

ILLINOIS STATE UNIVERSITY

**Department of Psychology
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SCHOOL PSYCHOLOGY SPECIALIST PROGRAM 2025-2026 POLICIES AND PROCEDURES

*The SSP Program in School Psychology is accredited by the **National Association of School Psychologists (NASP)** and approved by the **Illinois State Board of Education (ISBE)**.*

School Psychology Coordinating Committee

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Introduction

Welcome to the Specialist in School Psychology (SSP) Program and the Department of Psychology at Illinois State University (ISU)! The Graduate Programs in School Psychology prepare trainees to provide the highest quality educational and mental health services for children and families. Our alumni become school psychologists in schools, mental health centers, hospitals, colleges and universities, and independent practice. They enter the profession with an understanding of the legal and ethical responsibilities of their practice and are sensitive to the needs of children and families based on a variety of cultural and individual differences and diversity including age, disability, ethnicity, gender, language, national origin, race, religion, culture, sexual orientation, and socioeconomic status.

The SSP Program's Policies and Procedures, which are updated annually, provide an extensive review of the requirements for completing a SSP 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 and the *School Psychology Programs Teams Site* for additional information.

Evolution of the Graduate Programs in School Psychology

- 1957 The first class of students graduated with a Guidance and Personnel-Counselor master's degree and were qualified to work as psychologists in the schools. Dr. Stanley S. Marzolf, a clinical psychologist is the director of the School Psychology Program.
- 1960 The degree is changed to School Psychologist-Counselor and the first class graduated.
- 1967 A separate degree program in school psychology is established. Dr. Audrey Grupe is hired as the program coordinator and served in this capacity until her retirement in 1987.
- 1976 The School Psychology Program received approval from the State of Illinois Teachers Certification Board to grant certification by entitlement.
- 1990 The Doctoral Program in School Psychology is established, and the first class is admitted.
- 1990 The School Psychology Program received approval from the National Association of School Psychologists (NASP).
- 1991 The Specialist in School Psychology (SSP) degree replaced the master's degree and the first class of SSPs graduated.
- 1997 The first PhD student graduated.
- 1998 The PhD Program is awarded accreditation by the American Psychological Association (APA). NASP approval was extended through 2003 for the PhD Program.
- 2001 APA accreditation was extended through 2005 for the PhD Program.
- 2003 The SSP and PhD programs received full approval from NASP.
- 2005 APA accreditation is extended through 2012 for the PhD program.
- 2006 This was the 50th Anniversary of the training of school psychologists at Illinois State. NASP approval was extended through 2016 for the SSP and PhD programs.
- 2012 APA accreditation is extended through 2019 for the PhD program and received full approval from NASP through 2019.
- 2017 The SSP program received full approval from NASP through 2023.
- 2020 APA accreditation is extended through 2029 for the doctoral program.
- 2024 The SSP program received its first full accreditation from NASP through 2031.

Conceptual Framework

The foundation of the Graduate Programs in School Psychology can be traced back to the College of Education and its mission to train teachers. The mission statement below, which is posted on the [College of Education's website](#), identifies the educational mission.

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 SSP program is fully accredited by NASP and approved by ISBE. Graduate programs with NASP accreditation 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 SSP Program are eligible to sit for the examinations leading to the credentials of a Nationally Licensed School Psychologist and Licensed School Psychologist in Illinois. NASP accreditation allows our graduates the ability to transfer credentials for employment to

other states.

The SSP 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 SSP 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 by providing equal opportunities, and an educational and work environment that is free of discrimination and respectful of individual differences based on the *university's policies*. 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. By providing a respectful and inclusive environment, the department prepares its trainees to be culturally sensitive and its graduates to function effectively in professional settings where diversity is embraced. We recognize the importance of cultural and individual differences, and the role of diversity in the preparation of school psychologists.

School Psychology Faculty

Dr. Brea M. Banks received her training in school psychology from Illinois State's APA Accredited and NASP-approved program. She completed an APA Accredited internship in pediatric psychology at the University of Nebraska Medical Center's Munroe-Meyer Institute. Prior to her current position, she worked at a university counseling center, primarily serving students holding minoritized identities. Her research includes the impact of microaggressions and minoritized students' experiences in education. Clinically, she has assessment and intervention expertise that includes but is not limited to the following presentations and concerns: attention- deficit/hyperactivity disorder, autism spectrum disorder, anxiety disorders, conduct problems, depression, learning disorders, and experiences related to racism and oppression. Dr. Banks is a licensed clinical psychologist and a school psychologist in IL. She is also the Director of the African American Studies Minor Program at ISU.

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 also coordinates the Academic Intervention Consultation Services and the Multidisciplinary Psychoeducational Assessment Service at the Psychological Services Center, which provides academic intervention and research services for students with academic difficulties. Dr. Cates is a Nationally Certified 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 & Kennedy Krieger Institute, and a postdoctoral fellowship at Emory University School of Medicine. Her research interests include research-to-practice issues, evaluating the efficacy of prevention and intervention programs, autism, and how language choice influences perceptions. She received over 6 million dollars in grants for her research and practice activities. Dr. Doepke is also the director of The Autism Place at Illinois State University, which is supported by grants, donations, and the university. She teaches various courses in assessment, consultation and treatment and supervises trainees in beginning and advanced practica. Dr. Doepke is a licensed clinical psychologist.

Dr. Adena B. Meyers received her training in clinical/community psychology from the University of Illinois in Urbana-Champaign. Dr. Meyers recently assumed the role of coordinator of the graduate programs in school psychology. Her research interests focus on contextual influences on child and adolescent development, with an emphasis on family-, school-, and community-based interventions designed to promote children's social and emotional functioning. She served as a consultant to the Collaborative for Academic, Social, and Emotional Learning, and as a program evaluator for numerous interventions in school and community settings. Her publications have focused on school- and community-based consultation; adolescent pregnancy, parenthood, and sexual development; integrated behavioral health; school-based preventive interventions; and the role of pretend play in child development. Her clinical interests include psychotherapeutic interventions related to stress and trauma, and mindfulness-based stress reduction. Dr. Meyers teaches PSY 440 Statistics: Data Analysis and Methodology, PSY 474 Theory and Practice of Mental Health Consultation in the Schools. She also supervises trainees in PSY 436A05 Practicum in Psychosocial Assessment and Intervention, and PSY 590 Advanced Practicum in settings such as a school-based health center and Head Start. Dr. Meyers is a licensed clinical psychologist.

School Psychology Coordinating Committee

The Department of Psychology is committed to maintaining the excellence of the Graduate Programs in School Psychology, and the School Psychology Coordinating Committee (SPCC) is directly responsible for program development and evaluation. The SPCC consists of the School Psychology faculty and two trainee representatives who serve for a two-semester term beginning in the fall. An SSP and doctoral student are elected to represent their respective degree programs as part of Graduate Association of School Psychologists (GASP) election each spring.

School Psychology Community Advisory Committee

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

The Graduate Association of School Psychology (GASP) at Illinois State was established to provide a forum to discuss issues pertaining to the Graduate Programs in School Psychology, advance professional ethics and skills, share knowledge and support among school psychology trainees, and allow for socialization opportunities for trainees. Doctoral and SSP trainees are members of this organization. Each year GASP members participate in the doctoral and SSP applicants' interview days during the spring semester, the orientation program for new trainees, and host social events. Trainees are also encouraged to join the [American Psychological Association](#) and the [National Association of School Psychologists](#) at the national level and the [Illinois School Psychologists Association](#) and [Illinois Psychological Association](#) at the state level.

Program Advisor

The Applied Research Experience (see below for more information) advisor is the academic and program

advisor for SSP trainees. This advisor is responsible for conducting the annual trainee evaluation and discussing the evaluation with each trainee, and consulting with trainees about accepting any employment outside the department. Academic advisement usually occurs each semester before advance registration. Trainees are responsible for seeking advisement before their assigned registration date but are encouraged to contact the coordinator as needed for professional guidance.

Trainees may request a change in their program advisor under unusual circumstances. Trainees should contact the program coordinator to request a new program advisor. Requests to change program advisors must be approved by the SPCC.

Peer Mentors

First-year trainees are assigned returning trainees who serve as peer mentors. The primary responsibility of peer mentors is to facilitate first year trainees' socialization in the SSP Program, department, university, and local community. This informal relationship is established prior to entrance into the program with letters sent during the summer from peer mentors to first year trainees.

Residency

The SSP Program's residency policy requires trainees to enroll for at least nine graduate credits for both the fall and spring semesters for the first two years of graduate study. Trainees have time to assume duties associated with assistantships, attend monthly program-sponsored meetings, 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

Some criminal convictions may preclude individuals from eligibility for licensure as a school psychologist in Illinois. Trainees will receive communication about completing background checks that are consistent with university policy prior to beginning practicum assignments. These background checks may include fingerprinting across practicum and graduate assistantship experiences. Background checks may include a fee that is at the trainee's expense. A copy of the completed background check must be submitted to the program coordinator.

Financial Assistance

Trainees are encouraged to complete the *Free Application for Federal Student Aid*, which is available on the [*Federal Student Aid website*](#). Additional information about financial support is available on the [*Graduate School's Funding website*](#). Information is also available on [*NASP's Loan Forgiveness website*](#) 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.

Funding

Graduate Teaching Assistantships

The department offers graduate teaching assistantships (GTAs) to as many trainees as possible based on available funding. A GTA includes a tuition waiver for the fall, spring, and summer semesters. For the GTA, 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 per week for half-time assistantships during the fall and spring semesters. Trainees must complete the assistantship application

and accept the graduate assistant offer, which is the university's employment contract. Refer to the *Graduate Assistant Handbook* for additional details about GTAs, including tax implications.

External Placements

The SPCC may also secure contracts with local cooperatives and districts to fund trainees. Funding for these external placements comes directly from the hiring cooperative or district instead of the university or department. The university enters an agreement with the site, and trainees complete a *Learning Plan Agreement* (see the *School Psychology Programs Teams Site*). External placement contracts include a stipend that is like the GTA stipend mentioned above, but the stipend is paid directly from the hiring unit. University-funded tuition waivers are not available for these external placements. Trainees may be required to sign a contract with the hiring cooperative or district and should follow any onboarding or training required by the cooperative or district.

Other Employment Opportunities

Trainees may apply for assistantships from other University departments or schools. Information about other assistantships is available on the *Human Resources website*. Trainees **must** consult with their program advisor before accepting any assistantships, employment, or other work-related commitments outside the department at any time including the summer months and during the 12-month internship. Trainees and their program advisor must evaluate the impact of any external commitments on the trainees' progress throughout the program, timely completion of all program requirements, and any possible conflicts of interest or dual relationships. Trainees and their program advisors must complete the *Discussion of Employment Form* (see the *School Psychology Programs Teams Site*), before any additional employment or commitment is accepted. The form should be submitted to the program coordinator.

Insurance Coverage

Health Insurance

Students who accept a Graduate Assistantship are responsible for reviewing the *Student Health Insurance website* and completing their *Student Health Insurance Certification Form*. Per ISU policy, graduate assistantships must have health insurance coverage for the duration of their assistantships. The Psychology Department's Graduate Programs Office will distribute the *Student Health Insurance Certification Form*. Graduate Assistants are responsible for submitting their *Student Health Insurance Certification Form* to the Graduate Programs Office by September 1 for the fall semester and January 31 for the spring semester. Students who acquire a summer graduate assistantship (usually hired for research grants), must complete the *Student Health Insurance Certification Form* by June 1.

Professional Practice Insurance

Students who are enrolled in practica and internships are required to have adequate health/accident insurance coverage during the entire period of participation. The Graduate Programs Office will distribute the *Professional Practice Student Health Insurance Certification Form* to qualified students. Students must complete and submit this form to the Psychology Department's Graduate Programs Office by September 1 for the fall semester, January 31 for the spring semester, and June 1 for the summer semester.

Confidential Records

Records related to a trainee's progress in the SSP Program including employment contracts, grades, evaluations, probation agreements, critical skill development plans, and correspondence related to these records, and so forth, are confidential. Access to such records is restricted to only SPCC and clinical supervisors who have a need to review such records. Trainee files are stored by the Graduate Programs Office in a secure OneDrive folder. The department retains trainee files and confidential records for 10

years after graduation to satisfy university. The records of trainees who are dismissed or who withdraw from the SSP Program are retained by the department for five years.

Retention of Records

Some department or university forms completed by trainees (e.g., tuition waivers, graduate assistant employment forms, professional practice insurance coverage, etc.) are retained as department records, and are subject to audit by the university. These records are retained in the department files in the Graduate Programs Office and are shredded based on the university's retention schedule for auditable records.

Ethical Treatment and Grievance Procedures

Psychology faculty members must follow the university's *non-discrimination policy* and the *APA's Ethical Principles of Psychologists and Code of Conduct*. Trainees who have concerns about fair treatment from faculty members or who feel 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 and to consult the *university's procedures for filing a complaint*. Consistent with its duty to provide an environment free from unlawful harassment or discrimination, ISU reserves the right to investigate any allegation of harassment or discrimination after receipt of sufficient evidence to sustain a claim.

The Graduate Programs in School Psychology also adopted *NASP's Nondiscrimination and Equal Opportunity Policy* (February 2012). The Graduate Programs are 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.

The SPCC recognizes that disagreements and conflict are a natural part of social interactions. Faculty and trainees at times may say or do things that others find offensive, but healthy resolution is the goal. When conflict occurs, trainees are expected to use the O.F.T.E.N. Model (Welch, 2001; see resource in the School Psychology Programs Teams drive), share feedback, and engage in open discussions in the pursuit of healing. Program faculty are available to help facilitate discussions as needed, with the hope that trainees learn to engage independently over the course of their training. It is up to the discretion of the program advisor in consultation with SPCC to implement a *Critical Skills Plan* for trainees who demonstrate difficulty resolving conflict and responding to feedback about behavior that is in violation of the above policy.

Academic Integrity

Illinois State University, the Department of Psychology, and the Graduate Programs in School Psychology, do not tolerate plagiarism and other forms of cheating. As graduate students, trainees are held to high standards of academic integrity. This applies to the use of generative artificial intelligence (AI). Use of resources like Chat GPT for completion of academic (e.g., reflection papers, presentations, mock interviews and role plays) and clinical work (e.g., progress notes, reports, supervisor evaluations) is instructor dependent, as course syllabi will include guidance and requirements. Any use of generative AI must be approved by instructors and cited appropriately. Any use outside of what is approved in course

syllabi may be interpreted as academic dishonesty and referred to the conduct office. See the [Dean of Students Academic Integrity website](#) for more information.

Social Media

Trainees are encouraged to reflect on the [APA Guidelines for the Optimal Use of Social Media in Professional Psychological Practice](#) that detail importance and relevance of social media and relevant ethical and professional issues. These guidelines have informed the implementation of the below social media policy:

Trainees are not permitted to text, email, or use any social media platforms (e.g., Facebook, Snapchat, Twitter/X, Instagram, TikTok) to exchange confidential information or share non-public information related to clients or Psychology Department students/faculty/staff. Violations of this policy may trigger the development of a Critical Skills Plan, which will be up to the discretion of the program advisor in consultation with the SPCC.

Time Limit to Complete Degree

Consistent with university requirements, the SSP degree must be completed in six years from the first semester of enrollment at ISU as a SSP student. According to the Graduate School, the deadline extends through the end of the fall semester if trainee's first enrollment is for the fall semester). For example, trainees who begin graduate study in the 2020 fall semester reach the 6-year degree limit at the end of the 2026 fall semester. The purpose of the time limit is to ensure that trainees are current in their field of study when degrees are conferred.

This time-to-degree 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 Master's/Specialist Degree Audit.

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](#). Trainees should submit the completed form to the program coordinator by April 1 prior to the trainee's 8-year limit. The program coordinator will discuss the extension with the SPCC. Extensions will not be routinely granted. If the extension request is approved by the SPCC, the program coordinator will submit the extension request to the Graduate School, which has final approval or denial of all extensions.

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 SSP Program, which strive for competency in:

- Applying the scientific problem-solving model in school-based settings
- 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
- Training in all areas of service delivery including assessment, direct and indirect intervention, consultation, prevention, and crisis intervention
- Implementing ethical and responsible culturally competent practice

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

Graduates of the SSP Program possess entry-level competencies to function as school psychologists in public or private schools. As such, the SSP Program curriculum, practicum, and internship experiences are consistent with the NASP Standards for Graduate Preparation of School Psychologists (2020), and the NASP Practice Model (2020), as listed below:

Practices that Permeate All Aspects of Service Delivery

Domain 1: Data-Based Decision Making

School psychologists understand and utilize assessment methods for identifying strengths and needs; developing effective interventions, services, and programs; and measuring progress and outcomes within a multitiered system of supports. School psychologists use a problem-solving framework as the basis for all professional activities. School psychologists systematically collect data from multiple sources as a foundation for decision making at the individual, group, and systems levels, and they consider ecological factors (e.g., classroom, family, and community characteristics) as a context for assessment and intervention.

Domain 2: Consultation and Collaboration

School psychologists understand varied models and strategies of consultation and collaboration applicable to individuals, families, groups, and systems, as well as methods 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 effectively with others.

Direct and Indirect Services for Students, Families, and Schools

Domain 3: Academic Interventions and Instructional Supports

School psychologists understand the biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curricula and instructional strategies. School psychologists, in collaboration with others, use assessment and data collection methods to implement and evaluate services that support academic skill development in children.

Domain 4: Mental and Behavioral Health Services and Intervention

School psychologists understand the biological, cultural, developmental, and social influences on mental and behavioral health; behavioral and emotional impacts on learning; and evidence-based strategies to promote social–emotional functioning. School psychologists, in collaboration with others, design, implement, and evaluate services that promote resilience and positive behavior, support socialization and adaptive skills, and enhance mental and behavioral health.

Domain 5: School-Wide Practices to Promote Learning

School psychologists understand systems structures, organization, and theory; general and special education programming; implementation science; and evidence-based, school-wide practices that promote learning, positive behavior, and mental health. School psychologists, in collaboration with others, develop and implement practices and strategies to create and maintain safe, effective, and supportive learning environments for students and school staff.

Domain 6: Services to Promote Safe and Supportive Schools

School psychologists understand principles and research related to social–emotional well-being,

resilience and risk factors in learning, mental and behavioral health, services in schools and communities to support multitiered prevention and health promotion, and evidence-based strategies for creating safe and supportive schools. School psychologists, in collaboration with others, promote preventive and responsive services that enhance learning, mental and behavioral health, and psychological and physical safety and implement effective crisis prevention, protection, mitigation, response, and recovery.

Domain 7: Family, School, and Community Collaboration

School psychologists understand principles and research related to family systems, strengths, needs, and cultures; evidence-based strategies to support positive family influences on children's learning and mental health; and strategies to develop collaboration between families and schools. School psychologists, in collaboration with others, design, implement, and evaluate services that respond to culture and context. They facilitate family and school partnerships and interactions with community agencies to enhance academic and social-behavioral outcomes for children.

Foundations of School Psychological Service Delivery

Domain 8: Equitable Practices for Diverse Student Populations

School psychologists have knowledge of individual differences, abilities, disabilities, and other diverse characteristics and of the impact they have on development and learning. They also understand principles and research related to diversity in children, families, schools, and communities, including factors related to child development, religion, culture and cultural identity, race, sexual orientation, gender identity and expression, socioeconomic status, and other variables. School psychologists implement evidence-based strategies to enhance services in both general and special education 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 through an ecological lens across multiple contexts. School psychologists recognize that equitable practices for diverse student populations, respect for diversity in development and learning, and advocacy for social justice are foundational to effective service delivery. While equality ensures that all children have the same access to general and special educational opportunities, equity ensures that each student receives what they need to benefit from these opportunities.

Domain 9: Research and Evidence-Based Practice

School psychologists have knowledge of research design, statistics, measurement, and varied data collection and analysis techniques sufficient for understanding research, interpreting data, and evaluating programs in applied settings. As scientist practitioners, school psychologists evaluate and apply research as a foundation for service delivery and, in collaboration with others, use various techniques and technology resources for data collection, measurement, and analysis to support effective practices at the individual, group, and/or systems levels.

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. School psychologists 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 effective interpersonal skills, responsibility, adaptability, initiative, dependability, technological competence, advocacy skills, respect for human diversity, and a commitment to

social justice and equity.

See Appendix A for a list of required program courses and the NASP domains addressed in each course.

Retention Standards and Evaluations

The SSP Program admits applicants each year with the expectation that trainees will complete their studies and graduate. The SPCC adopted the *Comprehensive Evaluation of Student-Trainee Competence in Health Service Psychology Programs Policy* developed by the *Student Competence Task Force of the Council of Chairs of Training Councils*:

Students and trainees in professional 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, professional 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 a remediation plan ; 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 of focus include the following:

Ethical Concerns

- Demonstrate a knowledge and application of *APA's Ethical Principles of Psychologists and Code of Conduct* and *NASP's Principles for Professional Ethics*
- Demonstrate a knowledge and application of statutes regulating professional practice
- Demonstrate a concern for client welfare
- Demonstrate an appropriate client-school psychologist relationship

Professional Department Issues

- Appropriate manifestation of professional identity (e.g., attire, behavior)
- Appropriate involvement in professional development activities (e.g., professional associations)
- Appropriate interaction with peers, colleagues, staff, trainees
- Awareness of impact on colleagues (faculty and trainees)

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

- Appropriate preparation
- Accept responsibility for learning
- Open to feedback and suggestions
- Apply learning to practice
- Willing to self-disclose and explore personal issues affecting professional process functioning
- Appropriately self-reliant
- Appropriately self-critical

Other Trainee Issues

- Effective management of personal stress
- Lack of professional interference because of own adjustment problems and/or emotional responses
- Develop realistic professional goals for self
- Appropriate self-initiated professional development (e.g., self-initiated study)

The SPCC evaluates the progress of each trainee to facilitate each trainee's personal and professional growth. It is important to maintain close working relationships between trainees and faculty so that policies and procedures can be implemented to maximize trainee development and growth. The SPCC recognizes that developmental stressors are inherent in the transition from undergraduate to graduate student and throughout 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 these factors may increase a trainee's sense of personal and professional vulnerability. Therefore, the supervision of trainees in the SSP Program is frequent and intensive. We strive to facilitate growth and minimize stress through such procedures and opportunities as orientation meetings, professional development and self-care activities, timely evaluations with suggestions for positive change, and contact with support providers including supervisors, advisors, mentors, and peer groups.

Retention Standards

Trainees must maintain good academic standing in the SSP Program with a minimum grade point average of 3.0 (on a 4.0 scale) for all academic and skill-related training (e.g., diagnostic assessment, intervention, and report writing).

If trainees earn a "C" or lower grade or an Incomplete in any required first- or second-year school psychology course (i.e., PSY 498A05 First Year Fieldwork in School Psychology, 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, or an equivalent course, PSY 472 Legal, Ethical, and Professional Issues in School Psychology, PSY 473 Theories and Techniques of Counseling: Children and Adolescents, and PSY 474 Theory and Practice of Mental Health Consultation in the Schools, PY 547 Advanced Child and Adolescent Psychopathology) trainees must petition the SPCC for permission to enroll in PSY 436A05 Practicum: Psychosocial Assessment and Interpretation and PSY 436A04 Practicum: Psychoeducational Assessment and Intervention during their second year in the program. The written petition should be submitted to the program coordinator for review by the SPCC.

If the SPCC approves the petition, trainees are placed on "probation" under intensive supervision. A *Critical Skill Development Plan* is prepared by the practicum instructors in collaboration with the instructor(s) of the course(s) in which trainees earned a "C" or lower grade or an Incomplete. Trainees on probation must comply with the developed plan. Practicum instructors will conduct mid-semester evaluations to determine if trainees on probation are allowed to continue in practicum. If the plan is not successfully completed, trainees on probation will not earn a passing grade in practicum and may be dismissed from the SSP Program. See the *School Psychology Programs Teams Site* for a copy of the *Critical Skill Development Plan*.

Practicum Performance

Trainees who earn a "C" or lower grade or an Incomplete in one or more semesters of PSY 436A04 or PSY 436A05 may not enroll in advanced practicum or seminar courses. If a "C" or lower or an Incomplete is earned, trainees may petition the SPCC to repeat the course. The written petition must explain why trainees think they will be successful if allowed to repeat the practicum experience. The

petition should be submitted to the program coordinator for review by the SPCC. Trainees may also request to meet with the SPCC. If the SPCC approves the petition, the trainee's graduate status is reviewed after the practicum course is repeated. If permission to repeat the course is denied or if trainees fail to earn a "B" or better grade in the repeated course, trainees will be dismissed from the SSP Program.

Evaluations

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

- Grades from each didactic course.
- First-year mid-year feedback conferences with the program coordinator that includes trainee receipt of a mid-year conference summary report (see the School Psychology Programs Teams Site).
- Supervisor completion of a summative survey aligned with program competencies at the end of the first and second semester of practica.
- Annual review of trainees' performance is based on the program's aims and competencies. Performance assessment data are based on course grades, field work and practicum supervisor evaluations, and an updated curriculum vitae. Additional evaluations are prepared based on field placement and practica experiences. The annual performance evaluation is reviewed with each doctoral trainee by their program advisor prior to the start of the next academic year. Trainees submit an *Annual Progress Report* to the program coordinator during the spring semester, which is reviewed with each trainee by their advisor at the end of the spring semester. Each trainee is provided a written summary of the review. If problems are identified, feedback is immediately provided to the SSP trainee.

Professional Competency Problems

The Graduate Programs in School Psychology broadly define behavior indicative of professional competence problems as interference with professional functioning that is reflected in one or more of the following functional areas and is evident in the classroom, field placement, or practica:

- 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
- An inability to control personal stress and/or excessive emotional reactions that interfere with professional functioning

Based on the SPCC's 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' identities and cultural experiences, 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 SPCC 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 SSP Program. Any actions taken by the SSP Program will be implemented in a manner consistent with the following due process procedures, which include but are not limited to:

- Providing written program expectations related to professional functioning
- Stipulating the evaluation procedures including when and how evaluations are conducted
- Articulating the procedures and actions involved in making decisions regarding professional competence problem behavior
- Using input from multiple professional sources when making decisions or recommendations regarding trainees' behavior
- Instituting a *Critical Skills Development Plan* addressing identified professional competence problems that provides a time frame for the expected remediation to occur, and identifies specific consequences if the *Critical Skills Development Plan* is not successfully completed
- Providing written documentation to all relevant parties of the actions taken by the SSP Program and the rationale for such actions
- Providing written procedures of how to appeal the SSP Program's decision
- Providing sufficient time for trainees to respond to any action taken by the SSP 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, their program advisor, and appropriate School Psychology faculty:

- Trainees are notified of specific areas of professional competence problems identified by School Psychology faculty.
- A plan to remediate the problems is developed by the SPCC, unless the professional competence problems are severe enough to warrant an immediate dismissal from the SSP Program
- The development plan will define the trainee's professional competence problem behavior(s), identify the expected behavior patterns or goals for the trainee, specify methods to reach such behaviors or goals, and designate a date for goal attainment and re-evaluation of the trainee.

During the remediation period, trainees have "probationary" standing in the SSP Program. If trainees choose not to accept the *Critical Skill Development Plan*, trainees are immediately dismissed from the SSP Program.

Critical Skill Development Plan 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:

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

- Increasing fieldwork experience
- Changing the format, emphasis, and/or the focus of supervision
- Recommending or requiring personal therapy when all parties involved have clarified the way therapy contacts are used in the development plan process
- Reducing clinical or other workload and/or requiring specific courses
- If appropriate, repeating a particular experience (e.g., practicum)

When trainees are re-evaluated, the SPCC will notify them, in writing, of its decision. The SPCC 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 SSP Program
2. Continue probation with an updated development plan and a new re-evaluation date
3. Counsel the trainee to voluntarily withdraw from the SSP Program
4. Dismiss the trainee from the SSP Program

If the SPCC dismisses a trainee from the program, the trainee has 14 days after receiving written notice of the dismissal to appeal the SPCC's decision. As part of the appeal process, trainees may ask the Department of Psychology to formally review the SPCC's decision; the appeal should be addressed to the Psychology 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, the program coordinator will submit a Request for Dismissal form to the Graduate School. If the dismissal request is approved by the Graduate School (university level), the trainee is dismissed from the SSP Program and university.

Program Curriculum

The most fundamental tenet of the SSP 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 program's curriculum incorporates courses in psychological and educational foundations, and the development of skills in assessment, intervention, preventative mental health services, collaborative consultation, and research. The SSP Program emphasizes the importance of knowledge and experience with a wide range of individual differences including ethnicity, gender, sexuality, age, culture, religion, race, and so forth. The curriculum also stresses the importance of legal and ethical issues guiding service delivery and research.

Coursework is integrated with over 1800 hours of field-based experiences during the three-year program, which includes first year fieldwork/practicum, two-semester practica during the second year, and a 9-month internship. These field experiences are sequenced to maximize integration with the curriculum to satisfy the training objectives of the SSP Program. The field-based experiences are designed to foster 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.

All SSP Program requirements are at the graduate level for a minimum of 57 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 (May be taken pass/fail or by passing a competency exam administered by the Department of Mathematics or by completing an approved correspondence course. Waived if trainees received at least a “B” in a college-level statistics course or obtain a 144 on the Quantitative Reasoning section of the Graduate Record Examination General Test.

Prerequisite Program Courses

- B or better in all first and second-year school psychology courses to enroll in the second year psychosocial and psychoeducational practicums.

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 doctorate 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 eight years old at the time of first registration into a degree program are not transferable from other institutions.”

ISU State should discuss this with their program advisor, and, if approved, submit to the Program Coordinator a copy of the transcript/transcripts needed to verify course work contained therein. The transcripts must then be submitted with the student’s Degree Audit.

Course Exemption

Trainees with graduate credits for courses taken at another institution may submit a course exemption request for required program courses. Trainees should complete the *Course Exemption Request* (see the *School Psychology Programs Teams Site*). Trainees should submit the completed form and required documentation (i.e., catalog description of the course and course syllabus) to the program coordinator. The program coordinator and the faculty member who teaches the course will review the documentation to determine if the requested exemption is equivalent to the required program course. The program coordinator will notify trainees of the outcome, in writing.

Admission to the Doctoral Program

During the first two years in the SSP Program, trainees may request a transfer to the Doctoral Program in School Psychology, which involves more extensive graduate training. The SPCC may request that trainees meet with them to discuss their request. Trainees should complete this application in GradCAS (contact the program coordinator for an access code), which will require a CV and a formal letter to addressed to the SPCC describing how the SSP Program better meets the trainee’s needs and professional goals. Granting a request is subject to space and availability in the applicable Doctoral cohort. The SPCC will consider new admission requests of first-year students during the last two weeks of the spring semester and at any time for students past the first year of training. The SPCC will notify trainees, in writing, of its decision.

Overview of Field Experiences

The SSP Program emphasizes the importance of field-based experiences in its mission to train competent

and effective school psychologists. Graduates of the programs become school psychologists who are socialized into the profession, understand the legal and ethical responsibilities of practice, and are sensitive to the needs of students and families from various racial, ethnic, linguistic, cultural, and socioeconomic backgrounds. Therefore, successful field-based experiences are essential in achieving the specific training objectives of the SSP Program. These objectives are:

- Competence in applying the scientific problem-solving model in school-based settings
- Competence in all areas of service delivery including assessment, direct and indirect intervention, and consultation
- Competence as consumers and distributors of research capable of evaluating current practices and contributing new knowledge to the field
- Competence in ethical and responsible practice
- Competence in acquiring a developing 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

The Graduate Programs in School Psychology have well-established relationships with training sites in local public-school districts, private schools, and agencies that are approved for first year fieldwork and practicum experiences. These training sites include but are not limited to:

- Heartland Head Start
- Local Public and Private Elementary and Secondary Schools
- Laboratory Schools
- Psychological Services Center (PSC)
- The Autism Place

First Year Fieldwork

The fieldwork experience exposes trainees to the culture and operation of schools and the role and function of school personnel. The first-year fieldwork offers trainees the opportunity to gain exposure to basic skills in observation, assessment, and academic intervention, and to apply the skills associated with a data-oriented collaborative problem-solving model. Trainees should develop an awareness of professional issues and broader concerns facing general and special education in conjunction with their first-year courses. Trainees also gain experience with children from preschool through early adolescence and with children of different racial, ethnic, linguistic, cultural, and socioeconomic backgrounds. Trainees comment on diversity issues in their required weekly logs submitted as part of this experience.

First year fieldwork involves a minimum of 136 supervised hours. Trainees enroll in PSY 498A05 First Year Fieldwork in School Psychology for the fall and spring semesters. Trainees are assigned for two hours weekly at a public-school for the full year and a Heartland Head Start (HHS) classroom and The Autism Place (TAP) for a full semester. The fieldwork aims to gradually expose trainees to:

- The culture and operation of schools,
- The role and function of school personnel (e.g., school psychologist, principal, teacher, speech therapist, school social worker, etc.), and
- Other settings where school psychologists may work (i.e., TAP).

Trainees and their site supervisors complete the PSY 498A05 First Year Fieldwork Agreement for each placement. The completed agreement should be submitted to the fieldwork coordinator by September 1.

Elementary School Field Placements

At their field placements, trainees should observe in classrooms, at problem solving team meetings, and

during parent conferences, and so forth. Trainees may participate more directly (e.g., tutoring, assisting with group interventions, collecting observational data), as deemed appropriate by the site supervisor as they progress through the semester. Some training activities may require permission from the caregivers(s).

As part of the elementary school placement, trainees may:

- Write 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 e-mail 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
- 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 a school professional (e.g., school nurse, social worker, speech pathologist) about their role
- Interview the person who coordinates the school's group-testing program
- Inspect a student's cumulative file, paying particular attention to 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; 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 a class 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

As part of the HHS placement, trainees may:

- Observe pre-school age children from diverse racial, ethnic, and socioeconomic backgrounds and note the rate of learning among the children
- Observe the levels and types of play among the children (e.g., solitary, parallel, associative, constructive, sociodramatic, games with rules)
- Note the gender, age, and cultural differences and similarities to 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 they 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.
- Tutor individual children in meeting their goals in their individualized plans
- Co-lead classroom sessions or conduct small group “booster sessions” of a social skills training program (e.g., Second Step)
- 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 children as part of Head Start supervision

As part of the TAP placement, trainees may:

- Join a treatment team delivering group services to autistic children, adolescents, or young adults.
- Read assigned materials and attend and actively participate in biweekly didactic training sessions
- Attend weekly treatment sessions and treatment planning meetings
- Assist with data collection procedures during group sessions
- Assist the second-year trainee during the treatment sessions (e.g., help with setting up the room before the session begins, help with treatment session activities, preparing progress notices, and cleaning up the room after the treatment session)

- Attend a parent meeting with a second-year clinician to introduce yourself and your role in the treatment process
- Attend at least one supervision session with the second-year clinician and their supervisor
- Gradually take an active role in leading social skills groups by mastering each of the following skills one at a time
- Summarize treatment data
- Write a progress note
- Plan a treatment activity
- Lead a treatment activity
- Write home connections
- Run a before or after group team meeting
- Make suggestions for at least one final report
- Attend a parent feedback meeting (if possible)

At the end of each week during the fieldwork experience, trainees should complete the *PSY 498A05 First Year Fieldwork/Practicum Weekly Reflection Logs* (see the *School Psychology Programs Teams Site*) and submit it to their advanced doctoral trainee supervisors.

First Year Fieldwork Supervision and Evaluation

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. First-year trainees meet weekly with their assigned supervisor for individual supervision. On-site supervision in the public school is also provided by the building school psychologist or other designated school personnel. On-site supervision at each HHS placement is provided by the HHS classroom teacher, and university supervision is provided by the HHS Mental Health Consultant who is assigned to trainees' classrooms. Trainees receive on-site supervision at TAP by advanced doctoral trainees and weekly group supervision by second year clinicians. Trainees are evaluated by supervisors and are encouraged to also evaluate the quality their fieldwork placement sites. These evaluations are conducted via Qualtrics and are used to determine grades for each semester of PSY 498A05:

- First Year HHS Site Supervisor Evaluation
- School Psychology Program Practicum Evaluation (via Qualtrics and completed by university and site supervisors in each of the trainees' three placements)

The program coordinator completes the *PSY 498A05 First Year Trainee Mid-Year Feedback Conference Summary* for each trainee based on trainee grades and results of supervisor evaluations. The program coordinator will review the summary with each trainee and trainees will receive a copy of their Conference Summary (see the *School Psychology Programs Teams Site*).

Second-Year Practicum

During the second year of graduate study, trainees enroll in PSY 436A05 Practicum: Psychosocial Assessment and Intervention and PSY 436A04 Practicum: Psychoeducational Assessment and Intervention for the fall and spring semesters. Practica provides trainees an opportunity to perform as school psychologists under close supervision in general and special education settings, and to establish the foundation for more advanced skills. Trainees are supervised by SPCC and practica requires 250 supervised hours for each practicum.

As part of PSY 436A05 Practicum: Psychosocial Assessment and Intervention, trainees serve as

clinicians for the PSC's *Child/Adolescent Intervention Services* where they deliver mental health services at the PSC and in the schools through the school-linked outreach service. Trainees receive cases referred to the PSC for psychosocial concerns. Trainees conduct assessments and generate a variety of interventions. Direct and indirect interventions may include individual/group counseling, behavior management, consultation, and preventative mental health services. Enrollment requires a minimum of 250 supervised hours.

PSY 436A04 Practicum: Psychoeducational Assessment and Intervention also includes work at the PSC where trainees to work with children and adolescents referred to the PSC for a variety of educational problems.

Trainees are assigned for a full year to a local school that is implementing a Multi-Tiered System of Support (MTSS)/Response to Intervention (RtI) school service organization. Trainees are supervised by a school psychologist. This field placement is at a school where the supervising school psychologist is involved in psychoeducational problems and uses functional behavior assessment for academic behaviors and curriculum-based measures. Trainees also complete one semester with the PSC's and Academic Intervention Consultation Services. Enrollment in PSY 436A.04 requires a minimum of 250 supervised hours.

Practicum Supervision and Evaluation

SPCC members, who are appropriately licensed, supervise the second-year trainees at the PSC and in the public schools. Appropriately licensed/credentialed school psychologists also supervise trainees in the school-based psychoeducational practicum sites for one semester. Typically, two School Psychology faculty members are assigned to supervise the PSY 436A04 Practicum: Psychoeducational Assessment and Intervention and three faculty members supervise the PSY 436A05 Practicum: Psychosocial Assessment and Intervention.

Practica are evaluated by trainees and supervisors at the end of the fall and spring semesters. The practicum evaluation form is available via Qualtrics and should be completed by trainee and the site supervisor(s) and submitted to the program coordinator before the end of each semester.

Program Logs

Trainees must prepare logs related to their fieldwork, practica, and internship. The Program Log (see the School Psychology Programs Teams Site) is used to monitor fieldwork and practicum activities by the university supervisor, and to provide information for internship and licensure applications. The Program Log should be maintained as a Microsoft Excel spreadsheet. Trainees should design the Program Log to aggregate the data and summarize information based on the focus of interest; categories should be operationally defined.

Across fieldwork, practica, and internship, trainees should use the Specialist Excel Log to record:

- Courses—enter the course number for:
 - PSY 498A05 First Year Fieldwork in School Psychology
 - PSY 436A04 Practicum: Psychoeducational Assessment and Intervention
 - PSY 436A05 Practicum: Psychosocial Assessment and Intervention
 - PSY 498A90 Professional Practice in School Psychology (Internship)
- Site Supervisor(s)—enter name and email address for:
 - PSY 498A05 School psychologist or other designated supervisor, Head Start teacher, and advanced doctoral trainee supervisor

- PSY 436A04 Psychoeducational supervisor
- PSY 436A05 Psychosocial supervisor
- PSY 498 Faculty member coordinating the professional practice (internship)

Applied Research Experience or Master's Thesis

Applied Research Experience

Completion of an Applied Research Experience (ARE) is required. Trainees who are interested in completing a master's thesis instead of the ARE should consult with their program/research advisors to ensure their adapted plan of study will lead to completion of the program in three years. Trainees who opt to complete a master's thesis instead of the ARE must decide to do so during the first semester of the first year in the program. Thesis proposals must be approved by thesis committee by February 15 of the second year in the SSP Program. No exceptions, extensions, or waivers will be granted for this deadline. Trainees may not to switch to the ARE option after the master's thesis has been approved by the thesis committee

PSY 402 Applied Research Experience provides trainees with an opportunity to understand the process and skills in research collaboration. The ARE teaches trainees to be knowledgeable consumers and distributors of research as practicing school psychologists. As part of this ARE, trainees discuss readings related to program evaluation with their research supervisor. The program coordinator, in consultation with the SPCC, will select faculty supervisors for trainees based on trainees' research interests and the applied nature of faculty research projects, and trainees should enroll in PSY 402 for two credits for the fall and spring semesters. Trainees and their faculty supervisors should submit the PSY 402 ARE in School Psychology form (see the *School Psychology Programs Teams Site*) to the program coordinator by September 15.

Although trainees work with a faculty supervisor on a research team, each trainee's contributions should be distinct from the work of other team members. Trainees work on an ARE 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

It is not recommended, but trainees may elect to complete a master's thesis. Trainees should enroll in PSY 480.19 Research Seminar in School Psychology during the first semester in the SSP Program. Trainees should review the [Thesis Procedures website](#) 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](#). Trainees must also follow the writing style outlined in the Publication Manual of the APA (7th edition, 2019) and must comply with the APA's [Ethical Principles of Psychologists and Code of Conduct](#) (2010).

Maintaining Continuous Registration

The university has a continuous registration policy that takes effect after the thesis proposal is approved and all program coursework is completed. Trainees must register for at least one credit of PSY 499 each semester after they complete their coursework until their dissertation is defended. More details surrounding continuous registration can be found in the [Graduate Catalog](#).

Internship

In the third and final year of the SSP Program, trainees enroll in PSY 498 Professional Practice in School Psychology (internship) for the fall and spring semesters. This internship is nine months and requires a minimum of 1200 hours. The internship is the capstone experience of the SSP Program, where 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 *NASP Standards for Graduate Preparation of School Psychologists* (2020; see the School Psychology Programs Teams Site). The NASP standards were incorporated into the *Illinois School Psychologist Association's Illinois School Psychology Internship Manual* (2021), which was adopted by all state-approved school psychology graduate programs (see the *School Psychology Programs Teams Site*).

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 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 SSP Program's training objectives. The program coordinator must also approve the internship site supervisor. The NASP standards relating to field-based supervision and evaluation include the following:

1. Supervision: Field-based internship site supervisors shall provide 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 site 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 SSP Program.

After the internship site and site supervisor are 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 *SSP Internship Agreement* (see the *School Psychology Programs Teams Site*) for the parties and the specific learning experience. The signed Internship Agreement should be submitted to the program coordinator by September 1.

Interns and their supervisors must develop an internship plan with evaluation criteria. The site supervisors should use the *Specialist Internship Plan and Evaluation* (see the *School Psychology Programs Teams Site*). Based on the internship plan, interns, site supervisors, and the university internship supervisor should collaboratively determine interns' training goals and monitor their progress. The *Specialist Internship Plan and Evaluation*, with the Intern's Self-Rating column completed, should be submitted to the university internship supervisor by September 1.

Internship Case Studies

By the end of PSY 498A90 Professional Practice (internship), trainees are required to have completed four case studies (Comprehensive Case Study, Consultation Case Study, Counseling Case Study, and Response- to-Intervention Academic Case Study). Students must submit case studies in staggered form (i.e., two by December of internship year, the next by March 1, and the last by April 1). At least one case

study must involve a student holding a minoritized (e.g., racial/ethnic, geographic, and/or sexual orientation) identity. Trainees should review the *Specialist Internship Descriptions of Required Case Studies with Scoring Rubrics* (see the School Psychology Programs Teams Site). Program advisors will review these case studies and will give feedback in the case remediation is needed.

Internship Performance Indicators

The following is a list of activities interns might complete to demonstrate proficiency in each of the NASP domains. However, interns are not required to complete all 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 the school district.

Domain 1: Data-Based Decision Making

School psychologists understand and utilize assessment methods for identifying strengths and needs; developing effective interventions, services, and programs; and measuring progress and outcomes within a multitiered system of supports. School psychologists use a problem-solving framework as the basis for all professional activities. School psychologists systematically collect data from multiple sources as a foundation for decision making at the individual, group, and systems levels, and they consider ecological factors (e.g., classroom, family, and community characteristics) as a context for assessment and intervention.

- 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 individualized education program (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)

Domain 2: Consultation and Collaboration

School psychologists understand varied models and strategies of consultation and collaboration applicable to individuals, families, groups, and systems, as well as methods 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 effectively with others.

- 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

Domain 3: Academic Interventions and Instructional Supports

School psychologists understand the biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curricula and instructional strategies. School psychologists, in collaboration with others, use assessment and data collection methods to implement and evaluate services that support academic skill development in children.

- Applying appropriate criteria for disabilities and eligibility
- Being involved in wraparound services
- Collaborating with a variety of school personnel
- Collaborating with colleagues regarding individualized education program (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

Domain 4: Mental and Behavioral Health Services and Interventions

School psychologists understand the biological, cultural, developmental, and social influences on mental and behavioral health; behavioral and emotional impacts on learning; and evidence-based strategies to promote social-emotional functioning. School psychologists, in collaboration with others, design, implement, and evaluate services that promote resilience and positive behavior, support socialization and adaptive skills, and enhance mental and behavioral health.

- 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

Domain 5: School-Wide Practices to Promote Learning

School psychologists understand systems structures, organization, and theory; general and special education programming; implementation science; and evidence-based, school-wide practices that promote learning, positive behavior, and mental health. School psychologists, in collaboration with others, develop and implement practices and strategies to create and maintain safe, effective, and supportive learning environments for students and school staff.

- 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

Domain 6: Services to Promote Safe and Supportive Schools

School psychologists understand principles and research related to social–emotional well-being, resilience and risk factors in learning, mental and behavioral health, services in schools and communities to support multitiered prevention and health promotion, and evidence-based strategies for creating safe and supportive schools. School psychologists, in collaboration with others, promote preventive and responsive services

that enhance learning, mental and behavioral health, and psychological and physical safety and implement effective crisis prevention, protection, mitigation, response, and recovery.

- 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 individualized education program (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

Domain 7: Family, School, and Community Collaboration

School psychologists understand principles and research related to family systems, strengths, needs, and cultures; evidence-based strategies to support positive family influences on children's learning and mental health; and strategies to develop collaboration between families and schools. School psychologists, in collaboration with others, design, implement, and evaluate services that respond to culture and context. They facilitate family and school partnerships and interactions with community agencies to enhance 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

Domain 8: Equitable Practices for Diverse Student Populations

School psychologists have knowledge of individual differences, abilities, disabilities, and other diverse characteristics and of the impact they have on development and learning. They also understand principles and research related to diversity in children, families, schools, and communities, including factors related to child development, religion, culture and cultural identity, race, sexual orientation, gender identity and expression, socioeconomic status, and other variables. School psychologists implement evidence-based strategies to enhance services in both general and special education 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 through an ecological lens across multiple contexts. School psychologists recognize that

equitable practices for diverse student populations, respect for diversity in development and learning, and advocacy for social justice are foundational to effective service delivery. While equality ensures that all children have the same access to general and special educational opportunities, equity ensures that each student receives what they need to benefit from these opportunities.

- 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

Domain 9: Research and Evidence-Based Practice

School psychologists have knowledge of research design, statistics, measurement, and varied data collection and analysis techniques sufficient for understanding research, interpreting data, and evaluating programs in applied settings. As scientist practitioners, school psychologists evaluate and apply research as a foundation for service delivery and, in collaboration with others, use various techniques and technology resources for data collection, measurement, and analysis to support effective practices at the individual, group, and/or systems levels.

- Assisting in the identification of critical problems that lend themselves to research
- Attending team meetings
- Completing a University-based project (applied research experience or 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

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. School psychologists 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 effective interpersonal skills, responsibility, adaptability, initiative, dependability, technological competence, advocacy skills, respect for human diversity, and a commitment to social justice and equity.

- 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, and 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 *Illinois School Psychology Internship Manual* (see the *School Psychology Programs Teams Site*). 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 supervisors and the intern(s).
2. Interns shall submit weekly logs and periodic evaluation reports to the university internship supervisor.
3. The internship site supervisor shall submit two intern evaluations to the university internship supervisor (i.e., amid-year rating due December 1 for the fall semester and a summative rating due May 1 for the spring semester). Both evaluations are submitted to the university internship supervisor.
4. The university internship supervisor shall conduct an all-day workshop at Illinois State 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 current 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 “Deferred” credits from the university internship supervisor. After the SSP Program receives the internship site supervisors’ final evaluations and the interns have submitted the internship site evaluations, the program coordinator 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. The *Specialist Internship Site Plan* and *Evaluation Formative column* is completed by interns at the beginning of the fall semester, and a mid-year rating (Interim column) and a final rating (Summative column) are completed by the internship site supervisor (see the *School Psychology Programs Teams Site*). 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 SPCC 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 SPCC concur with the internship site supervisor's recommendation to deny the endorsement for licensure and the intern disagrees with the decision, the intern may initiate the appeal procedures as provided by the SSP Program. The intern may also request the ISBE (School Psychology Representative) serve as a mediator of the appeal.

Financial Issues during Internship

Tuition waivers are not available for internship, as trainees will be responsible for tuition and fees during the internship year. 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 review the [*Registrar's Residency Petition website*](#), which includes a link for the Petition Residency Status.

Trainees enrolled in one credit of PSY 498A90 are considered full-time graduate students, except for the purposes of student health insurance, which may be purchased by trainees. 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. See the Insurance Coverage section above.

Required Examinations for Graduation

By the end of the fall semester of the internship, 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*](#) where test frameworks, study guides, and practice tests are available, as well as test results.

The Illinois legislature requires that the curriculum at all state universities contain instruction in safety education for teachers and other education licensure professionals. ISU has chosen to have candidates fulfill this requirement via a learning module and verification form. The module is about an hour long, and trainees must have completed this requirement by the end of the fall semester of the internship. Instructions to complete this module are located in the program Teams folder.

For program accountability and self-assessment, trainees must also complete the Praxis II School Psychologist test by April 1, even if 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*](#). The website also provides testing preparation materials. Trainee should submit a copy of their Praxis II test results to the

program coordinator by May 1.

Degree Audit

Trainees must complete a *Master's Degree Audit* before the end of the fall semester of their internship year. Information about the form is available on the [Graduate School's Forms website](#). Outdated courses including any transferred credits that are beyond the 6-year degree limit, should not be included in the *Master's Degree Audit*. The completed *Master's Degree Audit* should be sent as an email attachment to the program coordinator by December 1. The program coordinator will submit the *Master's Degree Audit* to the Graduate School. The Graduate School must approve the *Master's Degree Audit* before trainees are eligible for graduation.

Trainees can amend an approved *Master's Degree Audit* by completing the *Request for Change in Graduate Degree Audit*. Information about the form is available on the Graduate School's [Academic \(Graduation and Commencement\) website](#). Trainees should discuss any changes to the *Master's Degree Audit* with the program coordinator before completing the form. The completed form should be printed, and signed by the trainee and program coordinator, who will submit the signed form to the Graduate School. The Graduate School has final approval of any change in the Degree Audit.

Licensure

ISBE may issue a license that 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. Provided below are the steps for ISBE licensure through ISU graduate programs (including school psychology).

1. Trainees should complete the Intent for Licensure form by January 31 before their internship year. The form and instructions are available on the College of Education's Cecil J. Lauby Teacher Education Center's [website](#) (see the Graduate/Advanced Licensure section).
2. Trainees should create an Educator Licensure Information System Account (ELIS) through ISBE. Information about creating an ELIS account is available on the [Lauby Teacher Education Center website](#).
3. Trainees must pass all required ISBE tests (i.e., the Content Test in School Psychology).
4. Trainees must send proof of all test scores to ISU (and the program coordinator directly), which should be directly linked to trainee's ELIS account, for verification by the Lauby Teacher Education Center.
5. Trainees should send an email to TeacherEdCenter@ilstu.edu at the beginning of the spring semester of their internship year, and authorize the Lauby Teacher Education Center to examine trainee's file and communicate any licensure deficiencies that may exist.
6. Trainees must order an ISU transcript for ISBE. The transcript should be ordered from the Registrar's [Transcripts website](#). On the order, trainees should indicate sending the transcript after completion of trainee's internship. When ordering the transcript, trainees should include "ISBE/ELIS Requirement" in the order form's special instructions box. The transcript order also requires the ISBE address, which is ISBE, 100 N. 1st Street, Springfield, IL 62777. After completing the internship, the transcript will be uploaded directly to trainee's ELIS account.
7. Trainees must complete all specialist and graduate degree requirements
8. The Teacher Education Center will notify trainees when entitlement is complete. Trainees should log in to their ELIS account and apply for licensure.

If Trainees have any questions about the licensure process, contact the Lauby Teacher Education Center

at TeacherEdCenter@ilstu.edu or (309) 438-3541. The Lauby Teacher Education Center is in 56 DeGarmo Hall.

Graduation

To apply 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 Graduation and Commencement website](#) early in the spring semester during their internship. The completed form and application fee should be submitted to the Graduate School by the application deadline (i.e., early in January).

Alumni Employment

Many of our alumni are employed as school psychologists or administrators of school psychological services nationwide. See the School Psychology's [Employment of Graduates website](#) for a list of known employment sites of our SSP alumni. The [NASP Career Center website](#) has a list of nationwide employment sites for school psychologists. The [Illinois School Psychologists Association website](#) also includes a list of job openings in Illinois.

Continuing Professional Development

The Graduate Programs in School Psychology are committed to providing continuing professional development for licensed school psychologists. For example, the Graduate Programs 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. Dan Florell (AI in Psychology), Desiree Vega (Assessment of Emergent Bilingual Students), Sherrie L. Proctor (Identity Matters), and Leandra Parris (crisis prevention and preparedness in the schools). Other workshops for area professionals occur throughout the year. The Graduate Programs in School Psychology is a NASP-approved continuing education provider and Continuing Education Units are offered for qualifying professional development events.

Annual Program Assessment

The Graduate Programs in School Psychology are committed to the goal of continuous self-evaluation to meet training needs of the field. The SPCC annually reviews all program evaluation data. School Psychology retreats are typically held annually. The self-evaluation plan is presented below with each review completed annually unless otherwise stated.

Program Assessment Methods and Frequency

- Review grade point averages each semester for all trainees; a minimum 3.0 out of 4.0 is required
- The SPCC conducts annual reviews of all students currently enrolled in the SSP Program. This review includes all faculty and practicum supervisor evaluations, progress on ARE or thesis research requirements, and intern case study submissions to assess trainees' progress across the NASP domains of practice.
- Hold at least one meeting or phone conference with internship supervisors each year; review final internship evaluation for all interns
- Hold individual meetings, at least annually, with the school psychologist and or other designated site supervisor at field sites about first year trainee placements
- Review the School Psychology Content Area Test and Praxis II exam results
- Convene the SPCC at least monthly with agenda items devoted to trainee concerns articulated by trainee representatives

- Convene the School Psychology Community Advisory Committee meetings annually
- Complete the NASP re-approval/accreditation process as required

Appendix A: Program Courses Alignment with NASP Domains

Required Program Courses	NASP Practice Domains									
	1	2	3	4	5	6	7	8	9	10
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	
PSY 435 Academic Assessment and Intervention	X		X						X	
PSY 436A04 Practicum: Psychoeducational Assessment and Intervention	X	X	X			X	X	X	X	X
PSY 436A05 Practicum: Psychosocial Assessment and Intervention	X	X		X	X	X	X	X	X	X
PSY 439 Application of Theories and Technologies in Learning			X		X	X		X		
PSY 440 Statistics: Data Analysis and Methodology	X								X	
PSY 452 Seminar in Developmental Psychology			X	X			X	X	X	
PSY 463 Brain and Behavior Relationships			X	X		X	X	X	X	
PSY 472 Legal, Ethical, and Professional Issues in School Psychology	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
PSY 477 School-based Prevention, Intervention, and Anti-racist/Social Justice Practices				X		X	X		X	
PSY 498A05 First Year Fieldwork in School Psychology	X	X	X	X	X	X	X	X		X
PSY 498A90 Professional Practice in School Psychology	X	X	X	X	X	X	X	X	X	X
PSY 547 Advanced Child Psychopathology				X					X	

1. Data Based Decision Making and Accountability
2. Consultation and Collaboration
3. Interventions and Instructional Support to Develop Academic Skills
4. Interventions and Mental Health Services to Develop Social and Life Skills
5. School-Wide Practices to Promote Safe and Supportive Schools
6. Preventive and Responsive Service
7. Family, School, and Community Collaboration
8. Diversity in Development and Learning
9. Research and Program Evaluation
10. Legal, Ethical, and Professional Practice

Appendix B: Suggested Three-Year Course Sequence

The courses usually taken each semester are listed below. Although conflicts are uncommon, course days and times may vary based on enrollment limitations and the availability of faculty, in which case program faculty will consult with the department and work with trainees to ensure they are able to meet enrollment requirements.

First Year, FALL

PSY 402 Applied Research Experience in School Psychology (2 credits)
PSY 421 Advanced Behavior Modification (3 credits)
PSY 432 Theory and Practice of Cognitive Assessment (3 credits)
PSY 440 Statistics: Data Analysis and Methodology (3 credits)
PSY 472 Legal, Ethical, and Professional Issues in School Psychology (3 credits)
PSY 498A05 First Year Fieldwork in School Psychology (2 credits)

First Year, SPRING

PSY 402 Applied Research Experience in School Psychology (2 credits)
PSY 433 Social, Emotional, and Behavioral Assessment and Intervention (3 credits)
PSY 435 Academic Assessment and Intervention (3 credits)
PSY 474 Theory and Practice of Mental Health Consultation in the Schools (3 credits)
PSY 498A05 First Year Fieldwork in School Psychology (2 credits)

First Year, SUMMER

PSY 473 Theories and Techniques of Counseling: Children and Adolescents (3 credits)
PSY 547 Advanced Child Psychopathology (3 credits)
PSY 439 Application of Theories and Technologies in Learning (3 credits)

Second Year, FALL

PSY 436A04 Practicum: Psychoeducational Assessment and Intervention (3 credits)
PSY 436A05 Practicum: Psychosocial Assessment and Intervention (3 credits)
PSY 452 Seminar in Developmental Psychology (3 credits)
PSY Elective (if planning to pursue 60 credit hours for employment negotiation)

Second Year, SPRING

PSY 436A04 Practicum: Psychoeducational Assessment and Intervention (3 credits)
PSY 436A05 Practicum: Psychosocial Assessment and Intervention (3 credits)
PSY 463 Brain and Behavior Relationships (3 credits)
PSY 477 School-based Prevention, Intervention, and Anti-racist/Social Justice practices (3 credits)

Third Year, FALL

PSY 498A90 Professional Practice in School Psychology (1 credit)

Third Year, SPRING

PSY 498A90 Professional Practice in School Psychology (1 credit)

Notes: Students are not advised to but may pursue a master's thesis (PSY 499) instead of the Applied Research Project (PSY 402). Trainees should consult with their program and research advisors when registering for PSY 499 credits instead of PSY 402 credits. Students enrolled in PSY 498A90 are considered full-time students despite being enrolled in only one credit.

Appendix C: Important Program Deadlines

First Year

- Before the start of the fall semester, complete health exams, background checks, fingerprinting required by the university and assigned districts/cooperatives. Submit results to the fieldwork university supervisor.
- By September 1, complete the *Graduate Assistant Health Insurance Certification*, *Professional Practice Insurance Coverage*, and *Professional Practice Health Insurance Certification* and submit the forms to the Graduate Programs Office.
- By September 15, complete and submit the *Applied Research Experience in School Psychology form* to the program coordinator (if not completing a master's thesis)
- By October 30, GTAs must complete the *Mandatory Governmental Ethics Online Training*
- By January 31, complete the *Graduate Assistant Health Insurance Certification*, *Professional Practice Insurance Coverage*, and *Professional Practice Health Insurance Certification* and submit the forms to the Graduate Programs Office
- By April 15, complete the *SSP Program Progress Report* and submit to the Graduate Programs Office
- By June 1, complete the *Graduate Assistant Health Insurance Certification*, *Professional Practice Insurance Coverage*, and *Professional Practice Health Insurance Certification* and submit the forms to the Graduate Programs Office

Second Year

- By September 1, complete the *Graduate Assistant Health Insurance Certification*, *Professional Practice Insurance Coverage*, and *Professional Practice Health Insurance Certification* and submit the forms to the Graduate Programs Office.
- By October 30, GTAs must complete the *Mandatory Governmental Ethics Online Training*
- 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 January 31, complete the *Graduate Assistant Health Insurance Certification*, *Professional Practice Insurance Coverage*, and *Professional Practice Health Insurance Certification* and submit the forms to the Graduate Programs Office
- 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 the *SSP Program Progress Report* and submit to the Graduate Programs Office

Third Year (Internship)

- By September 1, complete the *Professional Practice Insurance Coverage* and *Professional Practice Health Insurance Certification* and submit the forms to the Graduate Programs Office.
- By September 1, complete the *Specialist Internship Agreement*, the *Specialist Internship Plan and Evaluation*, including the Formative column and submit the Plan and Evaluation and submit the signed agreement to the university internship supervisor
- By December 1, update the *SSP Program Internship Plan and Evaluation* with the mid-year evaluation (i.e., Interim column) and submit the *Plan and Evaluation* to the university internship coordinator
- By December 1, notify the Lauby Teacher Education Center that you are entering the final semester of the SSP Program

- By January 15, complete the *Master's Degree Audit Worksheet* and submit the form to the program coordinator
- By January 15, take ISBE's Content Area Test in School Psychology
- By January 31, complete and submit the *Intent to File for Licensure form* to the Lauby Teacher Education Center
- By January 31, complete the *Professional Practice Insurance Coverage* and the *Professional Practice Health Insurance Certification* and submit the form to the Graduate Programs Office
- By April 1, pass the Praxis II Exam in School Psychology and submit report to the program coordinator
- By May 1, update the *Specialist Internship Plan and Evaluation* with the Summative evaluation and submit to the university internship supervisor
- By July 15, submit licensure materials to ISBE

Trainees must also comply with the Graduate School's Dates and Deadlines in order to satisfy their degree requirements. The deadlines vary each semester.

Appendix D: Online Resources

School Psychology Programs Teams Site

Course Exemption Request
Critical Skill Development Plan (review PDF)
Discussion of Employment
First Year Trainee Mid-Year Evaluation
Graduate Assistant Performance Evaluation (review PDF)
Mid-Year Feedback Conference Summary (review PDF)
MS Excel Hours Log
NASP Nondiscrimination and Equal Opportunity Policy
PSY 402 Applied Research Experience in School Psychology
PSY 436A04 Psychoeducational Practicum RtI Field Placement Agreement
PSY 498A05 First Year Fieldwork Weekly Reflection Log
PSY 498A05 First Year Fieldwork/Practicum Head Start Placement Agreement
PSY 498A05 First Year Fieldwork/Practicum Public School Placement Agreement
PSY 498A05 First Year Fieldwork/Practicum TAP Placement Agreement
PSY 498A05 First Year Head Start Site Supervisor Evaluation
Specialist Internship Agreement
Specialist Internship Assignment and Evaluation with Scoring Rubrics
Specialist Internship Plan and Evaluation
SSP trainee Annual Progress Report SSP trainee Internship Site Evaluation

Department Website

Change in Thesis Committee/Project
Department Approval of Thesis Committee Chair and Topic
Preliminary Department Approval of Thesis Committee and Topic

Graduate School Website

Final Deposit Checklist
Master's Degree Audit
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
Application for Completion of Degree and Commencement Participation

Other Websites

[Content Area Test in School Psychology](#)
[Federal Student Aid Application](#)
[Intent for Licensure](#)
[Praxis II Exam in School Psychology](#)