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\_\_\_\_\_University  
**INTERNSHIP PLAN**  
School Year: \_\_\_\_\_

School Psychology Intern: \_\_\_\_\_ SS# \_\_\_\_\_ Supervising School Psychologist: \_\_\_\_\_

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

\_\_\_\_\_  
School Administrator Date

\_\_\_\_\_  
University Intern Supervisor Date

\_\_\_\_\_ University  
**INTERNSHIP PLAN**  
 School Year: \_\_\_\_\_

School Psychology Intern \_\_\_\_\_ Supervising School Psychologist: \_\_\_\_\_

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<b>Time Frame Expectancy for Competency Level of Accomplishment (Indicate Month &amp; Yr)</b>													
<b>STANDARD 1 – Data-Based Decision Making and Accountability:</b> The competent School Psychologist has knowledge of varied models and methods of assessment that yield information useful in identifying strengths and needs, in understanding problems, and in measuring progress to collect data and other information, translate assessment results into empirically-based decisions about service delivery, and evaluate the outcomes of services. Data-based decision-making permeates every aspect of professional practice. <b>Performance Indicators:</b>													
1P. Applies child development, learning theory, diversity, and the relationship of curriculum to data-based decision making.													
1Q. Collects assessment results and other data to identify student learning needs, establish goals, align and modify curriculum and instruction, and design intervention strategies													

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1R. Uses data to evaluate outcomes of services and to facilitate accountability													
1S. Uses environmental data (e.g., data from home, school, community) to plan interventions.													
1T. Applies psychometric theory to the evaluation of assessment materials and techniques.													
1U. Applies knowledge of research findings and methodology to the evaluation of curricula and other instructional materials.													
1V. Uses nondiscriminatory evaluation procedures.													
1W. Analyzes group performance to design interventions that meet learners' needs.													
1X. Uses technology to monitor programs and to assist in the assessment of individual, group, and system-wide interventions.													
1Y. Uses technology to administer, score, and interpret psychological assessment techniques in a professionally appropriate and ethical manner.													
1Z. Prepares clearly written reports that address referral questions appropriately, report data accurately, and provide guidance for interventions.													

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1AA. Articulates assessment findings in a manner that is understandable for the intended audience.													
1BB. Uses data to identify factors that influence learning and behavior at the classroom, or building levels.													
1CC. Assists school personnel and other agency administrators with the interpretation of data to evaluate classroom, and/or building level programs.													
1DD. Follows legal, regulatory, and ethical parameters in data-based decision making and record keeping.													
<b>STANDARD 2 – Consultation and Collaboration:</b> The competent School Psychologist has knowledge of behavioral, mental health, collaborative, and/or other consultation models and methods and of their applications to particular situations. The competent School Psychologist collaborates effectively with others in planning and decision-making processes at the individual, group, and system level. <b>Performance Indicators:</b>													
2I. Applies knowledge of consultation and collaboration skills.													

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

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2R. Uses technological resources to access, manage, and disseminate information to enhance the consultation process.													
<b>STANDARD 3 – Learning and Instruction:</b> The competent school psychologist has knowledge of human learning processes, techniques to assess these processes and of direct and indirect services, including instructional interventions and consultation, applicable to the development of cognitive and academic skills. The competent school psychologist, in collaboration with others, develops appropriate cognitive and academic goals for students with different abilities, disabilities, strengths, and needs; implements interventions to achieve those goals; and evaluates the effectiveness of the implemented interventions. <b>Performance Indicators:</b>													
3O. Works effectively with school personnel to promote supportive learning environments.													
3P. Assists school personnel in developing cognitive and academic goals for all students.													
3Q. Supports schools' efforts to use evaluation techniques that measure cognitive and academic progress of all students.													

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

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3Y. Identifies and uses community resources to enhance student learning and to provide opportunities for students to explore career alternatives.													
3Z. Accesses current information and research regarding advances in curriculum and instruction and shares this information and research with others.													
3AA. Collaborates with school personnel to develop appropriate academic goals and interventions for all students who do not meet academic standards/expectations as established by the State of Illinois or by local districts.													
<b>STANDARD 4 – Socialization and Development of Life Skills:</b> The competent school psychologist has knowledge of human developmental processes and techniques to assess these processes, and direct and indirect services, including consultation, behavioral assessment-intervention, and counseling, applicable to the development of academic, behavioral, affective, adaptive, social, and career goals. The competent school psychologist, in collaboration with others, develops appropriate behavioral, affective, adaptive, social, and career goals for students of varying abilities, disabilities, strengths, and needs; implements interventions													

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to achieve those goals; and evaluates the effectiveness of interventions. Such interventions include, but are not limited to, consultation, behavioral assessment/intervention, and counseling. <b>Performance Indicators</b>													
4K. Applies the principles of behavior change through the provision of consultation, behavioral assessment and intervention, and counseling services to enhance student behavior.													
4L. Develops methods to assist teachers and families in teaching pro-social behavior to students.													
4M. Applies the principles of generalization and transfer of training to the development of interventions.													
4N. Assists parents and other caregivers with the development and implementation of behavior change programs in the home in order to facilitate the learning and development of their children.													
4O. Identifies factors that lead to successful interventions.													
4P. Facilitates the implementation of strategies to improve instructional environments, and maximizes students' academic learning time.													

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

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decision making, instruction, behavior, and long-term outcomes for students.													
5O. Demonstrates sensitivity and other skills needed to work with families, students, and staff with diverse characteristics.													
5P. Demonstrates respect for cultural diversity.													
5Q. Promotes practices that help students and families of all backgrounds feel welcome and appreciated in the school and community.													
5R. Assists with acknowledging, supporting, and integrating the activities and talents of all students into instructional programs and other settings.													
5S. Facilitates learning communities in which individual differences are respected.													
5T. Practices gender equity and non-sex-role stereotyping.													
5U. Develops strategies to promote an understanding of the role of cultural barriers on educational outcomes.													
5V. Uses strategies to mediate cross-cultural conflicts and to teach interpersonal skills.													
5W. Integrates students' cultural, racial, and ethnic diversity to enrich educational experiences.													

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5X. Recognizes that experiential and linguistic differences can result in learning difficulties and apparent disabilities for students.													
5Y. Incorporates information about students, families, cultures, and communities in assessments, interventions, and evaluations of progress.													
5Z. Designs assessments and intervention strategies appropriate to each student's gender, culture, stage of development, learning style, exceptionality, strengths and needs.													
5AA. Considers students' abilities in their primary and secondary languages and the effects of second language learning when designing assessments and planning interventions.													
5BB. Develops academic and social/behavioral interventions that reflect knowledge and understanding of students' and families' culture, background, and individual learning characteristics.													
5CC. Identifies when and how to access and/or make referrals for additional services or resources to assist students with diverse learning needs.													

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5DD. Participates in professional continuing education to minimize biases and to enhance training and expertise.													
<b>STANDARD 6 – School and Systems Organization, Policy Development, and Climate:</b> The competent school psychologist has knowledge of general education, special education, and other educational and related services. The competent school psychologist understands schools and other settings as systems. The competent school psychologist works with individuals and groups to facilitate policies and practices that create and maintain safe, caring, supportive, and effective learning environments for children and others <b>Performance Indicators:</b>													
6G. Contributes to the development of practices that provide beneficial programs and services for students and their family.													
6H. Promotes learning, prevention, and intervention by helping to create climates that foster mutual respect and caring for all students and their families/guardians.													
6I. Participates in decision making that promotes effective services for students and their families/guardians.													

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<b>STANDARD 7 – Prevention, Crisis Intervention, and Mental Health:</b> The competent school psychologist has knowledge of human development and psychopathology and of associated biological, cultural, and social influences on human behavior. The competent school psychologist provides or contributes to prevention and intervention programs that promote the mental health and physical well-being of students <b>Performance Indicators:</b>													
7R. Identifies and recognizes behaviors that are precursors to academic, behavioral, and personal difficulties (e.g., conduct disorders, internalizing disorders, drug and alcohol abuse).													
7S. Reviews crisis intervention plans utilized in schools.													
7T. Promotes mental health in the schools and other agencies.													
7U. Addresses, through prevention programs, diverse health issues (e.g., diet, eating disorders, teenage pregnancy, AIDS prevention, and stress management).													
7V. Collaborates with other health care professionals to promote behaviors that lead to good health.													

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7W. Uses resources to address a wide variety of cognitive, social-emotional, and physical problems.													
7X. Empowers students, their families/guardians, educators, and others to gain access to and effectively use school and community resources.													
7Y. Analyzes educational environments to develop strategies that encourage motivation and engagement in productive work through mutual respect and cooperation.													
7Z. Works effectively within the school and community to create/enhance supportive learning environments.													
7AA. Analyzes individual and group performance in order to design interventions that are consistent with the learner's cognitive, social, emotional, and physical developmental levels and with relevant ethical principles/practices.													
<b>STANDARD 8 – Home/School/Community Collaborations:</b> The competent school psychologist has knowledge of diverse family systems (e.g., single parent, foster parents, bi-racial parents, sexual orientation of parents), and understands influences on student development, learning, and behavior. Further, the competent													

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school psychologist has knowledge of methods to involve families in education and service delivery. The competent school psychologist works effectively with families, educators, and others in the community to promote and provide comprehensive services to children and families. <b>Performance Indicators:</b>													
8E. Designs, implements, monitors, and evaluates programs that promote school, family, and/or community partnerships and enhance academic and behavioral outcomes for students.													
8F. Facilitates collaboration between schools and parents/guardians by designing educational interventions.													
8G. Identifies resources and facilitates communication between schools, families/guardians, and community agencies.													
<b>STANDARD 9 – Research and Program Evaluation:</b> The competent school psychologist has knowledge of research, statistics, and evaluation methods; evaluates research; translates research into practice; and understands research design and statistics in sufficient depth to plan and conduct investigations and program evaluations leading to the improvement of services.													

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<b>Performance Indicators:</b>													
9G. Applies research design and data analysis techniques when conducting and evaluating research.													
9H. Evaluates psychometric properties when selecting assessment methods.													
9I. Applies knowledge of professional literature and research findings to all aspects of professional practice including service delivery improvements.													
9J. Applies knowledge of intervention research in designing psycho-educational and mental health programs for children.													
9K. Provides information about relevant research findings to school personnel, parents, and the public.													
<b>STANDARD 10 – School Psychology Practice and Development:</b> The competent school psychologist has knowledge of the history and foundations of the profession; of various service models and methods; of public policy development applicable to services to children and families; and of ethical, professional, and legal standards. The competent School Psychologist practices in ways that are consistent with applicable standards, is involved in the profession, and has the knowledge and skills needed to acquire career-long professional													

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development													
<b>Performance Indicators:</b>													
10K. Practices in full accordance with the NASP Principles for Professional Ethics.													
10L. Provides school psychological services consistent with prevailing legal, ethical, and professional standards (e.g., NASP Guidelines for the Provision of School Psychological Services).													
10M. Maintains accepted standards in assessment, consultation, intervention, and general professional practice.													
10N. Complies with legal requirements for professional practice.													
10O. Participates in personal continuing professional development.													
10P. Shares professional resources with teachers, parents or others to enhance and/or provide services to students.													
10Q. Maintains useful and accurate records and communicates information responsibly to families/guardians, students, colleagues, and community members as appropriate.													
<b>STANDARD 11 – Technology Standards:</b> The competent school psychologist has knowledge of relevant information sources and technology; and accesses, evaluates, and uses information													

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sources and technology in ways that safeguard or enhance the quality of services. <b>Performance Indicators:</b>													
11G. Practices ethical, legal, and socially responsible behavior when using technology and computer software.													
11H. Adheres to copyright laws and guidelines in the access and use of information from various technologies.													
11I. Uses technology (e.g., CD/DVD ROM, the World Wide Web, e-mail, interactive video, distance learning) to acquire information, and current research findings.													
11J. Uses current technology resources when designing, implementing, and evaluating instructional programs or interventions for children.													
11K. Uses technology-based productivity tools (e.g., word processing, data base, spread sheets, test scoring programs) to function more effectively and efficiently.													
11L. Uses multimedia resources to support and deliver oral presentations.													
11M. Demonstrates awareness of resources for adaptive/assistive devices for students with special needs.													
11N. Uses technology in communicating, collaborating, and conducting research.													

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110. Maintains useful and accurate records and communicates information responsibly to families/guardians, students, colleagues, and community as appropriate.														

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

The internship was a total of 1200 hours of service. There was a two part component to the internship experience. The primary internship site was at the  high school or  elementary/preschool level and was provided at \_\_\_\_\_. In order to afford a well rounded internship experience the candidate also spent a minimum of 20 days at the  high school or  elementary/preschool level. This component of the internship was completed at \_\_\_\_\_.

\_\_\_\_\_ The intern had an opportunity to visit \_\_\_\_\_ a district not directly involved in the internship. In addition, the intern was involved in the following non-school community agency(s): \_\_\_\_\_.

\_\_\_\_\_  
 Signature, School Psychology Intern Supervisor

\_\_\_\_\_  
 Date