Illinois State University

Department of Psychology

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**SPECIALIST PROGRAM in SCHOOL PSYCHOLOGY**

The Specialist Program in School Psychology is approved by the National Association of School Psychologists (NASP), the Council for the Accreditation of Educator Preparation (CAEP), and the Illinois State Board of Education (ISBE).

**Specialist Program Policies and Procedures**

**and Field Placement Information**

**2016-17**

School Psychology Faculty

School Psychology Coordinating Committee

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## Introduction

Welcome to the specialist program in School Psychology and the Department of Psychology at Illinois State University! The Graduate Programs in School Psychology have a long history. Since 1957, more than 600 practicing school psychologists have been educated at Illinois State. The purpose of the Graduate Programs in School Psychology is to educate students to provide the highest quality educational and mental health services for children and families. Our alumni become school psychologists who enter the profession with an understanding of the legal and ethical responsibilities of their practice, and who are sensitive to the needs of children and families from diverse racial, ethnic, socioeconomic, and sexual orientation backgrounds. For purposes of clarity and to reflect their professional training status, graduate students in the specialist program are referred to as “trainees.”

The Specialist Program’s Policies and Procedures, which are updated each fall semester, provide an extensive review of the requirements for completing a specialist degree in School Psychology. These policies and procedures are designed to make the academic experience more organized, productive, and enjoyable. Trainees should read this material to become thoroughly familiar with the program, department, and University requirements for graduation. Trainees are also encouraged to access the [Specialist in School Psychology website](http://psychology.illinoisstate.edu/structure/catalog/Graduate/school/specialistschool.aspx) for additional information.

If you have any questions regarding the specialist program, department, or University, contact any School Psychology faculty member or the Graduate Programs Office. We are looking forward to working with you, and hope your graduate studies at Illinois State are productive, satisfying, and successful.

## [Evolution of the Graduate Programs in School Psychology](#_Evolution_of_the)

1957 The first class of students graduated with a Guidance and Personnel-Counselor master’s degree and they were qualified to work as psychologists in the schools. The School Psychology Program is directed by Dr. Stanley S. Marzolf, a clinical psychologist.

1960 The degree is changed to School Psychologist-Counselor and the first class of students graduate.

1967 A separate degree program in school psychology is established. Dr. Audrey Grupe is hired as coordinator and serves in this capacity until her retirement in 1987.

1976 The School Psychology Program receives approval from the State of Illinois Teachers Certification Board to grant certification by entitlement.

1990 The first class of students is admitted to the doctoral program in School Psychology.

1990 The School Psychology Program completes a folio review and receives approval from the National Association of School Psychologists (NASP). This is the first time the School Psychology Program completed the more rigorous review process.

1991 The specialist degree replaces the master’s degree and the first class of specialist-level students graduate.

1995 The first doctoral student begins an internship.

1997 The first student graduates with a doctorate degree.

1. The doctoral program is awarded accreditation by the American Psychological Association (APA) and NASP approval is extended through 2003.

2001 The doctoral program’s APA accreditation is extended through 2005.

2003 The specialist and doctoral programs received full approval from NASP.

1. The doctoral program completes a self-study and its APA accreditation is extended through 2012.
2. This is the 50th Anniversary of the training of school psychologists at Illinois State. NASP approval is extended through 2016 for the specialist and doctoral programs.

2012 The doctoral program completes a self-study and its APA accreditation is extended through 2019.

## Conceptual Framework and Mission

The foundation of the Graduate Programs in School Psychology started in the College of Education and its mission to train teachers. The College’s [current mission statement](http://education.illinoisstate.edu/about/democraticideal/) is provided below.

**Realizing the Democratic Ideal**

Illinois State University has a historic and enduring commitment to prepare teachers and other school personnel who will be responsive to the ethical and intellectual demands of a democratic society. To teach in a democracy is to consciously take up the challenge of improving the ethical and intellectual quality of our societal dialogue by including in it as many educated voices as possible.

The democratic ideal unites caring and knowing: The more voices we call into thoughtful dialogue, the truer our convictions and conclusions will be. This is a demonstrable necessity of a democratic society, and it is why Illinois State University graduates aspire to teach and serve everyone, including those on the margins, those who have been or are in danger of being excluded.

This democratic conception of education informs all aspects of teacher education at Illinois State University. Graduates ready to meet the challenges and rewards of serving students in a democratic society embody the ethical and intellectual aspects of teaching and learning.

The ethical commitments are

• Sensitivity toward the varieties of individual and cultural diversity

• Disposition and ability to collaborate effectively with others

• High regard for learning and a seriousness of personal, professional and public purpose

• Respect for learners of all ages with special regard for children and adolescents

The intellectual commitments are

• Wide general knowledge and deep knowledge of the content to be taught

• Knowledge and appreciation of the diversity among learners

• Understanding of the factors that affect learning and appropriate teaching strategies

• Interest in and ability to seek out and use informational, technological, and collegial resources

• Contagious intellectual enthusiasm and courage enough to be creative

Of the challenges facing teachers and other school personnel in the 21st century, none is more pressing than the need for them to develop and maintain a strong sense of their ethical and intellectual commitments—a professional identity. Toward this end, Illinois State University prepares teachers and other school personnel who have a dynamic, reflective sense of themselves and their mission as: through caring and knowing they realize the democratic ideal.

The specialist program in School Psychology is approved by the National Association of School Psychologists (NASP), the Council for the Accreditation of Educator Preparation (CAEP), and the Illinois State Board of Education. Graduate programs with NASP and CAEP approval meet the national standards for educating professional service providers in school psychology. Program approval indicates high quality training, comprehensive curricula, and properly supervised field experiences. Graduates of the specialist program may sit for the examinations leading to the credentials of a Nationally Licensed School Psychologist and Licensed School Psychologist in Illinois. Program approval also allows graduates of the specialist program the ability to transfer credentials for employment in other states.

The specialist program emphasizes the scientist-practitioner model of training. This integrated approach to science and practice promotes the development of complementary skills fostering a career-long process of psychological investigation, assessment, and intervention. Training in research prepares the scientist-practitioner to distinguish fact from opinion in the application of the science of behavior. The curriculum emphasizes the importance of knowledge and experience with a wide range of individual differences including, but not limited to, ethnicity, gender, socioeconomic status, age, culture, religion, race, and lifestyle. The specialist program curriculum also stresses the importance of legal and ethical issues guiding service delivery and research.

The Department of Psychology is committed to the support and promotion of diversity on many dimensions. This commitment is met through our courses and content, faculty and trainee research, practical and applied experiences, and the recruitment and retention of a diverse body of students, faculty, and staff. The department is committed to providing equal opportunities and an educational and work environment that is free of discrimination and respectful of individual differences based on the [University’s diversity policies](http://illinoisstate.edu/diversity/). The department recognizes the importance of cultural and individual differences, and the role of diversity in the training of school psychologists. By providing a respectful and inclusive environment, the department prepares its specialist trainees to be culturally sensitive and its graduates to function effectively in professional settings where diversity is embraced.

## School Psychology Faculty

**Dr. Gary L. Cates** received his training in educational psychology in an APA- and NASP-approved school psychology program from Mississippi State University. His research includes academic instruction and interventions, data-based decision making, and applied behavior analysis in educational environments. He teaches PSY 421 Advanced Behavior Modification and PSY 435 Academic Assessment and Intervention, and supervises trainees as part of PSY 436.04 Practicum: Psychoeducational Assessment and advanced practica (PSY 590). He also coordinates the Academic Intervention Consultation Services and the Multidisciplinary Psychoeducational Assessment Service at the Psychological Services Center (PSC), which provides academic intervention and research services for students with academic difficulties. Dr. Cates serves on the editorial boards of the *Journal of Behavioral Education* and the *Journal of Evidenced-Based Practices for Schools.* Dr. Cates is an Illinois State Board of Education (ISBE) licensed school psychologist.

**Dr. Karla J. Doepke** received her training in child-clinical psychology from West Virginia University. She completed an internship at Johns Hopkins School of Medicine at the Kennedy Krieger Institute, and a postdoctoral fellowship at Emory University School of Medicine. Her research and training includes research-to-practice issues, evaluating the efficacy of prevention and intervention programs, autism, and the efficacy of training models. Dr. Doepke is also the director of The Autism Place at Illinois State, which is supported by grants, donations, and the University. She supervises trainees in PSY 436.05 Practicum: Psychosocial Assessment and advanced practica (PSY 590). She received over $1,000,000 in grants for her research and practice activities. Dr. Doepke is a licensed clinical psychologist and is pursuing certification in behavior analysis.

**Dr. Steven E. Landau** received his training in school psychology with a specialty in child psychopathology, particularly attention deficit hyperactivity disorder (ADHD), from The University of Iowa. He conducts research on ADHD, bullying, and children’s disturbed peer relations. Dr. Landau teaches PSY 347 Behavior Disorders in Children, PSY 503 Doctoral Research Proseminar in School Psychology, and PSY 547 Advanced Child and Adolescent Psychopathology. Dr. Landau received the University’s College of Arts and Sciences Outstanding Social Science Researcher Award and the *School Psychology Review* Editorial Excellence Award. He served as chair of the NASP Research Committee, and currently serves as Associate Editor of the NASP *Communiqué* and *Psychology in the Schools*. He was the recipient of a U.S. Department of Education grant, through the Illinois Professional Learners’ Partnership, designed to enhance teacher training through collaboration among departments, universities, and high-need public schools. Dr. Landau is an ISBE licensed school psychologist.

**Dr. Adena B. Meyers** received her training in clinical and community psychology from the University of Illinois in Urbana-Champaign. She conducts research in the areas of school-based prevention and intervention, adolescent pregnancy and parenthood, child maltreatment, and social-emotional learning. Dr. Meyers teaches PSY 474 Theory and Practice of Mental Health Consultation in the Schools. She supervises trainees in PSY 436.05 Practicum: Psychosocial Assessment/I and the advanced practica (PSY 590) in settings such as a school-based health center and Head Start. Dr. Meyers is a licensed clinical psychologist.

**Dr. Leandra N. Parris** received her training in an APA-approved program in school psychology from Georgia State University. Her research includes the effects of peer-victimization, coping with bullying and cyberbullying, and crisis intervention/prevention in the school setting. She teaches PSY 433 Social, Emotional, and Behavioral Assessment and Intervention, supervises trainees in PSY 436.04 Practicum: Psychoeducational Assessment and PSY 436.05 Practicum: Psychosocial Assessment, and is a research mentor for PSY 402 Applied Research Experiences in School Psychology. Dr. Parris also serves as the faculty advisor for the ISU Graduate Association of School Psychology and is an ISBE-eligible licensed school psychologist.

**Dr. Mark E. Swerdlik** received his training in school psychology with a specialty in psychological assessment and consultation from Michigan State University. Since 1987, Dr. Swerdlik has served as the program coordinator for the Graduate Programs in School Psychology. His writing and research focuses on professional issues in school psychology, clinical supervision of school psychologists, psychological assessment, alternative service delivery including Multitiered Systems of Support/Response to Intervention, and deployment and reintegration challenges for National Guard soldiers returning from war and their families. He teaches PSY 472 Legal, Ethical, and Professional Issues in School Psychology and PSY 536 Seminar and Practicum in Supervision of School Psychological Services, and supervises trainees in Head Start and in settings where advanced doctoral trainees provide clinical supervision. Recently, Dr. Swerdlik received a grant from the National Guard Association of Illinois to conduct research on the effectiveness of the Illinois National Guard Reintegration Program for combat veterans who served in Iraq and Afghanistan. This grant also funds research on military families including the impact of parental deployment on children.

Dr. Swerdlik serves on the editorial boards for the *Journal of Psychoeducational Assessment* and *Journal of Applied School Psychology*. He coordinates professional growth workshops for the annual NASP conference, and serves as co-chair for the NASP Graduate Education Workgroup. From 1987-2012, he served as the chair of the Directors of University School Psychology Programs. Dr. Swerdlik is an APA Division 16 Fellow and a Diplomate in School Psychology of the American Board of Health service psychology and the American Board of Assessment Psychology. In 2014, Dr. Swerdlik received the Lifetime Achievement Award from the National Association of School Psychologists and the Life Member Award from the Illinois School Psychologists Association in 1992. Dr. Swerdlik is an ISBE licensed school psychologist, a licensed clinical psychologist, and a nationally certified school psychologist.

[**Dr. Renée M. Tobin**](http://psychology.illinoisstate.edu/faculty/faculty.aspx?control=facultyProfile&ID=rmtobin&dept=Psychology)received a master’s degree in social psychology and a doctorate degree in school psychology from Texas A&M University. Her research focuses on personality and social development. She is particularly interested in individual differences in responsiveness to social-emotional learning programs, emotional experience, regulation, and communication, relationships, and linking basic research to clinical practice. She teaches PSY 473 Theories and Techniques of Counseling Children and Adolescents. She supervises trainees enrolled in PSY 436.05 Practicum: Psychosocial Assessment Currently, Dr. Tobin serves as an associate editor for the *Journal of Psychoeducational Assessment* and is an editorial board member for the *Journal of School Psychology*. Dr. Tobin is the recipient of the following University awards: Research Initiative Award, Teaching Initiative Award, and the College of Arts and Sciences Research Enhancement Award. Dr. Tobin is an ISBE licensed school psychologist.

## [School Psychology Coordinating Committee](#_School_Psychology_Coordinating)

Although the Department of Psychology is committed to maintaining the excellence of the Graduate Programs in School Psychology, the School Psychology Coordinating Committee is responsible for program development and evaluation. The Coordinating Committee consists of the School Psychology faculty and two trainee representatives. A specialist and a doctoral candidate are elected to represent their respective degree programs. Trainees nominate and vote by secret ballot for their program representative. The election is held during the fall semester and the term is for one year.

## [School Psychology Community Advisory Committee](#_School_Psychology_Community)

The School Psychology program coordinator convenes a community advisory committee that includes “consumers” of school psychological services. The School Psychology Community Advisory Committee members include School Psychology faculty, parents, general and special education teachers, school administrators such as principals, assistant superintendents, and directors of special education, related school personnel such as guidance counselors, social workers, and speech pathologists, and school psychologists including alumni, and trainee representatives. The Community Advisory Committee discusses areas of collaboration and provides input on curricular and field placement issues. The Community Advisory Committee meets annually and conducts other business by email.

## [Professional Associations](#_Professional_Associations_1)

The [Graduate Association of School Psychology](http://psychology.illinoisstate.edu/getinvolved/gasp.shtml) (GASP) at Illinois State was established to provide a forum to discuss issues pertaining to the Graduate Programs in School Psychology, to advance professional ethics and skills, share knowledge and support among school psychology trainees, and allow for socialization opportunities for trainees. Doctoral and specialist trainees are members of this organization. Each year, GASP members participate in the School Psychology Open House during the fall semester, the doctoral and specialist applicants’ interview days during the spring semester, the orientation program for new trainees, and school psychology awareness activities on campus for undergraduate students and high school students in the local community, as well as continuing professional development workshops. Trainees are also encouraged to join national and state school psychology associations. For information about national and state associations, see the specific association’s website.

National: [American Psychological Association-Student Affiliate](http://www.apa.org/membership/student/index.aspx)

 [National Association of School Psychologists](http://www.nasponline.org/)

State: [Illinois School Psychologists Association](http://www.ilispa.org/index.asp)

 [Illinois Psychological Association](http://www.illinoispsychology.org)

## Program Advisor

The School Psychology program coordinator is the academic and program advisor for specialist trainees. The coordinator is responsible for the annual trainee evaluations and discussing the evaluation with each trainee. Academic advisement usually occurs each semester before Advanced Registration. Trainees are responsible for seeking advisement before their assigned registration date. Trainees should also contact the program coordinator for information related to program developments and other issues.

## Mentors

Peer Mentor: First year trainees are assigned second year specialist trainees who serve as peer mentors. The primary responsibility of peer mentors is to facilitate the incoming trainees’ socialization into the specialist program, department, University, and local community. This informal relationship is established over the summer with letters from the peer mentors to first year trainees.

Cyber Mentor: As a part of PSY 472 Legal, Ethical, and Professional Issues in School Psychology, first year specialist trainees are assigned cyber mentors, professionals in school psychology, or other related fields working in schools in the community. Trainees are required to correspond weekly with their cyber mentors to integrate and apply first year field experiences to readings and class discussions.

## [Residency](#_Residency_1)

The specialist program’s residency policy requires trainees to be enrolled for at least nine graduate credits for both the fall and spring semesters for the first two years of graduate study. This policy gives trainees time to assume duties associated with assistantships, attend thesis proposals and defenses, and participate in colloquia or symposia at the University and in surrounding communities. Trainees also have time to work collaboratively with faculty members on research projects.

## [Background Check](#_Residency_1)

Some criminal convictions may preclude individuals from eligibility for licensure as a school psychologist in Illinois. Trainees must complete a background check, which may include fingerprinting, when they are assigned to observe or work at a local school district or agency as part of their first year fieldwork experience. The background check includes a fee that is at the trainee’s expense. A copy of the completed background check must be submitted to the School Psychology program coordinator. Trainees are notified about how to complete a background check.

## Financial Assistance

Trainees are encouraged to complete the Free Application for Federal Student Aid, which is available on the [Federal Student Aid website](http://www.fafsa.ed.gov/). Additional information about financial support is available on the Graduate School’s [Funding website](http://grad.illinoisstate.edu/funding/).

Information is also available on NASP’s [Loan Forgiveness website](http://www.nasponline.org/research-and-policy/current-law-and-policy-priorities/current-law/loan-forgiveness-for-school-psychologists) specific to public school employees including school psychologists. The loan forgiveness programs may apply to trainees with the following financial assistance: Federal Direct Stafford Loan, Federal Direct Plus Loan, Federal Direct Unsubsidized Stafford Loan, or Federal Direct Consolidated Loan.

## [Graduate Assistantship](#_Residency_1)

Graduate assistantships in the department are offered to as many trainees as possible. A graduate assistantship includes a tuition waiver for the fall, spring, and summer semesters. To be eligible for an assistantship, trainees must register for at least nine graduate credits for the fall and spring semesters and must maintain a 3.0 grade point average. Trainees are required to work 10 hours a week for half-time assistantships or 20 hours a week for full-time assistantships; trainees are employed for the fall and spring semesters. Trainees must complete the assistantship application and accept the assistantship offer, which is the University’s employment contract. Every effort is made to provide trainees with at least a half-time assistantship for two years, if funding is available.

Based on the department’s needs, assistantships may be for teaching, research, practicum, or pre-professional assignments. Trainees who accept graduate assistantships are employees of the University and the state of Illinois. Under the State Officials and Employees Ethics Act (5 ILCS 430/5-10), employees are required to complete the Mandatory Governmental Ethics Online Training each fiscal year. The Graduate Programs Office will inform trainees during the fall semester about the deadline for completing the online training. Trainees who do not complete the Ethics Online Training by October 30 will lose their assistantships and tuition waivers, and are ineligible for any future graduate assistantships at the University. Trainees who lose their tuition waivers are responsible for tuition cost for the remainder of the fall semester.

Based on Illinois law, trainees who accept graduate assistantships where they are working, interacting, or spending significant time with children on a regular basis must complete a criminal background check that includes fingerprinting. Under the law, “regular basis” is defined as more than just a casual encounter with children out in the community or when children accompany their parents at a site or agency. The Graduate Programs Office will distribute the background request form to trainees if the criminal background check is required for specific assistantships. The University will pay the cost for the background check for assistantships at the University’s laboratory schools (i.e., Thomas Metcalf School and University High School). A cleared background report must be received by the University before trainees can begin their assistantships. This criminal background check is separate from any background check that may be required by a school district or agency.

Some graduate assistants (GA) must also complete departmental tasks as part of the GA pool. The tasks often range from proctoring an undergraduate exam, administering course evaluations, or performing other administrative tasks requested by the department’s faculty members. The GA pool is administered by the Graduate Assistant Coordinator, who contacts graduate assistants by email about future assignments. Trainees usually fulfill one GA pool assignment per academic year.

Graduate assistants must read and comply with the *Graduate Assistant Handbook*, which is available on the Graduate School’s [Funding (Graduate Assistantships) website](http://grad.illinoisstate.edu/funding/assistantships/). The performance of graduate assistants in the department is evaluated each semester by their faculty supervisors. Graduate assistants who fail to adequately perform their assigned duties may be placed on probation. Reappointment to a graduate assistantship is dependent, in part, on the results of the performance evaluation. The Graduate Assistant Performance Evaluation is in the Sample Forms section below.

To comply with applicable state and federal laws, the University withholds taxes on the value of tuition waivers provided during a calendar year (i.e., January through December). Teaching and research assistants are exempt from taxation on the entire value of the tuition waiver. International students may also be exempt based on tax treaties between the U.S. and their home countries. Practicum and pre-professional assistants are exempt from taxation on $5,250 of the tuition waiver value. Taxes on tuition waivers in excess of $5,250 are typically withheld from the last two paychecks of the semester (i.e., in November and December for the fall semester; in April and May for the spring semester; and in July and August for the summer semester).

**Other Employment Opportunities**

Trainees may apply for assistantships from other University departments or schools. Information about other assistantships is available on the [Human Resources (Graduate Assistants) website](http://hr.illinoisstate.edu/student/graduate_assistants/). However, trainees must consult with the program coordinator before accepting any assistantships, employment, or other work-related commitments outside the department at any time, including the summer months and during the 9-month internship. Trainees and the program coordinator must evaluate the impact of any external commitments on the trainee’s progress throughout the program, timely completion of all program requirements, and any possible conflicts of interest or dual relationships. Trainees and the program coordinator must complete the Discussion of Employment form, which is available on the [Specialist Forms website](http://psychology.illinoisstate.edu/Graduate/school/specialistforms.shtml), before any additional employment or commitment is accepted.

## [Insurance Coverage](#_Insurance_Coverage)

**Health Insurance**

Trainees are automatically covered by the University’s health insurance policies and are billed for the cost by the University. For information about student health insurance coverage, trainees should review the [Student Health Insurance website](http://shs.illinoisstate.edu/Insurance/). Trainees who accept graduate assistantships must have health insurance coverage during their assistantships. Trainees must complete the Graduate Assistant Health Insurance Certification each semester; the Graduate Programs Office will distribute the certification to the graduate assistants. The GA Health Certification must be submitted to the Graduate Programs Office by September 1 for the fall semester and January 31 for the spring semester. Trainees with private insurance coverage must also submit a copy of both sides of the private insurance card. Trainees may waive University health insurance by providing proof of private insurance coverage. Trainees interested in dropping University insurance coverage should review the [Student Health Insurance website](http://healthservices.illinoisstate.edu/insurance/keep-cancel.shtml) for cancellation procedures.

**Professional Practice Insurance**

Trainees who enroll in specific courses that include contact with clients, practica, and internships are eligible for professional practice insurance coverage from the University. Trainees must be registered for the course, practicum, or internship and maintain health insurance coverage for the duration of the course, practicum, or internship. The Graduate Programs Office will distribute the Professional Practice Insurance Coverage form and the Professional Practice Health Insurance Certification to trainees who are eligible for this insurance coverage. Trainees must complete and submit both forms to the course instructor, practicum and internship supervisor, or the Graduate Programs Office by September 1 for the fall semester, January 31 for the spring semester, and June 1 for the summer semester. Trainees who have private health insurance coverage must also submit a copy of both sides of the private insurance card. Trainees who fail to submit the required forms will not be covered by the University’s professional practice insurance policy and could be held personally liable for their actions or behavior during the course, practicum, or internship. The Graduate Programs Office submits a report to the University each semester that identifies trainees who should be covered by the University’s professional practice insurance policy.

## Confidential Records

Records related to a trainee’s progress in the specialist program including employment contracts, grades, evaluations, probation agreements, remediation plans, and correspondence related to these records, etc., are confidential. Access to such records is restricted to only School Psychology faculty and clinical supervisors who have a need to review such records. Trainee files are stored in locked filing cabinets in the Graduate Programs Office. The department will retain trainee files and confidential records for seven years after graduation in order to satisfy the University’s legal requirements. The records of trainees who are dismissed or who withdraw from the specialist program are retained by the department for three years.

## Ethical Treatment

Psychology faculty members must follow and the APA’s [Ethical Principles of Psychologists and Code of Conduct](http://www.apa.org/ethics/code/index.aspx). Trainees who have concerns about fair treatment from faculty members or who feel they have been harassed or subjected to discrimination on the basis of race, color, religion, sex, national origin, sexual orientation, gender identity or expression, ancestry, age, marital status, physical or mental disability, genetic information, unfavorable discharge from the military, status as a disabled veteran, or as a veteran of the Vietnam Era are encouraged to contact the department chair or consult the University’s procedures for filing a complaint. The complaint procedures are available on the [Equal Opportunity and Access website](http://equalopportunity.illinoisstate.edu/). Consistent with its duty to provide an environment free from unlawful harassment or discrimination, the University reserves the right to investigate any allegation of harassment or discrimination after receipt of sufficient evidence to sustain such claims.

The Graduate Program in School Psychology also adopted NASP’s Nondiscrimination and Equal Opportunity Policy (see Appendix A). The program is committed to this policy of nondiscrimination and the promotion of equal opportunity, fairness, justice, and respect for all persons. Discrimination is defined as acting toward people in a manner that results in adverse impact because they share similar characteristics or are from specific groups. We work to ensure that our Graduate Programs in School Psychology provide an environment that is safe and welcoming and provides equal opportunity to all persons regardless of actual or perceived characteristics, including race, ethnicity, color, religion, ancestry, age, national origin, immigration status, socioeconomic status, language, disability, gender, gender identity, sexual orientation, chronic illness, or any other personal identity or distinguishing characteristics.

## Academic Integrity

The Graduate Programs in School Psychology, department, and University does not tolerate plagiarism and other forms of cheating. See the [Graduate School’s Academic Honesty and Integrity website](http://grad.illinoisstate.edu/admission/orientation/honesty.shtml) and the [Dean of Students Academic Integrity website](http://deanofstudents.illinoisstate.edu/conflict/conduct/code/academic.php) for more information. Any plagiarism or evidence of cheating is referred to the Dean of Students Office.

## Time Limit to Complete Degree

Specialist program degree requirements must be completed within six years from the first semester of enrollment at the University. For example, trainees who begin their specialist studies in the 2016 fall semester would reach their 6-year time limit at the end of the 2022 summer semester. The primary purpose of the time limit is to ensure that trainees are current in their field of study when degrees are conferred. This 6-year limit increases the likelihood that trainees will progress through the specialist program in a timely fashion.

Trainees who need an extension to the 6-year time limit must complete the Request to Extend Time to Degree form, which is available on the Graduate School’s [Academics (Forms) website](http://grad.illinoisstate.edu/academics/forms/). Trainees should submit the completed form to the program coordinator by March 1 prior to trainee’ 6-year limit. The program coordinator will discuss the extension with the School Psychology Coordinating Committee. Extensions will not be routinely granted. If the extension request is approved by the Coordinating Committee, the program coordinator will submit the extension request to the Graduate School, which has final approval or denial of all extensions.

This time limit applies to enrollment in all graduate courses including any transferred credit. If a course is not completed during the 6-year limit, trainees may be required to retake the course for credit or demonstrate current knowledge and proficiency of the subject matter. Proficiency must be demonstrated to the satisfaction of the department offering the graduate course. Any course beyond the 6-year limit should not be included in the Specialist Degree Audit.

## Program Objectives and Competencies

The Graduate Programs in School Psychology emphasize the importance of field-based training in its mission to develop competent and effective school psychologists. Successful field-based experiences are essential in achieving the training objectives of the specialist program, which strive for competency in:

1. Applying the scientific problem-solving model in school-based settings,
2. Developing a knowledge base in school psychology evolving from the integration of classroom-based learning and field-based experience, and stressing practical application of psychological and educational foundations to school-based problems,
3. Training in all areas of service delivery including assessment, direct and indirect intervention, consultation, prevention, and crisis intervention,

4. Implementing ethical and responsible culturally competent practice, and

5. Entering the profession as consumers and distributors of research capable of evaluating current practices and contributing new knowledge to the field.

The goal of the specialist program is to develop entry-level competencies in its graduates so that they can function as school psychologists in public or private schools. In order to reach this goal, the specialist program has designed its curriculum, and practica and internship experiences to be consistent with the [*NASP Standards for Graduate Preparation of School Psychologists*](http://www.nasponline.org/standards-and-certification/) (2010) and the NASP Practice model (2010), as provided below:

**Practices That Permeate All Aspects of Service Delivery**

**Domain 1: Data-Based Decision Making and Accountability**

School psychologists have knowledge of varied models and methods of assessment and data collection for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes.

**Domain 2: Consultation and Collaboration**

School psychologists have knowledge of varied models and strategies of consultation, collaboration, and communication applicable to individuals, families, groups, and systems and methods to promote effective implementation of services.

**Direct and Indirect Services for Children, Families, and Schools**

**Student-Level Services**

**Domain 3: Interventions and Instructional Support to Develop Academic Skills**

School psychologists have knowledge of biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curricula and instructional strategies.

**Domain 4: Interventions and Mental Health Services to Develop Social and Life Skills**

School psychologists have knowledge of biological, cultural, developmental, and social influences on behavior and mental health, behavioral and emotional impacts on learning and life skills, and evidence-based strategies to promote social–emotional functioning and mental health.

**Systems-Level Services**

**Domain 5: School-Wide Practices to Promote Learning**

School psychologists have knowledge of school and systems structure, organization, and theory; general and special education; technology resources; and evidence-based school practices that promote learning and mental health.

**Domain 6: Preventive and Responsive Services**

School psychologists have knowledge of principles and research related to resilience and risk factors in learning and mental health, services in schools and communities to support multitiered prevention, and evidence-based strategies for effective crisis response.

**Domain 7: Family–School Collaboration Services**

School psychologists have knowledge of principles and research related to family systems, strengths, needs, and culture; evidence-based strategies to support family influences on children’s learning and mental health; and strategies to develop collaboration between families and schools.

**Foundations of School Psychological Service Delivery**

**Domain 8: Diversity in Development and Learning**

School psychologists have knowledge of individual differences, abilities, disabilities, and other diverse student characteristics; principles and research related to diversity factors for children, families, and schools, including factors related to culture, context, and individual and role difference; and evidence-based strategies to enhance services and address potential influences related to diversity.

**Domain 9: Research and Program Evaluation**

School psychologists have knowledge of research design, statistics, measurement, varied data collection and analysis techniques, and program evaluation sufficient for understanding research and interpreting data in applied settings.

**Domain 10: Legal, Ethical, and Professional Practice**

School psychologists have knowledge of the history and foundations of school psychology; multiple service models and methods; ethical, legal, and professional standards; and other factors related to professional identity and effective practice as school psychologists.

See the table in Appendix B that identifies the specialist program’s required courses and the NASP Domains that are addressed in the course curriculum.

## Retention Standards and Evaluations

The specialist program admits applicants each year with the expectation that they will complete their studies and graduate. The specialist program adopted the Comprehensive Evaluation of Student-Trainee Competence in Professional Psychology Programs policy developed by the Student Competence Task Force of the Council of Chairs of Training Councils, as stated below:

**II. Policy**

Students and trainees in health service psychology programs (at the doctoral, internship, or postdoctoral level) should know—prior to program entry and at the outset of training—that faculty, training staff, supervisors, and administrators have a professional, ethical, and potentially legal obligation to: (a) establish criteria and methods through which aspects of competence other than and, in addition to, a student-trainee’s knowledge or skills may be assessed (including, but not limited to emotional stability and well being, interpersonal skills, professional development, and personal fitness for practice); and, (b) ensure—insofar as possible—that the student-trainees who complete their programs are competent to manage future relationships (e.g., client, collegial, professional, public, scholarly, supervisory, teaching) in an effective and appropriate manner. Because of this commitment, and within the parameters of their administrative authority, health service psychology education and training programs, faculty, training staff, supervisors, and administrators strive not to advance, recommend, or graduate students or trainees with demonstrable problems (e.g., cognitive, emotional, psychological, interpersonal, technical, and ethical) that may interfere with professional competence to other programs, the profession, employers, or the public at large.

As such, within a developmental framework and with due regard for the inherent power difference between students and faculty, students and trainees should know that their faculty, training staff, and supervisors will evaluate their competence in areas other than and, in addition to, coursework, seminars, scholarship, comprehensive examinations, or related program requirements. These evaluative areas include, but are not limited to, demonstration of sufficient: (a) interpersonal and professional competence (e.g., the ways that student-trainees relate to clients, peers, faculty, allied professionals, the public, and individuals from diverse backgrounds or histories); (b) self-awareness, self-reflection, and self-evaluation (e.g., knowledge of the content and potential impact of one’s own beliefs and values on clients, peers, faculty, allied professionals, the public, and individuals from diverse backgrounds or histories); (c) openness to processes of supervision (e.g., the ability and willingness to explore issues that either interfere with the appropriate provision of care or impeding professional development or functioning); and (d) resolution of issues or problems interfering with professional development or functioning in a satisfactory manner (e.g., by responding constructively to feedback from supervisors or program faculty; by the successful completion of remediation plans; and by participating in personal therapy in order to resolve issues or problems).

This policy is applicable to settings and contexts where evaluation would appropriately occur (e.g., coursework, practica, supervision), rather than settings and contexts that are unrelated to the formal process of education and training (e.g., non-academic, social contexts). However, irrespective of setting or context, when a student-trainee’s conduct clearly and demonstrably (a) impacts the performance, development, or functioning of the student-trainee, (b) raises questions of an ethical nature, (c) represents a risk to public safety, or (d) damages the representation of psychology to the profession or public, appropriate representatives of the program may review such conduct within the context of the program’s evaluation processes.

Although the purpose of this policy is to inform students and trainees that evaluation will occur in these areas, it should also be emphasized that a program’s evaluation processes and content should typically include: (a) information regarding evaluation processes and standards (e.g., procedures should be consistent and content verifiable); (b) information regarding the primary purpose of evaluation (e.g., to facilitate student or trainee development; to enhance self-awareness, self-reflection, and self-assessment; to emphasize strengths as well as areas for improvement, to assist in the development of remediation plans when necessary); (c) more than one source of information regarding the evaluative area(s) in question (e.g., across supervisors and settings); and (d) opportunities for remediation, provided that faculty, training staff, or supervisors conclude satisfactory remediation is possible for a given student-trainee. Finally, the criteria, methods, and processes through which student-trainees will be evaluated are clearly specified in a program’s handbook, which should also include information regarding due process policies and procedures (e.g., including, but not limited to, a review of a program’s evaluation processes and decisions).

Personal and professional growth is critical for functioning effectively as a school psychologist. Interpersonal and professional skills include the following:

Ethical Concerns

1. Demonstrate a knowledge and application of APA’s [Ethical Principles of Psychologists and Code of Conduct](http://www.apa.org/ethics/code/index.aspx) and NASP’s [Principles for Professional Ethics](http://www.nasponline.org/standards-and-certification/professional-ethics),

2. Demonstrate a knowledge and application of statutes regulating professional practice,

3. Demonstrate a concern for client welfare, and

4. Demonstrate an appropriate client-school psychologist relationship

Professional Deportment Issues

1. Appropriate manifestation of professional identity (e.g., attire, behavior),

2. Appropriate involvement in professional development activities (e.g., professional associations),

3. Appropriate interaction with peers, colleagues, staff, trainees, and

4. Awareness of impact on colleagues (faculty, trainee)

Sensitivity to Client and Diversity Issues

Acknowledgment of and effective dealing with children, parents, teachers, school administrators, and other school staff, (e.g., social workers, guidance counselors, speech therapists) of diverse ethnic and racial groups, and lifestyles is imperative for trainees to function as school psychologists.

Use of Supervision Issues

1. Appropriate preparation,

2. Accept responsibility for learning,

3. Open to feedback and suggestions,

4. Apply learning to practice,

5. Willing to self-disclose and explore personal issues affecting professional process functioning,

6. Appropriately self-reliant, and

7. Appropriately self-critical

Other Trainee Issues

1. Effective management of personal stress,

2. Lack of professional interference because of own adjustment problems and/or emotional responses,

3. Develop realistic professional goals for self, and

4. Appropriate self-initiated professional development (e.g., self-initiated study)

School Psychology faculty members are responsible for evaluating the progress of each specialist trainee. The primary purpose of this assessment is to facilitate trainees’ personal and professional growth. It is important to maintain close working relationships between trainees and faculty members so that specialist program policies and procedures can be implemented to maximize trainee development and growth.

The specialist program recognizes that developmental stressors are inherent in the transition from undergraduate to graduate student and during the course of the training program. Trainees make significant developmental transitions during their graduate training and may need extra support. When clinical work begins, there is additional stress inherent in being a member of a helping profession. All of these factors may increase a trainee’s sense of personal and professional vulnerability. Therefore, supervision is frequent and intensive during graduate training. It is the responsibility of the specialist program to make available procedures and opportunities that can facilitate growth and minimize stress. Such measures include, but are not limited to orientation meetings, identifying clear and realistic expectations, timely evaluations with suggestions for positive change, and contact with support individuals (e.g., supervisors) and groups (e.g., other trainees or former trainees).

**Retention Standards**

Trainees must maintain good academic standing in the specialist program with a minimum grade point average of 3.0 (on a 4.0 scale) for all courses, which includes both academic and skill-related training (e.g., diagnostic assessment, intervention, report writing). If a “C” grade, or an Incomplete, is earned in any required first year school psychology course (i.e., PSY 421 Advanced Behavioral Modification, PSY 432 Theory and Practice of Cognitive Assessment, PSY 433 Social, Emotional, and Behavioral Assessment and Intervention, PSY 435 Academic Assessment and Intervention, PSY 472 Legal, Ethical, and Professional Issues in School Psychology, PSY 473 Theories and Techniques of Counseling: Children and Adolescents, and PSY 474 Mental Health Consultation in the Schools), trainees must petition the School Psychology Coordinating Committee for permission to enroll in the psychoeducational and psychosocial practica (PSY 436.04 and PSY 436.05, respectively) during the second year in the program. The written petition should be submitted to the program coordinator for review by the Coordinating Committee.

If the Coordinating Committee approves the petition, trainees are placed on probation under intensive supervision. A remediation plan is developed by the practicum instructors in collaboration with the instructor(s) for the course(s) in which trainees earned a “C” grade or an Incomplete. Trainees on probation must comply with their remediation plan. Practicum instructors conduct mid-semester evaluations to determine if trainees on probation will be allowed to continue in practicum. If the remediation plan is not successfully completed, trainees will not earn a passing grade in practica and are dismissed from the specialist program.

**Evaluations**

Specialist trainees are formally evaluated at least once each year. Continuation in the specialist program is contingent upon satisfactory annual evaluations. Trainee evaluations include, but are not limited to:

1. Trainees receive grades each semester in their didactic courses.

2. Faculty evaluations of first year trainees will culminate in a mid-year feedback conference with the program coordinator and each first-year trainee. Trainees will receive a written mid-year conference summary report. First year trainees will also be evaluated at the end of the second semester.

3. Feedback is provided on a case-by-case basis to all trainees during the psychoeducational (PSY 436.04) and psychosocial (PSY 436.05) practica. A written summative evaluation is also provided to trainees at the end of the first and second semester of practica.

4. The program coordinator conducts an annual performance evaluation of each trainee. Data from trainees’ performance assessments are based on: grades, graduate assistant performance evaluations, practica supervisor evaluations, professional development evaluations, and trainee self-evaluations. The annual evaluation is reviewed by the program coordinator with each trainee during the summer. Each trainee is given a written summary of the review. If problems are identified, feedback is immediately provided to the specialist trainee.

## Professional Competency Problems

The Graduate Programs in School Psychology broadly defines behavior indicative of professional competence problems as interference with professional functioning that is reflected in one or more of the following functional areas and evident in the academic classroom, field placement, or university facility (e.g., Psychological Services Center, The Autism Place):

* An inability and/or unwillingness to acquire and integrate professional standards into trainee’s repertoire of professional behavior,
* An inability to acquire professional skills in order to reach an acceptable level of professional competency, and
* An inability to control personal stress and/or excessive emotional reactions that interfere with professional functioning

Based on the School Psychology faculty members’ professional judgment, professional competence problems refer to behaviors, attitudes, or characteristics that evoke concern from the faculty members that requires intervention or remediation. Some professional competence problems may be associated with the demands and rigors of advanced training. For example, performance anxiety, discomfort with clients of diverse lifestyles and/or ethnic backgrounds, or insensitivity to agency norms may require intervention. Such problems are usually transitory and can be remedied. However, there may be more serious professional competence problems that lead the School Psychology Coordinating Committee to conclude the trainee’s performance is irrevocably impaired. To reach this determination, a serious professional competence problem typically includes one or more of the following characteristics:

1. Trainees do not acknowledge, understand, or address the professional competence problem when it is identified.

2. The professional competence problem is not merely a reflection of a skill deficit that could be addressed by additional didactic or clinical training.

3. The professional competence problem is not restricted to one area of professional functioning.

4. The professional competence problem requires a disproportionate amount of attention from training personnel.

5. The quality of services delivered by trainees is sufficiently and negatively affected.

6. The behavior associated with the professional competence problem does not change as a function of feedback and/or remedial efforts.

7. The behavior associated with the professional competence problem has the potential to escalate into ethical or legal violations.

**Due Process**

Due process ensures that decisions made by graduate training programs affecting trainees should not be arbitrarily or personally biased. Due process requires written evaluation and appeal procedures so trainees may challenge the decisions and actions of the specialist program. Any actions taken by the specialist program are implemented in a manner consistent with the following due process procedures, which include but are not limited to:

1. Providing written program expectations related to professional functioning,

2. Stipulating the evaluation procedures including when and how evaluations are conducted,

3. Articulating the procedures and actions involved in making decisions regarding professional competence problem behavior,

4. Using input from multiple professional sources when making decisions or recommendations regarding trainees’ behavior,

5. Instituting a remediation plan addressing identified professional competence problems, providing a time frame for the expected remediation to occur, and identifying specific consequences if the remediation plan is not successfully completed,

6. Providing written documentation to all relevant parties of the actions taken by the specialist program and the rationale for such actions,

7. Providing written procedures of how to appeal the specialist program’s decision, and

8. Providing sufficient time for trainees to respond to any action taken by the specialist program.

**Addressing Problem Behaviors**

If professional competence problems are identified, the following procedures are implemented with all steps documented in writing and communicated during a formal conference with the trainee, program coordinator, and appropriate School Psychology faculty members:

1. Trainees are notified of specific areas of professional competence problems identified by School Psychology faculty members.

2. Unless the professional competence problems are severe enough to warrant an immediate dismissal from the specialist program, a plan to remediate the problems should be developed by the School Psychology Coordinating Committee.

3. The remediation plan will define the trainee’s professional competence problem behavior(s), identify the expected behavior patterns or goals of the remediation plan and specify methods to reach those goals, and designate a date for goal attainment and re-evaluation of trainee.

A copy of a Remediation Plan and Remediation Plan Summative Evaluation is provided in the Sample Forms section below. During the remediation period, trainees will have “probationary” standing in the doctoral program. If trainees choose not to accept the terms and conditions of the remediation plan, trainees are immediately dismissed from the specialist program.

**Remediation Considerations**

It is important to have meaningful ways to address professional competence problems when they are identified. Several possible, and potentially concurrent, courses of action designed to remedy professional competence problems should include, but are not limited to:

1. Increasing supervision, either with the same or different supervisor(s),

2. Increasing field work experience,

3. Changing the format, emphasis, and/or the focus of supervision,

4. Recommending or requiring personal therapy when all parties involved have clarified the manner in which therapy contacts are used in the remediation process,

5. Reducing clinical or other workload and/or requiring specific courses, and

6. Repeating a particular experience.

After the remediation plan deadline when trainees are re-evaluated, the School Psychology Coordinating Committee will notify trainees, in writing, of its decision. The Coordinating Committee has four options:

1. Determine the professional competence problems no longer exist, probationary status is rescinded, and the trainee is allowed to continue in the specialist program,

2. Continue probation with an updated remediation plan and a new re-evaluation date,

3. Counsel the trainee to voluntarily withdraw from the specialist program, or

4. Dismiss the trainee from the specialist program.

If the School Psychology Coordinating Committee decides to dismiss a trainee from the specialist program, the trainee has 14 days after receiving written notice of the dismissal to appeal the Committee’s decision. As part of the appeal process, trainees may ask the Department of Psychology to formally review the Coordinating Committee’s decision; the appeal should be addressed to the department chair. If requested by the trainee, the department chair will appoint a review panel consisting of psychology faculty members who are not affiliated with the Graduate Programs in School Psychology. This review panel will evaluate the dismissal and will forward its recommendation to the department chair. If the review panel determines the dismissal was appropriate and the department chair agrees with this determination, the program coordinator will submit a Request for Dismissal form to the Graduate School. If the dismissal request is approved by the Graduate School, the trainee is dismissed from the specialist program and University.

## Program Curriculum

The most fundamental tenet of the specialist program in School Psychology is for trainees to acquire the scientific knowledge and practical skills to become leaders, innovators, and positive change agents in the service of children and families. Therefore, the specialist program curriculum incorporates courses in psychological and educational foundations, as well as the development of skills in assessment, intervention, preventative mental health services, collaborative consultation, and research.

Coursework is integrated with over 1800 hours of field-based experiences during the three-year program, which includes first year fieldwork/practicum, a two-semester practica during the second year, and a 9-month internship in the third year. These field experiences are sequenced to maximize integration with the curriculum and satisfy the training objectives of the specialist program. The field-based experiences are designed as a primary vehicle for the implementation of the collaborative scientific problem-solving model throughout the training program. Fieldwork represents the central components of professional training and an opportunity to apply acquired knowledge and skills in field-based settings. Field sites provide a key arena where the training core and the scientific method interface to produce a developing knowledge base in school psychology.

Trainees must enroll for at least nine graduate credits during the fall and spring semesters and six credits during the summer for the first two years in the specialist program. All program requirements are at the graduate level for a minimum of 60 credits. Graduate credit is not earned for any remedial courses. Prerequisite courses, usually completed as an undergraduate student, cannot be taken for graduate credit.

**Prerequisite Undergraduate Courses:**

PSY 111 Introduction to Psychology

PSY 231 Research Methods in Psychology

PSY 340 Statistics for the Social Sciences

MAT 119 College Algebra **or**

MAT 120 Finite Mathematics **or**

MAT 144 Precalculus (can be taken pass/fail or by passing a competency exam administered by the Department of Mathematics or by completing an approved correspondence course)

Note: The math requirement is waived if trainees received at least a “B” in a college-level statistics course or 144 on the Quantitative Reasoning section of the Graduate Record Examination General Test.

Trainees enroll in PSY 498.05 First Year Fieldwork in School Psychology for four graduate credits for Head Start and public school field work placements. During the second year in the program, trainees enroll in psychoeducational (PSY 436.04) and psychosocial (PSY 463.05) practica for a total of 12 graduate credits for both practica (six credits during the fall and spring semesters). During the third year, trainees enroll in PSY 498 Professional Practice in School Psychology (internship) for a minimum of one credit for both the fall and spring semesters. Trainees enrolled in PSY 498 are considered full-time graduate students, except for the purposes of student health insurance, which may be purchased by trainees. Trainees must complete the nine-month supervised internship for a minimum of 1200 work hours in an approved school setting, consistent with the requirements outlined in the NASP Professional Standards.

See Appendix C for a list of important deadlines for the specialist program. The courses usually taken each semester are listed below. The course schedule may vary based on enrollment limitations and the availability of faculty. All of the courses are for three graduate credits unless otherwise noted.

**First Year, FALL (16 credits)**

PSY 347 Behavior Disorders in Children (if completed as an undergraduate student, see the Course Exemption section below)

PSY 402 Applied Research Experience in School Psychology (2 credits) (if not completing the thesis option)

PSY 421 Advanced Behavior Modification

PSY 432 Theory and Practice of Cognitive Assessment

PSY 472 Legal, Ethical, and Professional Issues in School Psychology

PSY 498.05 First Year Fieldwork in School Psychology (2 credits)

**First Year, SPRING (16 credits)**

PSY 402 Applied Research Experience in School Psychology (2 credits)

PSY 433 Social, Emotional, and Behavioral Assessment and Intervention

PSY 435 Academic Assessment and Intervention

PSY 473 Theories and Techniques of Counseling: Children and Adolescents

PSY 474 Theory and Practice of Mental Health Consultation in the Schools

PSY 498.05 First Year Fieldwork in School Psychology (2 credits)

**First Year, SUMMER (6-8 credits)**

PSY 499 Master’s Thesis (2 credits) (if not completing the applied research option)

EAF 410 Research Methodology and Statistics in Education I

TCH 407 Learning in Educational Settings

**Second Year, FALL (9-10 credits)**

PSY 436.04 Practicum: Psychoeducational Assessment

PSY 436.05 Practicum: Psychosocial Assessment

PSY 452 Seminar in Developmental Psychology

PSY 499 Master’s Thesis (1 credit)

SED 422 Teaching Diverse Learners

**Second Year, SPRING (11-14 credits)**

PSY 436.04 Practicum: Psychoeducational Assessment

PSY 436.05 Practicum: Psychosocial Assessment

PSY 463 Brain and Behavior Relationships

PSY 499 Master’s Thesis (1 credit)

SED 593.03 Computer Applications in Special Education (1 credit)

**Second Year, SUMMER**

PSY 499 Master’s Thesis (2 credits)

**Third Year, FALL and SPRING**

PSY 498.90 Internship (1 credit each for the fall and spring semesters)

Trainees may also enroll in PSY 400 Independent Study for 1-4 credits. This course involves intensive study in a specific area of trainees’ interest under the guidance of faculty members. Trainees and their faculty supervisors should complete the Independent Study Contract, which is available on the [Specialist Forms website](http://psychology.illinoisstate.edu/Graduate/school/specialistschool.aspx). The completed Contract should be signed by the trainee, faculty supervisor, and program coordinator, and then submitted to the department chair for approval. The chair’s approval must be received and an override processed before trainees can enroll in PSY 400. The Graduate Programs Office will notify trainees when the Independent Study Contract is approved and when trainees can register for PSY 400.

## Transferring Graduate Credit

Trainees may transfer a maximum of nine graduate credits, from another institution that is accredited by the appropriate regional association, for use in meeting the requirements for the specialist degree. The transferred credit must be for courses taught at the graduate level and trainees must have received a grade of “B” or better. However, according to the *Graduate Catalog*, “Credits more than six years old at the time of first registration into a degree program are not transferable from other institutions.”

Trainees who want to transfer graduate credits to Illinois State should complete the Request for Transfer of Credit form, which is available on the Graduate School’s [Academics (Forms) website](http://grad.illinoisstate.edu/academics/forms/). Trainees should submit the completed form and required documentation (i.e., a copy of the transcript from the other institution that identifies the course and the recorded grade, a catalog description of the course, and a course syllabus) to the School Psychology program coordinator. The request is sent to the Graduate School for approval. If the transferred credit is approved, trainees should include the transferred credit on their Specialist Degree Audit.

## Course Exemption

Applicants admitted to the specialist program with credit for courses taken at another institution may seek a course exemption for required courses. Trainees should complete the Course Exemption Request, which is available on the [Specialist Forms website](http://psychology.illinoisstate.edu/Graduate/school/specialistschool.aspx). Trainees should submit the completed form and required documentation (i.e., a copy of the catalog description of the course, and the course syllabus) to the program coordinator. The program coordinator and the faculty member who teaches the required course will review the documentation to determine if the requested exemption is equivalent to the required course. The program coordinator will notify trainees, in writing, if the course exemption request is approved or denied.

## Admission to the Doctoral Program

During the first two years in the specialist program, trainees may request admission to the doctoral program, which is a more extensive graduate training program. Trainees must meet with each School Psychology faculty member to discuss their request. Then, trainees should submit a written letter to the program coordinator requesting admission to the new program. The letter should describe how the doctoral program better meets the trainee’s needs and professional goals. Granting the request is subject to space and availability in the new doctoral class. The School Psychology Coordinating Committee will consider admission requests during the last two weeks of the semester. The Coordinating Committee will notify trainees, in writing, of its decision. If the request is approved, trainees will receive information from the Graduate Programs Office about applying to the doctoral program.

## Program Admission

Trainees are officially admitted to the specialist program, department, and University when they enroll in courses for their first semester of graduate study. However, to be considered fully admitted to the specialist program, trainees must pass the Test of Academic Proficiency by the end of their first year. The Test of Academic Proficiency is administered by the Illinois State Board of Education (ISBE). Trainees must pass the Test of Academic Proficiency by August 15 (i.e., before the start of the fall semester of the second year in the specialist program). For information about the Test of Academic Proficiency, trainees should review the [Lauby Teacher Education Center website](http://education.illinoisstate.edu/teacher_education/gateway1/tap.shtml).

The ISBE will also accept official ACT or SAT scores, in lieu of passing the Test of Academic Proficiency. Based on when the ACT was taken, the following scores apply:

* ACT taken pre-September 2015 requires a composite score of 22 and E/W combined score of 19;
* ACT taken between September 1, 2015 and September 9, 2016 requires a minimum composite scores of 22 and Writing score of 16; or
* ACT taken post-September 10, 2016 requires a minimum composite score of 22 and Writing score of 6.

The SAT must have a composite score of 1030 for critical reading plus mathematics (old format before March 2016) or a composite score of 1110 on the evidence-based reading and writing +Math (new format after March 2016). Trainees should request their scores be sent to the ISBE directly from ACT or SAT. Trainees should use code 3001 to request an ACT score report. See [The ACT website](http://www.actstudent.org/scores/send/) for information about sending an official report to the ISBE. Trainees should see the [SAT website](http://sat.collegeboard.org/scores/send-sat-scores) for information about how to send a SAT score report to the ISBE. The SAT score report should be sent to the Illinois State Board of Education, Division of Educator Licensure, 100 North First Street, S-306, Springfield, IL 62777. ACT and SAT scores do not expire but they must meet the current ISBE requirements.

Trainees should create an account in the ISBE’s [Educator Licensure Information System](http://www.isbe.net/ELIS/default.htm) (ELIS) to confirm their score report meets the composite score requirements. For assistance in creating an ELIS account, please review the ISBE training video at [ELIS Account Creation](https://vimeo.com/180601205).

Sixty days after requesting the score report, trainees can check their ELIS account to verify the ACT or SAT core report was accepted. If an ACT or SAT score report is received at the ISBE before an ELIS account is created, the report is held for 30 days until trainee’s account is available. After 30 days, the score report may not be credited to trainee’s ELIS account. The ISBE will not return official score reports to trainees if the score does not meet the requirements or is more than 10 years old.

## Program Logs

Trainees must keep logs related to their first year fieldwork, second year practica, and internship. The logs are developed using a Microsoft Excel file format. The Specialist Excel Log is available on the [Specialist Forms website](http://psychology.illinoisstate.edu/Graduate/school/specialistschool.aspx).

The Specialist Excel Log was developed to facilitate monitoring fieldwork and practicum activities by trainees’ University supervisors, and to provide information for internship and licensure applications. One of the advantages of using this Excel Log is the ability to aggregate the data and summarize information based on the focus of interest. Categories are also operationally defined. Trainees should use the Specialist Excel Log to record:

1. Courses—enter the course number for:

* PSY 498.05 First Year Fieldwork in School Psychology
* PSY 436.04 Practicum: Psychoeducational Assessment
* PSY 436.05 Practicum: Psychosocial Assessment
* PSY 498 Professional Practice in School Psychology (Internship)

2. Site Supervisor(s)—enter name and email address for:

* School psychologist or other designated supervisor, Head Start teacher, and advanced doctoral trainee supervisor for PSY 498.05
* Psychoeducational supervisor for PSY 436.04
* Psychosocial supervisor for PSY 436.05
* Faculty member coordinating the internship for PSY 498

## Portfolio

Specialist trainees must develop a portfolio that includes a collection of their work samples completed during their training and internship. The portfolio is discussed in PSY 472 Legal, Ethical, and Professional Issues in School Psychology during the first semester in the program. Artifacts should be added to the portfolio at the end of the first semester, second year practica, and during the internship. The portfolio is used as an embedded performance-based evaluation that is reviewed and evaluated by the School Psychology faculty. The portfolio must include:

* A cover page and table of contents
* Curriculum vitae
* A 1 to 2-page personal statement of the trainee’s philosophy of school psychology and goals for practice
* A practicum log summary (first year fieldwork and practica) that identifies areas of counseling, assessment/intervention, age groups, referral concerns and types of referral (e.g., individual, group, family); and consultation information
* A copy of the Internship Log
* A selection of artifacts that reflect the trainee’s best work based on program objectives and competencies (e.g., written case samples, videos, supervisor statements, evaluation letters, etc.)

The portfolio artifacts should represent each of the NASP Professional Standards and only artifacts completed during the internship can be included in the final portfolio submitted at the end of the trainee’s internship (i.e., trainees should remove all artifacts from the previous two years). Trainees must write

* A brief description of each artifact
* A comprehensive account of how the artifact demonstrates competency for the specific NASP Professional Standard

If a single artifact is used for several NASP Professional Standards, trainees must provide a rationale explaining how the artifact relates to and illustrates trainees’ competency for the specific NASP Professional Standard. For example, if the same paper is used to demonstrate competency across the NASP Professional Standards related to diversity, data-based decision-making, and consultation, trainees must provide a different rationale for how the paper demonstrates their competency across each of the three areas.

At the end of the second year practica, trainees must include in their portfolio an intervention case from the psychosocial practicum and an intervention case from Academic Intervention Consultation Services. Case studies must include target goals, measurement of treatment outcomes, etc. Case studies are explained during practica seminars.

By the end of the internship, trainees are required to have completed two intervention case studies and must include these case studies in their portfolio. At least one case study should involve a student from a diverse background, with diversity being broadly defined as racial/ethnic, geographic, and/or sexual orientation. The intervention case studies must reflect at least one referral problem centering on emotional/behavioral concerns and at least one referral problem concerning academic/instructional concerns. These case studies are described below.

**Intervention Case Studies**

The purpose of the intervention case studies is to demonstrate that trainees possess the scientific knowledge and professional skills to collaborate with families, schools, and community-based professionals in designing, implementing, and evaluating interventions that effectively respond to the educational and mental health needs of children and youth. Trainees should be able to integrate knowledge and skills in delivering a comprehensive range of services that result in measurable and positive outcomes for children and youth.

The case studies must focus on a direct (behavioral intervention, counseling) or indirect (consultation) intervention that trainees were responsible for developing, implementing, and evaluating. Case studies must involve both academic and social/behavioral concerns and may reflect interventions conducted in a home, school, or community setting. Trainees should consult with school psychology faculty members and the University internship supervisor to determine the best cases for their portfolio. The case studies should be 8-10 pages long and address the following areas:

1. Background and Context of the Problem

* Identify problem in observable, measurable terms
* Describe present and expected level of performance
* Provide baseline data

2. Description and Analysis of the Problem

* Describe assessment procedures
* Discuss hypotheses
* Identify specific goals for the intervention

3. Intervention Design and Implementation

* Describe the intervention
* Describe the phases and steps in implementation of intervention
* Discuss the factors that effected the design and implementation of the intervention
* Discuss efforts to insure and assess degree of implementation integrity
* Discuss the collaboration efforts with family, school, and/or community-based individuals
* Provide a sample of all relevant intervention materials

4. Evaluation and Outcome of the Intervention

* Provide outcome data and discussion of results
* Provide a graphic presentation of data
* Discuss progress toward established goals
* Discuss the future needs for intervention/support

5. Provide Outcome/Impact Data including the following data for each of your cases:

* Target Behavior(s)
* Measure (e.g., rate or frequency count)
* Goal (i.e., expected level of performance)
* Baseline
* Treatment
* Percent of change
* Goal Met (Yes or No)

**Format for presenting Outcome Data**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Case** | **Age** | **Ethnicity** | **Target Behavior(s)** |  | **Measure** | **Goal: (i.e., Expected Level of Performance)** | **Baseline** | **Treatment** | **% of Change** | **Met Goal** |
| Example 1 | 10 | Caucasian | Talking out (decreasing target) |  | Rate | .5/minute | 5 | .5 | 90 | Yes |
| Example 2 | 12 | Hispanic | Academic Engagement (increasing  |  | Frequency Count | 75% of observed intervals | 23% | 68% | 196 | No |

**Formula**

**Example 1—Decreasing Behavior**

Target Behavior: Talking out (Decreasing Target)

Measure: Rate

Goal: .5/minute

Baseline: 5

% Change: 90

Goal Met: Yes

Example 1 – Decreasing Behavior

 Formula

 (Treatment-Baseline)/(Baseline)

[(.5 – 5)/5] \* 100%

= [-4.5/5] \* 100%

= -.9 \* 100%

= -90%

Stated: A 90% reduction of talking out was observed and the goal of meeting a rate of .5 talking out per minute or less was met.

**Example 2—Increasing Behavior**

Target Behavior: Academic Engagement (Increasing Target)

Measure: Frequency Count

Goal: 75% of observed intervals

Baseline: 23%

Treatment: 68%

Goal Met: No

 Formula

 (Treatment-Baseline)/(Baseline)

[(68 – 23)/23] \* 100%

= 196

Stated: A 196% improvement was observed. However, a goal of 75% of the intervals observed academic engagement was not met.

Trainees should review the scoring rubric (see Appendix D) for their portfolio content. For the Assessment Sources associated with each of the items, trainees should circle those Assessment Sources that are associated with the particular item or specify under “other” any additional sources.

**Reflection Papers**

A 5-page single-spaced reflection paper must accompany each intervention case study included in the portfolio. The reflection papers should describe the actions and decisions made during the assessment and intervention process, and demonstrate an understanding of a theoretical orientation and reliance on empirically-based research and professional literature. Trainees should critique their own professional decisions and practices, which should demonstrate continuing professional growth and development.

For each case study, trainees should address the following issues and questions in the reflection paper:

1. Identify and discuss the primary theoretical orientation or model that was selected to guide the intervention process. Provide a rationale for the selected theoretical orientation or model. How did the selected orientation or model affect the methods, decision, and outcomes of this intervention?

2. Identify the type of intervention used as either direct (behavioral intervention, counseling) or indirect (consultation) and explain the rationale for this selection. What efforts were made to assess the degree of implementation integrity for the intervention and what degree of implementation integrity was achieved? What are the benefits and limitations of the selected type of intervention given the primary concerns in the case? Would you choose a different type of intervention for a case like this in the future? Why or why not?

3. Discuss the empirical basis for the selected intervention. What other interventions, if any, did you consider? Provide a rationale for why the selected intervention was appropriate or not appropriate, based on the assessment data, the needs of the client, and the professional literature.

4. Discuss to what extent the intervention resulted in “measurable positive changes” for the client. Was the change sufficient? What are the primary factors that contributed to this positive change? Were there negative changes?

5. Discuss multicultural issues associated with the case study.

6. Discuss legal-ethical issues associated with the case study.

Trainees should submit their completed portfolio to the University internship supervisor. After receiving the portfolio, the University internship supervisor should complete the Portfolio Case Study Evaluation (Select Survey), which is available on the [Specialist Forms website](http://psychology.illinoisstate.edu/Graduate/school/specialistschool.aspx).

## Applied Research Experience or Master’s Thesis

Trainees must complete either an applied research experience or a master’s thesis. Trainees must decide which option during their first semester in the specialist program. If a trainee decides to complete a master’s thesis, the thesis proposal must be approved by February 15 of trainees’ second year in the specialist program. No exceptions, extensions, waivers, etc., will be granted for this deadline. Once the proposal has been approval by the thesis committee, trainees will not be allowed to switch to the Applied Research Experience option in lieu of the completing the master’s thesis.

**Applied Research Experience**

PSY 402 Applied Research Experience in School Psychology provides trainees with an opportunity to understand the process and skills in research collaboration. This research experience teaches trainees to be knowledgeable consumers and distributors of research as practicing school psychologists. Trainees who select the research experience option should enroll in PSY 402 for two credits for the fall and spring semesters. The School Psychology Coordinating Committee will select faculty supervisors for trainees based on trainees’ research interests and the applied nature of faculty research projects. Trainees and their faculty supervisors should complete the PSY 402 Applied Research Experience in School Psychology form, which is available on the [Specialist Forms website](http://psychology.illinoisstate.edu/Graduate/school/specialistschool.aspx). The completed form should be submitted to the program coordinator for approval. The approved form is submitted to the Graduate Programs Office so an override can be processed. Trainees must register for the PSY 402 section that identifies their faculty supervisors. The Graduate Programs Office will notify trainees when they can register for PSY 402.

Although trainees work with a faculty member on a research team, each trainee’s contributions should be distinct from the work of other team members. Trainees work on an applied research project for up to six hours per week per semester. This work may include assisting in the conceptualization of research questions, developing a research methodology, or collecting, analyzing, and interpreting data. During the spring semester, trainees must also register for the University Research Symposium and present a poster that reflects their research results. Additional presentations of the research project’s data are optional and negotiated with the faculty supervisor.

**Master’s Thesis**

If trainees decide to complete a master’s thesis, trainees should enroll in PSY 480.19 Research Seminar in School Psychology during the first semester in the specialist program. Trainees should review the [Specialist Thesis website](http://psychology.illinoisstate.edu/Graduate/school/specialistschool.aspx) for a thorough explanation of the department’s thesis procedures. The University’s format requirements for a thesis are identified on the Graduate School’s [Academics (Thesis Assistance) website](http://grad.illinoisstate.edu/academics/thesis-dissertation/). Trainees must also follow the writing style outlined in the *Publication Manual of the American Psychological Association* (6th edition, 2010) and must comply with the APA’s [Ethical Principles of Psychologists and Code of Conduct](http://www.apa.org/ethics/code2002.html) (2010) when conducting research. Trainees must enroll for a total of four to six credits of PSY 499 Master’s Thesis.

**Forming a Thesis Committee**

Trainees should discuss their research interests with department faculty and solicit a Graduate Faculty member to serve as the thesis committee chair. Graduate Faculty members are identified in the department’s section of the *Graduate Catalog*. After a faculty member agrees to serve as a thesis committee chair, trainees should complete the Department Approval of Thesis Committee Chair form, which is available on the [Specialist Thesis website](http://psychology.illinoisstate.edu/Graduate/school/specialistschool.aspx). Trainees should obtain the faculty member’s signature and submit the signed form to the program coordinator. This form also includes an override request to enroll in PSY 499 Master’s Thesis for the first thesis credit. The Graduate Programs Office will notify trainees when the Thesis Committee Chair form has been approved, and when trainees may register for PSY 499.

Trainees should work with their committee chair to select a second Graduate Faculty member to serve on the thesis committee. When the second Graduate Faculty member has agreed to serve on the thesis committee, trainees should complete the Department Approval of Thesis Committee form, which is available on the [Specialist Thesis website](http://psychology.illinoisstate.edu/Graduate/school/specialistschool.aspx). Trainees should obtain the faculty member’s signature and submit the signed form to the Graduate Programs Office for approval from the department chair. Based on Graduate School policy, a majority of the Thesis Committee must be full members of the Graduate Faculty. Therefore, if the thesis committee has only two committee members, both committee members must have full Graduate Faculty status. If one committee has an associate member of the Graduate Faculty, the Thesis Committee must have a second committee member who has full Graduate Faculty status.

After the thesis committee has been approved, trainees may request a change in their committee or thesis topic. Trainees should discuss any changes with their thesis committee chair. Trainees should complete the Change of Thesis Committee form, which is available on the [Specialist Thesis website](http://psychology.illinoisstate.edu/Graduate/school/specialistschool.aspx). If the requested change includes a new committee chair or member, trainees must obtain the signatures of their thesis committee chair, committee member, and the new committee chair or member. The signed form should be submitted to the Graduate Programs Office for approval from the department chair.

**Thesis Proposal**

Trainees should work with their thesis committee chair to review relevant literature and develop a thesis proposal, Trainees must publicly propose their thesis. Before the thesis can be proposed, trainees must complete a copyright check. The information about the copyright check is on the Proposal Approval Form, which is available on the Graduate School’s [Academics (Forms) website.](http://grad.illinoisstate.edu/academics/forms/) Trainees must complete page 2 of the Proposal Approval Form. If any of the boxes in the copyright checklist are marked, trainees must discuss their thesis with the [Copyright Officer](http://illinoisstate.libguides.com/libguides/Copyright) and obtain the Copyright Officer’s signature on the Proposal Approval Form before trainees can schedule their thesis proposal.

When they are ready to present their thesis proposal, trainees should contact the Graduate Programs Office to request a reader. The Graduate Programs Office will submit a request for a reader to the department. The reader is a psychology faculty member who is not affiliated with the graduate program of the thesis committee members. Readers are selected to represent the department in the thesis process. The Graduate Programs Office will notify trainees when a reader is assigned. Trainees must work with their thesis committee and reader to determine a mutually acceptable date and time for the thesis proposal. The thesis proposal must be presented between 8:00 a.m. and 5:00 p.m. Monday through Friday when classes are in session (i.e., excluding University holidays, final exams week, and semester breaks). When a date and time has been selected, trainees must contact the Graduate Programs Office to reserve a room for the thesis proposal. The Graduate Programs Office will notify the trainee when a room has been reserved.

Trainees must prepare a written thesis proposal. On page 3 of the Proposal Approval Form, trainees should fill in the information for their thesis committee chair and member, the department, and the Graduate Faculty status. The reader is not identified on this Form. If the thesis committee includes an individual who is not a member of the Graduate Faculty at Illinois State, trainees must request an exception for their thesis committee. The Proposal Approval Form includes a section on page 3 that must be completed to request the exception for the committee member. In this section, trainees must explain the qualifications of the individual to serve on the thesis committee. Trainees must also obtain a curriculum vita from the committee member, which should be attached to the Proposal Approval Form. Trainees must submit a written copy of the thesis proposal and the Proposal Approval Form to the Graduate Programs Office at least one week before the proposal date. The only signature on the Proposal Approval Form should be the Copyright Officer, if applicable. The Graduate Programs Office will announce the thesis proposal on the department’s email listservs and on the University’s Events website. The proposal date is also posted on the bulletin board across from the department’s office.

After the proposal has been presented and when it is accepted by the thesis committee, the committee members and trainee should sign the Proposal Approval Form. If trainees need to amend the thesis proposal, the Proposal Approval Form should not be signed until the changes have been made. Trainees should submit the signed Proposal Approval Form to the Graduate Programs Office. When the Proposal Approval Form has been signed by the thesis committee and the Compliance Requirements have been satisfied, if applicable, the Graduate Programs Office will submit the Proposal Approval Form to the department chair for approval. After the department chair’s approval has been obtained, the Graduate Programs Office will submit the Proposal Approval Form to the Graduate School for final approval. When the thesis proposal is approved by the Graduate School, trainees will receive a copy of the approved Proposal Approval Form in an email from the Graduate School.

**Establishing a ProQuest Account**

The University uses ProQuest, a national electronic database, for the submission of all theses. Trainees should establish a ProQuest account after their proposal has been accepted by their thesis committee. Information about establishing a ProQuest account is available on the Graduate School’s [Academics (Thesis Assistance) website](http://grad.illinoisstate.edu/academics/thesis-dissertation/) under the Plan your defense section. Trainee should access the [ProQuest ETD Administrator website](http://www.etdadmin.com/cgi-bin/school?siteId=493) and establish an account. The accepted proposal should be uploaded to ProQuest. If a ProQuest account is not created when the thesis proposal is accepted, trainees must establish the account and upload their theses before the Right to Defend form is submitted to the Graduate School for permission to schedule a thesis defense.

**Maintaining Continuous Registration**

Illinois State has a continuous registration policy that takes effect after the thesis proposal is approved and all program course work is completed. Trainees must register for at least one credit of PSY 499 each semester after they complete their coursework until their thesis is defended. According to the *Graduate Catalog*:

**Continuous Thesis Registration:** After the Thesis Proposal Approval form has been accepted in the Graduate School and a student has completed all coursework on the approved Degree Audit and registered for four to six of hours of 499 Master’s Thesis, the student is required to maintain continuous registration until the deposit of the final thesis in the Graduate School. The requirement for continuous registration may be fulfilled by maintaining registration of 1 hour of 499 or 499.01 (audit) each semester through the semester of degree completion. (Students registering for less than 9 credit hours in fall or spring, or less than 6 credit hours in summer will not have the insurance fee automatically assessed. See the Health Insurance section for further information.) The requirement for continuous registration does not apply during the summer term unless the student is graduating that term. Registration for 499.01 may be in absentia. If circumstances prohibit continuous registration, a student must request a leave of absence from the department or school and then from the Graduate School. Any student interrupting registration without obtaining a leave of absence must pay tuition for one credit hour of 499.01, at the current tuition rate, for each of the delinquent semesters upon reenrollment and/or reinstatement. Any student requesting reinstatement in a degree program after a lapse of one calendar year must complete an application for readmission.

**Thesis Research**

Before conducting any research involving human participants, trainees must receive approval of their research project from the University’s Institutional Review Board. The thesis proposal must include, in the methods section, a detailed explanation of how ethical requirements are satisfied (e.g., possible risks to participants, how such risks are minimized, confidentiality procedures, informed consent and debriefing procedures, etc.). Trainees must also comply with the department’s [Ethical Guidelines and Procedures for Research Using Human Participants website](http://psychology.illinoisstate.edu/research/ethical.shtml).

Before conducting any research involving animals, trainees must receive approval of the research project from the University’s Institutional Animal Care and Use Committee (IACUC). The thesis proposal must include, in the method section, a detailed explanation of how the ethical requirements for the care and use of animals will comply with the IACUC procedures. When an IRB or IACUC Protocol Number has been assigned to trainees’ thesis research, trainees should inform the Graduate Programs Office of this number.

**Defending a Thesis**

After the research has been conducted and data have been collected and analyzed, trainees must publicly defend their thesis. Trainees must have a current thesis uploaded to ProQuest. Although the thesis does not have to be fully formatted, it should contain all of the required thesis chapters. Trainees must complete and submit the Right to Defend form and supporting documentation, if applicable, to the Graduate School. The Right to Defend form is available on the Graduate School’s [Academics (Forms) website](http://grad.illinoisstate.edu/academics/forms/). The Graduate School will review the thesis in ProQuest. If the thesis is acceptable, the Graduate School will notify trainees by email that they may schedule their thesis defense. If the Graduate Programs Office is not copied on this email, trainees must forward the Graduate School’s email to the Graduate Programs Office at psygrad@ilstu.edu. The Graduate School’s right to defend notice must be received by the Graduate Programs Office before trainees can schedule a thesis defense.

The thesis defense must be presented between 8:00 a.m. and 5:00 p.m. Monday through Friday when classes are in session (i.e., excluding University holidays, final exams week, and semester breaks). When trainees, their thesis committee, and reader have determined an acceptable date and time for the defense, trainees should contact the Graduate Programs Office to reserve a room. The Graduate Programs Office will notify trainees when a room has been reserved for the defense. Trainees must submit a written copy of their thesis to the Graduate Programs Office at least seven days before the defense date. The Graduate Program Office will announce the thesis defense on the department’s email listservs and on the University’s Events website. The defense date is also posted on the bulletin board across from the department’s office.

Trainees must bring an Outcome of Defense form to the defense. The Outcome of Defense form is available on the Graduate School’s [Academics (Forms) website](http://grad.illinoisstate.edu/academics/forms/). After the thesis is defended and any changes to the thesis have been completed, if required, and the thesis is approved by the committee, the Outcome of Defense form should be signed by the thesis committee, which does not include the reader. Trainees must submit a copy of the signed Defense form to the Graduate Programs Office. Trainees must upload their final thesis to ProQuest to satisfy graduation requirements. The final thesis uploaded to ProQuest must be fully formatted and have a different submission date than the thesis reviewed by the Graduate School for the right to defend.

Trainees must complete the Final Deposit Checklist, which is available on the Graduate School’s [Academics (Forms) website](http://grad.illinoisstate.edu/academics/forms/). Trainees should follow the directions on the Checklist and submit the required documentation (i.e., completed Deposit Checklist, signed Outcome of Defense form, printed copy of the thesis, updated Copyright Checklist, if applicable) to the Graduate School.

If trainees are working on their theses over the summer and receiving supervision from their thesis chair, trainees must register for at least one credit of PSY 499. Trainees, who must maintain continuous registration after completing PSY 498 Professional Practice and after exhausting their PSY 499 credits, may apply for an economic hardship deferment that will halt interest accruing on student loans. Trainees should contact the Loan Servicing Center (1-800-848-0979 or 1-800-557-7394) to request an application.

## Training Sites

The Graduate Programs in School Psychology have a well-established relationship with training sites in local public school districts, private schools, and agencies that are approved for first year fieldwork, and practica experiences. These training sites are:

**Local Public and Private Elementary and Secondary Schools:** First year trainees are assigned to Unit 5 (McLean County) and District 87 (Bloomington) public schools, and member schools of the Livingston County Special Services Unit, Tri-County Special Education Association, and Woodford County Special Education District, and at local private schools. Trainees are assigned to elementary schools for two hours per week during their first year, and for one day per week for one semester during their second year as part of the psychoeducational practicum (PSY 436.04) in school buildings implementing Response to Intervention/Multitiered Systems of Support.

**Heartland Head Start (Bloomington-Normal):** Trainees are placed in a Head Start classroom for two hours per week during their first year fieldwork/practicum in the specialist program.

**Laboratory Schools:** Some trainees work with students enrolled in the ISU Laboratory schools: Thomas Metcalf School (grades pre-K-12) and University High School (grades 9-12).Trainees have an opportunity to observe effective teaching practices and consult with teachers, conduct psychoeducational evaluations, provide counseling services to children and their parents, and develop preventative mental health programs and classroom-based interventions (e.g., social skills training groups for children).

**Psychological Services Center (PSC):** The PSC is operated and maintained by the Department of Psychology for training, service, and research purposes. The PSC occupies the entire fourth floor of Fairchild Hall. The facility consists of ten rooms plus a large waiting area. The interview and testing rooms are equipped with video cameras connected to supervision rooms. A large room provides space for children to play and for family meetings. Rooms are also available for individual consultation. See the [PSC website](http://www.psychology.ilstu.edu/psc/index.shtml) for more information about the services identified below:

[Academic Intervention Consultation Services](http://psychology.illinoisstate.edu/psc/academicintervention.shtml): The service provides academic assessment and intervention services for students who demonstrate difficulty with basic academic skills, such as math, reading, spelling, and writing. This service also provides consultation services to parents and teachers of students who are struggling academically. Consultations and workshops on various topics are also provided at schools and for school districts.

[Child/Adolescent Intervention Service](http://psychology.illinoisstate.edu/psc/psychoeducational.shtml): The PSC provides either clinic-based or classroom-based intervention service. Clinic-based intervention involves individual counseling for students with troubling behaviors who are referred for treatment as a result of an evaluation or by a parent, school representative, physician, or social service agency. This service also provides individual and group counseling. Classroom-based intervention involves addressing a focal concern within a classroom group, such as social/communication skills or compliance with directions from a teacher.

[Child and Adolescent Assessment Service](http://psychology.illinoisstate.edu/psc/psychoeducational.shtml): This service provides psychological assessment for children and adolescents who are experiencing learning and/or adjustment problems. Also, assessment and parent/school consultation services are provided for children and adolescents gifted with advanced development.

[College Learning Assessment Service](http://psychology.illinoisstate.edu/psc/collegelearning.shtml): This service offers standardized testing primarily for college students with a history of learning disabilities or who think they might have learning disabilities. The value of testing is that results often clarify for college students exactly what, if any, diagnosable learning disabilities they might have. Plans can be designed for college students to adjust to new learning techniques and, if indicated, to seek assistance with the learning process.

[Multidisciplinary Psychoeducational Assessment Service](http://psychology.illinoisstate.edu/psc/multidisciplinary.shtml): This service includes staff representing the disciplines of school psychology, speech and audiology, special education, social work, and literacy. The primary objective of this service is the training of future school-based, pupil-personnel services, and educational specialists who function with an interdisciplinary orientation towards assessment and intervention. The multidisciplinary service provides these services for school-age children, adolescents, and their families.

[The Autism Place](http://psychology.illinoisstate.edu/psc/autism.shtml): The department also provides autism services through The Autism Place, which is funded by grants, donations and the University. Autism services include parent and teacher consultation, individualized intervention services in both clinic and home settings for children with autism, social skills groups, and specialized services for early childhood-age children. Trainees are assigned to TAP for two hours per week during their first year in the specialist program. Trainees also receive supervised experience at TAP during their second-year psychosocial practicum (PSY 436.05).

## First Year Fieldwork

Trainees enroll in PSY 498.05 First Year Fieldwork in School Psychology for the fall and spring semesters. First year fieldwork requires a minimum of 120 hours with two hours per week at each placement site (i.e., a school setting, a Head Start classroom, and The Autism Place). The purpose of the fieldwork is to gradually expose trainees to the culture and operation of schools and to familiarize trainees with the role and function of school personnel (e.g., school psychologist, principal, teacher, speech therapist, social worker, etc.). Trainees will also be exposed to other settings, where school psychologists may work (i.e., The Autism Place).

Trainees and their site supervisors should complete a fieldwork agreement for each of the placement sites. If the fieldwork/practicum site does not have an agreement, trainees and their supervisors should modify the appropriate PSY 498.05 First Year Fieldwork Agreement (i.e., for a public school or Head Start assignment) to identify the parties and the specific learning experience that is provided at the site. A sample agreement is available on the [Specialist Forms website](http://psychology.illinoisstate.edu/Graduate/school/specialistschool.aspx). The completed agreement should be submitted the program coordinator by September 1. An agreement is not required for placement at The Autism Place.

Trainees must consistently attend their placement sites, and actively participate in weekly individual and group supervision with their advanced doctoral trainee supervisors and faculty supervisors. Trainees are required to keep a log for each placement site. At the end of each week of their fieldwork/practicum, trainees should complete the PSY 498.05 Classroom Observation Guide and the PSY 498.05 First Year Fieldwork Weekly Observation Log, which are available on the [Specialist Forms website](http://psychology.illinoisstate.edu/Graduate/school/specialistschool.aspx). Trainees should submit the Classroom Observation Guide to their advanced doctoral supervisors; the Observation Guide and Weekly Log should be submitted to the site supervisors.

**Elementary School Field Placements**

At their field placements, trainees should observe in the classrooms, at intervention team meetings, and parent conferences, etc. After approximately 10-12 weeks of observation, trainees should begin to participate more directly, as deemed appropriate by the site supervisor in consultation with the University supervisor. Direct participation may include tutoring, assisting with group interventions such as social skills training, and collecting observational data for planning, implementing, and evaluating interventions developed by the building-based intervention teams. Some of these fieldwork activities may require permission from the parent(s). Trainees should check with the site supervisor to determine if parent permission is needed.

More specifically, elementary school placement activities may include:

* Compose a letter introducing yourself to the school faculty and staff
* Meet the placement site supervisor (school psychologist, guidance counselor, social worker, or principal) to explain your role and schedule; obtain a copy of the school calendar (including teacher meetings), school policies and handbooks; ask for a mailbox or space for messages
* Ask the site supervisor to ask the principal to make you part of the building email list
* Attend an early teachers’ meeting to introduce yourself
* Schedule a meeting with Dr. Swerdlik, the site supervisor, and yourself
* Interview the school principal or assistant principal about their role and function
* Interview a school staff member about their role and function in the school
* Review the building’s crisis intervention plan; obtain a copy of the plan from the site supervisor or building principal
* Interview a general education teacher about their role and perceptions
* Interview a special education teacher about their role and perceptions
* Interview a school psychologist about their role and perceptions
* Interview another school professional (school nurse, social worker, speech pathologist, etc.) about their role and perceptions
* Interview the person who coordinates the school’s group-testing program
* Inspect a student’s cumulative file, paying particular attention to school policy regarding these files (e.g., types of information in the file, provisions for the release of information, etc.)
* Review the school’s discipline policy
* Determine avenues of parent-school communication
* Attend a school board meeting
* Attend a policy council meeting (e.g., Head Start)
* Attend a PTA or PTO meeting
* Attend one teachers’ meeting (in addition to the meeting where you were introduced)
* Observe a parent-teacher conference
* Observe a vision-hearing screening or speech-language screening
* Observe bus, lunch, or recess supervision
* Review scope and sequence of reading curriculum for all grades at the school
* Review scope and sequence of math curriculum for all grades at the school
* Review scope and sequence of the written expression curriculum for all grades at the school
* Observe a reading class in at least two different grade levels
* Observe a math class in at least two different grade levels
* Observe written language (written expression) instruction
* Observe the various components of a prevention programs such as Positive Behavioral Supports (PBIS), I Can Problem Solve, or other social skills prevention programs
* Observe effective teaching strategies
* Conduct a curriculum-based measurement during the spring semester
* Observe a preschool assessment
* Observe a low-incidence assessment (e.g., vision, hearing-impaired, EMD/TMD)
* Attend a problem solving team meeting (which may have a different title in each building)
* Eat breakfast or lunch with teachers in the school building
* Tutor a student in reading and use a progress monitoring system
* Tutor a student in math and use a progress monitoring system
* Tutor a student in written language and use a progress monitoring system
* Observe a classroom at each grade in the school; pay particular attention to characteristics of the students, peer interactions, classroom environment, classroom discipline
* Observe a special education classroom in the school; pay particular attention to characteristics of the students, peer interactions, classroom arrangement, classroom discipline
* Attend an annual review of a student receiving special education services
* Attend an IEP meeting for a student being considered for special education services
* Adopt a classroom (i.e., spend extra time in one classroom to become familiar with the teacher and students)
* Spend a half-day with a school psychologist from the school district
* Observe special education programs at the junior and senior level
* Observe a session conducted by a speech pathologist
* Teach a lesson to a class
* Complete other activities as discussed with the site supervisor

More specifically, Head Start placement activities may include:

* Observe pre-school age children from diverse racial, ethnic, and socioeconomic backgrounds and note the rate of learning among the children (e.g., Do they seem to comprehend and remember certain lessons better than others? Is there a pattern among these lessons? Are there similarities with groups of children who learn quickly and within groups of children who learn slowly? Are there social implications for different rates of learning?)
* Observe the levels and types of play among the children (e.g., solitary, parallel, associative, constructive, sociodramatic, games with rules, etc. If a child is engaging in a higher or lower level of play than average, do other activities or behaviors differ from the norm?)
* Note the gender, age, and cultural differences and similarities so you can develop an understanding of norms among preschool-age children
* Determine if antecedent conditions precipitate aggressive or noncompliant behavior by difficult children and, if possible, try to alter the conditions and then observe the effects
* Notice children with symptoms of anxiety or depression, which is often overlooked, and research appropriate interventions
* Note children who might be ignored or rejected (e.g., If cliques form and some children are regularly left out, ask the teacher if he/she would approve of you structuring play situations to include the children who are ignored or rejected)
* Assist the Head Start school mental health consultants in completing their psychological assessments by observing children in the classroom, reviewing records, etc.
* Complete the ECKRES (classroom environment scale) in selected classrooms
* Tutor individual children in meeting their goals in their individualized plans
* Co-lead classroom sessions or conduct small group “booster sessions” or social skills training program (e.g., Second Step) (graduate students should be trained before implementing this activity in the classroom)
* Assist the Head Start teacher as appropriate
* Attend at least one center meeting for parents and one Head Start board meeting
* Assist with early literacy activities in the classroom
* Attend consistently and complete case presentations on individual children as part of Head Start supervision

The first year fieldwork/practicum exposes trainees to the school setting in a semi-professional capacity as they begin to master basic skills in observation, assessment, and academic and psychosocial intervention. Trainees are expected to know and understand professional issues that occur in general and special education at a level comparable to their coursework. Trainees should gain experience with children from preschool through early adolescence and with children of different racial, linguistic, cultural, and socioeconomic backgrounds. The first year fieldwork/practicum also provides an opportunity to monitor trainees’ progress as they begin to develop a knowledge-base and related professional skills in school psychology, and as they apply the skills associated with a data-oriented collaborative problem-solving model.

**The Autism Place Placement**

More specifically, TAP placement training goals may include:

* Working with children with autism spectrum disorders and other co-occurring disorders (e.g., attention deficit hyperactivity disorder, mood disorder, depression, and anxiety among others)
* Working with a social skills group, individual treatment team, or graduate and undergraduate clinicians
* Working with various methods of assessment
* Using various methods of data collection procedures
* Using data to inform treatment plans
* Working with applied behavior analysis, discrete trail training, pivotal response training, prompting, reinforcement procedures, and treatment goal formation
* Planning and leading activities within a treatment session
* Writing final reports
* Learning to form group and individualized behavior plans
* Collaborating with parents
* Overall professional development in a clinic setting

During the fall semester, trainees are expected to:

* Attend the TAP orientation session
* Participate in assigned social skill group, sibling group, or individual treatment team sessions
* Attend weekly treatment sessions and treatment planning meetings
* Help with data collection procedures
* Assist the second year trainee during each treatment session (e.g., help set up the room before the session begins, help with treatment session activities, preparing progress notes, cleaning up the room after the treatment session)
* Help the second year trainee with planning one treatment activity each week, during November and December

During the spring semester, trainees are expected to:

* Attend weekly treatment sessions and treatment planning meetings
* Provide assistance with data collection procedures
* Assist the second year trainee during the treatment sessions (e.g., help set up the room before the session begins, help with treatment session activities, preparing progress notices, and cleaning up the room after the treatment session)
* Observe the second year clinician’s interview with parents of a new client, if possible
* Lead one of the treatment activities each week after receiving help from the second year trainee with planning these activities, during February and March
* Attend at least three supervision sessions, beginning in March, with the second year clinician and their supervisor
* Review all session plans with a second year clinician and their supervisor during the supervision sessions
* Obtain feedback on session planners and group leadership skills from the second year clinician and their supervisor for each session that you planned and led
* Transition to leading all treatment activities, starting the first week of April, and help the second year trainee with planning the treatment activities
* Plan and lead all of the treatment activities, by the third week of April through the end of the spring semester
* Attend a parent meeting with a second year clinician to introduce yourself and your role in the treatment process
* Help with writing final reports (1-2)

If a first year trainee begins assisting a new group during the spring semester, the timeline identified above may be delayed, as needed.

## Fieldwork Supervision and Evaluation

At the public school and Head Start placements, first year trainees are supervised by advanced doctoral trainees who have completed supervision training and practice or are concurrently enrolled in PSY 536 Seminar and Practicum in Supervision of School Psychological Services. Doctoral trainee supervisors should meet every week with first year trainees for individual supervision. Supervision in the public school is also provided by the building school psychologist, social worker, counselor, principal or other supervisor. Each Head Start placement is also supervised by a Head Start teacher in the school. Trainees attend separate group supervision meetings with the Head Start mental health consultant assigned to the trainees’ classrooms. TAP placement supervisors may be either advanced doctoral or specialist trainees.

First year fieldwork trainees are evaluated by designated University and site supervisors. Trainees should complete a self-evaluation of their performance and the quality of all of their placements, which includes a list of actives performed at each placement site. If any activity is not completed, trainees should indicate, in the site evaluation, why they did not complete the activity and the implications for functioning in the school without the specific experience. All of the evaluation reports are used to determine trainees’ grades for each semester of PSY 498.05. The following evaluation forms must be completed at the end of each semester for the first year fieldwork/practicum:

* Practicum Trainee Reflection
* PSY 498.05 First Year Field Work in School Psychology Evaluation by Advanced Doctoral Students (Select Survey)
* PSY 498.05 First Year Field Work in School Psychology Evaluation by Site Supervisor (Select Survey)
* PSY 498.05 First Year Fieldwork Placement Trainee Self-Evaluation

These forms are available on the [Specialist Forms website](http://psychology.illinoisstate.edu/Graduate/school/specialistschool.aspx). Completed forms should be submitted to the program coordinator by the end of each semester.

When all of the evaluation forms are received for the fall semester, the program coordinator will complete the PSY 498.05 First Year Trainee Mid-Year Feedback Conference Summary for each trainee. The program coordinator will discuss the Conference Summary with each trainee. The trainees will receive a written copy of the Conference Summary. A copy of the PSY 498.05 First Year Trainee Mid-Year Evaluation is provided in the Sample Forms section below.

During the spring semester, trainees must also complete the Specialist Program Annual Progress Report form, which is available on the [Specialist Forms website](http://psychology.illinoisstate.edu/Graduate/school/specialistschool.aspx). The Progress Report must be submitted to the Graduate Programs Office by April 15. The program coordinator will receive the Specialist Program Annual Progress Reports from the Graduate Programs Office. The program coordinator will discuss the Progress Report with each trainee. Trainees will receive a copy of the Progress Report with the program coordinator’s comments.

## Practica

For the second year of the specialist program, trainees enroll, during the fall and spring semesters, in PSY 436.04 Practicum: Psychoeducational Assessment and PSY 436.05 Practicum: Psychosocial Assessment. The practica are for three graduate credits each semester, which allows trainees under close supervision to perform the roles and functions of a school psychologist. The practica are conducted in conjunction with courses in academic and psychosocial interventions, human development, and physiological psychology.

The psychoeducational assessment practicum includes work for the following PSC services:

* Academic Intervention Consultation Services
* Child and Adolescent Assessment Service
* Multidisciplinary Psychoeducational Assessment Service.

Trainees also shadow a school psychologist at schools that are implementing the Problem Solving/Response to Intervention (PS/RtI) model. Under this model, the supervising school psychologist is involved in assessing psychoeducational problems in the school using direct measures of academic behaviors-FBA and curriculum-based measures. Trainees work at a PS/RtI school site for one semester and at the PSC for one semester.

The psychoeducational practicum allows trainees to work with children and adolescents referred for a variety of educational problems. This work includes comprehensive psychoeducational assessment, and the development and implementation of direct and indirect academic interventions to address the referred concerns. Trainees also receive experiences related to the assessment, development and implementation of interventions by participating in school-based intervention teams.

In order to participate in the psychoeducational practicum, an agreement should be prepared by trainees, the school district field supervisor and district administrator, and the University supervisor. If the practicum site does not have an agreement, trainees and their supervisors should modify the PSY 436.04 Psychoeducational Practicum Agreement to identify the parties and the specific learning experience that is provided at the site. A sample agreement is available on the [Specialist Forms website](http://psychology.illinoisstate.edu/Graduate/school/specialistschool.aspx). The completed agreement should be submitted to the program coordinator by September 1.

The psychosocial practicum also includes working in other PSC specialty services, such as Child/Adolescent Intervention Services and Autism Services. Trainees may deliver mental health services in the schools through the outreach services provided at the PSC. When possible, trainees provide mental health services in the schools they were assigned to during their first year fieldwork. As part of the psychosocial practicum, trainees work with a variety of cases referred for psychosocial concerns, where they may conduct assessments and generate a variety of interventions. Direct and indirect interventions may include individual and group counseling, behavior management, collaborative consultation, and preventative mental health services.

As part of practica, trainees should continue to familiarize themselves with the roles, responsibilities, and functions of school psychologists and other pupil-service personnel, as trainees become familiar with the organization and operation of schools. After completing the two-semester practica and other appropriate courses, specialist trainees are eligible to seek an internship in school psychology.

## Practica Supervision and Evaluation

The psychoeducational and psychosocial practica are evaluated by trainees and the practicum supervisors at the end of the fall and spring semesters. Trainees are also required to evaluate each practicum site and the experiences and opportunities that were provided at each site. The following evaluation forms must be completed by the end of each semester:

* Practicum Trainee Reflection
* PSY 436.04 Psychoeducational Practicum Evaluation – SSP Trainee (Select Survey)
* PSY 436.04 Psychoeducational Practicum Evaluation – SSP Supervisor (Select Survey)
* PSY 436.05 Psychosocial Practicum Evaluation – SSP Trainee (Select Survey)
* PSY 436.05 Psychosocial Practicum Evaluation – SSP Site Supervisor (Select Survey)
* PSY 436.05 Psychosocial Practicum Evaluation – SSP University Supervisor (Select Survey)

These evaluation forms are available on the [Specialist Forms website](http://psychology.illinoisstate.edu/Graduate/school/specialistschool.aspx). The completed evaluations should be submitted to the program coordinator.

## Internship Eligibility

At the beginning of the spring semester of their second year in the specialist program, trainees should complete the Illinois State Board of Education’s Notification of School Support Personnel Intern Eligibility Status form (#73-44), which is available on the [Illinois State Board of Education website](http://www.isbe.state.il.us/forms_numerical1.htm). After accessing the website, trainees should scroll down to the Applications for Licenses section and click on the link for Form #73-44. Trainees should complete Section A and submit the form by January 31 to the Licensure Officer in the Cecil J. Lauby Teacher Education Center (56 DeGarmo Hall). After confirming the trainee has completed all academic requirements, the Licensure Officer will sign and seal Section B of the form. The Licensure Officer will return Form #73-44 to the trainee. When trainees have an approved internship site (see the Internship section below), trainees must submit Form #73-44 to the education district/agency where the internship was performed. The district/agency will complete the form and submit it to the ISBE. Trainees must also apply for licensure credentials in the [ISBE’s Educator Licensure Information System](http://www.isbe.state.il.us/ELIS/default.htm).

## Internship

In the third and final year of the specialist program, trainees enroll in PSY 498 Professional Practice in School Psychology for the fall and spring semesters. This nine-month internship is for a minimum of 1200 hours. The internship is the capstone experience of the specialist program in which interns begin to function independently as school psychologists while demonstrating the entry-level competencies articulated by the Graduate Programs in School Psychology and NASP.

The Graduate Programs in School Psychology have adopted the Internship Standards set forth in the 2010 [*NASP Standards for Graduate Preparation of School Psychologists*](http://www.nasponline.org/standards-and-certification/). The NASP Standards have been incorporated into the Illinois School Psychologist Association’s [*Illinois School Psychology Internship Manual*](http://www.niu.edu/psyc/graduate/school/docs/NIU_06_Internship_Manual_PART_1.pdf) (2006), which has been adopted by all state-approved school psychology graduate programs. The current Internship Manual is being revised to be more consistent with the new 2010 NASP Standards. Trainees will be notified when a revised *Internship Manual* is available.

Trainees should review *the Internship Manual* before searching for an internship site. The selection of an internship site is discussed with trainees at group meetings with current interns. Trainees must verify the eligibility of an internship site before seeking placement. The program coordinator will only approve internship plans for sites that meet the 2010 NASP Standards. Approval of an internship site is also contingent upon the site’s capacity to adequately provide a full range of experiences necessary to meet the specialist program’s training objectives. The program coordinator must also approve the field supervisor for the internship site. The NASP Standards relating to field-based supervision and evaluation include the following:

1. Supervision: Field-based internship site supervisors shall provide, on an average, at least two hours of direct supervision of each intern per week and may not supervise more than two interns at any time. The University internship supervisor shall not supervise more than twelve interns at any time. The University internship supervisor is responsible for regular contact with field supervisors and interns through scheduled site visits and telephone calls, conducting internship workshops twice a year, documenting the activities of the interns, monitoring the interns’ progress, and completing required semester evaluations for each intern.

2. Evaluation: The internship experience shall be systematically evaluated in a manner consistent with the training objectives of the specialist program.

After the internship site and field supervisor have been approved by the program coordinator, interns and their supervisors should complete an internship agreement that states the goals and objectives of the internship, the activities and responsibilities of interns, and the evaluation procedures. If the internship site does not have its own agreement, interns and their supervisors should modify the Specialist Internship Agreement for the parties and the specific learning experience. A sample agreement is available on the [Specialist Forms website](http://psychology.illinoisstate.edu/Graduate/school/specialistschool.aspx). The completed Internship Agreement should be submitted to the program coordinator by September 1.

Interns and their supervisors must develop an internship plan. The field supervisors should use the Specialist Internship Evaluation (Select Survey), which is available on the [Specialist Forms website](http://psychology.illinoisstate.edu/Graduate/school/specialistschool.aspx). The Specialist Internship Evaluation has been modified to reflect the 2010 NASP Standards. Based on the internship plan, interns, field supervisors, and the University internship supervisor should collaboratively determine interns’ training goals and monitor their progress. The Specialist Internship Evaluation, with the Intern’s Self-Rating column completed, should be submitted to the University internship supervisor by September 1. The Specialist Internship Evaluation should be updated at the end of the fall semester with the field supervisor’s mid-year rating and submitted to the University internship supervisor by December 1. At the end of the second semester of the internship, the Specialist Internship Evaluation should be updated for the final evaluation with the field supervisor’s summative rating and submitted to the University internship supervisor by June 1.

**Financial Issues during Internship**

Tuition waivers are not usually available for internship enrollment. If funding is available for a tuition waiver, the waiver is for only the value of in-state tuition and for one credit for both the fall and spring semesters. Trainees should establish Illinois residency at least six months before the start of their internship. Trainees admitted as out-of-state residents without residency reciprocity should complete the Registrar’s [Petition to Change Residency Status](http://registrar.illinoisstate.edu/downloads/petitionresidencystatus.pdf).

Trainees enrolled in internship are eligible for the University’s professional practice insurance coverage. Trainees must maintain health insurance either through the University or with private insurance coverage, and must submit the professional practice insurance coverage forms by the deadline for each semester. The Graduate Programs Office will send the insurance forms to trainees enrolled in internship.

## Internship Performance Indicators

The list below identifies activities interns might complete in order to demonstrate proficiency in each of the 2010 NASP Standards. However, interns are not required to complete all of the activities to demonstrate proficiency. The list should be used as a guideline in developing the Specialist Internship Evaluation based the needs of interns and school districts.

**Standard 2: Data Based Decision Making and Accountability**

School psychologists have knowledge of varied methods of assessment and data collection methods for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes. As part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery, school psychologists demonstrate skills to use psychological and educational assessment, data collection strategies, and technology resources and apply results to design, implement, and evaluate response to services and programs.

* Attending and participating in seminars and workshops designed to develop specific diagnostic and behavioral analysis skills, such as assessing students with low incidence visual or hearing impairments, autism, or health impairments
* Being exposed to a variety of referral questions including
	+ Eligibility for early entry into school
	+ Preschool screening programs
	+ Eligibility for special education and related services
	+ Difficulty with classroom management
	+ Children who have had difficulty in school for a number of years but whose problems and their causes have never been clearly determined
	+ Underachieving children
	+ Eligibility for participation in programs for gifted and talented students
	+ Retention or promotion
	+ Student behavior
* Comparing and contrasting NASP Standards and district policies
* Completing functional behavior assessments
* Creating/completing curriculum-based measurements (both benchmarks and norming)
* Completing classroom observations
* Conducting structured clinical interviews with students, parents, and school staff members
* Conferring frequently with the supervising school psychologist regarding collection of data, interpretation, report writing, etc.
* Consulting with administrators
* Consulting with parents
* Consulting with teachers
* Creating a database of community resources
* Creating charts/graphs to demonstrate obtained data
* Critiquing published tests
* Developing a resource directory for parents
* Developing IEP goals that align with regular education standards
* Developing instructional plans
* Developing intervention strategies
* Developing proficiency in behavior modification techniques, cognitive-instructional interventions, and models of alternative service delivery that link assessment to intervention
* Developing proficiency in the administration, scoring, and interpretation of a wide variety of diagnostic instruments, as well as in the appropriate use of observation and assessment approaches such as norm-referenced testing, portfolio assessments, performance based assessments, dynamic assessments, curriculum based assessments, and informal assessment techniques
* Developing and/or evaluating crisis plan
* Doing Internet research
* Participating in creating an in-service program
* Participating in school improvement activities
* Participating in team meetings
* Writing reports
* Reviewing the literature for new information
* Sharing/interpreting results of assessments
* Evaluating at-risk children and children with disabilities at various age and grade levels
* Observing children in various aspects of the school setting (i.e., behavioral observation and assessment of the learning and instructional environment)

**Standard 3: Consultation and Collaboration**

School psychologists have knowledge of varied methods of consultation, collaboration, and communication applicable to individuals, families, groups, and systems and used to promote effective implementation of services. As part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery, school psychologists demonstrate skills to consult, collaborate, and communicate with others during design, implementation, and evaluation of services and programs.

* Attending and participating in in-service training programs for teachers
* Attending IEP meetings
* Attending support team meetings
* Attending team meetings
* Becoming familiar with various models of consultation such as mental health, organization-development, and behavioral
* Learning from the supervising school psychologist or administrator about school policies, customary channels of communication, consultation procedures, etc.
* Being involved in pre-referral interventions
* Collaborating on multicultural issues within the district
* Communicating with community agencies
* Completing case studies
* Conferring informally with teachers, principals, and pupil-personnel services staff in the schools and developing the ability to function effectively in crisis situations
* Consulting with administrator
* Consulting with parents
* Consulting with a student
* Consulting with teachers
* Developing a resource portfolio for parents
* Developing and implementing various remediation or intervention strategies
* Developing intervention strategies
* Developing websites
* Keeping appropriate counseling notes
* Participating in consultative activities in other applied settings (e.g., community agencies, clinics, hospitals, etc.)
* Participating in case conferences with teachers, building principals, parents, representatives of community agencies, physicians, and specialized personnel in the school setting
* Participating in individual and/or group presentations
* Participating in team meetings
* Participating in the problem-solving process
* Participating in a pupil personnel services team session with joint responsibility for individual diagnostic cases
* Presenting at parent programs
* Providing consultation to instructional staff and students
* Providing in-service training
* Discussing the role and function of the school psychologist with the school staff
* Providing PowerPoint presentations
* Providing school board presentations
* Providing student counseling
* Securing confidential records
* Sharing professional development information
* Utilizing appropriate discretion in sharing information
* Utilizing appropriate staff communication
* Utilizing appropriate written communications
* Utilizing email communications
* Working with all students in collaboration with parents, teachers, and other specialized personnel, such as school social workers, school counselors, speech and language pathologists, etc.
* Writing newsletter articles

**Standard 4: Student Level Services**

**Element 4.1: Interventions and Instructional Support to Develop Academic Skills**

School psychologists have knowledge of biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curriculum and instructional strategies. School psychologists, in collaboration with others, demonstrate skills to use assessment and data-collection methods and to implement and evaluate services that support cognitive and academic skills.

* Applying appropriate criteria for disabilities and eligibility
* Being involved in wraparound services
* Collaborating with a variety of school personnel
* Collaborating with colleagues regarding IEP goals
* Communicating with on-site supervisor
* Completing curriculum-based measurements (benchmarks and/or norming)
* Completing functional behavioral assessments
* Completing Internet research for evidence based interventions
* Completing PowerPoint presentations regarding appropriate interventions
* Consulting with supervisors regarding alternative assessment measures
* Developing a database of community resources
* Developing and monitoring intervention strategies
* Interviewing administrators and/or teachers
* Joining email listservs
* Observing in classrooms
* Participating in school improvement teams
* Referring to outside agencies
* Analyzing your own performance
* Reviewing and analyzing records
* Reviewing and interpreting existing evaluation techniques
* Reviewing articles for evidence based interventions
* Using standardized tests appropriately
* Working collaboratively with teachers in developing and monitoring intervention strategies
* Working with students across all ages and diverse backgrounds

**Element 4.2: Interventions and Mental Health Services to Develop Social and Life Skills**

School psychologists have knowledge of biological, cultural, developmental, and social influences on behavior and mental health; behavioral and emotional impacts on learning and life skills; and evidence-based strategies to promote social-emotional functioning and mental health. School psychologists, in collaboration with others, demonstrate skills to use assessment and data-collection methods and to implement and evaluate services that support socialization, learning, and mental health.

* + Being involved in the problem solving process
	+ Being involved in transitional planning
	+ Completing a functional behavioral assessment
	+ Completing adaptive behavior scales
	+ Completing an interest inventory
	+ Completing case studies
	+ Completing classroom observations
	+ Creating simulations
	+ Determining developmental appropriateness of toys/projects
	+ Developing a resource directory for parents
	+ Developing an in-service program
	+ Developing instructional plans
	+ Developing intervention strategies
	+ Keeping logs
	+ Participating in reflective supervision
	+ Participating in team meetings
	+ Practicing and utilizing role plays
	+ Providing consultation to teachers, parents, administrators, and staff
	+ Providing parent programs
	+ Providing individual and/or group student counseling
	+ Analyzing your own performance

**Standard 5: Systems Level Services—Schools**

**Element 5.1: School-Wide Practices to Promote Learning**

School psychologists have knowledge of school and systems structure, organization, and theory; general and special education; technology resources; and evidence-based school practices that promote academic outcomes, learning, social development, and mental health. School psychologists, in collaboration with others, demonstrate skills to develop and implement practices and strategies to create and maintain effective and supportive learning environments for children and others.

* Attending a board of education meeting
* Attending building meetings
* Attending district meetings
* Attending support team meetings
* Attending team meetings
* Attending the meeting of all new school employees at the beginning of the year
* Developing a database of community resources
* Developing a resource directory for parents
* Developing an e-source portfolio for parents
* Developing a newsletter article
* Interviewing administrators of curriculum, special education, business, technology, etc.
* Interviewing an administrator and/or staff member
* Observing in various types of programs and classes
* Participating in grant writing
* Participating in the school achievement plan
* Reading selected materials regarding public school organization and innovative trends in education

**Element 5.2: Preventive and Responsive Services**

School psychologists have knowledge of principles and research related to resilience and risk factors in learning and mental health, services in school and communities to support multitiered prevention, and evidence-based strategies for effective crisis response. School psychologists, in collaboration with others, demonstrate skills to promote services that enhance learning, mental health, safety, and physical well-being through protective and adaptive factors and to implement effective crisis preparation, response, and recovery.

* Applying various interviewing techniques with students and parents to identify potential problems
* Attending mental health workshops
* Being involved in child find activities
* Being involved in preschool screenings
* Being involved in the problem solving process
* Being involved in wraparound services
* Completing a functional behavioral assessment
* Completing a record review (discipline referrals, attendance)
* Completing classroom observations
* Completing curriculum-based measurements (benchmarks and norming)
* Completing parent interviews
* Completing teacher interviews
* Consulting with health care professionals outside of school
* Developing intervention plans
* Maintaining an individual counseling load throughout the school year that includes regular and special education students
* Participating in character education
* Participating in the IEP team process
* Presenting health related workshops
* Providing consultation to parents, teachers, administrators, students, and staff
* Providing crisis intervention services to students, teachers, and administrators
* Providing group intervention or counseling, as directed by the supervising school psychologist
* Providing information sessions in general education classrooms
* Providing in-service training
* Providing parent presentations
* Reviewing and/or critiquing the district crisis intervention plan
* Supporting team participation
* Visiting mental health clinics and community resources

**Standard 6: Systems Level Services—Family-School Collaboration**

School psychologists have knowledge of principles and research related to family systems, strengths, needs, and culture; evidence-based strategies to support family influences on children’s learning, socialization, and mental health; and methods to develop collaboration between families and schools. School psychologists in collaboration with others demonstrate skills to 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 children.

* Attending conferences with representatives of community agencies concerning such issues as educational and therapeutic planning, referral, follow-up, etc.
* Attending meetings and becoming involved with parent groups, such as the PTO and local associations for parents of children with disabilities
* Attending support teams
* Becoming familiar with state and federal services and programs including vocational rehabilitation services, employment services, and regional programs for mental health
* Being involved in the school improvement plan
* Being involved in the student achievement plan
* Collaborating closely with parents
* Collaborating with other support staff
* Completing Curriculum-Based Measurements (benchmarks and norming)
* Consulting with the on-site supervisor
* Developing a resource directory for parents
* Developing evidence-based intervention strategies
* Developing problem-solving evidence-based intervention strategies
* Making referrals to community agencies
* Providing individual or/or group counseling
* Providing on-going home and school communication
* Visiting child guidance clinics, child welfare agencies, family service agencies, speech and hearing centers, juvenile courts, residential treatment centers, city and county health departments and residential centers for the blind, deaf, cognitively impaired, and physically disabled to discuss, with the director or appropriate personnel, the agency’s relationship to school psychological services
* Visiting community agencies
* Visiting other educational settings (more or less restrictive)
* Working cooperatively with community agencies and facilities to learn how and when to make referrals, procedures for obtaining and sending information about children, and the ethical considerations involved in this type of activity

**Standard 7: Diversity in Development and Learning**

School psychologists have knowledge of individual differences, abilities, disabilities, and other diverse characteristics; principles and research related to diversity factors for children, families, and schools, including factors related to culture, context, and individual and role differences; and evidence-based strategies to enhance services and address potential influences related to diversity. School psychologists demonstrate skills to provide professional services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds and across multiple contexts, with recognition that an understanding and respect for diversity in development and learning and advocacy for social justice are foundations of all aspects of service delivery.

* Attending Illinois School Psychologists Association conventions
* Attending NASP conventions
* Attending seminars and workshops
* Attending team meetings
* Being involved in an evaluation of a linguistically diverse student
* Being involved in the problem-solving process
* Comparing and contrasting NASP Standards with district policies
* Completing case studies in an unbiased manner
* Consulting with on-site supervisor
* Developing a database of community resources
* Developing an in-service program
* Developing an in-service program dealing with diversity
* Developing evidence based intervention strategies
* Developing instruction plans
* Developing parent programs
* Evaluating a child with a low incidence disability
* Participating in peer mediation
* Providing an individual and/or group presentation
* Providing consultation to teachers, parents, students, administrators, and staff
* Providing individual and/or group counseling
* Supporting team participation
* Analyzing your own performance

**Standard 8: Foundations of School Psychologists’ Service Delivery**

**Element 8.1: Research and Program Evaluation**

School psychologists have knowledge of research design, statistics, measurement, varied data collection and analysis techniques, and program evaluation methods sufficient for understanding research and interpreting data in applied settings. School psychologists demonstrate skills to 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, and program evaluation to support effective practices at the individual, group, and/or systems levels.

* Assisting in the identification of critical problems that lend themselves to research
* Attending team meetings
* Completing a University-based project (e.g., thesis)
* Conducting research or special studies and completing a research project, if applicable
* Conducting simple, informal types of evaluation studies in the schools
* Consulting with site and University supervisors
* Critiquing published tests
* Developing charts and/or graphs to demonstrate information
* Developing evidence-based intervention strategies
* Developing instructional plans
* Evaluating the effectiveness of recommended special education placements
* Interpreting research findings for teachers, parents, and administrators
* Participating in meetings of committees established to examine areas of concern to the school and/or district
* Participating in ongoing research or evaluation studies in the schools
* Providing or being involved in in-service programs
* Providing PowerPoint presentations
* Reading appropriate journals and texts dealing with psychological and educational research
* Reviewing literature
* Reviewing literature on research activities or problems of particular interest to the intern
* Assessing the intern’s effectiveness
* Writing a newsletter article
* Analyzing your own performance

**Element 8.2: Legal, Ethical, and Professional Practice**

School psychologists have knowledge of the history and foundations of school psychology; multiple service models and methods; ethical, legal, and professional standards; and other factors related to professional identity and effective practice as school psychologists. School psychologists demonstrate skills to provide services consistent with ethical, legal, and professional standards; engage in responsive ethical and professional decision-making; collaborate with other professionals; and apply professional work characteristics needed for effective practice as school psychologists, including respect for human diversity and social justice, communication skills, effective interpersonal skills, responsibility, adaptability, initiative, dependability, and technology skills.

* Affiliating with professional organizations such as the Illinois School Psychologists Association, Illinois Psychological Association, NASP, APA, Illinois Council for Exceptional Children, Children and Adults with Attention Deficit/Hyperactivity Disorder, Learning Disabilities Association *of America*, etc.
* Attending and participating in meetings about ethics, legal concerns, and social issues
* Attending and participating in meetings of the local school psychology staff, meetings of school psychologists from neighboring districts, as well as statewide and national meetings relating to the profession
* Attending meetings and conventions of professional school psychology organizations (local, state, and national)
* Attending professional seminars
* Attending team meetings
* Becoming familiar with professional standards governing school psychology adopted by NASP and APA
* Comparing and contrasting NASP Standards and district practices
* Completing case studies appropriately and ethically
* Conducting in-service training programs for school personnel
* Consulting with the site supervisor
* Developing a working knowledge of applicable state and federal regulations affecting the practice of school psychology
* Developing informational displays
* Developing charts and/or graphs to explain information
* Discussing with the site supervisor and administrator of psychological services the difficulties and possible solutions in organizing and administering psychological services
* Keeping logs
* Observing office and clerical procedures relevant to psychological services in the school;
* Observing school psychologists in other school systems (i.e., temporary assignments in another school system should be arranged, if at all possible)
* Participating in in-service training programs to develop new skills and refine acquired skills
	+ Attending building team meetings
	+ Consulting with teachers, coordinators, and curriculum supervisors
	+ Developing an understanding of the special needs of children with disabilities among the school staff and community groups
	+ Formulating recommendations on the development and implementation of special programs
	+ Identifying needs of the school system for special education programs
	+ Studying the proposals for special education programs
* Providing consultation to teachers, parents, students, administrators, and staff
* Reading selections from current professional publications regarding developments, trends, and issues in the fields of education and school psychology
* Receiving training experiences at the elementary and secondary levels and attending and participating in informal gatherings of school psychologists on a regular basis
* Reviewing literature
* Selecting current readings related to the multiple roles of the school psychologist
* Studying the district policy manual
* Studying the Illinois School Student Records Act and the rules and regulations that apply
* Studying the School Code of Illinois, The Illinois Administrative Code, Part 226, Subchapter F as well as the rules and regulations that apply

## Internship Supervision and Evaluation

Supervision requirements are identified in ISPA’s *Illinois School Psychology Internship Manual*, which is available on the [Specialist Forms website](http://psychology.illinoisstate.edu/Graduate/school/specialistschool.aspx). The University internship supervisor should work with interns and internship site supervisors to ensure that interns engage in activities that are consistent with program objectives and competencies. Regular communication should occur between the University internship supervisor and the internship site supervisor. Trainees should receive at least two hours of direct supervision per week. Procedures have been developed for providing evaluation and feedback during the internship, which include the following:

1. The University internship supervisor shall visit or call the internship site once or twice each semester. Any visits to the internship site shall include a separate consultation with the internship site supervisor and the intern(s).

2. The internship site supervisor shall submit two intern evaluations to the University internship supervisor (i.e., by December 1 for the fall semester, and by May 1 for the spring semester).

3. Interns shall submit weekly logs and periodic evaluation reports to the University internship supervisor.

4. The University internship supervisor shall conduct an all-day workshop at the University twice a year for in-state interns (i.e., during the fall and spring semesters). During these workshops, interns should discuss their internship experiences with each other and the University internship supervisor. Informational sessions with first and second year trainees are also held during the workshops.

5. If needed, periodic telephone conferences may be conducted between the internship site supervisor and the University internship supervisor, and interspersed between site visits.

6. If needed, periodic telephone conferences may be conducted between interns and the University internship supervisor, and interspersed between site visits and the workshops.

At the end of the spring semester, interns will receive a grade of “Deferred credit” from the University internship supervisor. After the department receives the internship site supervisor’s final intern evaluations and interns have submitted the internship site evaluations, the University internship supervisor will change the deferred credits to the earned grades for the internships.

The University internship supervisor should receive evaluation reports from interns and internship site supervisors: Specialist Internship Site Evaluation, which is completed by interns at the beginning of the fall semester, and the Specialist Internship Evaluation with a mid-year rating and a summative rating, which are completed by the internship site supervisor. These forms are available on the [Specialist Forms website](http://psychology.illinoisstate.edu/Graduate/school/specialistschool.aspx). In the summative evaluation, the internship site supervisor should make a recommendation regarding the endorsement of the intern for licensure. If the internship site supervisor, University internship supervisor, and School Psychology Coordinating Committee agree an intern should be recommended for licensure, the program coordinator will submit the recommendation to the Lauby Teacher Education Center for the intern’s license through entitlement as a school psychologist.

If there is a conditional endorsement or no endorsement for licensure, the interns and University internship supervisor should be aware of this fact before the summative evaluation is submitted. Every effort should have been made to help the interns complete the internship prior to the submission of the summative evaluation. If the University internship supervisor and Coordinating Committee concur with the internship site supervisor’s recommendation to deny the endorsement for licensure and the intern disagree with the decision, the intern may initiate the appeal procedures as provided by the specialist program. The intern may also request the Illinois State Board of Education (School Psychology Representative) serve as a mediator of the appeal.

## Examinations for Graduation and Licensure

Before the end of the fall semester of the internship (i.e., by December 1), trainees must pass the Content Test in School Psychology. The Content Test is administered by the Illinois State Board of Education. Trainees must register for this test on the [Illinois Licensure Testing System (ILTS) website](http://www.icts.nesinc.com/). Trainees can access and download test frameworks, study guides, and practice tests, and may review their test results on the ILTS website. The Illinois State Board of Education’s [Educator Licensure website](http://www.isbe.net/licensure/html/testing.htm) also provides the similar information.

For purposes of program accountability and self-assessment, trainees must also complete the PRAXIS II School Psychologist test by April 1, even if they are not seeking licensure in Illinois. The PRAXIS II test is administered by the Educational Testing Service (ETS). The test is available on the ETS [PRAXIS website](http://www.ets.org/praxis/nasp). The website also provides testing preparation materials. Trainee should submit a copy of their PRAXIS II test results by May 1 to the program coordinator.

## Degree Audit

Trainees must complete a Master’s Degree Audit before the end of the fall semester of the internship. Information about the form is available on the department’s [Degree Audit website](http://psychology.illinoisstate.edu/school/degreeaudit.shtml). Trainees should review the graduation deadline for submitting the Degree Audit, which is available on the Graduate School’s [Academic (Graduation and Commencement) website](http://grad.illinoisstate.edu/academics/graduation/). Outdated courses including any transferred credit that is beyond the 6-year degree limit, should not be included in the Specialist Degree Audit. The completed Degree Audit should be sent as an email attachment to the program coordinator by December 1. The program coordinator will submit the Degree Audit to the Graduate School. The Graduate School must approve the Degree Audit before trainees are eligible for graduation.

Trainees can amend an approved Degree Audit by completing the Request for Change in Graduate Degree Audit. Information about the form is available on the department’s [Degree Audit website](http://psychology.illinoisstate.edu/Graduate/degreeaudit.shtml). Trainees should discuss any changes to the Degree Audit with the program coordinator. The completed form should be printed, and signed. The program coordinator should submit the signed form to the Graduate School. The Graduate School has final approval of any change in the Degree Audit.

## School Psychology Licensure

Trainees should complete the Intent to File for Licensure form by December 1 of the internship. The form and instructions are available on the College of Education’s [Lauby Teacher Education website](http://education.illinoisstate.edu/teacher_education/licensures/). This form authorizes the Lauby Teacher Education Center to complete an initial evaluation of trainees’ eligibility for state licensure. Trainees should receive a copy of their evaluation approximately four weeks after submitting the Intent to File form.

To expedite the process after completing the internship, trainees should request an official transcript from the [University Registrar](http://registrar.illinoisstate.edu/transcripts/) that is designated as “AFTER DEGREE AWARD.” The Illinois State Board of Education (ISBE) is requiring electronic transcripts. Transcripts ordered for ISBE should identify ISBE as the recipient by indicating “ISBE/ELIS requirement” in the special instructions section of the transcript order. The transcript is uploaded to the trainee’s ELIS account by the Admissions and Records office or the Lauby Teacher Education Center. For more information, see the [Lauby Teacher Education website](http://education.illinoisstate.edu/teacher_education/licensures/) (see Graduate/Advance Licensure section). The transcript will indicate “All requirements are complete, the degree was conferred on (the graduation date)”, if applicable for the specific trainee. Trainees should also contact the Lauby Teacher Education Center by email to let the Center know the semester trainees are graduating. The email address for the Teacher Education Center is available on the website.

After completing the specialist program including all required Illinois State Board of Education (ISBE) exams, trainees will receive a recommendation for the Professional Educator License endorsement in School Psychology, Pre-K through 12th grade, and may sit for the Licensed School Psychologist examinations. Due to ISBE licensure requirements, the specialist degree must be conferred before recommendation for licensure is made. If all licensure requirements have been met, the Lauby Teacher Education Center will notify the Illinois State Board of Education, and will send trainees a letter with instructions for applying online for the Professional Educator License. The license, which is issued by the Illinois State Board of Education, allows graduates to work in the public schools as a school psychologist. Certain criminal convictions may preclude eligibility for a Professional Educator license in Illinois.

## Graduation

To be eligible for graduation, trainees must meet all curriculum requirements and complete the internship. Trainees should complete the Application for Degree Completion and Commencement Participation, which is available on the Graduate School’s [Academics (Graduation and Commencement) website](http://grad.illinoisstate.edu/academics/graduation/). The completed form and application fee should be submitted to the Graduate School by the application deadline. See the Graduation and Commencement website for the application deadline.

## Alumni

Many of our alumni are employed as school psychologists or administrators of school psychological services in Illinois and throughout the nation. A list of alumni is available from the program coordinator. The information includes names, home and work addresses, telephone numbers, and current positions of alumni.

## [Employm](#_Employment_Web_Sites)[ent](#_Employment_Web_Sites)

The [NASP Career Center website](https://www.nasp.com/resources/jobs/careerCenter.asp) has a list of nationwide employment sites for school psychologists. The [APA Careers website](http://www.psyccareers.com/jobs/) is the best source for employment opportunities in higher education.

## [Continuing Professional Development](#_Continuing_Professional_Development)

The Graduate Programs in School Psychology have a strong commitment to providing continuing professional development for licensed school psychologists. School Psychology faculty members provide “contract” courses for local school districts based on their needs (e.g., a recent contract course was offered on data-based decision making). The Graduate Programs also sponsor an annual School Psychology Institute. The Institute consists of a free half-day skill-based workshop for local school psychologists and an afternoon research colloquium. Recent Institute presenters have included Drs. Kris Varjas (assessing legal and medical issues in practice), Heather Ringeisen (child maltreatment and well-being) Joel Meyers (qualitative research and cyberbullying), Thomas Huberty (childhood anxiety disorders), Mark Reinecke. Other workshops for area professionals occur throughout the year. The Graduate Programs in School Psychology is a NASP- and ISBE-approved continuing education provider and Continuing Education Units are offered for qualifying professional development events.

## [Annual Program Assessment](#_Annual_Program_Assessment)

The Graduate Programs in School Psychology are committed to the goal of continuous self-evaluation in order to meet training needs of the field. The School Psychology Coordinating Committee annually reviews all program evaluation data. School Psychology retreats are held approximately every five to seven years or more often, if needed. The self-evaluation plan is presented below.

**Program Assessment Methods and Frequency**

1. Review grade point averages each semester for all trainees; a minimum 3.0 out of 4.0 is required.

2. Review field and University supervisor evaluations of trainees and the specialist program during first year fieldwork, psychoeducational and psychosocial assessment and intervention practica, advanced practica1, and internships. 2

3. Portfolios/Comprehensive Case Studies completed at the end of the internship year. 3

4. Review of results of the Illinois State Board of Education (ISBE) Content Test in School Psychology and the PRAXIS Exam.

5. Hold at least two meetings (or phone conferences) a year with internship site supervisors.

6. Review each trainee’s progress in the applied research experience or with the master’s thesis.

7. Review all faculty evaluations on trainees’ progress in the specialist program.

8. Hold individual meetings with principals at field sites about first year trainee placements.

9. Review the School Psychology Content Area Test for all graduates, ETS Praxis II exam results for trainees who applied for the Licensed School Psychologist, and the Exam for Professional Practice in Psychology results for graduates who apply for licensure. 1

10. Convene the Coordinating Committee twice a month with agenda items devoted to trainee concerns articulated by trainee representatives.

11. Convene a “Graduate Programs in School Psychology Informational Meeting” consisting of School Psychology faculty and trainees (specialist and doctoral) once a year in October or November.

12. Convene the School Psychology Community Advisory Committee meeting once each year during the fall semester.

13. Assess the program’s impact on children (e.g., Cases completed during psychoeducational and psychosocial practica cases and two case studies completed during internship). 4

14. Distribute employer and intern supervisor surveys at least every seven years.

15. Distribute alumni surveys at least every seven years.

16. Complete the NASP folio reviews every seven years.

17. Complete the Illinois Board of Higher Education specialist program review every seven years.

1 At a minimum for psychoeducational and psychosocial practica, trainees must receive a rating of 2.0 (performing at developmental level for a student at the end of spring semester/demonstrates readiness for specialist level internship) or higher in each area and overall to successfully pass the practicum with a grade of B in the spring semester of the second year to be endorsed for seeking an internship.

2 At a minimum for internships, trainees must receive a rating of 3 (Competent) for 80% of the performance indicators and receive the endorsement of the internship site supervisor to successfully complete the internship.

3 The Graduate Programs in School Psychology set the minimum passing score for portfolios/case studies that trainees must receive with a rating of Exemplary or Proficient for at least 80% of the Knowledge/Skill areas to receive a rating of Demonstrates mastery. If less than 80% are rated as Exemplary or Proficient it is understood that continued practice and supervision is needed.

4 The specialist program uses this factor for self-assessment purposes only and expects at least 80% of the total intervention goals developed by each cohort to be met.

## Appendix A: NASP Nondiscrimination and Equal Opportunity Policy



## Appendix B: NASP Domains Chart

|  |  |
| --- | --- |
| **Required Program Courses** | **NASP Standards** |
| **2** | **3** | **4.1** | **4.2** | **5.1** | **5.2** | **6** | **7** | **8.1** | **8.2** |
| PSY 347 Behavior Disorders in Children | X |  |  | X |  | X | X | X |  |  |
| PSY 402 Applied Research Experience in School Psychology |  |  |  |  |  |  |  |  | X | X |
| PSY 421 Advanced Behavior Modification | X | X |  | X |  | X |  |  | X |  |
| PSY 432 Theory and Practice of Cognitive Assessment | X |  |  |  |  |  |  | X | X | X |
| PSY 433 Social, Emotional, and Behavioral Assessment and Intervention | X | X |  | X |  | X | X | X |  | X |
| PSY 435 Academic Assessment and Intervention | X |  | X |  | X | X |  | X | X |  |
| PSY 436.04 Practicum: Psychoeducational Assessment | X | X | X | X |  |  | X |  | X | X |
| PSY 436.05 Practicum: Psychosocial Assessment | X | X |  | X |  | X | X | X | X | X |
| PSY 452 Seminar in Developmental Psychology |  |  | X | X |  |  |  |  |  |  |
| PSY 463 Brain and Behavior Relationships |  |  | X | X |  |  |  | X |  |  |
| PSY 472 Legal, Ethical, and Professional Issues in School Psychology | X | X | X | X | X | X | X | X | X | X |
| PSY 473 Theories and Techniques of Counseling: Children and Adolescents |  |  |  | X |  |  | X | X |  | X |
| PSY 474 Theory and Practice of Mental Health Consultation in the Schools | X | X |  |  | X | X | X | X |  | X |
| PSY 498.05 First Year Fieldwork/ Practicum in School Psychology | X | X | X | X | X | X | X | X |  | X |
| PSY 498.90 Professional Practice in School Psychology | X | X | X | X | X | X | X | X | X | X |
| C&I 407 Learning in Educational Settings |  |  |  |  | X |  | X | X |  | X |
| EAF 410 Research Methodology and Statistics in Education I |  |  |  |  |  |  |  | X |  |  |
| SED 422 Teaching Diverse Learners |  |  | X | X | X |  |  | X |  |  |
| SED 593.03 Computer Applications in Special Education |  |  | X |  |  |  |  | X |  |  |
| TCH 407 Learning in Educational Settings |  |  | X | X | X | X | X |  |  |  |

Standard 2: Data Based Decision Making and Accountability

Standard 3: Consultation and Collaboration

Standard 4.1: Interventions and Instructional Support to Develop Academic Skills

Standard 4.2: Interventions and Mental Health Services to Develop Social and Life Skills

Standard 5.1: School-Wide Practices to Promote Learning

Standard 5.2: Preventive and Responsive Services

Standard 6: Family-School Collaboration Services

Standard 7: Diversity in Development and Learning

Standard 8.1: Research and Program Evaluation

Standard 8.2: Legal, Ethical, and Professional Practice

## Appendix C: Important Program Deadlines

**First Year**

* Before the start of the fall semester, complete a physical examination and a criminal background check that may require fingerprinting; submit the results to the program coordinator
* By September 1, complete and submit the Graduate Assistant Health Insurance Certification to the Graduate Programs Office
* By September 1, complete and submit the Professional Practice Insurance Coverage and the Professional Practice Health Insurance Certification to the Graduate Programs Office
* By September 1, complete and submit the PSY 498.05 First Year Fieldwork Agreement (i.e., for a public school or Head Start assignment) to the program coordinator
* By October 30, graduate assistants must complete the Mandatory Governmental Ethics Online Training
* By January 31, complete and submit the Graduate Assistant Health Insurance Certification to the Graduate Programs Office
* By January 31, complete and submit the Professional Practice Insurance Coverage and the Professional Practice Health Insurance Certification to the Graduate Programs Office
* During the spring semester, register for the University Research Symposium and present a poster reflecting your research results (if not completing a master’s thesis)
* By April 15, complete and submit the Specialist Program Annual Progress Report to the Graduate Programs Office
* Before August 15, pass the Illinois State Board of Education’s Test of Academic Proficiency or submit official ACT or SAT scores

**Second Year**

* By September 1, complete and submit the Graduate Assistant Health Insurance Certification to the Graduate Programs Office
* By September 1, complete and submit the Professional Practice Insurance Coverage and the Professional Practice Health Insurance Certification to the Graduate Programs Office
* By September 1, complete and submit the PSY 436.04 Psychoeducational Practicum Agreement to the program coordinator
* By October 30, graduate assistants must complete the Mandatory Governmental Ethics Online Training
* By January 31, complete and submit the Graduate Assistant Health Insurance Certification to the Graduate Programs Office
* By January 31, complete and submit the Professional Practice Insurance Coverage and the Professional Practice Health Insurance Certification to the Graduate Programs Office
* By January 31, complete and submit the Illinois State Board of Education’s Notification of School Support Personnel Intern Eligibility Status Form #73-44 to the Licensure Officer in the Lauby Teacher Certification Center (56 DeGarmo Hall)
* By February 15, obtain approval of your master’s thesis proposal from your Thesis Committee (if not completing the applied research experience)
* By April 15, complete and submit the Specialist Program Annual Progress Report to the Graduate Programs Office

**Third Year (Internship)**

* By September 1, complete and submit the Professional Practice Insurance Coverage and the Professional Practice Health Insurance Certification to the Graduate Programs Office
* By September 1, complete and submit the Specialist Internship Agreement to the program coordinator
* By September 1, complete and submit the Self-Rating section of the Specialist Internship Evaluation to the University internship supervisor
* By December 1, update and submit (i.e., by the intern site supervisor) the Specialist Program Internship Evaluation with the mid-year evaluation to the University internship coordinator
* By December 1, complete the ISBE Content Test in School Psychology
* By December 1, complete and submit, as an email attachment, the Degree Audit to the program coordinator
* By December 1, complete and submit the Intent to File for Licensure form to the Lauby Teacher Education Center
* By January 31, complete and submit the Professional Practice Insurance Coverage and the Professional Practice Health Insurance Certification to the Graduate Programs Office
* By April 1, pass the Praxis II Exam in School Psychology
* By April 15, complete and submit the Specialist Program Annual Progress Report to the Graduate Programs Office
* By May 1, update and submit the Specialist Internship Plan and Evaluation with the summative evaluation to the University internship supervisor
* By May 1, submit the Praxis II Exam report to the program coordinator

Trainees must also comply with the Graduate School’s [Dates and Deadlines](http://grad.illinoisstate.edu/academics/graduation/) in order to satisfy their degree and graduation requirements. The deadlines vary each semester.

## Appendix D: Scoring Rubric for Portfolio and Intervention Case Studies

| **Description of Knowledge/Skills and Relevant NASP Domain of Training and Practice** | **Assessment Source** | **Proficient** | **Below Expectations** |
| --- | --- | --- | --- |
| Evidence of commitment to Continuing Professional DevelopmentDomain 2.1 | VitaePortfolio | Attends state conference and/or district professional development in-services | No conferences/district attendance or professional development in-services |
| Evidence of knowledge of general and special education, and understanding schools as systemsDomain 2.6 | Philosophy of school psychologyCase StudyReflection Paper | Adequate discussion of relationship of schools as systems and the role and function of school psychologist or school as a system in the analysis of the problem addressed in the case study | Minimal or no discussion of schools as systems and its relationship to the role and function of the school psychologist or the impact of schools as systems on results of case study |
| Evidence of knowledge of importance of multicultural sensitivity when working with individuals of diverse characteristicsDomain 2.5 | Philosophy of school psychologyCase StudyReflection Paper | Adequate discussion of importance of multicultural sensitivity for the school psychologist | Brief or no discussion of importance of multicultural sensitivity for the school psychologist |
| Evidence of involvement in professional organizationsDomain 2.10 | Vitae | Member of at least one professional organization | Not a member of a professional organization |
| Data-based Decision Making: Problem identificationDomain 2.1 | Case Study | Problem clearly defined but not clearly observable and measurable  | Problem not well defined |
| Data-based Decision Making: Preliminary data collection to verify the problemDomain 2.1 | Case Study | Systematic data collected | Incomplete or no data collected |
| Data-based Decision Making: Present and expected levels of performanceDomain 2.1 | Case Study | Adequate identification of present and/or expected levels of performance  | Minimal or no identification of present or expected levels of performance |
| Hypotheses are generatedDomains 2.1; 2.3; 2.4; 2.5; 2.7 | Case Study | Adequate data used to generate hypotheses | Minimal or no hypotheses presented and/or no data used |
| Assessment to test hypotheses is multi-methodDomain 2.1 | Case Study | Adequate assessment approaches/methods used only one type of direct measure or standardized norm reference tests | Assessment approaches/methods, used only standardized norm referenced tests |
| Assessment is multi-sourceDomain 2.1 | Case Study | Assessment methods draw on at least two sources (e.g., parents and teachers or teachers and child) | Assessment methods draw on one or no sources |
| Fully investigates the referral problemDomains 2.1; 2.3; 2.4; 2.5; 2.7 | Case Study | Contextual factors are identified | Contextual factors are not systematically explored nor investigated |
| Intervention is described and appropriately based on assessment data, the needs of the client, and the professional literatureDomains 2.3; 2.4; 2.5 | Case Study | Confirmed hypothesis used to plan sound interventions | Interventions not well planned nor linked to hypotheses |
| Intervention(s) is/are empirically supported/research basedDomains 2.3; 2.4 | Case StudyReflection Paper | Interventions implemented with at least one empirical support (no references provided) | Interventions have no identified empirical support |
| Prepare stakeholders to implement planDomains 2.2; 2.8 | Case Study | Some stakeholders involved in intervention planning process | Limited involvement of stakeholders |
| Effective collaboration with others in planning and decision making processes at the individual, group, and system levels, if not included in case studyDomain 2.2 | Portfolio | One example (minimum) of intern involvement in collaborating with others in planning and decision making processes at the individual, group, or system levels | No examples of intern involvement in collaborating with others in planning and decision making processes at the individual, group, or system levels |
| Intervention Implementation: Determine criteria for successful outcomeDomain 2.1 | Case Study | Observable, measurable criteria established | Criteria not established or are not measurable |
| Outcome data/progress monitoringDomain 2.1 | Case Study | Adequate data collected to evaluate baseline, monitor progress, and outcome | Limited or no data collected for progress monitoring |
| Implementation of the interventionDomains 2.1; 2.5; 2.5 | Case Study | Adequate discussion of the intervention as implemented including issues of time, place, treatment integrity, acceptability, sensitivity to client and system needs, and diversity | Minimal discussion of the intervention as implemented that lacks clarity and detail with regard to issues of time, place, treatment integrity, acceptability, sensitivity to client and system needs, and diversity |
| Progress Monitoring: Graphic presentation of dataDomain 2.11 | Case Study | An adequate graph (1-2 elements missing) that communicates results or outcomes and clearly linked to the progress monitoring system | A graph is not provided, or is unclear and confusing, and is not linked to the progress monitoring system |
| Evaluate the Goals and Hypotheses/Discussion of progress towards established goalsDomain 2.1 | Case Study | Adequate data used to determine that the goals have been met and the hypotheses tested | Minimal or no data used to determine that the goals have been met and the hypotheses tested. |
| Discussion of future needs for intervention/supportDomain 2.1 | Case Study | Ongoing data used to revise, adapt, or modify the intervention if changes are warranted may lack post revision additional data | Minimal or no ongoing data used to revise, adapt, or modify when changes appear to be warranted |
| Intervention resulted in “measurable positive changes” for the clientDomains 2.1; 2.3; 2.4 | Case Study | Interventions led to positive changes for the client | Interventions led to no or negative changes for the client |
| Evidence of providing relevant research findings to parents, school personnel, and the public through such means as in-servicesDomain 2.9 | Portfolio | At least one example of intern providing relevant research findings to stakeholders through written communications to parents, staff, and/or in-service presentations | No examples of intern providing relevant research findings to stakeholders through written communication to parents, staff, or in-service presentations |
| Evidence of ethical, legal, and professional behaviorDomain 2.10 | PortfolioProfessional Statement/Philosophy of school psychologyCase StudyReflection Paper | Adequate discussion of importance of legal and/or ethical behavior for the school psychologist | Minimal or no discussion of importance of legal or ethical behavior for the school psychologist |
| Evidence of knowledge of various service models and methodsDomain 2.10 | Professional Statement/Philosophy of school psychologyCase StudyReflection Paper | Adequate discussion of various service delivery systems related to the role and function of the school psychologist | Minimal or no discussion of various service delivery systems related to the role and function of the school psychologist |
| Evidence of knowledge of public policy development applicable to children and familiesDomain 2.10 | Professional Statement/Philosophy of school psychologyCase StudyReflection Paper | Adequate discussion of impact of state and federal laws (e.g., IDEA, Illinois Administrative Code C 226) on the role and function of the school psychologist | Minimal or no discussion of impact of state and federal laws (e.g., IDEA, Illinois Administrative Code C 226) on the role and function of the school psychologist |
| Evidence of use of multimedia resources to support and deliver oral presentationsDomain 2.11 | Portfolio | Oral presentation includes at least one use of PowerPoint, graphing programs, development of DVDs etc. | Oral presentation does not include the use of PowerPoint, graphing programs, development of DVDs etc. |
| Evidence of the use of technology when designing, implementing, and evaluating programs or interventions for clientsDomain 2.11 | Portfolio | Minimal use of one computer-based program such as AIMS-Web, DIBELS, or EXCEL for use in designing, implementing, and evaluating programs or interventions for clients | No evidence of use of computer-based programs such as AIMS-Web, DIBELS, or EXCEL for use in designing, implementing, and evaluating programs or interventions for clients |
| Evidence of appropriate development and implementation of primary or secondary prevention programsDomain 2.7 | Portfolio | At least one example of the intern’s involvement in the development or implementation of primary or secondary prevention programs | No examples of the intern’s involvement in the development or implementation of primary or secondary prevention programs |
| Evidence of knowledge of research, statistics, and evaluation methodsDomain 2.9 | Portfolio: thesis or applied research experience projectVitae | Research project (thesis or applied research project) presented at state conference, or local district/university research symposium | Research project (thesis or applied research project) not presented at state or national conference, or local district/university research symposium |
| Evidence of knowledge of research, statistics, and evaluation methodsDomain 2.9 | Portfolio | At least one example of a research project or program evaluation | No examples of a research project or program evaluation |
| Evidence of work with individuals and groups to facilitate policies and practices that create safe, supportive, and effective learning environments for children and othersDomain 2.6 | Portfolio | At least one example of the intern’s work with individuals and groups to facilitate policies and practices that create safe, supportive, and effective learning environments for children and others | No examples of the intern’s work with individuals and groups to facilitate policies and practices that create safe, supportive, and effective learning environments for children and others |

Impact Ratings

Academic Intervention Case Study:

Behavioral/Social-Emotional Intervention Case Study:

Record for each Case Study: (To be completed by the intern)

1. Subject Name

2. Age/Grade

3. Ethnicity and Gender

4. Target Behavior(s)

5. Measure

6. Objective/Goal (Expected Behavior)

7. Baseline Phase

8. Treatment Phase

9. Impact: Percent of Change, Goal(s) met, and Impact Measure (Treatment minus Baseline divided by Treatment multiplied by 100)

## Forms on the Specialist Forms Website

Click on the link to access the [Specialist Forms website](http://psychology.illinoisstate.edu/Graduate/school/specialistforms.shtml).

http://psychology.illinoisstate.edu/Graduate/school/specialistforms.shtml

### Course Exemption Request

### Discussion of Employment

### Portfolio Case Study Evaluation (Select Survey)

### Practicum Trainee Reflection (for PSY 498.05, 436.04, 436.05, and the 590 courses)

### PSY 402 Applied Research Experience in School Psychology

### PSY 436.04 Psychoeducational Practicum Agreement (sample agreement)

### PSY 436.04 Psychoeducational Practicum Evaluation – SSP Supervisor (Select Survey)

### PSY 436.04 Psychoeducational Practicum Evaluation – SSP Trainee (Select Survey)

### PSY 436.05 Psychosocial Practicum Evaluation – SSP Site Supervisor (Select Survey)

### PSY 436.05 Psychosocial Practicum Evaluation – SSP Trainee (Select Survey)

### PSY 436.05 Psychosocial Practicum Evaluation – SSP University Supervisor (Select Survey)

### PSY 498.05 Classroom Observation Guide

### PSY 498.05 First Year Fieldwork/Practicum Head Start Placement Agreement (sample agreement)

### PSY 498.05 First Year Fieldwork/Practicum Placement Trainee Self-Evaluation

### PSY 498.05 First Year Fieldwork/Practicum Public School Placement Agreement (sample agreement)

### PSY 498.05 First Year Fieldwork/Practicum Weekly Observation Log

### PSY 498.05 First Year Field Work in School Psychology Evaluation by Advanced Doctoral Students (Select Survey)

### PSY 498.05 First Year Field Work in School Psychology Evaluation by Site Supervisor (Select Survey)

### Specialist Excel Log

### Specialist Internship Agreement (sample agreement)

### Specialist Internship Evaluation (Select Survey)

### Specialist Internship Site Evaluation

### Specialist Program Annual Progress Report

## Forms on the Thesis Website

Click on the link to access [Specialist Thesis website](http://psychology.illinoisstate.edu/Graduate/school/specialistschool.aspx)

http://psychology.illinoisstate.edu/Graduate/school/specialistschool.aspx

### Change in Thesis Committee/Project

### Department Approval of Thesis Committee

### Department Approval of Thesis Committee Chair

## Forms on the Graduate School Website

Click on the link to access the appropriate website.

[Academic (Forms) website](http://grad.illinoisstate.edu/academics/forms/)

http://grad.illinoisstate.edu/academics/forms/

### Final Deposit Checklist

### Outcome of Defense Form

### Proposal Approval Form

### Request for Change in Graduate Degree Audit

### Request for Transfer of Credit

### Request to Extend Time to Degree

### Right to Defend Form

[Academics (Graduation and Commencement) website](http://grad.illinoisstate.edu/academics/graduation/)

http://grad.illinoisstate.edu/academics/graduation/

### Application for Completion of Degree and Commencement Participation

### Master’s Degree Audit

## Forms on Other Websites

These forms are available on several websites. Click on the specific link to access the website.

[Illinois Licensure Testing System website](http://www.icts.nesinc.com/)

http://www.icts.nesinc.com/

### Content Test in School Psychology

[Federal Student Aid website](http://www.fafsa.ed.gov/)

http://www.fafsa.ed.gov/

### Free Application for Federal Student Aid

College of Education’s [Lauby Teacher Education Center website](http://education.illinoisstate.edu/teacher_education/licensures/)

http://education.illinoisstate.edu/teacher\_education/licensures/

### Intent to File for Licensure

[ISBE Educator Licensure Information System website](http://www.isbe.net/ELIS/default.htm)

http://www.isbe.net/licensure/html/forms.htm

Scroll down to Requests for Approval and click on Form 73-44

### Notification of School Service Personnel Intern Eligibility Status (Form #73-44)

[ETS PRAXIS website](http://www.ets.org/praxis/nasp)

http://www.ets.org/praxis/nasp

### Praxis II Exam in School Psychology

College of Education’s [Lauby Teacher Education Center website](http://education.illinoisstate.edu/teacher_education/licensures/)

http://education.illinoisstate.edu/teacher\_education/gateway1/tap.shtml

### Test of Academic Proficiency

## Sample Forms

### Graduate Assistant Performance Evaluation

**Graduate Assistant Performance Evaluation**

**Semester and Year**

**Faculty Member: Student:**

Please evaluate your graduate assistant’s performance and discuss your evaluation with your GA. This data is used to determine future GA assignments. **The completed form should be completed by DATE.**

 Always Often Never N/A

GENERAL

1. Attends scheduled meetings on time 1 2 3 4 5 N/A

2. Is well organized 1 2 3 4 5 N/A

3. Performs paperwork tasks conscientiously 1 2 3 4 5 N/A

4. Is an asset to the efficient operation of my office/lab 1 2 3 4 5 N/A

5. Responds appropriately to feedback 1 2 3 4 5 N/A

6. Shows professional growth during the semester 1 2 3 4 5 N/A

7. Demonstrates enthusiasm 1 2 3 4 5 N/A

8. Is pleasant to work with 1 2 3 4 5 N/A

9. Presents self professionally in all clinical situations/settings 1 2 3 4 5 N/A

TEACHING

1. Is prompt and maintains office hours 1 2 3 4 5 N/A

2. Is pleasant and helpful to students 1 2 3 4 5 N/A

3. Is thorough and careful in completion of work 1 2 3 4 5 N/A

4. Understands and adheres to ethical principles 1 2 3 4 5 N/A

5. Is conscientious in carrying out assigned tasks in a timely manner 1 2 3 4 5 N/A

6. Presents lecture material in a well-organized manner 1 2 3 4 5 N/A

7. Is an asset to my teaching activities 1 2 3 4 5 N/A

RESEARCH

1. Provides useful input to research activities 1 2 3 4 5 N/A

2. Takes initiative in carrying out tasks 1 2 3 4 5 N/A

3. Is conscientious in carrying out assigned tasks in a timely manner 1 2 3 4 5 N/A

4. Understands and adheres to ethical principles 1 2 3 4 5 N/A

5. Is thorough and careful in completion of work 1 2 3 4 5 N/A

6. Is an asset to my research activities 1 2 3 4 5 N/A

Would you like to work with this graduate assistant in the future? Yes No

Were specific concerns discussed with your GA in a timely manner? Yes No

### First Year Trainee Mid-Year Evaluation

Illinois State University

Graduate Programs in School Psychology

**First Year Trainee Mid-Year Evaluation by Faculty**

**Please return this form to Mark Swerdlik by December 5**

To:

Trainee:

Course:

In order to provide feedback and to facilitate advisement, please use the scale below to evaluate this first-year School Psychology student compared to other graduate students. Thank you for your cooperation.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | Superior | Strong | Satisfactory | Somewhat Weak | Poor | Unable to Judge |
| Initiates ideas or activities |  |  |  |  |  |  |
| Attentive/Responsive to comments and ideas of others |  |  |  |  |  |  |
| Dependable and responsible |  |  |  |  |  |  |
| Sensitive/Aware of ethical issues |  |  |  |  |  |  |
| Expresses self well orally |  |  |  |  |  |  |
| Expresses self well in written work |  |  |  |  |  |  |
| Interest/Commitment to human services field |  |  |  |  |  |  |
| Likely effectiveness in field (job) placement |  |  |  |  |  |  |

Does the student need to make significant changes to continue in the graduate program successfully? ⬜ Yes ⬜ No

If yes, please explain below what changes are needed.

Faculty Member’s Signature Date

### Mid-Year Feedback Conference Summary

Illinois State University

Graduate Programs in School Psychology

**Mid-Year Feedback Conference Summary**

Trainee

Date of Conference

Information Reviewed

⬜ Fall Semester Site Supervisor’s Field Work Evaluations

⬜ Fall Semester Advanced Doctoral Trainee Supervisor Evaluation

⬜ Fall Semester Self-Evaluation of Field Work Performance/Goals for Next Semester

⬜ Fall Semester End of Year Faculty Evaluations

⬜ Fall Semester Grades

Formative Feedback:

⬜ Excellent Progress

⬜ Satisfactory Progress

⬜ Unsatisfactory Progress (Note concerns below and remediation plan)

Comments:

First Year Specialist Degree Trainee Date

Mark E. Swerdlik, Ph.D. Date

Coordinator,

Graduate Programs in School Psychology

### Remediation Plan

Illinois State University

Graduate Programs in School Psychology

**Remediation Plan**

This plan will be completed by the School Psychology Coordinating Committee and discussed with the trainee.

I. Competency Domain and Essential Components

II. Professional Competence Problem Behaviors

III. Expectations for Acceptable Performance

IV. Trainee’s Responsibilities and Actions

V. Supervisors’/Faculty Responsibilities and Actions

VI. Timeframe for Acceptable Performance

VII. Assessment Methods

VIII. Evaluation Dates

IX. Consequences for Unsuccessful Remediation

The supervisors/faculty with responsibilities or actions as described above agrees to participate in this Remediation Plan.

Supervisor Date

School Psychology Faculty Date

I, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, have reviewed the above remediation plan with my primary supervisor/advisor, any additional supervisors/faculty, and the director of training. My signature below indicates that I fully understand the above plan. I ⬜ agree or ⬜ disagree (check one) with the above decision. My comments, if any are below.

Note: If trainee disagrees, comments with a detailed description of the trainee’s rationale for such disagreement are REQUIRED. Additional pages for comments and rationale are acceptable.

Trainee Date

### Remediation Plan Summative Evaluation

Illinois State University

Graduate Programs in School Psychology

**Remediation Plan Summative Evaluation**

Follow-up Meeting(s)

Date(s)

In Attendance

I. Competency Domain and Essential Components

II. Expectations for Acceptable Performance

III. Outcomes Related to Expected Benchmarks (satisfied, partially satisfied, unsatisfactory)

IV. Next Steps (e.g., remediation concluded; remediation continued and plan modified, next stage in Due Process Procedures)

V. Next Evaluation Date (if needed)

Supervisor Date

School Psychology Faculty Date

I, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, have reviewed the above summative evaluation of my remediation plan with my primary supervisor/advisor, any additional supervisors/faculty, and the director of training. My signature below indicates that I fully understand the above summative evaluation.

I ⬜ agree or ⬜ disagree (check one) with the above evaluation. My comments, if any are below.

Note: If trainee disagrees with the evaluation and next steps, comments with a detailed description of the trainee’s rationale for such disagreement are REQUIRED. Additional pages for comments and rationale are acceptable.

Trainee Date