

Illinois State University
Graduate Programs in School Psychology
Specialist Internship Plan and Evaluation

School Psychology Intern:

UID:

School Year:

Internship Dates: From through

Internship Site:

Supervising Psychologist:

This form is an interactive Microsoft Word document that should be completed on the computer. The Intern and Supervising Psychologist should complete this Internship Plan, including the Intern Rating column, at the beginning of the Internship. The Internship Plan and Evaluation should be submitted to the University Internship Supervisor by September 15. This form should be saved as completed and updated at the end of the fall semester and the spring semester. The updated Internship Plan and Evaluation should be submitted to the University Internship Supervisor by December 15 for the fall semester and by April 15 for the spring semester.

For this internship, the Intern is employed full time by (School District/Special Education Cooperative). The School Psychologist and the School District/Special Education Cooperative understand and agree that the learning experiences provided during this internship will occur during the School Year under the direct supervision of the School Psychologist, who is a certified school psychologist. The school administration of School District/Special Education Cooperative understands and agrees that this internship should be a learning and training experience that provides a variety of quality experiences for the Intern. As a result of the training process, School District/Special Education Cooperative will receive some services from the Intern. However, the primary purpose of this internship is the training of the Intern and not the services for the School District/Special Education Cooperative.

Specialist Internship Plan and Evaluation New Skill Level (New Skill) refers to a skill that is just being learned. Developing Skill Level (Developing) refers to being functionally knowledgeable about delineated process but not yet proficient at an entry practitioner level. Competent Skill Level (Competent) refers to being knowledgeable about and has attained the skill level of an entry level practitioner. No Opportunity to Demonstrate Skill Level (No Opportunity)	Formative Intern Self-Rating			Mid-Year Supervising School Psychologist Rating				Summative Supervising School Psychologist Rating			
	Date:			Date:				Date:			
	New Skill	Developing	Competent	New Skill	Developing	Competent	No Opportunity	New Skill	Developing	Competent	No Opportunity
Standard 2: Data Based Decision Making and Accountability											
2A. Demonstrates knowledge of varied assessment and data collection methods including the appropriate technologies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2B. Collects and analyzes data to identify student, program, curriculum, or system strengths and needs using appropriate methods and technologies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2C. Collects and analyzes data to develop effective interventions, services, and programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2D. Collects and analyzes data to evaluate the progress and outcomes of interventions, services, and programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2E. Uses appropriate technology to report and document assessment and data collection results in meaningful, appropriate, and professional formats.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2F. Uses nondiscriminatory evaluation procedures, curricular, and other instructional methods	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2G. Follows legal, regulatory, and ethical parameters in data-based decision making and record keeping	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Standard 3: Consultation and Collaboration											
3A. Uses knowledge and skills in consultation, collaboration, and communication to promote effective implementation of services for individuals, groups, and systems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Specialist Internship Plan and Evaluation New Skill Level (New Skill) refers to a skill that is just being learned. Developing Skill Level (Developing) refers to being functionally knowledgeable about delineated process but not yet proficient at an entry practitioner level. Competent Skill Level (Competent) refers to being knowledgeable about and has attained the skill level of an entry level practitioner. No Opportunity to Demonstrate Skill Level (No Opportunity)	Formative Intern Self-Rating			Mid-Year Supervising School Psychologist Rating				Summative Supervising School Psychologist Rating			
	Date:			Date:				Date:			
	New Skill	Developing	Competent	New Skill	Developing	Competent	No Opportunity	New Skill	Developing	Competent	No Opportunity
3B. Participates in collaborative decision making and problem solving with other professionals to achieve student success.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3C. Demonstrates skills to consult, collaborate and communicate with others during intervention design, implementation, and evaluation of services and programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3D. Uses technological resources to access, manage, and disseminate information to enhance the consultation process.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Standard 4: Student Level Services Element 4.1: Interventions and Instructional Support to Develop Academic Skills											
4.1A. Uses assessment and data collection methods to develop appropriate academic goals for children with diverse abilities, disabilities, backgrounds, strengths, and needs based on standards established by the State of Illinois and by local districts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.1B. Uses assessment results to identify student-learning needs, develop instructional strategies, and contribute to eligibility and IEP planning recommendations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.1C. Implements services to achieve academic outcomes through instructional consultation with general and special education teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.1.D. Uses evidence-based strategies to develop, implement, and evaluate services at the individual, group, and systems levels and to enhance classroom, school, home, and community factors related to children's	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Specialist Internship Plan and Evaluation New Skill Level (New Skill) refers to a skill that is just being learned. Developing Skill Level (Developing) refers to being functionally knowledgeable about delineated process but not yet proficient at an entry practitioner level. Competent Skill Level (Competent) refers to being knowledgeable about and has attained the skill level of an entry level practitioner. No Opportunity to Demonstrate Skill Level (No Opportunity)	Formative Intern Self-Rating			Mid-Year Supervising School Psychologist Rating				Summative Supervising School Psychologist Rating			
	Date:			Date:				Date:			
	New Skill	Developing	Competent	New Skill	Developing	Competent	No Opportunity	New Skill	Developing	Competent	No Opportunity
cognitive and academic skills											
4.1E. Uses current technology resources when designing, implementing, and evaluating instructional programs or interventions for children to reach academic goals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.1F. Demonstrates awareness of resources for adaptive/assistive devices/technology for students with special needs to reach academic goals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Standard 4: Student Level Services Element 4.2: Interventions and Mental Health Services to Develop Social and Life Skills											
4.2A. Uses assessment and data collection methods to develop appropriate social-emotional, behavioral, and mental health goals for children with diverse abilities, disabilities, backgrounds, strengths, and needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.2B. Integrates behavioral supports and mental health services with academic and learning goals for children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.2C. Uses evidence-based strategies to promote behavior change through the provision of consultation, behavioral assessment and intervention, and counseling services to enhance classroom, school, home, and community factors related to children’s mental health, socialization, and learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.2D. Uses appropriate assessment techniques to monitor and evaluate the performance and progress of students and the effectiveness of mental health programs in reaching social-emotional/behavioral goals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Specialist Internship Plan and Evaluation New Skill Level (New Skill) refers to a skill that is just being learned. Developing Skill Level (Developing) refers to being functionally knowledgeable about delineated process but not yet proficient at an entry practitioner level. Competent Skill Level (Competent) refers to being knowledgeable about and has attained the skill level of an entry level practitioner. No Opportunity to Demonstrate Skill Level (No Opportunity)	Formative Intern Self-Rating			Mid-Year Supervising School Psychologist Rating				Summative Supervising School Psychologist Rating			
	Date:			Date:				Date:			
	New Skill	Developing	Competent	New Skill	Developing	Competent	No Opportunity	New Skill	Developing	Competent	No Opportunity
4.2E. Facilitates the implementation of strategies to improve instructional environments, and maximizes students' academic learning time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.2F. Develops intervention programs to facilitate successful transitions of students from one environment to another (e.g., program to program, early childhood to school, school to work)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.2G. Uses current technology resources when designing, implementing, and evaluating instructional programs or interventions for children to reach social-emotional/behavioral goals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.2H. Demonstrates awareness of resources for adaptive/assistive devices/technologies for students with special needs to reach social-emotional/behavioral goals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Standard 5: Systems Level Services—Schools Element 5.1: School-Wide Practices to Promote Learning											
5.1A. Demonstrates knowledge of school and systems structure, organization, and theory including general and special education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.1B. Demonstrates knowledge of evidence-based practices that promote academic outcomes, learning, social development, and mental health school-wide	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.1C. Uses technology-based tools to manage school or system-wide functioning including data collection, analysis, reports for an effective and efficient presentations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Specialist Internship Plan and Evaluation New Skill Level (New Skill) refers to a skill that is just being learned. Developing Skill Level (Developing) refers to being functionally knowledgeable about delineated process but not yet proficient at an entry practitioner level. Competent Skill Level (Competent) refers to being knowledgeable about and has attained the skill level of an entry level practitioner. No Opportunity to Demonstrate Skill Level (No Opportunity)	Formative Intern Self-Rating			Mid-Year Supervising School Psychologist Rating				Summative Supervising School Psychologist Rating			
	Date:			Date:				Date:			
	New Skill	Developing	Competent	New Skill	Developing	Competent	No Opportunity	New Skill	Developing	Competent	No Opportunity
5.1D. Demonstrates skills in developing and implementing practices and strategies that result in effective and supportive learning environments for children and others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.1E. Demonstrates understanding of school policies, regulations, services, and accountability systems for effective school-wide services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Standard 5: Systems Level Services—Schools											
Element 5.2: Preventive and Responsive Services											
5.2A. Demonstrates knowledge of principles and research related to protective and risk factors in learning and mental health	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.2B. Demonstrates skills in multi-tiered early intervention and prevention support systems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.2C. Demonstrates skills in evidence-based crisis response strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.2D. Collaborates to promote services that enhance learning, mental health, safety, and physical well-being	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.2E. Promotes protective and adaptive factors to promote well-being in collaboration with other service providers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.2F. Demonstrates knowledge of effective crisis preparation, response, and recovery	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Standard 6: Systems Levels Services—Family-School Collaboration											
6A. Identifies diverse cultural issues, situations, contexts, and other factors that have an impact on family-school interactions and addresses these	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Specialist Internship Plan and Evaluation New Skill Level (New Skill) refers to a skill that is just being learned. Developing Skill Level (Developing) refers to being functionally knowledgeable about delineated process but not yet proficient at an entry practitioner level. Competent Skill Level (Competent) refers to being knowledgeable about and has attained the skill level of an entry level practitioner. No Opportunity to Demonstrate Skill Level (No Opportunity)	Formative Intern Self-Rating			Mid-Year Supervising School Psychologist Rating				Summative Supervising School Psychologist Rating			
	Date:			Date:				Date:			
	New Skill	Developing	Competent	New Skill	Developing	Competent	No Opportunity	New Skill	Developing	Competent	No Opportunity
factors when developing and providing services for families											
6B. Designs, implements, monitors, and evaluates programs that assist parents with promoting positive academic and social-behavioral outcomes for their children and addresses parental issues and concerns	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6C. Designs and implements evidence-based practices and policies that facilitate family-school partnerships and interactions with community agencies to enhance academic, learning, social, and mental health outcomes for all children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6D. Maintains useful and accurate records and communicates information responsibly to families/guardians, students, colleagues, and community as appropriate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6E. Utilizes technology appropriate for identifying potential programs, monitoring, and evaluating outcomes related to effective family-school collaboration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Standard 7: Diversity in Development and Learning											
7A. Recognizes the subtle racial, class, gender, cultural, and other biases and the ways in which these biases influence decision making, instruction, behavior, and long-term outcomes for students by demonstrating sensitivity and respect for cultural diversity, and using skills needed to work with families, students, and staff with diverse characteristics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Specialist Internship Plan and Evaluation New Skill Level (New Skill) refers to a skill that is just being learned. Developing Skill Level (Developing) refers to being functionally knowledgeable about delineated process but not yet proficient at an entry practitioner level. Competent Skill Level (Competent) refers to being knowledgeable about and has attained the skill level of an entry level practitioner. No Opportunity to Demonstrate Skill Level (No Opportunity)	Formative Intern Self-Rating			Mid-Year Supervising School Psychologist Rating				Summative Supervising School Psychologist Rating			
	Date:			Date:				Date:			
	New Skill	Developing	Competent	New Skill	Developing	Competent	No Opportunity	New Skill	Developing	Competent	No Opportunity
7B. Promotes practices that help students and families of all backgrounds feel welcome and appreciated, and individual differences, including but not limited to gender equality and non-sex role stereotyping, are respected in the school and community by acknowledging, supporting, and integrating the activities and talents of all students into instructional programs, learning communities, and other settings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7C. Develops strategies to promote an understanding of the role of cultural barriers on educational outcomes and uses strategies to mediate cross-cultural conflicts and to teach interpersonal skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7D. Recognizes that experiential and linguistic differences can result in learning difficulties and apparent disabilities for students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7E. Incorporates information about students, families, cultures, communities, primary and secondary language learning, and the effects of second language learning when designing assessments and evaluation of progress and designs assessments and intervention strategies appropriate for each student's gender, culture, stages of development, learning style, exceptionality, strengths, and needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7F. Develops academic and social/behavioral interventions that reflect knowledge and understanding of students' and families' culture, background, second language learning, and individual learning characteristics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Specialist Internship Plan and Evaluation New Skill Level (New Skill) refers to a skill that is just being learned. Developing Skill Level (Developing) refers to being functionally knowledgeable about delineated process but not yet proficient at an entry practitioner level. Competent Skill Level (Competent) refers to being knowledgeable about and has attained the skill level of an entry level practitioner. No Opportunity to Demonstrate Skill Level (No Opportunity)	Formative Intern Self-Rating			Mid-Year Supervising School Psychologist Rating				Summative Supervising School Psychologist Rating			
	Date:			Date:				Date:			
	New Skill	Developing	Competent	New Skill	Developing	Competent	No Opportunity	New Skill	Developing	Competent	No Opportunity
7G. Identifies when and how to access and/or make referrals for additional services or community resources to assist students with diverse learning needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7H. Participates in professional continuing education to minimize biases and to enhance training and expertise	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Standard 8: Foundations of School Psychologists' Service Delivery											
Element 8.1: Research and Program Evaluation											
8.1A. Demonstrates knowledge of research design, statistics, measurement, data collection, and analysis techniques	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.1B. Demonstrates skills to apply research in service delivery	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.1C. Uses various techniques and technology resources for data collection, measurement, analysis, and program evaluation to support effective practices at the individual, group, and systems level	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.1D. Uses technology (e.g., digital media, Internet, e-mail, interactive videos, distance learning) to acquire and/or disseminate information and current research findings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.1E. Uses technology in collaborating and conducting research	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Standard 8: Foundations of School Psychologists' Service Delivery											
Element 8.2: Legal, Ethical, and Professional Practice											

Specialist Internship Plan and Evaluation New Skill Level (New Skill) refers to a skill that is just being learned. Developing Skill Level (Developing) refers to being functionally knowledgeable about delineated process but not yet proficient at an entry practitioner level. Competent Skill Level (Competent) refers to being knowledgeable about and has attained the skill level of an entry level practitioner. No Opportunity to Demonstrate Skill Level (No Opportunity)	Formative Intern Self-Rating			Mid-Year Supervising School Psychologist Rating				Summative Supervising School Psychologist Rating			
	Date:			Date:				Date:			
	New Skill	Developing	Competent	New Skill	Developing	Competent	No Opportunity	New Skill	Developing	Competent	No Opportunity
8.2A. Provides school psychological services (assessment, consultation, intervention, and general professional practice) consistent with prevailing legal, ethical (APA and NASP), and professional standards (e.g., NASP Guidelines for the Provision of School Psychological Services) and participates in legal requirements for professional development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.2B. Understands how the practice of school psychology affects students and families from diverse backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.2C. Maintains useful and accurate records and communicates information responsibly to families/guardians, students, colleagues, and community members as appropriate to provide effective services to students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.2D. Practices ethical, legal, and socially responsible behavior when using technology and computer software	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.2E. Adheres to copyright laws and guidelines in the access and use of information from various technologies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Formative Goals: The following goals have been developed for the internship:

Training Goal (developed in the fall semester)	Mid-Year Progress/Date:	Summative Progress/Date:

Additional Comments:

The Intern has successfully completed this Internship Plan and is recommended for certification as a school psychologist. The internship was for a total of 1200 hours of service. There was a two-part component to the internship experience. The primary internship site was at a high school or a preschool/elementary school, which is identified as the Internship Site. In order to provide a well-rounded internship experience, the Intern also spent a minimum of 20 days at a high school or a preschool/elementary school. This second component of the internship was completed at . The Intern had an opportunity to visit , a district that was not part of this internship As part of this internship, the Intern was also involved in the following non-school community agency or agencies: .

Signatures

Specialist Intern

Date

Supervising Psychologist

Date

Revised August 2012