**School Psychology – Internship Evaluation**

The Illinois Statewide Internship Plan lists the 10 NASP Practice Domains and skills and activities (multiple performance indicators) for each Domain (see 4-1e – Assessment Tool). The plan has three evaluation periods: Beginning of internship (also referred to as pre-internship, formative), Mid-Year (interim), and End of Year (summative). First, the intern completes the Self-Assessment (formative evaluation). The interim and summative evaluations are completed by the Intern Field Supervisor. In addition to assessing performance competencies, Field Supervisors also assess interns’ work characteristics/dispositions (see 4-1e – Assessment Tool).

In addition, to the midyear and final Intern Evaluation, an abbreviated monthly progress monitoring form (aligned with the 10 NASP Practice Domains) is completed by the Field Supervisor. Data from these monthly forms are not formally compiled but are reviewed by the University Supervisor to assess the interns’ month-to-month progress (and intervene if necessary) prior to the midyear or final evaluation periods.

The Program uses the Intern Evaluation by Field Supervisors to assess the interns’ overall progress on internship and the development of their performance in meeting the NASP Standards and readiness to enter the field. The program also looks for patterns in the data that would inform programming.

**Data Analysis**

Please note that the internship experience for cohorts 2017-2020 and 2018-2021 were affected by the COVID-19 pandemic. Therefore, data from the 2016-2019 cohort is also provided. For the three cohorts presented (2016-2019, 2017-2020, 2018-2021) the overall mean for the 10 NASP Practice Domains at the final evaluation was 3.00, 3.00, and 2.92 (range = 2.83-2.96), respectively. The overall mean for the Work/Disposition categories at the final evaluation was 3.00, 3.00, and 2.93 (range = 2.81-3.00).

As depicted in Table 4-1A, the interns realized growth across the 10 NASP Practice Domains from mid-year (2.57, 2.62, 2.20) to their final evaluation (3.00, 3.00, 2.92). As depicted in Table 4-1B, the interns also realized growth across the Work/Disposition categories from midyear (2.84, 2.88, 2.70) to their final evaluation (3.00, 3.00, 2.93).

**Interpretation for Evidence for Meeting Standards**

Based on these data, program completers (across three cohorts) by in large, demonstrated knowledge, skills, and professional work characteristics/dispositions applied effectively in practice during internship. Overall means across the 10 NASP Practice Domains were lower for the 2018-2021 cohort. Although the 2017-2020 cohort’s internship was also affected by the COVID-19 pandemic; the 2017-2020 cohort’s internship experience during lockdown/quarantine was uniform (i.e., all schools were remote/finishing out the year remotely). On the other hand, the 2018-2021 cohort’s internship experiences during the COVID-19 pandemic varied (i.e., ranging from in-person instruction – no change for the entire school year to remote learning/instruction fall semester and transitioning to in-person in spring semester 2021). These differences in how school districts carried out the 2020-2021 school year likely influenced intern opportunities and experiences. This is consistent with the data in that NASP Practice Domains that typically require face-to-face implementation (Domains 3, 4, 5, 6) were lower at the final evaluation compared to the previous two cohorts.

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| **Table 4-1A. Intern Evaluations by Supervisors (10 NASP Practice Domains)** | | | | | | | | | |
| Field Supervisors rate interns’performance twice (at midyear and end of year) relative to each of the NASP Practice Domains using the categories below: | | | | | | | | | |
| 1 - New Skill Level: Refers to a skill that is just being learned  2 - Developing Skill Level: Refers to being functionally knowledgeable about delineated process but not yet proficient at an entry practitioner level.  3 – Competent Skill Level: Refers to being knowledgeable about and has attained the skill level of an entry level practitioner.  N – No Opportunity | | | | | | | | | |
| **NASP Training Standards and Practice Domains** | | **2016-2019 Cohort**  **(N = 10)** | |  | **2017-2020 Cohort**  **(N = 5)** | |  | **2018-2021**  **Cohort**  **(N=8)** | |
| Mean | |  | Mean | |  | Mean | |
| Training Standard | Practice Domain | Midyear | Final |  | Midyear | Final |  | Midyear | Final |
| II | 1.Data-Based Decision Making and Accountability | 2.68 | 3.00 |  | 2.90 | 3.00 |  | 2.33 | 2.95 |
| III | 2. Consultation and Collaboration | 2.56 | 3.00 |  | 2.55 | 3.00 |  | 1.66 | 2.94 |
| IV-Element 4.1 | 3.Interventions and Instructional Support to Develop Academic Skills | 2.53 | 3.00 |  | 2.53 | 3.00 |  | 2.14 | 2.89 |
| IV-Element 4.2 | 4: Interventions and Mental Health Services to Develop Social and Life Skills | 2.32 | 3.00 |  | 2.73 | 3.00 |  | 2.00 | 2.85 |
| V-Element 5.1 | 5: School-Wide Practices to Promote Learning | 2.68 | 3.00 |  | 2.52 | 3.00 |  | 2.29 | 2.95 |
| V-Element 5.2 | 6: Preventive and Response Services | 2.51 | 3.00 |  | 2.30 | 3.00 |  | 2.14 | 2.83 |
| VI | 7: Systems Level Services – Family-School Collaboration | 2.48 | 3.00 |  | 2.36 | 3.00 |  | 2.15 | 2.90 |
| VII | 8: Diversity in Development and Learning | 2.64 | 3.00 |  | 2.43 | 3.00 |  | 2.38 | 2.96 |
| VIII-Element 8.1 | 9: Research and Program Evaluation | 2.47 | 3.00 |  | 2.96 | 3.00 |  | 2.40 | 2.96 |
| VIII-Element 8.2 | 10: Legal, Ethical, and Professional Practice | 2.83 | 3.00 |  | 2.96 | 3.00 |  | 2.73 | 3.00 |
|  | | | | | | | | | |
| **OVERALL MEAN** | | **2.57** | **3.00** |  | **2.62** | **3.00** |  | **2.20** | **2.92** |
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| **Table 4-1B. Intern Evaluations by Supervisors (Work/Disposition)** | | | | | | | | |
| Field Supervisors rate interns’performance twice (at midyear and end of year) relative to each Work/Disposition Category using the categories below: | | | | | | | | |
| 1 - New Skill Level: Refers to a skill that is just being learned  2 - Developing Skill Level: Refers to being functionally knowledgeable about delineated process but not yet proficient at an entry practitioner level.  3 – Competent Skill Level: Refers to being knowledgeable about and has attained the skill level of an entry level practitioner.  N – No Opportunity | | | | | | | | |
| **Work/Disposition Category** | **2016-2019**  **Cohort**  **(N = 10)** | |  | **2017-2020**  **Cohort**  **(N = 5)** | |  | **2018-2021**  **Cohort**  **(N = 8)** | |
| Mean | |  | Mean | |  | Mean | |
|  | Midyear | Final |  | Midyear | Final |  | Midyear | Final |
| Shows Dependability and Initiative | 2.77 | 3.00 |  | 2.85 | 3.00 |  | 2.63 | 2.86 |
| Shows Respect for Human Diversity | 2.90 | 3.00 |  | 2.80 | 3.00 |  | 2.81 | 3.00 |
| Shows Ethical Responsibility | 2.90 | 3.00 |  | 3.00 | 3.00 |  | 2.85 | 3.00 |
| Shows Adaptability | 2.80 | 3.00 |  | 2.80 | 3.00 |  | 2.56 | 2.88 |
| Shows Good Communication Skills (Written) | 2.88 | 3.00 |  | 2.80 | 3.00 |  | 2.56 | 2.81 |
| Shows Good Communication Skills (Oral) | 2.71 | 3.00 |  | 2.90 | 3.00 |  | 2.64 | 2.98 |
| Shows Good Interpersonal Skills | 2.90 | 3.00 |  | 3.00 | 3.00 |  | 2.85 | 3.00 |
|  | | | |  |  |  |  |  |
| **OVERALL MEAN** | **2.84** | **3.00** |  | **2.88** | **3.00** |  | **2.70** | **2.93** |