills group, counseling, FBA/BIP, etc.).							0.00

School-Wide Practices to Promote Learning (Standard #5)	In collaboration with others, use knowledge of systems' structure, organization and theory to develop and implement evidence-based school-wide practices practices and strategies to create and maintain safe, effective, and supportive learning environments for students and school staff.						
Activity	Mon	Tue	Wed	Thu	Fri	Weekend	Activity Totals
Activities that include applying knowledge of implementation science and program evaluation to design, implement and evaluate school-wide practices (PBIS/MTSS, facilitating professional learning on implementation of classroom management strategies, participating on school improvement teams, engaging in systems change strategies, etc.).							0.00
Services to Promote Safe and Supportive Schools (Standard #6)	In collaboration with others, promote preventive and responsive services that enhance learning, mental and behavioral health, and psychological and physical safety and implement effective crisis prevention, protection, mitigation, response, and recovery.						
Activity	Mon	Tue	Wed	Thu	Fri	Weekend	Activity Totals
Activities that include supporting implementation of PRePARE intervention supports and practices to ensure schools are ready for a wide range of issues that affect students feeling they are in a safe and supportive environment (crisis intervention training, crisis response team, collaboration with external professionals, etc.).							0.00
Family, School, and Community Collaboration (Standard #7)	In collaboration with others, design, implement, and evaluate services that respond to culture and context and facilitate family and school partnership/ interactions with community agencies for enhancement of academic and social-behavioral outcomes for students.						
Activity	Mon	Tue	Wed	Thu	Fri	Weekend	Activity Totals
Activities that include facilitating family/school/community partnerships to (developing bi-directional communication with families, counseling sessions including family members, community outreach programs, parent training, etc.).							0.00
Equitable Practices for Diverse Student Populations (Standard #8)	Provide professional services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds through an ecological lens across multiple context; and recognize that equitable practices for diverse student populations, respect for diversity in development and learning, and advocacy for social justice are foundational to effective service delivery.						
Activity	Mon	Tue	Wed	Thu	Fri	Weekend	Activity Totals
Activities that include implementation of evidence-based strategies to address potential influences related to diversity by taking into account the uniqueness of each child to promote specialized instructional and supports that meet the diverse learning needs (using culturally appropriate assessments, promoting interventions appropriate for dual language learners, engaging in professional learning around diverse populations/practices, etc.)							0.00
Research and Evidence-Based Practice (Standard #9)	Evaluate and apply research as a foundation for service delivery and, in collaboration with others, use various techniques and technology resources for data collection, measurement, and analysis to support effective practices at the individual, group, and/or systems levels.						
Activity	Mon	Tue	Wed	Thu	Fri	Weekend	Activity Totals
Activities that include applying knowledge of research and data to implement and evaluate evidence based practices to promote academic and mental and behavioral health of students (using data to evaluate program effectiveness, evaluate fidelity and effectiveness of group interventions, etc.)							0.00
Legal, Ethical, and Professional Practice (Standard #10)	Apply professional work characteristics needed for effective practice as school psychologists, including effective interpersonal skills, responsibility, adaptability, initiative, dependability, technology competency, advocacy skills, respect for human diversity, and a commitment to social justice and equity.						
Activity	Mon	Tue	Wed	Thu	Fri	Weekend	Activity Totals

Mandated Procedures for School Based Experiences

Liability Insurance

Professional liability insurance is required to work in the schools. Below are two options for purchasing insurance to participate in practicum and internship. Click links for more information.

1. [American Professional Liability Insurance](#)
2. [Forest T. Jones](#) (Must be a NASP member)

Background Check

Illinois law requires schools to conduct background checks for all employees or persons working in schools. Schools in Illinois require fingerprint background checks for students coming into their schools for observations, practicum or student teaching experiences. Some districts have specific requirements and/or provide this service for free so talk to your school-based supervisor before you pursue another option. Below are two additional options for completing a background check.

1. Accurate Biometrics (<http://www.accuratebiometrics.com>)
2. Contact local police station

Turbercolosis (TB) Testing

TB testing is no longer required by state law, but often is still required in some districts. Some districts may provide this service for free so students should speak with their school-based supervisor before pursuing other options. TB testing options:

1. Contacting personal physician or
2. Visiting a Walgreens, CVS, or Target clinic

***The “How to” Guide for
Securing Year 1 Field Experience and Year 2 Practicum 2***

1. You have support with finding a school-based field experience/practicum site and field-based supervisor! We are here to assist you as much as needed.
2. Read the Field Experience/Practicum 2 Expectations. Please ask us any questions.
3. Consider your preferred location and radius based on your home and NLU Wheeling Campus. Remember classes start at 4:30 PM on campus.
4. Think about your preferred community, school, and student characteristics (e.g., cultural and linguistic background, grade level, special education cooperative, therapeutic day school, school programs and supports).
5. Get a map and look up schools. It is helpful to search the Illinois Report Card at: <https://www.illinoisreportcard.com/SearchMain.aspx>. You can search by counties, cities, districts, and schools. The Illinois Report Card provides school-level information about students.
6. Contact us if you would like to view our list of Recommended Supervisors.
7. Contact us if you would like to complete your field experience in Chicago Public School (CPS). CPS requires a different process.
8. Develop a list of at least 10 possible School Districts.
9. Find the contact information for the School Psychologist(s), Special Education Directors, and Human Resources in each School District on your list.
10. Write an email to each School Psychologist on your list to do the following:
 - Introduce yourself (as an incoming first-year or second-year school psychology graduate student at National Louis University).
 - Ask about the possibility of completing your Year 1 Field Experience/Year 2 Practicum at the school.
 - *Attach the Field Experience/Practicum 2 Expectations
 - *Attach your resume
 - ****Copy an NLU School Psychology Faculty on your email to each Supervisor. Thank you!**
11. Keep track of needed follow up with the School Psychologists. If you do not hear from them within a week, please try contacting them again via email and phone. They are busy at the beginning of the year and may overlook your message.
12. **If you are working in a school and plan to do your field experience or practicum where you are employed**, please schedule a meeting with an NLU School Psychology Faculty member and the potential field-based supervisor.

***National Louis University
School Psychology Field Experience Year 1 Expectations***

Welcome to the **School Psychology Field Experience Year 1** at **National Louis University (NLU)**. We look forward to collaborating with all of our Year 1 School Psychology Candidates and Supervisors. The purpose of the **School Psychology Field Experience for Year 1** is to provide the School Psychology Candidate with a variety of structured opportunities to assist students, staff, and families in the schools under the supervision of a licensed school psychologist. These experiences will facilitate the School Psychology Candidates' development of school psychology competencies. This document provides expectations for the Field Experience Year 1 to ensure a successful experience for all School Psychology Candidates and Supervisors.

1. Required Documentation for Starting the Field Experience Year 1

*Please Refer to Appendix 1 for additional helpful information and details.

- Identify a Field Experience Year I Supervisor and School (see Appendix 1 for assistance).
- Attend the Field Experience Year I Student Orientation meeting via Zoom.
- Obtain the following *prior* to starting the field experience and submit In SPY 508 D2L, which will be available to you one week before the start of term:
 - Professional Liability Insurance
 - Background Check documentation
 - DCFS Mandated Report Training from <https://mr.dcfstraining.org/UserAuth/Login!loginPage.action;jsessionid=E0F88C12B869530CB4DFEC04A5124652>
 - National Association of School Psychologists (NASP) student membership
 - Illinois School Psychologists Association (ISPA) student membership
 - Sign and upload a copy of **this Expectations document**.

2. Field Experience Requirements

Each course within the SPY program includes activities and assignments that are specifically designed to provide you with opportunities to integrate what you are learning in class and in readings with school based practice. The field experience requirement provides the place for you to get these experiences in the schools and under the supervision of a licensed school psychologist.

- Review the course syllabus and assignments for every course at the start of each term with your supervisor to work together to determine how you can do these field experiences in your school.



- If your field supervisor has concerns about how to accomplish an assignment, please work with your SPY faculty member for the course to problem solve collaboratively with your supervisor.
- The assignments for courses are aligned with NASP Practice Domains, you will see that the experiences are logged according to the domains. Ask your SPY faculty member if you need clarification or have questions.
- In addition to course assignments, you must complete at least TWO activities across different NASP Domains each term using the Field Experience Year I Activities List and describe your experience with them.
- Upload the signed Activities List by your Supervisor in SPY 508 D2L at the end of each term in addition to the timesheet to log hours.

3. Field Experience Schedule, Hours, and Attendance Requirements

At or before your first field experience day, schedule a meeting with your Field Experience Year 1 Supervisor to develop a schedule, discuss expectations, and plan for assignments and activities to include the following:

- Attend practicum a minimum of 7 hours per week. The 7 hours can be divided across days and may vary from week to week to meet course assignment requirements.
- You are encouraged to start the Field Experience Year 1 when your field placement district starts school, and follow their academic and school break calendar. You must start attending your school site by the first week of NLU courses.
- Arrive on time to your Field Experience Year 1 School and leave at the agreed upon time.
- Absence or tardy requirements: Contact your Field Experience Year 1 Supervisor and University Supervisor as soon as possible if you are unable to attend or will arrive late due to unexpected illness or emergency. After the second absence, a meeting is required with you, your Field Experience Year 1 Supervisor, and University Supervisor.
- Document all Field Experience Year 1 activities and hours using the program provided timesheet and review it with your Field Experience Year 1 Supervisor every month.
- Submit the timesheet summary page signed by your Supervisor in SPY 508 D2L at mid-term and at the end of each term.

4. Documentation of Professional Behaviors and School Psychology Competencies

Successful field experiences are documented and evaluated twice per year using two evaluations. One document provides feedback from the field supervisor about professional skill development and competencies that are expected from first year students (School Psychologist Competency Appraisal (SPCA)). The second document provides feedback about professional behaviors that are consistent with those required for educators and those that are specific to school psychology professionals (Professional Behavior Evaluation of Students (PBES)).



- Review required evaluations with your Field Experience Year 1 Supervisor including the Professional Behavior Evaluation of Students (PBES) and School Psychologist Competency Appraisal (SPCA).
- The PBES is completed by your Field Experience Year 1 Supervisor in Winter and Spring terms and the SPCA in Spring term. After your supervisor completes the assessments, you will be required to meet with your supervisor to review feedback.
- Recommendations to successfully meet SPCA and PBES expectations:
 - Follow your Field Experience Year 1 School's policies and procedures.
 - Prepare for all Field Experience Year 1 activities and use evidence-based practices. Your Field Experience Year 1 Supervisor must approve all of your activities in advance. Always practice within your level of training and current level of skills, and, seek supervision from your Field Experience Year 1 Supervisor and SPY faculty as needed if you have questions about what evidence based practice applies, or expectations for a year one student.
 - Read *The Professional Standards of the National Association of School Psychologists (2020)* at <https://www.nasponline.org/standards-and-certification/nasp-2020-professional-standards-adopted>.

5. Liability and Notification of Risk Requirements

- **Important:** The Field Experience Year 1 Supervisor and Candidate are legally and ethically responsible for all services provided at the Field Experience Year 1 School.
- **It is the Candidate's responsibility** to inform the Supervisor about their Field Experience Year 1 activities with students, staff, and families, including any risk situations that may arise.
- **It is the Supervisor's responsibility** to monitor the Candidate's involvement in the Field Experience Year 1 activities
- Inform your Field Experience Year 1 Supervisor of all practicum activities and **notify Supervisor immediately** of any risk situations with students, staff, or families (e.g., self-harm, suicidal ideation, homicidal ideation, substance abuse, abuse/neglect) as well as any subpoenas to testify in court.
- **Notify your University Supervisor** about any risk situations on the same day
- Consult with your Field Experience Year 1 Supervisor **prior to releasing any student information to anyone** to ensure the presence of a student's active *Authorization for Release of Confidential Information*. This is especially important for agencies or individuals who are not employed by the school district (third party).
- Alert Field Experience Year 1 Supervisor to any dual relationships with students and/or families. Dual relationships are relationships that may present a conflict of interest for you or your supervisor. Examples are working with students or teachers who are relatives, neighbors or friends, or your current employer.



- Inform students, staff, and families of your Field Experience Year 1 status and supervised work.
- **All reports must be co-signed by your Field Experience Year 1 Supervisor.**

6. Supervision

- Prepare for and complete at least one supervision session each month with your Field Experience Year 1 Supervisor.
- Attend at least two supervision meetings via Zoom with your Field Experience Supervisor and University Supervisor to discuss expectations and progress during the Fall term and Winter term. Schedule additional supervision meetings as needed.

Signature

After reading these Field Experience Year 1 expectations and discussing them with your Supervisor, please sign and date below.

Field Experience Year I Candidate (Print Name): _____

Field Experience Year I Candidate (Signature): _____

Date: _____

Appendix 1

Finding a Field Experience School Site

Our School Psychology Faculty at National Louis University are here to assist you in finding a Field Experience Year 1 school site. Please consider the following steps:

- 1) Think about your interests and ideas for school sites (e.g., location, grade levels, etc.).
- 2) Email your ideas for possible school sites to Dr. Madi Phillips (madi.phillips@nl.edu) by **August 1**.
- 3) If you need assistance with identifying possible school sites, please email Dr. Madi Phillips (madi.phillips@nl.edu) as soon as possible.
- 4) We will work together to connect you to a school site.

Liability Insurance

Prior to starting Field Experience Year I, you must purchase professional liability insurance. The following are two options for insurance:

- 1) Forest T. Jones - <https://www.ftj.com/>
 - Note: For this insurance, you must be a National Association for School Psychologists (NASP) member, which is required during the fall term of your first year. You can become a NASP member at <https://www.nasponline.org/membership-and-community/join-nasp>.
- 2) American Professional Liability Insurance - <https://www.americanprofessional.com/>

Background Check & TB Testing

Illinois Law requires everyone working in the schools to complete a background check. The following are options for background checks:

- 1) Some school districts provide background checks for free. Please discuss this possibility with your Field Experience Year 1 Supervisor.
- 2) Accurate Biometrics - <https://accuratebiometrics.com//>
- 3) Contact your local police station.

Note: TB Testing is no longer required by Illinois law; however, some schools continue to require this testing. If your school requires TB testing, the following are a few options:

- 1) Some school districts provide TB testing for free. Please discuss this possibility with your Field Experience Year 1 Supervisor.
- 2) Contact your personal physician.
- 3) Visit an immediate care clinic.

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- 2) American Professional Liability Insurance - <https://www.americanprofessional.com/>

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- 2) Contact your personal physician.
- 3) Visit an immediate care clinic.

Timeline of Tasks to Search and Secure an Internship

When (Year prior to Internship)	Tasks
<i>September-December</i>	• Determine what types of experiences you are seeking and if seeking in-state, out-state or both • Determine possible internship sites of interest and get more information • Request 2-3 letters of recommendation • Update resume and compose cover letters • Request copies of transcripts • Search for possible internship sites
<i>Early January</i>	• Begin filling out internship applications • Reach out to districts of interest for possible internship postings • Consider potential interview questions and practice interviewing
<i>Mid-January (or when positions open)</i>	• Send out applications • Follow up to make sure materials were received
<i>January-April</i>	• Confirm with NLU Internship Coordinator approval to apply and interview for internships • Attend ISPA Winter conference to network, and complete preliminary interviews with some districts • Interview for positions • Following the Illinois decision day in March, accept an internship offer
<i>Prior to Internship</i>	• Following university approval, prospective interns will receive an approval letter from NLU Internship Coordinator • Complete necessary paperwork (i.e., contract agreement) to begin your internship

*Developed and Endorsed by the
Directors of University School Psychology Programs (DUSPP)*

ILLINOIS SCHOOL PSYCHOLOGY INTERNSHIP MANUAL **2021**

FOREWORD

The Illinois Directors of University School Psychology Programs (DUSPP) are pleased to present the 2021 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 2020 National Association of School Psychology (NASP) Standards for Graduate Preparation of School Psychologists.

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 2014 edition was 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. The current (Fall, 2021) version was created to respond to the NASP 2020 Standards and was a collaborative effort among representatives from several programs.

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Introduction and Purpose of the School Psychology Internship

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 the NASP [Principles of Professional Ethics](#)

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.

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. 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 one school year (or under rare circumstance, half-time for two years), 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. Ideally, a supervisor would also have earned the ISPA Supervisor

Credential or could seek the credential as an excellent professional development activity. ISPA has adopted the DEP approach as the current summary of best practices in supervision specifically for school psychology.

Universities maintain contact with interns through at least one on-- site or virtual contact per semester by university personnel, on--campus seminars for interns, and email, telephone or video contacts with each intern and supervisor. It is 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.***

Students: Applying for Internship

Each university student seeking approval as a school psychologist intern must follow the procedures outlined by their approved Illinois school psychology program (see next page) to ensure readiness for seeking an in-state or out-of-state internship experience. Reach out to your School Psychology Program faculty to confirm specific procedures.

About Accepting Internships (**can not accept an internship until mid-March)

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.

Eligibility for Internship: Programs in Illinois

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. As of Fall, 2021, the following are approved university graduate programs in school psychology:

Chicago School of Professional Psychology http://www.thechicagoschool.edu/Chicago Degrees Conferred: Ed.S.; Ed.D NASP Approved (Ed.S.)	Eastern Illinois University http://www.eiu.edu/schoolpsych/ Degree Conferred: S.S.P. NASP & CAEP Approved
Governors State University http://www.govst.edu Degrees Conferred: M.A./Ed.S. CAEP Approved	Illinois State University http://psychology.illinoisstate.edu/school/ Degrees Conferred: S.S.P.; Ph.D. CAEP & NASP Approved; APA Accredited (Ph.D.)
Loyola University Chicago 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 http://www.nl.edu/schoolpsychology/ Degrees Conferred: M.Ed./Ed.S.CAEP Approved; NASP Approved (Ed.S.)
Northern Illinois University https://www.niu.edu/clas/psychology/academics/graduate/school Degrees Conferred: M.A.; S.S.P., Ph.D. CAEP Approved; NASP Approved (M.A. & Ph.D.); APA Accredited (Ph.D.)	Southern Illinois University - Edwardsville 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 http://www.wiu.edu/cas/psychology/school_psychology/ Degree Conferred: SSP NASP Approved	
REFERENCE 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	

Requirements for Internship Sites

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 the Appendices 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.
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 (note that some programs have different requirements for PhD. interns). 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.
10. 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.
11. 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.
12. 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.
13. 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 Internship Supervisor

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 (2020) Model of Practice.
9. Knowledge of NASP Standards (2020) and Principles of Professional Ethics (2020).
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.
12. Although not required, it is recommended that a supervisor would also have earned the ISPA Supervisor Credential or could seek the credential as an excellent professional development activity. ISPA has adopted the DEP approach as the current summary of best practices in supervision specifically for school psychology.

Other Characteristics of Internship 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. Note that pursuing the ISPA Supervisor Credential would be considered an excellent professional development activity to enhance the supervision experience for both the intern and the supervisor.
7. Knowledge of referral sources and other resources in the community.

Developing and Using 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 the Appendices 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 NASP Standards.
2. The location of the experiences, including any experiences at any age/grade levels, will be documented in the internship plan.
3. 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.
4. 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.
5. 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.

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 the Appendices. 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.

Evaluating the Intern with the Evaluation of Intern Rating Scale/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 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 Intern and Obtaining the PEL

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.
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).
3. Requirements for obtaining the PEL are outlined in the Illinois State Board of Education Administrative Code. Please see ISBE resources for the most up to date information for pursuing licensure for both in state and out of state applicants.

APPENDIX A

SPECIALIST INTERNSHIP AGREEMENT

Name of School System/Agency

has agreed to accept

Name of Specialist Intern

as an intern for the **20xx/20xx** academic year. The internship site and the intern agree to observe the following arrangements in meeting the requirements of the internship.

1. **DURATION:** The internship will begin on August ____, **20xx** and continue through June ____, **20xx**. 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):

School District/School(s): _____

Address: _____

4. **PLAN:** Internship activities shall be determined by a written plan developed collaboratively between the intern, the internship site and supervisor, and the Program Director. It is expected the plan will be consistent with the guidelines and objectives as contained in the 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):

- Illinois fall intern/intern supervision workshop
- Illinois School Psychologists Association (ISPA) Annual Conference
- University required internship courses or campus visits

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

Purpose, Goals, and Objectives of Clinical Supervision

1. To monitor and ensure welfare of clients seen by supervisee
2. To structure the activities of the supervisee to insure they provide competent services
3. To ensure that the unlicensed provider functions within their level of competence
4. To facilitate the intern's personal and professional development.
5. To promote accountability
6. To fulfill academic requirement for supervisee's internship

Context of Services

1. Supervision will revolve around clients seen at the primary school site, associated elementary or secondary school experience rotation sites, and all community venues linking with student services.
2. A minimum of two hours of individual supervision will be provided weekly; the supervisor will also be available on an as-needed basis.
3. Individual supervision will be conducted in the supervisor's office on a mutually determined day/time.
4. The supervisor follows a supervision model that integrates the Developmental, Ecological, Problem Solving Model (Simon and Swerdlik 2016) Developmental Model (Stoltenberg & Delworth, 1987; Stoltenberg, 2005) and the SAS Systems Model (Holloway, 1995). The Developmental Model matches the supervision activity to the intern's experience and skill level. This approach is committed to supporting the trainee's growth from intensely monitored and supported practice to relatively independent functioning characteristic of an entry level professional. The SAS Model accounts for contextual, systemic, and ecological factors impacting the professional development of the intern. It focuses on a variety of supervisor and supervisee tasks (e.g., skills in assessment and intervention planning, professional role and function, self-evaluation) and functions (monitoring, advising, consulting, evaluation), within a developmental framework which is impacted by client, supervisee, supervisor and

systemic/organizational contextual factors. If the supervisee wishes, the supervisor is pleased to discuss any aspect of this supervision model with her/him.

Duties and Responsibilities of Supervisor and Supervisee

Your clinical supervisor is legally and ethically responsible, with you, for the services you provide and the manner in which you conduct yourself. It is therefore your responsibility to keep your supervisor well informed as to your activities. Openness with and trust in your supervisor will enhance your experience of supervision and your professional growth. A supervisor has full responsibility for the supervised work of the supervisee, including assessment, diagnosis, intervention, consultation, problem-solving, professional development, and community referral activities. It is particularly important that any intern activity that uncovers potential risk for harm to a client be immediately reported to the supervisor for consultation.

It is the supervisor's role to do the following:

1. Provide a location and atmosphere for supervision that is safe enough for supervisees to lay out practice issues in their own way.
2. Conduct Formative and Summative Evaluation/Assessment of Intern Progress. To enhance intern growth and legitimize accuracy of intern progress evaluation, the supervisor will engage in direct observation of intern activities, review recordings of work, provide consultation and training in response to trainee questions and activity reviews, model and demonstrate appropriate school psychology skills, and review all reports, IEPs, and recordkeeping. The supervisor will also provide written and/or oral feedback on all aspects of your school psychology work highlighting strengths and making specific recommendations for professional growth. Formal written summative reviews will minimally occur on a quarterly basis. Throughout this process, the intern will be guided in developing self-monitoring skills. If the supervisee desires additional feedback at any time, it is his/her responsibility to request it from the supervisor.
3. Help the supervisee explore and clarify thoughts and feelings which underlie psychological practice.
4. Assist supervisee in anchoring assessment planning, diagnosis, interventions, consultation, and problem-solving in a theoretical approach.
5. Identify supervisee's personal and/or professional blind spots.
6. Bring to the supervisee's attention those personal difficulties of the supervisee that directly affect the supervisee's clinical work and recommend a course of action to address these difficulties.
7. Present and model appropriate directives.
8. Intervene if client welfare is at risk.
9. Ensure that ethical guidelines of the National Association of School Psychologists (NASP, 2020) are upheld.
10. Conduct activities in accordance with the School District and University policies.
11. Sign off on all client documentation including psychological reports.
12. Maintain weekly supervision notes.

The supervisor will discuss any concerns regarding the supervisee's performance in a timely fashion and will develop, in collaboration with the intern, a remediation plan if deficits/problems are identified.

It is the intern's role as supervisee to do the following:

1. Be punctual, both at sessions with clients as well as at supervision. In the event that you are delayed for or unable to attend a supervision session, it is your responsibility to notify your supervisor and make alternate arrangements. If the individual appointment cannot be kept due to scheduling conflicts, an effort will be made to reschedule an alternate date/time; and a supervision session will only be cancelled upon the mutual agreement of the both the supervisee and supervisor.
2. Be prepared, both for sessions with clients as well as for supervision. You are expected to have client notes, protocols, and recordings ready to review and have prepared an agenda of issues that you need to have addressed, together with the files of the clients involved. As part of this advanced

preparation, the supervisee will have completed a "Session Planner" for each session with the student, parent, educator, or other client to discuss in supervision and will have "scored" all formal psychological tests administered.

3. The supervisee will provide summaries of all student, parent, educator, and other client contacts, interviews, and intervention activities for the supervisor. If a recording is required, it will be reviewed/critiqued by the intern and brought to the next supervisory session (keyed to a section that supervisee would like to review with the supervisor).
4. If the supervisee believes that client issues/concerns have not been adequately addressed during the regularly scheduled supervisory session, the supervisee will bring this to the attention of the supervisor and another session will be scheduled.
5. Share with the supervisor your learning goals for the practicum experience. This will require self-reflection and self-evaluation regarding your current level of clinical skill.
6. Be receptive to guidance and instruction from your supervisor, that is, be attentive to feedback and suggestions from your supervisor and follow through on such instruction promptly. It may be necessary to take notes during supervision in order to execute all instructions identified by your supervisor.
7. Inform your supervisor of any difficulties you are having in the areas of delivering services to clients, completing paperwork, or coordinating with other agencies or providers such as schools or independent practitioners.
8. As you establish a working relationship with your supervisor, it is hoped that you will become increasingly able to share issues and concerns you may have that impact your clinical work. Be open to feedback from others and monitor any tendency you may have toward defensiveness.
9. In consultation with your supervisor and after review of evidence-based literature, select a theoretical model(s) from which you will work. Formulate client case conceptualizations from this approach. Be ready to discuss the theoretical reasons for your assessment approaches, interventions, consultation, and problem-solving techniques.
10. The supervisee cannot engage in dual relationships with clients; that is, interns will not socialize with clients or their families, nor will they provide services to individuals they know from other contexts, such as friends or acquaintances. It is the intern's responsibility to alert the supervisor of any instances where the intern has prior knowledge of a client or his/her family from beyond the school setting. Appropriate measures to protect confidentiality will be employed in these circumstances.
11. The intern is responsible for insuring that the parents/guardian of all clients are informed of the supervised nature of your work as a supervisee, and of the ultimate professional responsibility of the supervisor.
12. You are responsible for insuring that all evaluative letters and reports concerning clients are co-signed by your clinical supervisor before they are sent out to parents, educators, or other approved third parties, i.e., private practitioners, governmental agencies, etc. When required, it is also your responsibility to determine that an active Authorization for Release of Confidential Information form is present in the client's file before presenting the letter/report to the supervisor for signature.
13. Assessment and intervention plans must be reviewed prior to implementation with the supervisor to determine appropriateness and monitored for effectiveness and potential revision on an ongoing basis. Supervisees must advise their clinical supervisor of all important changes related to a case, i.e., significant family events, disciplinary actions, legal issues, medical concerns, etc.
14. The intern must keep the supervisor informed about clients who are suicidal, homicidal, threatening to harm others, or engaged in any self-harm activities such as "cutting", substance abuse, eating disorders, or other dangerous risk taking behaviors. Any disclosure by a student or collateral informant of potential child abuse must be reported to the supervisor immediately. Notify your supervisor about clients who are involved in child custody disputes, Disability Determination assessments, or any other matter that affects the client's legal status. Notify your supervisor immediately if you receive any summons to testify or you are told that you will be subpoenaed to testify. Do not under any circumstances release client information to an attorney or court or anyone else without a proper Authorization for Release of Confidential Information form signed by the client, legal guardian, and the supervisor as prescribed by regulation. In all circumstances, legal and ethical guidelines for the protection of client confidentiality must be followed. Do not communicate

confidential information or identify clients in email communications other than in drafts of reports and intervention plans that are specifically noted to be drafts.

15. Seek supervision whenever you are uncertain about a situation. Make every attempt to reach your clinical supervisor before taking action with that client. If your supervisor cannot be reached, contact another staff school psychologist. You may also consult informally with more experienced clinicians on staff, but your clinical supervisor must be kept abreast of any and all emergencies.

In the event of emergency, the supervisee is to contact _____ at his/her

office at _____, at home at _____, or by cell at _____. If unable to reach your supervisor, contact another psychology staff member. Follow the guidelines and procedures in the District and School Manuals for emergency situations.

16. Implement supervisory directives in subsequent psychological activities.
17. Uphold ethical NASP principles in all client-related activities.
18. Be familiar with and follow the policies and procedures delineated in the District, School, University manuals and documents. The supervisee agrees to complete all required reports and recordkeeping in a timely fashion for all cases and within guidelines specified in school and special education regulations. Drafts of psychological assessment reports and IEP paperwork should be submitted to the supervisor for review with enough time for review and editing prior to meetings.
19. Complete all professional tasks within time frames that address legitimate client needs and meet the requirements of all team participations.

Signatures:

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

APPENDIX B

SAMPLE GOAL SETTING and TRACKING FORM

and SAMPLE GOAL

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

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

SAMPLE GOAL

Goals	Mid-Year Progress Update	Year-End Progress Update
1. By December 2022, I will provide assistance to the planning, preparation, and delivery of at least one professional development presented to school personnel.		
2. By December 2022, I will independently complete at least two evaluations on two different students along with presenting the information during the IEP meetings.		
3. By March 2022, I will attend at minimum three district training workshops.		

Appendix C
Sample Internship Site Evaluation Form

Specialist interns should submit the completed form to their 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 = Strongly 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 this 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.

INTERNSHIP PLAN

School Year: _____

School Psychology Intern: _____

Supervising School Psychologist with license number: _____

School District/Special Education Cooperative: _____

School(s): _____

Grade Level(s): _____

The above named school psychology intern, has been contracted with and employed full-time by the above named School District/Special Education Cooperative. The parties agree that the following learning experiences will be provided during the above named school year under the direct supervision of the above named 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

Directions: Ratings should be based on your observations and reports from staff, parents, and students. Select the RATING that best describes the intern's skills relative to readiness for INITIAL school psychology licensure and employment.

1. *Fails to Meet Standard* – Consistently demonstrates a lack of knowledge and skills relative to the standard and examples provided. Intern is not ready for licensure recommendation.
2. *Below Standard* – Requires improvement in the demonstration of knowledge and skills relative to the standard and examples provided. Intern is not ready for licensure recommendation.
3. *Meets Standard* – Demonstrates sufficient knowledge and skills relative to the standard and examples provided. Intern is ready for licensure recommendation. requirements.
4. *Above Standard* – Demonstrates knowledge and skills relative to the standard and examples provided that is decidedly better than most interns. Intern is ready for licensure recommendation.

N/O = not observed (this should be avoided for the summative, end of year ratings)

Fails to Meet Standard – Consistently demonstrates a lack of knowledge and skills relative to the standard and examples provided. Intern is not ready for licensure recommendation. Below Standard – Requires improvement in the demonstration of knowledge and skills relative to the standard and examples provided. Intern is not ready for licensure recommendation. Meets Standard – Demonstrates sufficient knowledge and skills relative to the standard and examples provided. Intern is ready for licensure recommendation. requirements. Above Standard – Demonstrates knowledge and skills relative to the standard and examples provided that is decidedly better than most	Notes	INTERN SELF-RATING Pre-Internship				MID YEAR SUPERVISOR RATING OF INTERN					SUMMATIVE SUPERVISOR RATING OF INTERN				
		Date:				Date:					Date:				
		Fails	Below	Meets	Above	Fails	Below	Meets	Above	N/O	Fails	Below	Meets	Above	N/O
Domain 1– Data-Based Decision Making and Accountability (NASP STANDARD II)															
1a. *Collects and analyzes data from multiple sources (e.g., parents/guardians, teachers, students) to identify system, program, curriculum, or student strengths and to plan, develop, and evaluate the progress and outcomes of interventions, services and programs.															
1b. *Collaborates with other members of an interdisciplinary team to conduct reliable and valid assessments to determine students’ need for services, including eligibility for special education, and to provide information relevant to the development of individual service plans.															
1c. *Uses appropriate technology to report and document assessment data collection results in meaningful, appropriate, and professional formats. *Uses nondiscriminatory evaluation procedures, curricula, and other instructional materials. * Follows legal, regulatory, and ethical parameters in data-based decision making and record keeping.															
Domain 2 – Consultation and Collaboration (NASP STANDARD III)															
2a. *Uses a consultative problem-solving process for planning, implementing, and evaluating all instructional, and mental and behavioral health services. *Uses consultation and collaboration when working at the individual, classroom, school, or systems levels.															
2b. *Effectively communicates and collaborates with families, teachers, community providers and others.															
2c. *Advocates for needed change at the individual student, classroom, building, district, state, or national levels.															
Domain 3 –Academic Interventions and Instructional Supports (NASP STANDARD IV 4.1)															
3a. *Uses assessment data to develop evidence-based															

INTERNSHIP COMPLETION STATEMENT

School Year: _____

School Psychology Intern: _____

Supervising School Psychologist: _____

School District/Special Education Cooperative: _____

School(s): _____

Grade Level(s): _____

Other setting intern visited other than the site(s) above: _____

Non-school community agency the intern was involved with: _____

The above named intern has successfully completed, with appropriately developed competencies, the above Internship Plan and is recommended for licensure as a school psychologist. The intern has completed a minimum of 1200 hours of service in a full-time capacity over one full academic year with at least 600 of those hours in a school setting. The intern completed their hours at the above named schools/settings, had an opportunity to visit the program or school listed above, and was involved in the non-school community agency listed above.

Signature, Cooperating Intern Supervisor

Date

- Notes: 1. Original signature pages (first and last pages) must be submitted to the School Psychology Program.
2. The supervisor is welcome and encouraged to add pages for comments, both positive and constructive.