



# Illinois State Board of Education

100 North First Street, E-240  
Springfield, Illinois 62777-0001



NATIONAL ASSOCIATION OF SCHOOL PSYCHOLOGIST  
(NASP) STATE APPROVED PROGRAM AND COMPLETION  
OF STANDARDS VERIFICATION (National School Psychology  
Certification System (NSPCS) Applicants Only)

## EDUCATOR EFFECTIVENESS DEPARTMENT

### PART I of VI – TO BE COMPLETED BY APPLICANT

An applicant applying for an Illinois credential who has completed a NASP approved/nationally recognized graduate program for school psychology shall use this form to verify completion of the program addressing specific Illinois standards. The applicant should provide all information requested in Part I of this form, and the college/university should complete Parts II - VI. **Please request that the college/university e-mail the completed form to [licensureforms@isbe.net](mailto:licensureforms@isbe.net). Forms returned to the applicant or Regional Office of Education will not be honored.**

APPLICANT'S NAME (Last, First, Middle, Maiden)	IEIN	BIRTHDATE (mm/dd/yyyy)
ADDRESS (Street, City, State, Zip Code)	TELEPHONE (Include Area Code)	E-MAIL
	NAME OF COLLEGE/UNIVERSITY	
ADDRESS (Street, City, State, Zip Code)	TELEPHONE (Include Area Code)	

### PART II OF VI– TO BE COMPLETED ONLY BY THE COLLEGE/UNIVERSITY

**NASP APPROVED PROGRAM VERIFICATION:** Please verify that the above-named applicant has completed your NASP approved/ nationally recognized program of preparation that leads to a national credential or license comparable to the specific type listed below. The registrar, licensure officer, or other authorized official should sign and date below. Proceed to Part III to verify completion of coursework addressing Illinois Standards.

#### TYPE OF LICENSE FOR WHICH APPLICATION IS BEING MADE

##### SCHOOL SUPPORT PERSONNEL LICENSE (P-21)

School Psychologist

Yes No

I certify that the applicant has completed all requirements of our NASP approved nationally recognized program in effect at the time of the applicant's attendance for which recommendation is given.

\_\_\_\_\_ Date

\_\_\_\_\_ Original Signature of Authorized Official

**PART III of VI – TO BE COMPLETED ONLY BY THE COLLEGE/UNIVERSITY**

**COMPLETION OF ILLINOIS STANDARDS VERIFICATION:** Please verify that the above-named applicant has completed coursework addressing the standards listed below. If the standards have already been met, the educator will not be required to complete additional coursework. Proceed to Part IV to verify successful completion of a test of basic skills for licensure.

**Yes No**

- Methods of instruction of the exceptional child in cross-categorical special education, which includes the following standards:
- Understands the impact that disabilities have on the cognitive, physical, emotional, social and communication development of an individual and provides opportunities that support the intellectual, social and personal development of all students;
  - Understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners; and
  - Understands instructional planning and designs instruction based on knowledge of the discipline, students, community and curriculum goal.
- Methods of reading and reading in the content area, which addresses the following standards:
- Understands how students acquire reading competency;
  - Understands reading deficits and reading levels, and how they contribute to a student's ability to succeed in kindergarten through grade 12;
  - Understands the correlation of behavior and classroom culture (discipline, management, control, influence on engagement) on reading development and reading acquisition; and
  - Uses the skills and strategies specific to their school support personnel specialty to support or enhance reading skill development, as applicable.
- Instructional strategies for English language learners, which align to the following standards:
- Understands the spectrum of student diversity (e.g., race and ethnicity, socioeconomic status, special education, gifted, English language learners [ELL], sexual orientation, gender, gender identity) and the assets that each student brings to learning across the curriculum;
  - Understands how each student constructs knowledge, acquires skills, and develops effective and efficient critical thinking and problem-solving capabilities;
  - Understands how teaching and student learning are influenced by development (physical, social and emotional, cognitive, linguistic), past experiences, talents, prior knowledge, economic circumstances and diversity within the community;
  - Understands the impact of cognitive, emotional, physical, and sensory disabilities on learning and communication pursuant to the Individuals with Disabilities Education Improvement Act (also referred to as "IDEA");
  - Understands the impact of linguistic and cultural diversity on learning and communication;
  - Understands his or her personal perspectives and biases and their effects on one's teaching;
  - Understands how to identify individual needs and how to locate and access technology, services, and resources to address those needs;
  - Analyzes and uses student information to design instruction that meets the diverse needs of students and leads to ongoing growth and achievement;
  - Stimulates prior knowledge and links new ideas to already familiar ideas and experiences;
  - Differentiates strategies, materials, pace, levels of complexity, and language to introduce concepts and principles so that they are meaningful to students at varying levels of development and to students with diverse learning needs;
  - Facilitates a learning community in which individual differences are respected; and
  - Uses information about students' individual experiences, families, cultures, and communities to create meaningful learning opportunities and enrich instruction for all students.

I certify that \_\_\_\_\_ has completed coursework addressing the Illinois Standards listed above.  
(Name of Applicant)

\_\_\_\_\_  
Date

\_\_\_\_\_  
**Original Signature of Authorized Official**

**PART IV of VI – TO BE COMPLETED ONLY BY THE COLLEGE/UNIVERSITY**

**TEST OF BASIC SKILLS VERIFICATION:** Please verify that the above named applicant has successfully completed a test of basic skills at the time of initial licensure in your state. A test of basic skills measures foundation skills in reading, language arts, writing, and mathematics. Tests that are specific to only one content area are not applicable. **Successful completion of the test must have resulted in licensure in your state.**

If the applicant did not receive licensure in your state, the Board of Education in the state in which he/she is currently licensed must provide verification of the test used for licensure purposes (via **ISBE Form Out-of-State Test of Basic Skills Verification** (for Department/ Board of Education Use Only). (e.g. Educator completed preparation program at an Iowa institution and obtains Iowa licensure - use this form. An educator who completed a program in Iowa, does not obtain Iowa licensure, but obtains licensure in Missouri, should use **ISBE Form 80-03 (10/16)**).

After completing this assurance, proceed to Part V.

- Yes, this individual has passed a test of **Basic Skills** that resulted in initial licensure in this state.

Name of the test (Example – Praxis I): \_\_\_\_\_

Date test was passed: \_\_\_\_\_

- No, this individual has not passed a test of basic skills for initial licensure in this state.

\_\_\_\_\_  
*Date*

\_\_\_\_\_  
*Original Signature of Authorized Official*

**PART V of VI – TO BE COMPLETED ONLY BY THE COLLEGE/UNIVERSITY**

**COMPLETION OF ILLINOIS INTERNSHIP VERIFICATION:** Please verify that the above-named applicant has completed the internship and/or experience requirements listed below for the applicable area.

**Yes No**

- SCHOOL PSYCHOLOGIST INTERSHIP VERIFICATION:**

Completed a supervised field experience of at least 250 hours in a school setting and/or child student center, **AND**

Completed a one-year, full-time internship under the direction of an intern supervisor.

**PART VI OF VI – TO BE COMPLETED ONLY BY THE COLLEGE/UNIVERSITY**

Effective February 1, 2012, all professional education and content-area coursework required for the issuance of an Illinois license, endorsement or approval must have been passed with a grade of no lower than a “C” or equivalent. Grades of “P” (Passing) or “S” (Satisfactory) cannot be honored for licensure until verification is provided by the **licensure officer, the registrar, or the dean of the college of education** that these grades are equivalent to a “C” or above.

**DIRECTIONS:** Please check the appropriate box(es) below. Please stamp the completed form with the appropriate seal of the institution, date it, and affix the signature of the **licensure officer, the registrar, or the dean of the college of education**. Then, e-mail this form to the Illinois State Board of Education at [licensureforms@isbe.net](mailto:licensureforms@isbe.net). **Forms returned to the educator will not be honored.**

**MARK ONE OR MORE OF THE CHOICES BELOW:**

**P** (PASSING), **S** (SATISFACTORY) or **CR** (CREDIT) GRADES ARE EQUIVALENT TO A "C" OR ABOVE.

**P** (PASSING) OR **S** (SATISFACTORY) GRADES ARE EQUIVALENT TO A "C-" OR BELOW

**ADDITIONAL COMMENTS:**

NAME OF COLLEGE/UNIVERSITY	TELEPHONE (Include Area Code)	FAX (Include Area Code)
NAME AND TITLE OF AUTHORIZED OFFICIAL	E-MAIL	

\_\_\_\_\_  
*Date*

\_\_\_\_\_  
*Original Signature of Authorized Official*

**COLLEGE/UNIVERSITY**  
*Seal*