

INTERNSHIP PLAN

School Year: _____

School Psychology Intern _____ UIN _____ Supervising
Psychologist: _____

<p>In accordance with the ISBE School Psychology Standards, the following identifies those competency developments that are expected of the Intern School Psychologist at the conclusion of the internship year. The intent of the list of indicators is to provide guidelines regarding specific skill areas and an evaluative barometer to measure professional <i>growth at the stage of training at which the evaluation takes place.</i></p> <ul style="list-style-type: none"> ▪ New Skill Level refers to a skill that is just being learned ▪ Developing Skill Level refers to being functionally knowledgeable about delineated process but not yet proficient at an entry practitioner level. ▪ Competent Skill Level refers to being knowledgeable about and has attained the skill level of an entry level practitioner. 	INTERNSHIP PLAN OF ACHIEVEMENT (Completed with the Site Supervisor at the beginning of the Internship)		FORMATIVE EVALUATION INTERN SELF-RATING SCALE Pre-Internship Level of Competency			INTERIM MID YEAR EVALUATION SUPERVISING PSYCHOLOGIST RATING SCALE			SUMMATIVE END OF YEAR EVALUATION SUPERVISING PSYCHOLOGIST RATING SCALE			
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	Prescribed Activities	Time Frame Expectancy for Competency Level of Accomplishment (Indicate Month & Yr)	New Skill Level	Developing Skill Level	Competent Skill Level	Skill Development in Progress	Developing Skills	Competent	No Opportunity to Demonstrate	Skill Development in Progress	Developing Skills	Competent

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goals, align and modify curriculum and instruction, and design intervention strategies.													
1R. Uses data to evaluate outcomes of services and to facilitate accountability													
1S. Uses environmental data (e.g., data from home, school, community) to plan interventions.													
1T. Applies psychometric theory to the evaluation of assessment materials and techniques.													
1U. Applies knowledge of research findings and methodology to the evaluation of curricula and other instructional materials.													
1V. Uses nondiscriminatory evaluation procedures.													
1W. Analyzes group performance to design													

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interventions.													
4R. Develops intervention programs to facilitate successful transitions of students from one environment to another (e.g., program to program, early childhood to school, school to work).													
4R. Links assessment information to the development of strategies that address individual student's goals.													
STANDARD 5 – Student Diversity in Development and Learning: The competent school psychologist understands individual differences, abilities, and disabilities and the potential influence of biological, social, cultural, ethnic, experiential, socioeconomic, gender-related and linguistic factors in development, learning, and communication skills. The competent school													

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5BB. Develops academic and social/behavioral interventions that reflect knowledge and understanding of students' and families' culture, background, and individual learning characteristics.													
5CC. Identifies when and how to access and/or make referrals for additional services or resources to assist students with diverse learning needs.													
5DD. Participates in professional continuing education to minimize biases and to enhance training and expertise.													
STANDARD 6 – School and Systems Organization, Policy Development, and Climate: The competent school psychologist has knowledge of general education, special													

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families/guardians, educators, and others to gain access to and effectively use school and community resources.													
7Y. Analyzes educational environments to develop strategies that encourage motivation and engagement in productive work through mutual respect and cooperation.													
7Z. Works effectively within the school and community to create/enhance supportive learning environments.													
7AA. Analyzes individual and group performance in order to design interventions that are consistent with the learner's cognitive, social, emotional, and physical developmental levels and with relevant													

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<p>ethical principles/practices.</p>			Date:		Date:		Date:						
<p>STANDARD 8 – Home/School/Community Collaborations: The competent school psychologist has knowledge of diverse family systems (e.g., single parent, foster parents, bi-racial parents, sexual orientation of parents), and understands influences on student development, learning, and behavior. Further, the competent school psychologist has knowledge of methods to involve families in education and service delivery. The competent school psychologist works effectively with families, educators, and others in the community to promote and provide comprehensive services to children and families. Performance Indicators:</p>	<p>Prescribed Activities</p>	<p>Time Frame Expectancy for Competency Level of Accomplishment (Indicate Month & Yr)</p>	New Skill Level	Developing Skill Level	Competent Skill Level	Skill Development in Progress	Developing Skills	Competent	No Opportunity to Demonstrate	Skill Development in Progress	Developing Skills	Competent	No Opportunity to Demonstrate
<p>8E. Designs, implements, monitors, and evaluates programs that promote school,</p>													

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<p>current research findings.</p>													
<p>11J. Uses current technology resources when designing, implementing, and evaluating instructional programs or interventions for children.</p>													
<p>11K. Uses technology-based productivity tools (e.g., word processing, data base, spread sheets, test scoring programs) to function more effectively and efficiently.</p>													
<p>11L. Uses multimedia resources to support and deliver oral presentations.</p>													
<p>11M. Demonstrates awareness of resources for adaptive/assistive devices for students with special needs.</p>													
<p>11N. Uses technology in communicating, collaborating, and conducting research.</p>													

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

_____ has successfully completed the above Internship Plan and is recommended for certification as a school psychologist.
 Intern Name

 Signature, School Psychology Intern Supervisor

 Date