ED.S. SCHOOL PSYCHOLOGY INTERNSHIP GUIDEBOOK

2024 – 2025

W

TACOMA

W SCHOOL PSYCHOLOGY (EdS)

UNIVERSITY *of* WASHINGTON | TACOMA

School of Education

INTRODUCTION

Congratulations on achieving candidacy for the UWT Ed.S. School Psychology Internship! This handbook is designed to help you navigate this culminating experience in the University of Washington Tacoma (UWT) Ed.S. School Psychology program. This handbook discusses our UWT Ed.S. School Psychology grounding principles and policies related to the Internship and how they align with those set forth by the National Association of School Psychologists (NASP). Additionally, this handbook offers important information, guidelines, and forms related to internship supervision, evaluation, and your Culminating Portfolio. This handbook is a companion to the UWT Ed.S. School Psychology Program Handbook. You are expected to read these handbooks thoroughly.

The UWT Ed.S. School Psychology Internship offers learning experiences that enhance capabilities for life-long learning, reflective practices, and leadership for positive change. At the culmination of the internship, you will be well-prepared to make effective decisions across all levels of service delivery and offer a variety of culturally responsive psychoeducational services to youth, staff, and families. This includes collaboration, counseling, prevention, intervention, and advocacy. You will become even more fluent at integrating theory, research, and culturally responsive practices to effectively meet the needs of diverse school communities.

This internship is developed to offer a culminating experience grounded in the same conceptual framework as our program. We expect that this internship will inspire further innovation and promote effective prevention and healing of problems that plague our communities, including mental health problems, school violence, racism, oppression, and inequities. We also expect the application of antiracist and decolonizing practices that emphasize strengths and confront structures of oppression.

Your internship placement must align with the mission, values, and goals of the UWT SOE and Ed.S. School Psychology program. The School of Education's mission is to "prepare ethical and reflective educators, practitioners, and leaders who transform learning, engage with communities, exemplify professionalism, and promote diversity." Ed.S. School Psychology student learning goals and outcomes include the Practice Domains (see https://www.nasponline.org/standards-and-certification/nasp-2020-professional-standards-adopted/nasp-2020-domains-of-practice) set forth by the National Association of School Psychologists (NASP) and the Washington State Professional Educators Standards

Board (PESB) pursuant to RCW 28A.410.044 (see
https://app.leg.wa.gov/RCW/default.aspx?cite=28A.410.044). See our website for more
information: https://education.uw.edu/programs/graduate/educational-psychology/school-
psychology/edscert

Upon successful completion of this program, you will have the knowledge and skills to:
1. engage in collaborative, empowering practices and partnerships with students,
   families, educators, and school communities;
2. value, promote, and advocate for equity, inclusion, and social justice;
3. deliver culturally responsive, trauma-informed, healing-focused services;
4. provide and support culturally responsive assessment & intervention; and
5. establish, lead, and maintain effective multi-tiered systems of support (MTSS),
   including effective academic, social, emotional, and behavioral supports.

BEST PRACTICES AND POLICIES FOR SCHOOL PSYCHOLOGY INTERNSHIPS

The UWT Ed.S. School Psychology Internship is a culminating experience in your course of
study. The coursework foundation and the practicum sequence must be completed prior to
the internship. Your internship must demonstrate a commitment to a diversified learning
experience that includes a variety of professional roles and functions so that you can
attain professional competencies through carefully supervised activities. Competencies are
determined by NASP practice domains and measured by multi-informant evaluations of
field experiences, candidate performance in seminar courses, and candidate performance
on summative outcomes, such as the case studies within the portfolio. Competencies
include all NASP domains of school psychology practice.

The UWT Ed.S. School Psychology Program adheres to these internship-related program
standards set forth by Washington State and the NASP as indicated below.

NASP STANDARD 1.3

The supervised internship experience must be taken for academic credit, with a minimum
of 1,200 clock hours, including a minimum of 600 hours in a school setting, and completed
across one academic year on a full-time basis or two consecutive academic years on a half-
time basis.

NASP STANDARD 3 - INTERNSHIP IN SCHOOL PSYCHOLOGY

The program ensures that all candidates complete supervised and sequenced internship
experiences consistent with program goals and objectives. Specific competency outcomes
are clearly articulated for the internship. Outcome measures comprehensively assess all
NASP domains and their integration. The internship experiences contribute to the

preparation of candidates who demonstrate the professional competencies needed to effectively deliver school psychological services to children and youth, families/caregivers, and schools. The following components are apparent in the school psychology program.

Standard 3.1
The internship allows candidates to develop, practice, demonstrate, and reflect upon evidence-based practices in a graduated manner that increases in complexity. Internships must include the following:
- Settings relevant to the program objectives and the development of candidate competencies.
- Program oversight to ensure identification and appropriateness of placements, diverse activities that address the breadth and scope of the NASP Practice Model, supervision, and collaboration with the placement sites and internship supervisors.
- Collaboration between the program and placement agencies to demonstrate a commitment to candidate learning that is consistent with program goals and ensures the development of professional competencies.
- Structured, specific activities that are consistent with the goals/objectives of the program and foster the development of competency in advocating for the understanding of human diversity and social justice. Internship is a comprehensive experience with a primary emphasis on providing breadth and quality of experiences, attainment of comprehensive school psychology competencies, and integration and application of the full range of NASP domains of school psychology practice.
- Field experiences that are completed for academic credit or are otherwise documented by the institution, with practica preceding and in preparation for internships. Performance-based evaluations that are systematic and designed to ensure that candidates demonstrate professional work characteristics and attain competencies with clearly articulated methods to identify and address concerns regarding candidate performance.

Standard 3.3
The school psychology program requires a comprehensive, supervised, and carefully evaluated internship in school psychology that includes the following:
- A commitment to a diversified learning experience that includes a variety of professional roles and functions for the intern to attain professional competencies through carefully supervised activities. Internship experiences comprehensively address all NASP domains of school psychology practice.
- A culminating experience in the program's course of study. Although one or two advanced seminar classes that correspond to internship requirements may be taken during internship, foundation and/or practica courses must be completed prior to internship.

- A written agreement that specifies the period of appointment and any terms of compensation for the intern.
- Similar support services for the intern as provided to the agency school psychologist(s).
- Provision for the intern's participation in continuing professional development activities.

Standard 3.4
The school psychology program requires that each intern receive appropriate and regularly scheduled field- based supervision, including the following:
- Provision of field-based supervision by a school psychologist holding the appropriate state school psychologist credential for practice in a school setting (if a portion of the internship is conducted in another setting, provision of field supervision from a psychologist holding the appropriate state psychology credential for practice in the internship setting).
- At least weekly, individual, face-to-face field-based supervision with structured mentoring focused on the intern's attainment of competencies. Field-based internship supervision must additionally meet the following minimum criteria: an average of at least 2 hours of supervision per full-time week or the equivalent for part-time placement.

NASP STANDARD 4

Performance-Based Program Assessment and Accountability
The school psychology program employs systematic, comprehensive assessment of candidate knowledge, skills, and professional work characteristics needed for effective practice as early practitioner, independent school psychologists. A key aspect of program accountability is the assessment of candidate ability to provide, and evaluate the impact of, direct and indirect services to children and youth, families, and schools. Faculty must be involved in the evaluation of candidate skill application (e.g., products such as individual, group, or system-wide case studies, program evaluations, and psychoeducational evaluations), and use assessment results to evaluate and improve the program.

Standard 4.1
The program employs a variety of methods to assess candidate knowledge, skills, and professional work characteristics consistent with the NASP Practice Model, including results on licensing exams, course embedded methods, practicum and intern evaluations, and performance-based products that include assessment of the impact of services on children and youth, families, and schools.

Standard 4.3

The assessment of internship outcomes includes formative and summative performance-based evaluations of interns completed by program faculty and field-based supervisors that are systematic and comprehensive and ensure that interns attain the competencies and demonstrate the professional work characteristics needed for effective practice as early career, independent school psychologists. It is expected that the intern evaluation cover all NASP domains of school psychology practice.

Standard 4.4

As part of the outcome-based assessment, candidates must demonstrate evidence of the ability to provide and evaluate the impact of direct and/or indirect intervention-based services for children and youth, families, and schools. Candidates must provide evidence of services in the form of two performance-based products, one of which can be completed during practica. One product must have a primary focus on academic/cognitive skills, and another with a primary focus on mental and behavioral health. Faculty must evaluate candidates' products.

UWT ED.S. SCHOOL PSYCHOLOGY PROGRAM INTERNSHIP POLICIES, ROLES, AND RESPONSIBILITIES

Interns must have completed all coursework and practica prior to the internship experience. The internship consists of a full-time academic year (1,200) hours. It is supervised by a school psychologist who meets the standards set forth by NASP, the Washington Professional Educators Standards Board (PESB), and the UWT School Psychology program faculty. The university program maintains contact with intern supervisors through a minimum of one individualized contact per quarter. Additionally, the internship seminar offers interns a space to reflect,discuss experiences, and receive mentorship from faculty and peers. The internship offers interns a variety of quality experiences. The primary purpose of the internship is to educate interns and provide a range of appropriate and comprehensive experiences in the school setting. Service   to a school district is secondary to training. During the internship, the candidate will be required to complete case studies that are included in their portfolio. Case studies are described later in this document.

The Ed.S. School Psychology candidate is primarily responsible for securing their internship.
Candidate responsibilities include:
- sending letters of interest and resumes to potential internship districts,
- maintaining current fingerprint and ESA Certification application forms,
- contacting school districts and following district application and interviewing procedures,

- updating the Office of Field Placements & Partnerships of progress and
- notifying the Office of Field Placements & Partnerships when a placement is offered and accepted.

The university assumes the responsibility of providing instructors who are qualified in course instruction and supervision for the internship experience and assumes the responsibility for all classroom instruction of the students. The university communicates specific objectives related to selected learning experiences to be gained in the internship to the district supervisors. The university facilitates cooperative implementation and evaluation each quarter, and the university internship instructor/supervisor meets with district partners each quarter. We offer our internship field supervisors 30 clock hours (3 CEUs).

The Office of Field Placements & Partnerships and the Internship Instructor/University Supervisor support interns and school districts throughout the internship placement process. The Office of Field Placements & Partnerships' responsibilities are to respond to district inquiries, provide final approval for internship placements, and send Program-District letters of agreement to finalize placements.

The university supervisor maintains regular communication with the intern and field supervisor. Such communication may occur through face-to-face meetings and/or faculty supervisor visits to the internship site, telephone or video conferencing, and e-mails. The university supervisor schedules these visits and ensures interns are provided with necessary learning experiences that are outlined in this handbook, the Letter of Agreement, and the UWT School Psychology Internship Rubric (SPIR).

The internship course instructor/ university supervisor meets with each field supervisor and intern three times minimum during the internship year for focused supervision, assessment of candidate learning, and professional learning goal setting and attainment. The internship instructor/university supervisor holds an initial orientation meeting in the spring before the internship. This meeting includes a review of all internship documents and information contained in this document and the LOA. The internship instructor/university supervisor contacts individual supervisors a minimum of three times during the year and maintains records of supervisory contacts. These contacts may include in-person site visits, virtual meetings, and/or phone calls. The internship instructor/ university supervisor also ensures that interns are provided the opportunities necessary to create a comprehensive, culminating experience. They are available to the intern and field supervisor to discuss internship experiences and issues on an as-needed basis, and they collaborate with the intern and field supervisor to address any concerns. They consult with the School Psychology Program Director to address major issues or concerns.

The school district is responsible for providing its educational program facilities to be used by the intern for educational purposes and desirable learning experiences for the intern, including classroom experience, staffings, multidisciplinary team meetings, assessment experience, counseling experience, in-service sessions, and parent/family conferences where appropriate; educational settings allowing the intern experiences with a variety of abilities, identities, developmental levels, and linguistic, neuro, cognitive and cultural diversities; and release time for the school district supervisor to provide two hours per week of direct supervision of the intern.

The internship site must provide opportunities for a range of services that align with NASP standards for preparation and NASP practice models. Internship sites must provide the intern with opportunities to integrate and apply all NASP domains of practice and knowledge, including opportunities to demonstrate (and provide evidence of) direct, measurable impact on children, families, and schools. **The majority of the intern's time must be spent providing direct services with students and indirect services through consultation. No one function or service (e.g., testing) may require the majority of the intern's time.** The intern site must provide opportunities for the intern to work with students of diverse ages, backgrounds, abilities, identities, characteristics, and needs. The intern site must also recognize the internship as an educational experience.

The internship site must provide a safe and secure work environment, adequate office space, and support services for the intern consistent with those afforded to school psychologists in the district/agency and the organizational principles in the NASP Practice Model. The internship site must also offer interns opportunities for continuing professional development comparable to those provided to school psychologists in the district/agency. At the conclusion of the internship, the field supervisor verifies both the completion of required internship hours and activities and the quality of the intern's performance.

The intern field supervisor must have at least three years of full-time experience as a credentialed school psychologist and be employed as a regular employee or consultant by the district or agency. We ask that potential supervisors submit evidence that ensures they meet these expectations and the criteria discussed herein (e.g., proof of certification). Program faculty and the Office of Field Placements & Partnerships will oversee the internship placements and ensure weekly meetings occur and the intern receives sufficient direct supervision hours.

Supervisors are responsible for communicating with school administrators and support staff that interns are not to respond to crises on their own, including conducting threat assessments, engaging in physical restraint, students reporting suicidal and/or homicidal ideation (including past, present, or future). In crisis situations, interns are to contact their supervisor for support and adhere to district crisis procedures.

We ask that our internship supervisors to adhere to the following 10 guidelines:

1. Review the evaluation rubrics with intern at the beginning of the school year and complete the rubrics quarterly (autumn, winter, and spring), at a minimum. Collaborate with the university supervisor to formally evaluate the intern's performance at these three times. At other times, you can use these rubrics and our example session conversations included later in this handbook to structure and guide reflective practice consultations with your intern.
2. Provide opportunities for interns to build skills in the 10 NASP Practice domains and apply these skills in delivering a comprehensive range of services. Offer opportunities for a well-rounded experience (schoolwide teaming, counseling, consultation, etc.), which may require coordination with another supervisor.
3. Support the intern in learning the skills needed to succeed as an independent school psychologist. This includes helping the intern learn how to prioritize duties/time management so they can be successful. This also includes observing the intern and allowing the intern to observe you.
4. Create a supervisory relationship that is reflective, mutually beneficial, respectful, constructive, and open to different perspectives. As part of this relationship, it is vital to communicate any concerns proactively so a plan can be developed.
5. Provide a minimum of 2 hours per week of one-to-one supervision time. Expect that interns will need more structure and guidance at the beginning of the year than at the end of the year. They typically progress from observing your cases, to participating in your cases, to taking on their own cases.
6. Observe intern administering standardized assessments, ensuring standardization is followed and scoring is correct.
7. Provide feedback to the intern regarding data, analysis, and conclusions throughout the assessment and report writing process. Read all psychoeducational reports thoroughly and approve reports.
8. Offer opportunities for professional development – such as visiting specialty programs at other sites, attending department meetings, district-level professional development opportunities, etc.
9. Provide your contact information to the intern and explain preferences for contacts (text, calls, email, etc.), including how to contact you when there is a crisis.
10. Communicate with other staff members (e.g., administrators, teachers, school staff) to solicit feedback regarding the intern's progress.

Most field supervision is provided weekly, individually, with structured mentoring and evaluation that focuses on developing the intern's competencies as determined by the school psychology program assessments developed according to NASP standards. The internship field supervisor will provide the intern and faculty with formative and summative evaluations of intern performance that are systematic, comprehensive, and ensure that interns demonstrate professional work characteristics and attain competencies needed for effective practice as school psychologists. These practices will be applied across the student, classroom, and school level, and must include all 10 NASP practice domains.

Interns are to maintain consistent attendance, participate in internship seminars, and maintain reflection and time logs. These logs are submitted to supervisors and are collected by faculty in internship seminars. Faculty will assess candidates holistically in the Internship Portfolio and Reflective Seminars courses (Credit/No Credit) by integrating information from the internship supervisor, the UWT School Psychology Internship Rubric (SPIR), the Ed.S. Professional Work Characteristics, candidate reflection logs, and seminar participation and discussions.

The intern is expected to engage in all NASP practice domains during their internship, and candidates must demonstrate competency in all domains, professional work characteristics, and adhere to NASP Principles for Professional Ethics. These criteria are assessed by the internship supervisor, school psychology faculty, and the interns themselves (through reflection and self-assessment). The intern will enroll in reflective seminar courses along with internship credit, as described later in this document.

We ask that our interns adhere to the following 10 guidelines:
1. Keep up to date about current methodology, assessments, and intervention strategies and collaborate/consult with supervisor(s).
2. Be proactive in guiding and structuring your own learning. Ask for additional practice in growth areas.
3. Your internship supervisor is your primary source of support for your cases. Your university supervisor/internship instructor is also a source of support.
4. Adhere to district/school expectations of professional conduct.
5. Contact supervisor/site if there is a change in schedule.
6. Complete duties by expected dates/deadlines.
7. Demonstrate respect to those in the school community.
8. Demonstrate flexibility and culturally responsive practices.
9. Be willing to learn and receive corrective feedback.
10. Adhere to crisis guidelines as indicated below.

If a student reports sexual abuse, physical abuse, emotional abuse, or neglect (including past or present), contact your supervisor immediately and complete a Child Protective Services (CPS) report in conjunction with your supervisor.

INTERNSHIP LETTER OF AGREEMENT

The School District - UWT Ed.S. School Psychology Program Letter of Agreement (LOA) specifies the start and end date of the internship and includes the expectations and responsibilities of the internship site supervisor, faculty supervisor, and intern. These agreements delineate specific non-negotiables as outlined in this document and by the NASP Best Practice Guidelines for School Psychology Internships. Internship supervisors must sign and adhere to the agreement that the internship will provide high-quality

experiences that cover a wide range of activities. Terms of compensation are stipulated in a separate district-initiated contract.

The UWT and School District Letter of Agreement must be signed prior to the internship experience's initiation. The Office of Field Placements & Partnerships works with the Ed.S. School Psychology Director to ensure this is completed and signed. The information included in this form is below.

Letter of Agreements for Culminating Internship, UW Tacoma Ed.S. School Psychology Program

This letter sets forth the expectations and conditions necessary for supporting the full-time, culminating Internship of students in the UW Tacoma School Psychology Program. This field experience will provide the final field-based requirements for certifying the student below as a School Psychologist:

School Psychology Intern:

_____

(print name)   (signature)

Internship School District:

_____

Overview: The University of Washington Tacoma (UWT) Ed.S. School Psychology Internship is a full-time, culminating educational experience, and integrates all 10 NASP Practice Domains. This program adheres to the standards set forth by Washington State and the National Association of School Psychologists (NASP). The internship placement must align with the UWT SOE and Ed.S. School Psychology Program's mission, values, and goals. This program ensures that all candidates complete supervised and sequenced internship experiences consistent with program goals and objectives. Specific competency outcomes are clearly articulated for internship, as indicated in the UWT School Psychology Internship Rubric, Internship course objectives, and UWT School Psychology Work Characteristics. The internship experiences contribute to the preparation of candidates who demonstrate the professional competencies needed to effectively deliver school psychological services to children and youth, families/caregivers, and schools. For paid internships, terms of compensation are stipulated in a separate district-initiated contract.

The UWT EdS School Psychology Program requires that each intern receive appropriate and regularly scheduled field-based supervision, including the following:
- Provision of field-based supervision by a school psychologist holding the appropriate state school psychologist credential for practice in a school setting (if a portion of the internship is conducted in another setting, provision of field

supervision from a psychologist holding the appropriate state psychology credential for practice in the internship setting).

- At least weekly, individual, field-based supervision with structured mentoring focused on the intern's attainment of competencies.
- Field-based internship supervision must occur an average of at least 2 hours of supervision per full-time week or the equivalent for part-time placement.
- Interns must receive supervision by a supervisor with at least three years of field-based experience.

The internship consists of a full-time academic year (1,200) hours and is supervised by a school psychologist who meets the standards set forth by NASP and the [Washington Professional Educators Standards Board](link) (PESB) as well as UWT School Psychology Program faculty. The university program maintains contact with interns through a minimum of one individualized contact per quarter. Additionally, the internship seminar offers a space for interns to reflect and discuss experiences and receive mentorship from faculty and peers. The internship offers interns a variety of quality experiences. The primary purpose of the internship is to educate interns and provide a range of appropriate and comprehensive experiences in the school setting, and service to a school district is secondary to training. During the internship, the candidate will also be required to complete case studies that are included in their portfolio.

The university assumes responsibility of providing instructors who are qualified in course instruction and supervision for the internship experience and assumes the responsibility for all classroom instruction of the students. The university communicates specific objectives related to selected learning experiences to be gained in the internship to the district supervisors. The university facilitates cooperative implementation and evaluation each quarter, and the university instructor/supervisor meets with district partners each quarter. The university supervisor maintains regular communication with the intern and field supervisor. Such communication may occur through face-to-face meetings and/or faculty supervisor visits to the internship site, telephone or video conferencing, and e-mails.

The school district is responsible for providing its educational program facilities to be used by the intern for educational purposes; desirable learning experiences for the intern including classroom experience, staffings, multidisciplinary team meetings, assessment experience, counseling experience, in-service sessions and parent conferences where appropriate; educational settings allowing the intern experiences with a variety of abilities, identities, developmental levels, and linguistic, neuro, cognitive and cultural diversities ; and release time for the school district supervisor to provide two hours per week of direct supervision of the intern.

The internship site must provide opportunities for a range of services that align with [NASP standards for preparation](link) (see Standards 3 and 4) and [NASP Practice Model](link). Internship sites must provide the intern with opportunities to integrate and apply all NASP domains of

practice and knowledge, including opportunities to demonstrate (and provide evidence of) direct, measurable, impact on children, families, and schools. The majority of the intern's time must be spent providing direct services with students and indirect services through consultation. No one function or service (e.g., testing) may require the majority of the intern's time. The intern site must provide opportunities for the intern to work with students of diverse ages, backgrounds, abilities, identities, characteristics, and needs. The intern site must also recognize the internship as an educational experience.

The internship site must provide expense reimbursement, a safe and secure work environment, adequate office space, and support services for the intern consistent with those afforded to school psychologists in the district/agency and the [organizational principles](#) in the NASP Practice Model. The internship site must also offer interns opportunities for continuing professional development comparable to those provided to school psychologists in the district/agency. At the conclusion of the internship, the field supervisor verifies both the completion of required internship hours and activities and the quality of intern performance.

The Internship Field Supervisor must have at least three years of full-time experience as a credentialed school psychologist and be employed as a regular employee or consultant by the district or agency. We ask that potential supervisors submit evidence that ensures they meet these expectations and the criteria discussed herein (e.g., proof of certification). Program faculty and the Office of Field Placements & Partnerships will oversee the internship placements and ensure weekly meetings are occurring and the intern is receiving sufficient direct supervision hours.

UW Tacoma offers Internship Field Supervisors 30 clock hours (3 CEUs) for this school year supervision.

The Office of Field Placements & Partnerships and program faculty support the interns and school districts throughout the internship placement process. The internship course instructor/ university supervisor meets with each field supervisor and intern three times minimum during the internship year for focused supervision, assessment of candidate learning, and professional learning goal setting and attainment. The internship course instructor/ university supervisor also ensures that interns are provided the opportunities necessary to create a comprehensive, culminating experience.

When concerns arise, they are proactively addressed whenever possible by the internship course instructor/ university supervisor, field supervisor, and the intern. Otherwise, the administration of the site and university should meet to respond to the concerns in a good-faith effort to resolve them, arriving at mutually respectful agreements in the best interests of all parties, understanding that all applicable state laws and policies must be followed and supersede the preferences of any party. All parties also agree to abide by FERPA, HIPAA, and other relevant privacy laws. When either party wishes to modify or terminate

this agreement, they must notify the other party in writing with at least 30 days of written notice, or as soon as possible.

The Internship Field Supervisor will provide the intern and faculty with formative and summative evaluations of intern performance that are systematic, comprehensive, and ensure that interns demonstrate professional work characteristics and attain competencies needed for effective practice as school psychologists. These practices will be applied across the level of the student, classroom, and school, and must include all [10 NASP Practice Domains](#).

School District Representative

Internship duration: Start Date: _____   End Date: _____

(role)	(print name)	(signature)

Special Services Director

_____

(role)	(print name)	(signature)

Internship Field Supervisor

_____

Certificate #: _____   # years in practice: _____

(role)	(print name)	(signature)

UW Tacoma Office of Field Placements & Partnerships

Office of Field Placements & Partnerships   Dr. Chelsea Bailey
_____

(role)	(print name)	(signature)

INTERNSHIP ELIGIBILITY

UWT Ed.S. School Psychology Internship Candidacy

The UWT Ed.S. School Psychology Internship Candidacy Form (below) includes the requirements students must meet to receive conditional approval to start the internship. Final approval for internship is granted no later than the summer quarter prior to the internship year if the following requirements are met:

1) successful completion of all coursework, including the practicum (i.e., grades of CR/B or higher in all courses).
2) a minimum GPA of 3.0; and
3) minimum required ratings on the UWT School Psychology Work Characteristics form completed prior to internship, including during coursework and practica.

This candidacy form also offers formative feedback to candidates from program faculty and instructors as related to coursework, NASP Practice Domains, and UWT Professional Work Characteristics.

Note: UWT Ed.S. School Psychology Program students must complete a Pre-Residency Clearance process that includes fingerprinting and a background check prior to establishing candidacy for Practicum. Also at this time, they must successfully complete a Child Abuse Reporting and Prevention training module.

UWT SCHOOL PSYCHOLOGY INTERNSHIP CANDIDACY FORM

Date: MMM/DD/YYYY

UWT Ed.S. School Psychology Candidate: First, Last

UWT Ed.S. School Psychology Director: Dr. Laura Feuerborn, Ph.D., NCSP

DOCUMENTATION OF REQUIRED ELEMENTS

COURSEWORK

Successful completion of first and second-year coursework (CR/B or higher in all required courses, minimum GPA of 3.0)

Coursework completed successfully:
☐ Yes
☐ No

Noted strengths and areas for growth observed during the academic year:

WORK CHARACTERISTICS

Demonstrate required competency in the UWT School Psychology Work Characteristics. Students must be rated at or above "3's" in all Work Characteristic domains and indicators

in the rubric to be granted internship eligibility. Domains include dispositions and skills in the following domains:
Commitment to Equity & Justice
Interpersonal Skills
Intrapersonal Skills
Professional Behaviors and Skills
Ethical Decision Making.

Should there be any concerns, the student will meet with the faculty member and advisor to discuss any competency in question and determine a growth plan to reach required competency.

Minimum competencies met:
☐ Yes
☐ No

Noted strengths and areas for growth observed during the academic year:

PRACTICUM

Successfully completed Autumn, Winter, and Spring School Psychology Practicum sequence. Obtained minimum number hours required.
☐ Yes
☐ No

Total practicum hours obtained:

Autumn:		Building, District, Supervisor
Winter:	#	Building, District, Supervisor
Spring:	#	Building, District, Supervisor

Noted strengths and areas for growth observed during the academic year:

UWT ED.S SCHOOL PSYCHOLOGY CANDIDACY DECISION

☐ Approval: Eligibility for UWT Ed.S. School Psychology Internship attained. Congratulations!

☐ Deferral: Internship has been deferred; reasons for deferral and a remediation plan are to be documented in attachments.

☐ Denial: Internship has been denied; reasons for denial are to be documented in attachments.

INTERNSHIP ACKNOWLEDGEMENT

By signing below, I acknowledge that I have read and understood the decision regarding my candidacy status for the School Psychology Internship.

Candidate's Name (Print): _____

Candidate's Signature: _____

Date: _____

Conditional ESA Certification During Internship

Districts sometimes wish to conditionally certify a school psychologist intern. This may be possible for interns who have completed all program requirements other than their internship. The OSPI policies for conditional ESA certification are available at this website: https://www.k12.wa.us/certification/educational-staff-associatecertificates/esa-reissue-renewal-conversion-and-upgrade/conditional-esa

In rare occasions, the UWT Ed.S. School Psychology Program may support ESA School Psychologist Conditional Certificate requests for those who have written approval from their field supervisor, demonstrated progress toward independence as a school psychologist (as evidenced by ratings on the Internship Rubric and UWT Ed.S. Work Characteristics), completed all other coursework except the required internship, met expectations for all internship requirements, including portfolio components, to date, and in districts where the anticipated workload is both congruent to our philosophies and reasonable (FTE .5 or lower). You can discuss the conditional certification with the Office of Field Placements and your University Supervisor/Internship Instructor for more information and guidance. Any ESA School Psychologist Conditional Certification Approval Requests must be reviewed and approved by Program Faculty and the School of Education Office of Field Placements prior to submission to OSPI.

INTERNSHIP REQUIREMENTS

Successful internship requires the completion of internship coursework during each quarter the internship takes place. This includes one 5 credit course (TSPSY 601; Internship

Seminar and Portfolio) during the Autumn, Winter, and Spring Quarters. This section includes a description of the course and the syllabus comprising expectations, policies, and student resources.

T SPSY 601: Internship, Portfolio, and Reflective Seminar
(Credits 5 fixed, repeatable, 15 max)

School of Education Mission
The mission of the UW Tacoma School of Education is to prepare ethical and reflective educators and leaders who transform learning, contribute to the community, exemplify professionalism, and promote diversity.

School of Education at UW Tacoma's Land Acknowledgment
The School of Education community here at UW Tacoma acknowledges that we learn, live, reflect, and teach on the ancestral lands of the Coast Salish people. As our campus is specifically situated on the traditional homeland of the [Puyallup Tribe of Indians](), we will make intentional efforts to create inclusive and respectful partnerships that honor Indigenous cultures, histories, identities, and sociopolitical realities. Read more: https://www.tacoma.uw.edu/uwt/soe/land-acknowledgment

Course Information
Course offerings: Autumn, Winter, and Spring
Meeting Times: Select Wednesdays 4:30-7 pm (hybrid class)
Location: TPS 201

Instructor Information
Name: Miranda Kucera, PhD, NCSP (she/her)
e-mail: mkkucera@uw.edu
Office Location: WCG 314
Office Hours: by appointment (in-person, Zoom, or phone call options)
- *Email is the best way to contact me. I typically check my email multiple times, Monday through Friday. I do not regularly check or respond on the weekends or holidays.*
- *Please allow at least 24 hours for a response (M-F). However, if I do not respond within 24 hours (M-F), assume I did not receive your email and resubmit.*

Course Description
Offers supervised, culminating field experiences as a school psychologist. Integrates knowledge and skills from coursework through applications in field settings, portfolio, and reflective learning in seminar meetings. Supports comprehensive practices in data-based decision making; consultation; interventions; services to promote supportive schools; collaboration; equitable and evidence-based practices; legal, ethical, and professional practice.

Course Objectives

Three quarters of internship (15 credits) are required for degree completion and certification as a school psychologist. Upon successful completion, school psychology candidates will:

1. Create, monitor, and evaluate a data-based professional growth plan.
2. Demonstrate, under supervision, proficiency in performance-based competencies in field settings. Competency domains include social, emotional, and behavioral supports; schoolwide practices to promote learning; services to promote safe and supportive schools; family, school, and community collaboration; equitable and culturally responsive/sustaining practices; research and evidence-based practices; and legal, ethical, and professional practices.
3. Develop a portfolio that demonstrates the ability to integrate knowledge and skills in school psychology practice domains using case studies and other artifacts of learning. Case studies must demonstrate the ability to measure service impact.
4. Consistently apply professional work characteristics (e.g., intra and interpersonal skills; ethical and professional decision-making; commitment to equity, diversity, and social justice) needed for effective practice as a school psychologist. Note: *Specific UWT Ed.S. SPSY work characteristics are assessed throughout internship.*

Schedule of key components of Culminating Portfolio

- *Autumn Internship/Capstone requirements:*
  - The Behavior Case study (submitted in spring practicum) will be revised over the summer, according to feedback received in the spring. The final will be submitted at the start of the quarter and evaluated.
  - The Academic Case study Problem Identification and Analysis will be completed by the end of the quarter.
  - The SEL/Counseling case study Problem Identification will be completed.
  - Submit artifacts for foundational NASP practice domains: 1, 2, 8, 9, and 10. One document explains how the two artifacts are evidence for each domain (one document per domain). NASP domain artifacts will be selected from a menu of limited assignment options
  - Develop your Professional Growth Plan
- *Winter Internship/Capstone requirements:*
  - The Academic Case study must be finalized, evaluated, and must meet competency.
  - The SEL/Counseling case study draft must be submitted.
  - Artifacts for NASP practice domains 3, 4, 5, 6, & 7 must be submitted.
  - Resumé completed.
  - PGP check-in
  - Take and pass the PRAXIS exam
- *Spring Internship/Capstone requirements:*
  - SEL/Counseling Case study finalized and evaluated for competency

o   Psychoeducational evaluation submitted and evaluated
o   Positionality & Professional Philosophy Statement
o   PGP reflection

National Association of School Psychologists (NASP) Program Standard 3: Supervised Field Experiences in School Psychology
The program ensures that all candidates complete supervised and sequenced internship experiences consistent with the NASP Standards listed below and our UWT Ed.S. School Psychology program goals and objectives.

3.1. The school psychology program includes clinical field experiences that allow candidates to develop, practice, demonstrate, and reflect upon evidence-based practices in a graduated manner that increases in complexity. The candidates are expected to develop their level of independent practice as the year progresses. Supervised field experiences must include the following:
   • Settings relevant to program objectives and the development of candidate competencies.
   • Program oversight to ensure identification and appropriateness of placements, diverse activities that address breadth and scope of the NASP Practice Model, supervision, and collaboration with the placement sites and internship supervisors.
   • Collaboration between the school psychology program and placement agencies that demonstrates a commitment to candidate learning, is consistent with program goals, and ensures the development of professional competencies.
   • Structured, specific activities that are consistent with the goals/objectives of the program and foster the development of competency in advocating for understanding of human diversity and social justice.
   • • Field experiences that are completed for academic credit or are otherwise documented by the institution, with practica preceding and in preparation for internships. Performance-based evaluations that are systematic and designed to ensure that candidates demonstrate professional work characteristics and attain competencies with clearly articulated methods to identify and address concerns regarding candidate performance.

3.3. The school psychology program requires a comprehensive, supervised, and carefully evaluated internship in school psychology that includes the following:
   • A commitment to a diversified learning experience that includes a variety of professional roles and functions for the intern to attain professional competencies through carefully supervised activities. Internship experiences comprehensively address all NASP domains of school psychology practice.
   • A culminating experience in the program's course of study. Although one or two advanced seminar classes that correspond to internship requirements may be taken during internship, foundation and/or practica courses must be completed prior to

internship.
- A written agreement that specifies the period of appointment and any terms of compensation for the intern.
- Similar support services for the intern as provided to the agency school psychologist(s).
- Provision for the intern's participation in continuing professional development activities.

3.4. The school psychology program requires that each intern receive appropriate and regularly scheduled field based supervision, including the following:
- Provision of field-based supervision by a school psychologist holding the appropriate state school psychologist credential for practice in a school setting (if a portion of the internship is conducted in another setting, provision of field supervision from a psychologist holding the appropriate state psychology credential for practice in the internship setting).
- At least weekly, individual, face-to-face field-based supervision with structured mentoring focused on the intern's attainment of competencies. Field-based internship supervision must additionally meet the following minimum criteria: an average of at least 2 hours of supervision per full-time week or the equivalent for part-time placement.

The internship integrates and assesses all 10 NASP Practice Domains, listed below. These practice domains are assessed across all three quarters via the UWT Ed.S. School Psychology Internship Rubric, UWT Ed.S. School Psychology Work Characteristics, and the UWT Ed.S. School Psychology Culminating Portfolio. The Culminating Portfolio includes comprehensive case studies, and these are assessed via NASP Case Study Rubrics.

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 & Collaboration
School psychologists have knowledge of varied methods of consultation, collaboration, and communication applicable to individuals, families, groups, and systems and used 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 with others during design, implementation, and evaluation of services and programs.

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 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.

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 have knowledge of principles and research related to family systems, strengths, needs, and culture; evidence-based strategies to support family influences on children's learning, socialization, and mental health; and methods to develop collaboration between families and schools. School psychologists, in collaboration with others, demonstrate skills to design, implement, and evaluate services that respond to culture and context and facilitate family and school partnership/ interactions with community agencies for enhancement of academic and social–behavioral outcomes for children.

Domain 8 Equitable Practices for Diverse Student Populations
School psychologists have knowledge of individual differences, abilities, disabilities, and other diverse characteristics; principles and research related to diversity factors for children, families, and schools, including factors related to culture, context, and individual and role differences; and evidence-based strategies to enhance services 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 and across multiple contexts, with recognition that an understanding and respect for diversity in development and learning and advocacy for social justice are foundations of all aspects of service delivery.

Domain 9 Research & Evidence-Based Practice
School psychologists have knowledge of research design, statistics, measurement, varied data collection and analysis techniques, and program evaluation methods sufficient for understanding research and interpreting data in applied settings. School psychologists demonstrate skills to 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, analysis, and program evaluation 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.

<u>Format</u>
Class sessions are seminar style with open dialogue and reflection related to field experiences and field-related projects. Critical thinking, collaborative discourse, and self-evaluation are required. Seminar meetings incorporate various instructional methods, including presentations, discussions, consultations/case presentations, and guest presentations by practitioners. Activities support integrating practical experience gained during the internship with theory, research, ethics, and current issues in school psychology. School psychology candidates are expected to have completed all assigned readings and activities before class to facilitate discussion of the material.

Field-based activities and experiences are designed to support the development of the performance-based internship competencies and work characteristics.

Policies and Expectations
My goal is to create a learning environment that supports a diversity of thoughts, perspectives, and experiences and honors your identities (including race, gender, class, sexuality, religion, ability, etc.). To help accomplish this:
- If you have a name and/or set of pronouns that differ from those that appear in your official records, please let me know in the way you are comfortable (in person or by email).
- Please let me know if there are situations or events that may impact your performance in this class so we can develop a plan together.
- Students are expected to engage with each other in an actively inclusive style to encourage discussion of various viewpoints, in accordance with the community agreements set on the first day of class.

Materials
The Canvas site is an integral part of this course. Classes may include supplemental readings or materials that are posted within Canvas.

Required
Wong, A. (Ed.). (2020). *Disability visibility: First-person stories from the twenty-first century*. Vintage Books.
*This book is available through the UW library in print, digital, and audio formats

Resources and Recommended texts
Harrison, P.L., Proctor, S.L., Thomas, A. (Eds). (2023). *Best practices in school psychology, seventh edition.* National Association of School Psychologists. *available on hold in the campus library*
Kovaleski, J.F., VanderHeyden, A.M., Runge, T.J., Zirkel, P.A., & Shapiro, E.S. (2023). *The RTI approach to evaluating learning disabilities.* Guilford Press.

- NASP toolkit https://www.nasponline.org/resources-and-publications/graduate-students/the-school-psychology-internship-toolkit
- The Principles for Professional Ethics https://www.nasponline.org/standards-and-certification
- The WACs-rules for the provision of special education https://www.k12.wa.us/student-success/special-education/laws-and-procedures/special-education-wac-and-federal-idea
- WSASP resources for graduate students, to demonstrate integration of regional professional affiliations https://www.wsasp.org/page-18440

Expectations

To receive internship credit, school psychology candidates must demonstrate minimum competency in (a) the National Association of School Psychologists (NASP) practice domains listed above, (b) attain minimum ratings on all the UWT School Psychology Professional Work Characteristics, (c) track and log a minimum of 1,200 hours, and (d) contribute meaningfully to the field site and to seminar. Candidates will be assessed each quarter during internship by field and university supervisors, and the candidate will also engage in self-assessment of skills.

> NASP practice domains (25%), UWT Professional Work Characteristics (15%), Professional Growth Plan (10%), Completion of the Culminating Portfolio with required case studies (25%), Internship reflection logs and hours (15%), Participation in Seminar (10%).

Ed.S. School Psychology Culminating Portfolio

The culminating portfolio provides an opportunity for you to showcase your evidence of field-based experiences and professional competencies organized around the 10 NASP Practice domains. Your portfolio will include the following, refer to the Internship Guidebook for more information:

1. Resumé/CV,
2. Praxis Exam in School Psychology (5403) score (a score of 155 or above is required for graduation),
3. Practicum and Internship activities & verified hours,
4. Practicum and Internship Candidacy forms,
5. Practicum Rubrics (Autumn, Winter & Spring),
6. Internship Rubrics (Autumn, Winter & Spring),
7. UWT School Psychology Work Characteristics and Reflection,
8. Professional Philosophy & Identity Statement,
9. Selected assignments/artifacts that demonstrate competency across all 10 NASP practice domains (see Internship Guidebook for menu of options),
10. Professional Growth Plan (guided by the NASP Self-Assessment),
11. Psychoeducational evaluation with recommendations, and
12. Case studies (academic, behavioral, counseling/SEL).

Professional Growth Plan

The NASP Professional Growth Plan (PGP) template assists school psychologists in creating a proactive, structured, and data-based plan of activities to support professional development and growth. The PGP template identifies up to three specific goals within each area of (1) knowledge, (2) skills, and (3) professional work characteristics and includes relevant NASP domains for each goal. In creating your growth plan, you will: Identify relevant NASP domains for each goal; include a rationale for the identification of these goals along with the evidence, data, or reasons you have for selecting these goals; discuss how each goal will be evaluated, and how you expect your practice to change accordingly.

You must also include action steps to achieve goal(s) identified and include specific activities as action steps, timeline, and resources needed.

Psychoeducational evaluation with recommendations
Your portfolio will include a psychoeducational evaluation report. This report must include the reason for referral and background information; observations during the evaluation and in an educational setting; assessment procedures, results, and interpretation; eligibility determination and recommendations. The rubric used to evaluate this element of your portfolio can be accessed in your *UWT Ed.S. School Psychology Internship Guidebook.*

Case Studies
The three case studies are comprehensive, performance-based assessments, and they are used to assess your knowledge, skills, and dispositions as applied in the field. One case study is focused on behavior consultation and is completed in advanced practicum (I.e., it is started in late winter and completed in spring). The other two case studies, academic and SEL/counseling, are completed during internship. All case studies are based on the problem-solving model and include rationale and context including strengths and resources; an operationally defined problem; problem analysis; an attainable and ambitious goal; an evidence-based, culturally responsive intervention; and a systematic evaluation of both implementation and outcomes. All case studies must include an analysis of impact via effect size, goal attainment scale, nonoverlapping data, or improvement rate difference. The behavior consultation case study emphasizes effective consultation to provide behavioral supports, and the academic case study emphasizes the development of specific reading, math, or writing skills through evidence-based intervention or programming. The SEL/Counseling case study emphasizes the promotion of resilience, emotional wellbeing, and mental health and can be conducted with individuals or with groups of students (e.g., group counseling or SEL program implementation).

Taken together, the three case studies cover all 10 NASP practice domains. They require sound, data-based decision making; evidence-based and culturally responsible practices, programming, and/or interventions; effective collaboration and consultation; and legal, ethical and professional practice. All case studies must be completed and submitted prior to the completion of internship. The case studies are included in your portfolio that will be evaluated by faculty prior to the completion of the program.

Program faculty will assess the case studies using a modified NASP Case Study Rubric (See Appendix C in the Internship Guidebook).

Grading
Late Work Policy
To encourage and support the timely completion of coursework, all students who turn in work on or before an assignment due date can earn up to 100% of the assignment points. All work turned in after that date will be eligible for 5% less each day after the assignment

due date. For example, if you earn a 100/100 on an assignment submitted on time, you will earn full credit. If you earn 100/100 on an assignment turned in one day late, your grade will be 95 points (95%).

The School Psychology Internship Courses are evaluated as Credit/No Credit. To receive Credit, candidates must achieve a minimum of a 2.7. UW Tacoma uses a numerical grading system. Instructors may report grades from 4.0 to 0.7 in 0.1 increments and the grade 0.0. The number 0.0 is assigned for failing work or unofficial withdrawal. Grades in the range 0.6 to 0.1 may not be assigned. Grades reported in this range are converted by the Registrar to 0.0. Numerical grades and percentage/points may be considered equivalent to letter grades as shown in the charts below.

Letter Grade	Numeric Grade	UW Tacoma Grading Policies
A A-	4.0 - 3.9 3.8 - 3.5	**Grade Appeals.** A student who believes an instructor made an error in the assignment of a grade must follow the UW Tacoma School of Education's grade-appeal process. There is a specific sequence of events that must
B+ B B-	3.4 - 3.2 3.1 - 2.9 2.8 - 2.5	be followed (i.e., the student must first attempt to resolve the issue with the instructor) and time-limits to appeal. View the policy here: https://www.tacoma.uw.edu/uwt/sites/default/files/2021-04/soe-grade-appeal-policy.pdf
C+ C C-	2.4 - 2.2 2.1 - 1.9 1.8 - 1.5	**Incomplete Grades.** An Incomplete is given only when the student has been in attendance and has done satisfactory work until within 2 weeks of the end of the quarter and has furnished proof satisfactory to the
D+ D D-	1.4 - 1.2 1.1 - 0.9 0.8 - 0.7 (lowest passing grade)	instructor that the work cannot be completed because of an illness or other circumstances beyond the student's control. A written statement of the reason for the giving of the Incomplete, listing the work that the student will need to do to remove it, must be filed by the instructor with the
E	0.0 (academic failure- no credit earned)	unit head in which the course is given. Contact your academic advisor for more information and/or visit the policy here: http://www.washington.edu/students/gencat/front/Grading_Sys.html#I

Grade	Grade Point	Percent	Grade	Grade Point	Percent
A	4.0	**98-100**	B-	2.8	**81**
	3.9	**97**		*2.7	**80**
A-	3.8	**95-96**		2.6	**79**
	3.7	**94**		2.5	**78**
	3.6	**92-93**	C+	2.4	**77**

	3.5	**91**			2.3	**76**
B+	3.4	**89-90**			2.2	**75**
	3.3	**88**			2.1	**74**
	3.2	**86-87**	C		2.0	**73**
	3.1	**85**			1.9	**72**
B	3.0	**83-84**			1.8	**71**
	2.9	**82**			1.7	**70**

A minimum of 2.7 (80%) is needed to attain credit.

To earn credit for this course, students must complete ALL assignments and requirements listed on the syllabus. We are ethically required to ensure that students meet all learning outcomes, as they are tied to accreditation requirements and professional standards.

Course Outline

As required by NASP, your internship is structured to "develop, practice, demonstrate, and reflect upon evidence-based practices in a graduated manner" that increases in complexity and autonomy as the year progresses. Therefore, changes to the seminar topics and schedule below are likely based on student and site needs and characteristics.

WEEK/DATE OF CLASS	SEMINAR TOPICS	WORK DUE
Fall Quarter		
Week 1 9/25/2024	Professional Growth Plan development Planning on going *Disability Visibility* discussion groups	Submit revised behavioral case study for evaluation
Week 2 10/2/2024	Asynchronous-See Canvas	August/September monthly log with reflection Professional Growth Plan
Week 3 10/9/2024	Preparing for Praxis exam	
Week 4 10/16/2024	Asynchronous-See Canvas	
Week 5 10/23/2024	Determining eligibility-focus on SLD	Disability Visibility Discussion
Week 6 10/30/2024	Asynchronous-See Canvas	
Week 7 11/6/2024	Portfolio planning for NASP Practice Domain write-ups	October monthly log with reflection
Week 8 11/13/2024	Asynchronous-See Canvas	
Week 9 11/20/2024	Case study support	Disability Visibility Discussion
Week 10 11/27/2024	Asynchronous-See Canvas	
Week 11	Praxis study session Finalizing selected pieces of portfolio	November monthly log with reflection PGP check-in

		Academic Case study Problem Identification and Analysis SEL/Counseling case study Problem Identification Submit artifacts for foundational NASP practice domains: 1, 2, 8, 9, 10
Winter Quarter		
Week 1 1/8/2025	Job searches, CBAs, resumes, navigating job offers	December monthly log with reflection
Week 2 1/15/2025	Asynchronous-See Canvas	
Week 3 1/22/2025	Determining eligibility-focus on Other Health Impairment	Disability Visibility Discussion
Week 4 1/29/2025	Asynchronous-See Canvas	
Week 5 2/5/2025	Determining eligibility-focus on Developmental Delay	January monthly log with reflection Disability Visibility Discussion
Week 6 2/12/2025	Asynchronous-See Canvas	
Week 7 2/19/2025	Determining eligibility-focus on Autism	
Week 8 2/26/2025	Asynchronous-See Canvas	
Week 9 3/5/2025	Determining eligibility-focus on EBD	February monthly log with reflection Disability Visibility Discussion
Week 10 3/12/2025	Asynchronous-See Canvas	Academic Case study SEL/Counseling case study draft Submit artifacts for NASP practice domains 3, 4, 5, 6, & 7 Resumé completed PGP check-in
Spring Quarter		
Week 1 4/2/2025	Asynchronous-See Canvas	March monthly log with reflection
Week 2 4/9/2025	Asynchronous-See Canvas	
Week 3 4/16/2025	Manifestation Determinations	Disability Visibility Discussion
Week 4 4/23/2025	Asynchronous-See Canvas	
Week 5 4/30/2025	Preparing for portfolio presentations	
Week 6 5/7/2025	Asynchronous-See Canvas	April monthly log with reflection
Week 7 5/14/2025	Portfolio presentations	

Week 8 5/21/2025	Asynchronous-See Canvas	
Week 9 5/28/2025	Wrap-up and celebration	SEL/Counseling Case study Psychoeducational evaluation Positionality & Professional Philosophy Statement
Week 10 6/4/2025	Asynchronous-See Canvas	PGP reflection Final hours log with 1200 hours

UW Tacoma/UW Policy Statements & Student Resources

POLICIES AND EXPECTATIONS

Academic Calendar
Review course drop, withdrawal, instruction
dates. washington.edu/students/reg/calendar.html

Academic Honesty
Review Expectations, Policies,
Consequences https://www.tacoma.uw.edu/registrar/academic-policies

Bias Incident Reporting Website -
A resource for anyone who needs to report an incident of bias or wants to explore and
better understand issues like bias and discrimination, and how to effectively respond.
- https://www.tacoma.uw.edu/equity/bias-incident-reporting

Campus Safety Information
Includes
- **Escort Service**: Safety escorts are available 24 hours a day, 7 days a week, there is
  no time limit. Call the main office line at 253-692-4416.
- **Fire Alarm Procedures**: During an emergency evacuation, take your valuables
  ONLY if it is safe to do so. You could put yourself or someone else at risk by delaying
  your exit. Plan to return to class once the alarm has stopped. Do not return until
  you have received an all-clear from somebody "official," the web or email.
- **Earthquake Procedures**: DROP, COVER, and HOLD. Once the shaking stops, take
  your valuables and leave the building. Do not plan to return for the rest of the day.
  Do not return to the building until you have received an all-clear from somebody
  "official," the web or email.
- Campus Safety's "Are You Ready?" website
- Emergency Response
- Sign-up for UW Alert
- Emergencies, Safety, and Evacuation Routes

COVID-19 Related Information

- **Face Covering Policy:** Masks are "recommended" rather than "required" while transmission levels remain at "low". For updates on current status, the updated policy is now on the EHS website at https://www.ehs.washington.edu/covid-19-prevention-and-response/face-covering-policy
- **Eating & Drinking:** There are no restrictions or enhanced measures required for eating and drinking at this time. Best practice guidance will be included in the University's COVID-19 Prevention Plan. If community risk levels increase in the future, restrictions and enhanced measures may be reinstated. https://www.ehs.washington.edu/system/files/resources/eating-space-guidance.pdf
- **Building Access** - Buildings will be open during your class hours, and certain entrances can be accessed with your Husky card. Please find more information at https://www.tacoma.uw.edu/fa/safety/building-access
- **Coronavirus Related Student Resources** – For up to date resources related to support during these times,   Resources for students during the Coronavirus pandemic | Office of the Chancellor | University of Washington Tacoma (uw.edu)
- **COVID-19 Exposure** –If you think you have COVID-19 or have come in contact with someone who has been diagnosed with COVID-19:
  - **Stay home,** even if you aren't experiencing symptoms, if:

    a. You are *not current* on the CDC recommended COVID-19 vaccination and booster doses, **and/or**
    b. You have *not* tested positive for COVID-19 in the past 90 days.

Disability Resources for Students
Resources and support for students with disabilities https://www.tacoma.uw.edu/drs

Inclement Weather
Always check the UWT Home Page tacoma.uw.edu. Official campus closures or delays will be announced there first. Course Announcements and Email regarding assignments and expectations during a closure will follow once the severity of the situation is known.
- Sign-up for UW Alert - The UW Alert system provides current information on campus closures and delays due to inclement weather and emergency situations. You must "opt-in" to this service — you won't receive messages if you haven't signed up. Stay informed!
- "Call 253-383-INFO or check the UW Tacoma homepage to determine whether campus operations have been suspended or delayed. If not, but driving conditions remain problematic, call the professor's office number. This number should provide information on whether a particular class will be held or not, and/or the status of pending assignments. If the first two numbers have been contacted and the student is still unable to determine whether a class(es) will be held, or the student has a part-time instructor who does not have an office phone or contact number, call the program office number for updated information."

Infants/Children in Class Policy
Mothers who are breastfeeding an infant, or expressing milk, may do so in class without the permission of the instructor. Or if you prefer to breastfeed or breast-pump outside of class, you may take time out of class to use the lactation room (GWP 410). However, in either case, it is a good idea to communicate with the instructor ahead of time. If you want to bring an older infant or child(ren) to class, you must get permission from the instructor ahead of time. If permission is granted, you are responsible for seeing that the child or children are not disruptive to the class and for ensuring that all additional University policies and rules are followed by those that you bring. There are some classes where it may not be safe for an infant, child or children to be present, and in those cases, an instructor may restrict an infant, child or children from being present in class. - Approved by the Executive Council on 2/17/17. Infants/Children in Class Policy

Guidance for Students Taking Courses Outside the U.S.
Campus Unit: Faculty Senate in collaboration with Office of the Provost

Faculty members at U.S. universities – including the University of Washington – have the right to academic freedom which includes presenting and exploring topics and content that other governments may consider to be illegal and, therefore, choose to censor. Examples may include topics and content involving religion, gender and sexuality, human rights, democracy and representative government, and historic events.
If, as a UW student, you are living outside of the United States while taking courses remotely, you are subject to the laws of your local jurisdiction. Local authorities may limit your access to course material and take punitive action towards you. Unfortunately, the University of Washington has no authority over the laws in your jurisdictions or how local authorities enforce those laws.
If you are taking UW courses outside of the United States, you have reason to exercise caution when enrolling in courses that cover topics and issues censored in your jurisdiction. If you have concerns regarding a course or courses that you have registered for, please contact your academic advisor who will assist you in exploring options.

Religious Accommodations
"Washington state law requires that UW develop a policy for accommodation of student absences or significant hardship due to reasons of faith or conscience, or for organized religious activities. The UW's policy, including more information about how to request an accommodation, is available at Religious Accommodations Policy Accommodations must be requested within the first two weeks of this course using the Religious Accommodations Request form.

SafeCampus
Preventing violence is a shared responsibility in which everyone at the UW plays apart. The SafeCampus website provides information on counseling and safety resources, University

policies, and violence reporting requirements help us maintain a safe personal, work and learning environment. www.washington.edu/safecampus

Student Conduct in Remote Learning Contexts
The Student Conduct Code remains in place for all students whether a course is offered in-person, online, or remotely. The instructor's intellectual property rights and the privacy of all course participants must not be violated by students at UW Tacoma. Students may not share course materials with non-class members without explicit written permission from the course instructor. Harassment or bullying of instructors and students, including via electronic media, the internet, social networks, blogs, cell phones, and text messages, will not be tolerated. Students found responsible for such infractions are subject to disciplinary sanctions. Students may not record any part of a class session without the express consent of the instructor unless approved as a disability accommodation. Individual course instructors may record course sessions but only for use by registered class members for instructional purposes. All recordings will be housed on secure platforms authorized by UW.

Technology Support & Services
 How to be a successful digital learner: Prepare for Online Learning

Title IX Syllabus Statement
The UW, through numerous policies, prohibits sex- and gender-based violence, harassment, and discrimination and expects students, faculty, and staff to act professionally and respectfully in all work, learning, and research environments.
For support, resources, and reporting options related to sex- and gender-based violence, harassment, or discrimination, refer to the UW Title IX's website, specifically the *Know Your Rights & Resources* guide. Should you wish to make the Office of the Office of the Title IX Coordinator aware of a Title IX concern, visit the Make a Title IX Report webpage.
Please know that if you choose to disclose information to me about sex- or gender-based violence, harassment, or discrimination, I will connect you (or the person who experienced the conduct) with resources and individuals who can best provide support and options. You can also access additional resources directly:
- You can request anonymous support, from SafeCampus
- You can request confidential support, from a confidential advocate.
- If you know you want to submit a formal complaint, contact the Civil Rights Investigation Office.
- Please note that some senior leaders and other specified employees have been identified as *Officials Required to Report.* If an Official Required to Report learns of possible sex- or gender-based violence, harassment, or discrimination they are required to contact the Office of the Title IX Coordinator and report all the details they have in order to ensure that the person who experienced harm is offered support and reporting options.

Relevant Websites

- Title IX: uw.edu/titleix/
- Survivor resources: uw.edu/titleix/survivor-resources/
- Confidential advocates: uw.edu/sexualassault/support/advocacy/
- SafeCampus: uw.edu/safecampus/
- Officials Required to Report: uw.edu/titleix/employee-reporting-expectations/
- Policies: uw.edu/titleix/policies/

Use of Third-party software
Your course may incorporate various online software and other technologies. Some technologies require you to either create an account on an external site or develop assignment content using them. The content, as well as your name/username or other personally identifying information, may be publicly available as a result. While the purpose of these assignments is to engage with technology as a means for representing the content covered in class, please contact your instructor to discuss your concerns and to explore an alternative activity if you object to potentially sharing your account, name or other content you create in these technologies.

UW Tacoma Email Policy
Make sure you use your UW email for all University correspondence!
https://www.tacoma.uw.edu/it/uw-tacoma-email-policy

ACADEMIC SUPPORT

Numerous campus resources are available to support your academic success. Know your options and seek help and resources when needed.

Library
Librarians help students become more confident about the research process, including developing paper topics, utilizing effective research strategies, and evaluating resources. Scheduled or drop-in help is available. Visit our website at www.tacoma.uw.edu/library or see us in person in the Snoqualmie (SNO) or Tioga Library Buildings (TLB). The UW Tacoma Library provides services and tools to support students at all levels of expertise.
- **Research Support** – get assistance starting a research project
- **Subject Librarians** - Make an appointment with a subject librarian to talk about library resources, research strategies, focusing a topic, evaluating information and more.
- **Check out** many required textbooks, and videos
- **Borrow technology**, including laptops, graphing and scientific calculators, cables, phone chargers, headphones, and more,
- **Schedule space** for group study, and find quiet places to study. **Print** including black and white print machines & 3D printing

Peer Success Mentors

The Peer Success Mentors are available to guide their peers toward academic success through one-on-one appointments to discuss study habits, set academic goals and develop effective learning strategies.https://www.tacoma.uw.edu/tlc/peer-success-mentors-learning-consultants

Teaching and Learning Center
The Writing Centre is located on the Tioga Library Building (TLB) 2nd floor and the Quantitative Centre (set to open for in-person support in October) is located on the 2nd floor of the Snoqualmie (SNO) building.https://www.tacoma.uw.edu/tlc

- **Writing support** - writing consultations, online tutoring, workshops & support
- **Quantitative skills support** - Virtual peer tutoring available for math, science, statistics and more... until the space re-opens in October.
- **ESL Support** - Help for students whose first language is not English. https://www.tacoma.uw.edu/tlc/working-multilingual-writers

Technology Support
- **Digital Support Consultants -** If technology is stressing you out and you need a little bit of help, drop-into the TLC (2nd floor SNO) and have one of our digital support consultants work with you. From learning how to collaborate using Google Apps, create Excel spreadsheets, to simply formatting research papers, they can help. This service is funded by your STFC.
- **IT HelpDesk**
- **IT Essentials Guide** for Students tacoma.uw.edu/it/it-essentials-students
- **Labs, software, equipment checkout** and help with Canvas, Google, email, logins, etc. tacoma.uw.edu/it
- **Zoom Training Page** includes many short video tutorials for walkthroughs. https://www.tacoma.uw.edu/it/zoom-training

SELF & FAMILY SUPPORT
Everyone needs a little help sometimes. Here are a few campus resources on campus to help you get through those challenging times.

Bias Incident Reporting Website
A resource for anyone who needs to report an incident of bias or wants to explore and better understand issues like bias and discrimination, and how to effectively respond. https://www.tacoma.uw.edu/equity/bias-incident-reporting

Center for Equity & Inclusion (SNO 150)
Resources and support for students regarding diversity, equity, inclusion and social justice issues. https://www.tacoma.uw.edu/equity-center

Child Care Assistance Program (MAT 103)

Parenting students are encouraged to take advantage of the resources provided on campus. These resources include the Huskies and Pups RSO, the Childcare Assistance Program, on-campus Family-Friendly Spaces, priority access at the MUSE, and back-up/sick care at one of these locations Bright Horizons and KinderCare. On campus resources include lactation rooms and baby changing stations. For more detailed information, visit https://www.tacoma.uw.edu/cfss or contact the Huskies and Pups RSO: huskiesandpups@gmail.com.

Psychological & Wellness Services (Office of Student Success)
Psychological & Wellness Services offers short-term, problem-focused counseling to UW Tacoma students who may feel overwhelmed by the responsibilities of college, work, family, and relationships. Counselors are available to help students cope with stresses and personal issues that may interfere with their ability to perform in school. The service is provided confidentially and without additional charge to currently enrolled undergraduate and graduate students. To schedule an appointment, please call 253-692-4522, email uwtpaws@uw.edu, or stop by PAWS, located in MAT 354. Additional information can also be found by visiting: https://www.tacoma.uw.edu/paws

Emergency Aid
We understand life can be unpredictable. Unexpected costs and needs can cause significant stress and impact your academic success and personal well being. That's why the **three campuses of the University of Washington** have Emergency Aid to support currently enrolled UW students.
Emergency Aid assists students who are experiencing unexpected financial hardships that may disrupt their education or prevent them from earning their UW degree, including:
- Emergency medical/dental costs
- Housing and living expenses
- Family emergencies
- Natural disasters
- Loss of income
- And more…

Aid may come in a variety of forms, including grants, loans and/or campus and community resources.https://www.washington.edu/emergencyaid/tacoma/

Health Services
UW Tacoma students have **24 / 7 / 365 access** to free virtual health care services with TimelyCare, a virtual health and well-being platform designed specifically for college students.
Access TimelyCare for a variety of services either through the app (Download via the Apple Store or Google Play) or at https://app.timelycare.com/uwt. Before accessing services for the first time, you must register with your UW email and password. Use the same password you use for your UW email to register with TimelyCare.
For assistance with registering and logging in, contact TimelyCare at 833-4-TIMELY.

Military-Connected Student Statement

If you are a student who is a veteran, on active duty, in the reserves or national guard, or a military spouse or dependent, then stay in contact with your instructor if any aspect of your present or prior service or family situation makes it difficult for you to fulfill the requirements of a course or creates disruption in your academic progress. It is important to make your instructor aware of any complication, then he/she will work with you and, if needed, put you in contact with university staff who are trained to assist you. Campus resource for veterans, service members and families are located in the Veteran and Military Resource Center, TLB 307A. The VMRC can be reached at uwtva@uw.edu, 253-692-4923

Oasis Center

Oasis transforms the lives of queer youth by creating a safe place to learn, connect, and thrive. Oasis envisions a world in which queer youth are valued in the community as strong, creative leaders. Oasis is the only drop-in and support center dedicated to the needs of LGBTQ youth ages 14-24 in Pierce County. We are a youth-adult partnership in which youth and adults come together for shared teaching learning and action! Office Phone: 253-671-2838 Emergency Cell Phone: 253-988-2108

The Pantry

Provides supplemental, nutritional, and culturally relevant food as well as hygiene items to all UWT students and their families. Location and information can be found by visiting: tacoma.uw.edu/thepantry
Resources for low-income and people experiencing homelessness: http://mdc-hope.org

Shelter for Young Adults (close to campus)

Student Advocacy and Support offers several resources related to housing needs for UW Tacoma students. https://depts.washington.edu/uwtslwebdev/ResourceTracker/
For assistance in navigating these resources, go to their webpage and setup an appointment: https://www.tacoma.uw.edu/advocacy

Short-term Loan Program

The Office of Student Financial Aid has funds available for short-term loans to assist students with temporary cash flow problems. Funds are generally available within one to four working days, only to students who are currently attending the university (loans cannot be processed between quarters). Repayment is due by the next quarter, or whenever additional funds such as financial aid arrive on account, whichever comes first. There is no interest on the short-term loans but there is a service charge added to the repayment amount. Students may apply online through MyUW under "Personal Services." Paper application forms are also available in the Financial Aid Office, but the processing time is longer. Learn more about short-term loans

Student Advocacy and Support

The Office of Student Advocacy and Support provides referral and support services to students. The purpose of this office is to assist student in developing strategies to overcome and address barriers that prevent them from achieving their educational goals. The student and staff work together to establish a set of goals and action steps to address barriers in the student's life. We help students navigate on and off campus resources that can address issues such as housing insecurity, food, safety and security, relationship issues, physical and mental health care and financial hardships. You may set up an appointment by filling out a referral form: www.tacoma.uw.edu/help , sending an email stusuppt@uw.edu, calling 253-692-5934, or stop by our office MAT 203.

RETENTION AND DISMISSAL POLICY

The Retention and Dismissal Policy of the University of Washington Tacoma School of Education Ed.S. School Psychology Handbook outlines the policy and procedures regarding review for low scholarship and satisfactory progress for all candidates enrolled in a graduate program. Students in the Ed.S. program are expected to meet UWT School Psychology Professional Work Characteristics for admission and continuation of their graduate study; this includes all fieldwork.

If an intern is removed from internship for unsatisfactory performance, a grade of no credit or "NC" for the quarter will be recorded. The candidate will meet with the Internship Instructor and Internship Supervisor to discuss the situation and clarify next steps.

In the unusual event that the intern's performance is of serious concern, the school district and the UWT School Psychology Program will collaborate to discuss concerns and develop a plan for improvement. If the problems persist despite efforts to improve, the school district/internship site provides due process consistent with existing policies. If an intern's continuance in the UWT Ed.S. School Psychology program is questionable, then the Program faculty will review the case and determine if termination from the program is the best course of action. If the intern is expelled from the university or withdraws from the internship, this terminates contractual obligations to the district.

If an intern is removed from a placement due to egregious and/or illegal conduct, the district and/or the School of Education may proceed to immediate termination of the field placement and may also lead to removal from the program with no opportunity for being re-placed. Illegal activities will be reported to the appropriate law-enforcement authorities.

The UW Graduate School will be notified in writing of the candidate's removal from the internship placement, the reasons for that removal, and of the proceedings of any meetings dealing with this issue. The intern may appeal any termination decision from the program to the School of Education's Faculty Council within 30 calendar days of receiving the decision in writing. If applicable to the situation, the appropriate program faculty and staff will be consulted.

A process will be followed for areas of concern.

Step 1. (Documentation) An Intern Support Plan may be used when the area of concern is focused on a single issue or area of concern and the Supervisor believes remediation of the concern can be accomplished quickly via the coaching process.

Step 2. (Meeting) The Informal Plan requires a meeting of the Intern and Supervisor. The document should include the date of the meeting and signature of participants. The Internship and University Supervisor create a plan after discussion has occurred and has been signed by the Intern. Written documentation of the concern, the plan for remediation and the expected timeline for resolution should be forwarded to the Director of Field Placements and the Program Director by the University Supervisor/Internship Instructor once the concern is resolved.

Step 3. (Follow-Up) The Internship Instructor and Supervisor are responsible for follow-up with the Intern based on the plan timeline. The Director of Field Placements maintains all documentation.

Step 4. (Opting for a Formal Plan) If the Intern shows minimal or no progress, a Formal Plan of improvement will be designed by the Field Supervisor, the Internship Instructor/University Supervisor, the Director of Field Placements, and the Program Director. Note: In some circumstances, observed concerns or timing within the Internship may indicate a need to move directly to a formal process and/or a district-initiated process.

Step 5. (Possible Dismissal) If, during the formal process, the Candidate demonstrates minimal or no progress, that candidate will be referred to the Faculty Council by the Director of Field Placements. Possible dismissal from the internship and program may occur.

DOCUMENTATION AND VERIFICATION OF INTERNSHIP ACTIVITIES AND HOURS

Throughout the internship experience, interns are responsible for tracking their internship-related activities and hours using the UWT Ed.S. School Psychology Internship Activities and Hours Tracking sheet. The information and categories within this worksheet are included below. Interns must also have these hours verified at least two times per quarter (mid and end-quarter) by their Internship Field Supervisor.

UWT ED.S. SCHOOL PSYCHOLOGY ACTIVITIES AND HOURS TRACKING SHEET

What you do during your internship and the amount of time you spend on these activities are important to track as they inform us of your breadth and depth in your internship experience, help you officiate your internship experiences, and help structure your

supervision sessions/conversations. You will track your activities and hours from the first day of your internship until the last, and you are responsible for maintaining your own records of your verified activities and hours.

You will document your internship activities and hours using the School Psychology Internship Activities and Hours Tracking Sheet. You will receive guidance in using this tracking sheet during the internship course. Activities and hours will be verified by your Internship Supervisor each month, and you must email the signed reports to your university supervisor/Internship instructor. These monthly reports or verified hours are to be included in your portfolio as official records of your internship hours and activities.

Major categories of internship activities include: professional development; program evaluation; individual and/or group assessments; interpretation of individual and/or group data; review of records, policies, and/or procedures; observations of students, classrooms, and/or schools; interviews with students, educators, and/or families/caregivers; reporting assessment results; multidisciplinary (IEP, eligibility), MTSS, and other schoolwide meetings (e.g., DEI, SEL, PBIS); consultation with individuals and/or teams; counseling with individuals and/or groups; and direct academic, social, emotional, and/or behavioral intervention with individuals and/or groups. You may engage in other activities that fall outside these major categories, and you will report those in a separate category.

Below is a screenshot of the UWT School Psychology Internship Activities and Hours Tracking Sheet.

Student:	
Site:	
Supervisor's Name:	
*primary supervisor for the month	

Activity Description

PROGRAM EVALUATION, RESEARCH, SYSTEMS CHANGE
Formative evaluation of individual data
Formative evaluation of class data
Formative evaluation of school data
Formative evaluation of district data
Research
MTSS support/meetings
Schoolwide Social, Emotional, and Behavioral support/meetings (e.g., SEL, PBIS, Restorative Practices)
Schoolwide Crisis Prevention & Response support/meetings
DEI/Equity support/meetings
Miscellaneous, other

PROFESSIONAL GROWTH & DEVELOPMENT
School staff workshop (presenting)
School staff workshop (attending)
District School Psychologist training/meetings
District Professional Development workshop
Internship class

SUPERVISION
Direct supervision from field supervisor (minimum of 2 hours/week required)
Direct/Group supervision from University supervisor

▶ | Instructions | Activity Log | **August Daily** | August SUMMARY | September Daily

INTERNSHIP EVALUATION

The UWT Ed.S. School Psychology Intern is evaluated no less than three times a year using the UWT School Psychology Professional Work Characteristics and the UWT Ed.S. School Psychology Internship Rubric (SPIR). The information in these two forms is included below.

UWT Ed.S. School Psychology Internship Rubric (SPIR)

This rubric assesses the UWT Ed.S. School Psychology Intern's growth and competency across all 10 National Association of School Psychology (NASP) Practice Domains. Evaluation is based primarily on supervisor observations but can also include other inputs such as self-reports, reports from teachers and/or other school staff, and students and

families. **It is expected that interns obtain a minimum score of 3 (Competent) on all items by the end of the Winter quarter and a minimum score of 4 (Proficient) by the end of Spring quarter** (or the conclusion of the internship experience). Ratings of less than "3" will result in a remediation plan if rated in Winter and Spring quarters. If unsatisfactory ratings continue after remediation plans, the program or the supervisor may terminate the internship.

Interns must receive a minimum score of 3 on items within the focal practice domains at the conclusion of Autumn quarter. Focal practice domains for **Autumn quarter are those practices that are foundational and/or permeate all services, domains 1, 2, 8, 9, and 10.** Competencies may be rated in additional domains where applicable but are not required. **Winter and Spring quarters will continue ratings in these domains and include Direct Service domains 3 and 4, and Systems-level Service domains 5, 6, and 7.**

In rare cases, there may be no opportunity for the candidate to demonstrate competency. A rating of "1" may indicate a lack of opportunity, <u>but this should be extremely limited and never applied in Spring quarter ratings</u>. In some cases, a rating below the criterion may result in an internship extension to provide more opportunities for the intern to demonstrate competencies.

Enter the number rating (1-5) that best describes the Intern's current competence in the focal practice areas for the quarter. Remember to compare the Intern's skills to that of a similar Intern within the context of the academic year. Please provide comments whenever possible.

1: Novice	2: Intermediate	**3: Competent**	**4: Proficient**	**5: Expert**
This competency is not yet present. Competency is new to the intern and continuous and extensive supervision is necessary to apply the competency in the field setting.	Emerging and developing skills. Intern can discuss concepts related to the competency but requires regular assistance to apply it to the field setting. Intern continues to require frequent supervision and practice in this area.	**Competency is present, but some supervision is still necessary. Intern has knowledge of the competency and can demonstrate necessary skills with some guidance. Minimum performance expected in all areas at the end of the second quarter of internship.**	**Level of performance expected for a beginning school psychologist. Candidate needs only occasional or intermittent mentoring within competency area. Intern can perform the skill independently. Minimum level of performance expected by the end of internship.**	**Expected level of performance for a practicing, highly competent school psychologist. Skill is embedded into daily practice and/or advanced. Can teach or serve as a consultant or resource for others within this area.**

Adapted from Feinstein School of Education & Human Development, Rhode Island College (2016)

Domain 1: Data-based Decision Making

School psychologists have knowledge of varied methods of assessment and data collection methods for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes. 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 use psychological and educational assessment, data collection strategies, and technology resources and apply results to design, implement, and evaluate response to services and programs.

These practices must permeate all services. Required all quarters.

A U T U M N Q U A R T E R R E Q U I R E M E N T	Candidate Skill	Example(s) of ways in which interns may demonstrate competency.	Q1 Rating	Q2 Rating	Q3 Rating
	Systematically collects data from multiple sources as foundation for decision making at the group and/or system level	Collects and analyzes school needs assessment data, student improvement plan data, MTSS teaming decisions such as reviewing data for the selection tier two/supplemental services			
	Considers ecological factors (e.g., classroom, family, and community characteristics) as a context for assessment and intervention	Includes contextual data and ecological factors when making intervention decisions and identifying strengths and needs. This includes evaluating factors in implementation (e.g., adherence, dosage, participant responsiveness).			
	Systematically collects data from multiple sources as a foundation for decision making at the individual level	Collects and reviews student data during consultation cases, to guide the implementation of tier three interventions, to guide the development and review of an FBA/BIP, for psychoeducational evaluations, and to guide recommendations for specially designed instruction			
	Uses a problem-solving framework as the basis for all professional activities	Before attempting to solve a problem, collects and analyzes data, assesses the implementation of solution-focused strategies, and evaluates outcomes; follows a problem-solving sequence (problem identification, problem			

		analysis, implementation, evaluation) across multiple contexts (school, classroom, program, individual).			
	Relies on sound data sources for making decisions	Selects reliable and valid assessments, selects and utilizes culturally and linguistically responsive assessment methods			

Comments and/or observations from the supervisor:

Comments and/or reflections from the intern:

Domain 2: Consultation & Collaboration					

School psychologists have knowledge of varied methods of consultation, collaboration, and communication applicable to individuals, families, groups, and systems and used 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 with others during the design, implementation, and evaluation of services and programs. *These practices must permeate all services*. *Required all quarters.*

A U T U M N Q U A R T E R R R E Q U I R E M E N T	**Candidate Skill**	**Example(s) of ways in which interns may demonstrate competency.**	**Q1 Ratin g**	**Q2 Ratin g**	**Q3 Ratin g**
	Demonstrates knowledge of models of consultation, collaboration, and communication applicable to individuals, families, groups, and systems	Adjusts models of consultation as appropriate; reflects, discusses, and intentionally applies diverse approaches to collaboration and communication			
	Effectively communicates with others in designing, implementing, and evaluating services and/or programs (e.g., effectively communicates assessment findings to a problem-solving team)	Uses effective listening and questioning skills, reflection, paraphrasing, and respect for different perspectives; listens to understand, leads with empathy/compassion, and applies curiosity; communicates with school staff using strength-based language and honors limits of confidentiality.			

	Effectively applies collaborative consultation models and strategies with individuals, promoting the implementation of evidence-based practices	Selects and effectively uses a problem-solving consultation model with a teacher, family, community providers, and/or other staff member; consultation includes consultee-identified goal, a co-created intervention plan, and implementation monitoring as appropriate			
	Effectively collaborates and facilitates positive change at the group and systems level	Understands the principles of systemic change and uses effective teaming practices as an active member of a systemic team (e.g., MTSS, DEI, PBIS, SEL); effective as a change agent			
	Effectively collaborates and facilitates positive change at the individual level	Understands the process of motivation and change in individuals and uses effective consultation to best support individual students and their families/caregivers			
	Effective and culturally responsive collaboration is part of effective decision-making and problem-solving.	Collaborates in a way that demonstrates knowledge of and respect for diverse perspectives, applies cultural humility, and demonstrates self-awareness and critical self-reflection (e.g., actively participates in meetings with respect for human diversity and recognizing one's power/privilege within contexts)			

Comments and/or observations from the supervisor:

Comments and/or reflections from the intern:

Domain 3: Academic Interventions & Instructional Supports

School psychologists have knowledge of biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curriculum and instructional strategies. School psychologists, in collaboration with others, demonstrate skills to use assessment and data-collection methods and to implement and evaluate services that support cognitive and academic skills**.**

These are direct services to students. Required Winter & Spring.

W I N	Candidate Skill	Example(s) of ways in which interns may demonstrate competency.	Q1 Ratin g	Q2 Ratin g	Q3 Ratin g

T E R / S P R I N G Q U A R T E R R E Q U I R E M E N T	Demonstrates knowledge of evidenced-based academic programming and instructional strategies	Offers accurate and up-to-date information about evidence-based academic and cognitive programming and instructional strategies in psychoeducational reports, during consultation, in making recommendations for specially designed instruction, and during meetings			
	Considers biological, cultural, and social influences when selecting and implementing evidence-based academic instructional programming and strategies	Includes contextual, biological, and cultural information in decisions related to academic recommendations and programming/strategy selection (e.g., reports, meetings); recommends culturally and contextually responsive academic practices			
	Considers cognitive and developmental processes in selecting evidence-based curricula and instructional strategies that support academic skills	Includes cognitive and developmental information in decisions related to academic recommendations and programming/strategy selection (e.g., reports, meetings); recommends developmentally and age-appropriate academic practices			
	Assessments and data collection methods are used to identify and/or create effective strategies that support academic skills	Collects and uses data effectively to inform and develop academic interventions or strategies			
	Uses assessment and data collection methods to guide the implementation of services that support academic skills	Collects and uses data effectively to inform the implementation of academic interventions or strategies			
	Assessments and data collection methods are used to effectively evaluate and/or modify services that support academic skills	Collects and uses data effectively to assess response to academic interventions or strategies, and when necessary, modify supports			

Comments and/or observations from the supervisor:

Comments and/or reflections from the intern:

<table>
<tr><td colspan="5" align="center">**Domain 4: Mental & Behavioral Health Services and Interventions**

School psychologists have knowledge of biological, cultural, developmental, and social influences on behavior and mental health; behavioral and emotional impacts on learning and life skills; and evidence-based strategies to promote social-emotional functioning and mental health. School psychologists, in collaboration with others, demonstrate skills to use assessment and data-collection methods and to implement and evaluate services that support socialization, learning, and mental health. *These are direct services to students. Required in Winter and Spring quarters.*</td></tr>
<tr><td rowspan="6">**W I N T E R / S P R I N G Q U A R T E R R E Q U I R E M E N T**</td><td>**Candidate Skill**</td><td>**Example(s) of ways in which interns may demonstrate competency.**</td><td>**Q1 Rating**</td><td>**Q2 Rating**</td><td>**Q3 Rating**</td></tr>
<tr><td>Demonstrates knowledge of practices that promote social-emotional functioning and mental health</td><td>Makes evidence-based recommendations for promoting resilience and wellbeing (e.g., evidence-based mental health and counseling strategies, effective SEL programming)</td><td></td><td></td><td></td></tr>
<tr><td>Demonstrates an understanding of the impact of trauma on social, emotional, and behavioral functioning</td><td>Recommends trauma-informed and healing-centered practices. Consider trauma's impact in evaluations, during consultation, and in direct service with students and families (e.g., offering counseling services such as CBITS, mental and behavioral health screening)</td><td></td><td></td><td></td></tr>
<tr><td>Considers biological, cultural, developmental, and social influences when selecting strategies to promote SEL and mental & behavioral health</td><td>Considers students' and families/caregivers' backgrounds and identities in selecting mental and behavioral health supports; recommends culturally responsive counseling and behavior support practices (e.g., solutions-focused)</td><td></td><td></td><td></td></tr>
<tr><td>Considers biological, cultural, developmental, and social influences when implementing strategies to promote mental & behavioral health</td><td>Attends to identity (e.g., race, culture, gender, neurodiversity) in implementing mental and behavioral health strategies; seeks participant feedback (acceptability) and monitors participant responsiveness; modifies implementation accordingly.</td><td></td><td></td><td></td></tr>
</table>

	Candidate Skill	Example(s) of ways in which interns may demonstrate competency.	Q1 Rating	Q2 Rating	Q3 Rating
	Demonstrates skills in behavior analysis, including antecedents, consequences, and functions of behavior challenges	Conducts effective FBAs and BIPs; effectively communicates knowledge and recommendations during consultation and meetings (e.g., Intervention Teams, IEP, 504, Manifestation Determination).			
	Effectively implements evidence-based individual counseling or social-emotional interventions	Meets with students and effectively applies culturally responsive practices to support mental health, wellbeing, and/or resilience; applies social skills programming as part of SDI; applies micro-skills such as active listening, validation, reflection, mindfulness/presence.			
	Effectively implements evidence-based group interventions	Effectively facilitates groups to support students' mental health, wellbeing, and resilience; social skills, SEL, cultural and other shared identity/affinity groups; uses developmentally appropriate and culturally responsive group facilitation techniques.			
	Helps evaluate services that promote resilience and enhance mental and behavioral health	Works with other mental health practitioners, community providers, and/or school teams to evaluate mental health, behavioral, and/or social and emotional strategies or programming; promotes collaboration with families and community providers in evaluating interventions.			

Comments and/or observations from the supervisor:
Comments and/or reflections from the intern:

Domain 5: Schoolwide Practices to Promote Learning

School psychologists have knowledge of school and systems structure, organization, and theory; general and special education; technology resources; and evidence-based school practices that promote academic outcomes, learning, social development, and mental health. School psychologists, in collaboration with others, demonstrate skills to develop and implement practices and strategies to create and maintain effective and supportive learning environments for children and others. *These are systems-level services. Required in Winter and Spring quarters.*

W I N T E	Candidate Skill	Example(s) of ways in which interns may demonstrate competency.	Q1 Rating	Q2 Rating	Q3 Rating
	Demonstrates knowledge of	Participates as an effective and active member of a schoolwide team (e.g.,			

R / S P R I N G Q U A R T E R R E Q U I R E M E N T	evidence-based school practices that promote academic outcomes, learning, social development, and mental health	MTSS); makes sound recommendations for MTSS practices. Provides education for others in this area; evaluates schoolwide programming			
	Demonstrates an understanding of schools as systems that can promote learning, positive behavior, and mental health	Promotes schoolwide and district-level leadership and implementation of evidence-based practices such as PBIS, SEL, and ISF; provides education for others in this area			
	Demonstrates an understanding of general and special education	Discusses accurate information with families and in written reports; makes appropriate recommendations for services			
	Demonstrates an understanding of technology resources as applied to schoolwide practices	Uses technology to review, analyze, and evaluate the effectiveness of schoolwide practices (e.g., screening results, tier two progress monitoring data)			
	Helps to develop practices and strategies to create and maintain safe, effective, and supportive learning environments for students & school staff	Assists in creating or refining an existing PBIS or Restorative Practice model in a school; helps provide training to schools in this area			
	Demonstrates an understanding of schools as systems in the identification and/or implementation of practices that promote learning, positive behavior, and mental health	Participates as an effective and active member of a schoolwide PBIS team; makes sound recommendations for equitable discipline practices and bi-directional school-family partnerships; provides education to others through PD, teaming, and/or recommendations			

Comments and/or observations from the supervisor:

Comments and/or reflections from the intern:

Domain 6: Services to Promote Safe and Supportive Schools

School psychologists have knowledge of principles and research related to resilience and risk factors in learning and mental health, services in schools and communities to support multitiered prevention, and evidence-based strategies for effective crisis response. School psychologists, in collaboration with others, demonstrate skills to promote services that enhance learning, mental health, safety, and physical well-being through protective and adaptive factors and to implement effective crisis preparation, response, and recovery.

These are systems-level services. Required in Winter and Spring quarters.

W I N T E R / S P R I N G Q U A R T E R R E Q U I R E M E N T	Candidate Skill	Example(s) of ways in which interns may demonstrate competency.	Q1 Rating	Q2 Rating	Q3 Rating
	Demonstrates knowledge of principles and research related to resilience and risk factors	Reflects on and discusses high-impact protective factors and scientific strategies that support healing and flourishing			
	Demonstrates understanding of multitiered strategies that create safe, equitable, and supportive schools	Discusses, identifies, and recommends evidence-based practices for safe, inclusive, and supportive schools that can be applied across levels of prevention and support (e.g., effective crisis planning, school climate assessments, evidence-based restorative practices, student and family voice, focus groups)			
	Demonstrates knowledge of evidence-based strategies for effective crisis preparation, response, and recovery	Promotes effective practices at the school and district level for trauma-informed crisis preparation, response, and recovery (e.g., emergency operations plan, safety and crisis teams, procedures for communication, family/student reunification); communicates with school and/or district level PBIS teams regarding best practices; shares resources.			
	Helps promote preventive services that enhance learning, mental and behavioral health, and psychological and physical safety	Advocates for policies that promote safe and inclusive school environments (e.g., culturally responsive PBIS, inclusive school/classroom norms, effective crisis planning, school climate assessments, evidence-based restorative practices,			

		student and family voice, focus groups, sharing resources with team/families)			
	Demonstrate skills to promote services that enhance learning, mental health, safety, and physical well-being through protective and adaptive factors and to implement effective crisis preparation, response, and recovery	Participates in school/district crisis prevention and response teams; assists in the use of screening data, needs assessments, climate assessments; effectively evaluates existing crisis plans and makes sound recommendations for modifications as necessary; evaluates and engages in activities that reduce risk and promote resilience (e.g., PBIS, SEL, district/school policies and procedures)			

Comments and/or observations from the supervisor:

Comments and/or reflections from the intern:

Domain 7 Family, School, and Community Collaboration
School psychologists have knowledge of principles and research related to family systems, strengths, needs, and culture; evidence-based strategies to support family influences on children's learning, socialization, and mental health; and methods to develop collaboration between families and schools. School psychologists, in collaboration with others, demonstrate skills to design, implement, and evaluate services that respond to culture and context and facilitate family and school partnership/ interactions with community agencies for enhancement of academic and social–behavioral outcomes for children.
These are systems-level services. Required in Winter and Spring quarters.

W I N T E R / S P R I N G Q U A	Candidate Skill	Example(s) of ways in which interns may demonstrate competency.	Q1 Ratin g	Q2 Ratin g	Q3 Ratin g
	Demonstrates knowledge of principles and research related to family systems, strengths, needs, and culture	In discussions (e.g., team meetings) and written products (e.g., reports), demonstrates knowledge of family systems and the importance of understanding their strengths, cultures, and needs.			
	Demonstrates understanding of culturally and contextually appropriate family,	Advocates for and seeks to develop culturally responsive, bi-directional partnerships with families and community agencies; uses strengths-			

R T E R R R E Q U I R E M E N T	school, and/or community collaboration	based perspectives and values funds of knowledge			
	Understands evidence-based strategies to support families influences on children's learning, socialization, and mental health	In discussions (e.g., team meetings) and written products (e.g., report recommendations), demonstrates knowledge of evidence-based strategies to support families and promote children's learning, socialization, and mental health			
	Helps to develop, implement, and evaluate strategies that facilitate culturally and contextually appropriate collaboration and partnerships between families and schools	Collaborates with team members to help create bi-directional partnerships with families and caregivers (e.g., needs assessments, focus groups, surveys, and family events); analyzes existing practices (e.g., family voice surveys) and makes culturally responsive recommendations for more engaged partnerships; uses effective and culturally responsive collaboration and communication with diverse families/caregivers			
	Helps to develop, implement, and evaluate strategies that facilitate culturally and contextually appropriate collaboration and partnerships between community agencies and schools	Collaborates with team members to help create bi-directional partnerships with community agencies (e.g., needs assessments, focus groups, surveys); analyzes existing relationships with communities (e.g., relationships with tribal communities) and makes culturally responsive recommendations for enhanced partnerships; uses effective and culturally responsive collaboration and communication with communities and school staff			

Comments and/or observations from the supervisor:

Comments and/or reflections from the intern:

Domain 8 Equitable Practices for Diverse Student Populations

School psychologists have knowledge of individual differences, abilities, disabilities, and other diverse characteristics; principles and research related to diversity factors for children, families, and schools, including factors related to culture, context, and individual and role differences; and evidence-based strategies to enhance services 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 and across multiple contexts, with recognition that an understanding and respect for diversity in development and learning and advocacy for social justice are foundations of all aspects of service delivery.

These competencies are foundational to all service delivery. Required in all quarters.

A U T U M N Q U A R T E R R E Q U I R E M E N T	Candidate Skill	Example(s) of ways in which interns may demonstrate competency.	Q1 Rating	Q2 Rating	Q3 Rating
	Demonstrates an understanding of the principles and research related to diversity in children, families, schools, and communities, including factors related to child development, culture and cultural identity, race, sexual orientation, gender identity and expression, and other variables	Demonstrates knowledge of individual differences, abilities, disabilities, and other diverse characteristics and utilizes this knowledge to make appropriate recommendations to support and advocate for students (e.g., promotes GLSEN strategies/materials)			
	Demonstrates an understanding of individual differences, abilities, disabilities, and other diverse characteristics and their impact on development and learning	In discussions and in written products (e.g., reflections, reports, team meetings), demonstrates an awareness of diversity factors in risk and prevention practices			
	Helps promote effective functioning for individuals, families, and/or schools with diverse characteristics, cultures, and backgrounds, with a recognition that an understanding and respect for diversity in development and learning	Employs a strengths-based approach to address the learning needs of multilingual students; includes funds of knowledge in instructional planning and recommendations			

	Demonstrates skills to provide professional services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds and across multiple contexts	Provides culturally responsive services in different settings (e.g., meetings, classroom) and with diverse racial and ethnic groups (e.g., AAPI, Latinx)			
	Advocacy for social justice is a foundational aspect of service delivery	Promote fairness and social justice in school policies and programs (e.g., discipline practices/policies, dress code/bathroom policies that impact LGBTQIA+ students)			

Comments and/or observations from the supervisor:
Comments and/or reflections from the intern:

Domain 9 Research & Evidence-Based Practice
School psychologists have knowledge of research design, statistics, measurement, varied data collection and analysis techniques, and program evaluation methods sufficient for understanding research and interpreting data in applied settings. School psychologists demonstrate skills to 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, analysis, and program evaluation to support effective practices at the individual, group, and/or systems levels.
These competencies are foundational to all service delivery. Required all quarters.

A U T U M N Q U A R T E R R E Q	**Candidate Skill**	**Example(s) of ways in which interns may demonstrate competency.**	**Q1 Ratin g**	**Q2 Ratin g**	**Q3 Ratin g**
	Demonstrates ability to accurately read, understand, and interpret research	In written products and discussions, discuss research in a way that conveys an understanding of the value and limitations of research studies (e.g., does not attribute causal relationships when discussing nonexperimental studies)			
	Demonstrates knowledge of research design, statistics, measurement, and varied data collection and analysis	In discussion and written products, demonstrates knowledge of appropriate study design (e.g., single case design) and data analysis techniques (e.g., percent nonoverlapping data, effect size)			

U I R E M E N T	techniques for interpreting data in applied settings				
	Demonstrates knowledge of program evaluation methods	Demonstrates an understanding of how to design a valid program evaluation study, implement the research plan, and analyze the data in a way that addresses confounds (e.g., lack of fidelity) and ultimately assess the effect of a program			
	Applies various techniques and technology resources for data collection, measurement, and analysis to support effective and evidence-based practices at the group and systems level	Uses technology appropriately so that it supports data gathering and/or analysis of group or systemic interventions (e.g., group intervention data tracking, climate survey analysis, disaggregating data across populations to assess disproportionality in discipline)			
	Uses various techniques and technology resources for data collection, measurement, and analysis to support effective and evidence-based practices at the individual level	Uses technology appropriately so that it supports data gathering and/or analysis of individual interventions (progress monitoring); demonstrates proficiency in visual supports to aid in understanding of data (e.g., tables, trend lines)			

Comments and/or observations from the supervisor:

Comments and/or reflections from the intern:

Domain 10 Legal, Ethical, & 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 demonstrate skills to 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 respect for human diversity and social justice. *These competencies are foundational to all service delivery. Required in all quarters.*

AUTUMN QUARTER REQUIREMENT	Candidate Skill	Example(s) of ways in which interns may demonstrate competency.	Q1 Rating	Q2 Rating	Q3 Rating
	Demonstrates knowledge of the foundations of school psychology and multiple service models	Understands the varied roles school psychologists can serve/have served in schools; understands the problematic and colonial underpinnings of the field and works to destabilize these practices			
	Demonstrates knowledge of legal standards	In written and verbal communications, and in practice, demonstrates knowledge and understanding of IDEA, WACs, and NASP Professional Standards			
	Engages in ethical and professional decision-making	Does not agree to take on high-stakes practices/services in areas lacking in skills/preparation (e.g., engaging in specific counseling models and administering tests without preparation)			
	Seeks out consultation and supervision as needed	Engages in self-study and consultation to learn and strengthen practice according to the law, due process findings, etc. Proactively asks supervisor for help when it is needed. Engages in self-study and consultation to learn and strengthen professional ethics across situations			
	Engages in advocacy and conveys respect for human diversity and a commitment to social justice and equity	Advocates for student dignity during team meetings and in conversations; advocates for antiracist policy changes; serves on DEI teams; seeks opportunities for ethnic study			
	Provides services consistent with professional standards	Demonstrates professional practice in 1:1 conversations, in team meetings, in work with students, and in consultations with families/caregivers			

Comments and/or observations from the supervisor:

Comments and/or reflections from the intern:

UWT Ed.S. School Psychology Professional Work Characteristics

Competency (3's) required for all field settings, all quarters. ***Growth is expected within all domains****.*

The Work Characteristics below are grounded in the [mission, values, and conceptual framework](#) of the School of Education at UW Tacoma and the values of the [EdS School Psychology Program](#). They describe professional, intellectual, emotional and character attributes of aspiring school psychologists enrolled in our programs. Upon entry into our Ed.S. School Psychology program, students are asked to commit to upholding and pursuing growth in these domains as an integral part of all activities. Faculty, staff, and other enrolled students support each Ed.S. student in attaining and modeling these standards. These Work Characteristics will be used in courses, in fieldwork, and used to guide faculty and staff progress reviews each quarter. Ed.S. students will participate in ongoing reflection and discourse around these standards: *What does each standard mean in relation to my values? How is each standard showing up in various professional settings? What is my role in bringing them to life in my educational praxis? How do I support others in their journeys in growing and thriving?*

1: Not at all; rarely	2: Occasionally; Sometimes	**3: Most times; frequently**	**4: Nearly always**	**5: Always**
		Commitment to Equity & Justice		
Candidate Skill, Mindset, or Competency	**Instructor Rating**	**Supervisor or Instructor Comments**	**Candidate Self-Rating**	
Appreciates the value of **human diversity** in all of its forms**;** views diversity as a strength; not deficit-focused				
Engages in **ongoing and active reflection;** demonstrates **cultural humility**. Demonstrates a curiosity and openness to **continued learning** in this area.				
Examines and **changes practice/actions** when they interfere with working effectively with peers, P-12 students/other learners, parents/guardians, faculty, staff, and other professionals in and out of the university context. Reflects on their behavior with others and adapts accordingly.				
Demonstrates an awareness of their own **positionality and power**—and does not use power-under or power-over dynamics. Understands and respects power dynamics and relationships, as well as equity impacts, while effectively working with others in various settings in and out of campus.				

Critically reflects on the impact of their actions and inactions on others, especially in relation to their own growth areas and sociocultural identities; takes **responsibility for both the intent and impact** of statements & behaviors			
Shares space in conversations. Steps up and steps back in conversations, as needed and appropriate.			
Demonstrates **advocacy** skills for—and with—students who are BIPOC, minoritized, and/or marginalized.			

Additional comments and/or observations from supervisor or instructor:
Additional comments and/or reflections from candidate:

1: Not at all; rarely	2: Occasionally; Sometimes	**3: Most times; frequently**	**4: Nearly always**	**5: Always**
		Interpersonal Skills		

Candidate Skill, Mindset, or Competency	**Instructor Rating**	**Supervisor or Instructor Comments**	**Candidate Self-Rating**
Communicates effectively as they interact in university and PK-12/site settings with peers, learners/students, families/guardians, community members, teachers, administrators, faculty, staff, and other professionals.			
Maintains **consistent and professional communication** with other candidates, University personnel, placement/site, and community partners.			
Collaborates effectively with others. Demonstrates a willingness and ability to actively listen to others and respect others' views and values.			
Interacts in an appropriate and respectful manner with all persons in light of the person's age, class, race, ethnicity, cultural and linguistic backgrounds, religious affiliation (or lack of), nationality, gender identity, disability, sexual orientation, and/or values system.			
Demonstrates leadership skills (e.g., taking initiative, anticipating			

Candidate Skill, Mindset, or Competency			
need, demonstrating advocacy, active listening, flexibility, problem solving, decision making, communication).			
Demonstrates **effective conflict management**. Clearly and professionally expresses ideas and feelings, including concerns and disagreements. Works toward collective and individual conflict resolution or restitution when harm is done, demonstrating a willingness to take ownership.			
Demonstrates **empathy and compassion**. Endeavors to understand another person's way of life and values. Communicates empathy and shows support to others as a basis for a productive professional relationship.			

Additional comments and/or observations from supervisor or instructor:
Additional comments and/or reflections from candidate:

1: Not at all; rarely	2: Occasionally; Sometimes	**3: Most times; frequently**	**4: Nearly always**	5: Always
Intrapersonal Skills				

Candidate Skill, Mindset, or Competency	Instructor Rating	Supervisor or Instructor Comments	Candidate Self-Rating
Engages in ongoing and active **self-reflection**. Takes time (and courage) to contemplate prior experiences, assignments, and situations for the betterment of their professional practice.			
Demonstrates **self-awareness**. Understands how values, attitudes, beliefs, emotions, and past experiences affect thinking, actions, and relationships. Recognizes strengths and challenges and understands needs and emotions.			
Uses effective methods for **regulating stress and other strong emotions**. Does what is needed to effectively engage in difficult conversations and			

support others in difficult circumstances.			
Demonstrates **initiative** (e.g., offers to help a peer when struggling, anticipates needs in advanced fieldwork)			
Demonstrates **adaptability and flexibility.** Understands that change is a natural part of the human experience.			
Demonstrates **patience** and making intentional efforts to **be present** with self and others.			
Demonstrates perseverance; a willingness to **keep trying/growth mindset.**			

Additional comments and/or observations from supervisor or instructor:
Additional comments and/or reflections from candidate:

1: Not at all; rarely	2: Occasionally; Sometimes	**3: Most times; frequently**	**4: Nearly always**	**5: Always**
Professional Behaviors & Skills

Candidate Skill, Mindset, or Competency	**Instructor Rating**	**Supervisor or Instructor Comments**	**Candidate Self-Rating**
Demonstrates **reliability and dependability**; punctuality; completes course assignments on time; Checks and responds to field/site and program/university correspondence in a timely and professional manner			
Demonstrates **accountability and responsibility**; ongoing class participation; responsibility when inadvertently making errors or unhelpful actions that impact others			
Accepts and integrates feedback to improve practice in University and PK-12/site settings from faculty, staff, field supervisors, preceptors, administrators, and other professionals, especially when conflicts emerge or when harm is done.			

Prioritizes responsibilities, including time-management, managing competing demands			
Works to develop **professional identity**. Demonstrates interest in professional organizations, professional growth, and learning for the betterment of one's practice as a school psychologist.			
Demonstrates **courteous behavior** toward University employees and other key partners (e.g., clinical/practicum hosts); providing a reasonable amount of time for responses to messages (1-2 business days) and scheduling calls or meetings; addressing concerns/questions at the most direct level; refraining from using accusatory or defamatory language.			

Additional comments and/or observations from supervisor or instructor:
Additional comments and/or reflections from candidate:

1: Not at all; rarely	2: Occasionally; Sometimes	**3: Most times; frequently**	**4: Nearly always**	**5: Always**
Ethical Decision-Making				

Candidate Skill, Mindset, or Competency	Instructor Rating	Supervisor or Instructor Comments	Candidate Self-Rating
Demonstrates **integrity** (i.e., adheres to agreements; honesty, and refrains from cheating, plagiarizing, and the inappropriate use of AI; consistent and uncompromising adherence to moral values and ethical principles of school psychology.			
Demonstrates sound **reasoning;** demonstrates the ability to systematically integrate, apply, and critically evaluate educational/societal issues, situations and interpersonal professional relationships in an informed way.			
Demonstrates **respect for the dignity of others;** maintains privacy and confidentiality			

Engages in effective **self-care**. Does what is needed to maintain wellbeing and engage in the professional, interpersonal, intrapersonal, and ethical behaviors listed above.			

Additional comments and/or observations from supervisor or instructor:
Additional comments and/or reflections from candidate:

Professional Growth

Domains/area(s) of strength & ways to build on these strengths:
Domains/area(s) for reflection & growth, and ways to attain this growth:

Ed.S. students may be warned and/or removed from the program for any of the following:
1. Failure to meet or maintain academic grade-point requirements as established by the program and/or University.
2. Repeated failure to follow up on vital tasks or respond to requests for information.
3. Repeated patterns of behaviors in or out of the classroom that negatively impacts the learning environment and others' well-being.
4. Engaging in academically dishonest, unethical, or unprofessional behavior, including but not limited to altering documents, bullying/harassing others, cheating, lying, misrepresenting/omitting information, plagiarism, promoting violence, etc.
5. Behavior determined to be in violation of relevant codes of conduct or ethics, set forth by UW or state/accrediting agencies:
   a. Office of Superintendent for Public Instruction (for students enrolled in a certification program)
   b. UW Student Code of Conduct
6. Documented evidence of conviction of a criminal act occurring during the course of study, or which occurred prior to admission to the program and became known after admission.
7. Failure to meet the UWT School Psychology Professional Work Characteristics for Admission and Continuance, and the
8. Removal from a clinical/field placement by a school district, agency/community partner, or the UW Tacoma School of Education.

CULMINATING PORTFOLIO

Your Culminating Portfolio is a carefully selected collection of evidence that highlights your best work and demonstrates competency across the 10 NASP Practice Domains. We emphasize quality over quantity. The portfolio provides an opportunity for you to showcase your evidence of field-based experiences and professional competencies organized around the 10 NASP Practice domains. Your portfolio will include:
- Resumé/CV,
- Praxis Exam in School Psychology (5403) score (a score of 155 or above is required for graduation),
- Practicum and Internship activities & verified hours,
- Practicum and Internship Candidacy forms,

- Practicum Rubrics (Autumn, Winter & Spring),
- Internship Rubrics (Autumn, Winter & Spring),
- UWT School Psychology Professional Work Characteristics and Reflection,
- Professional Philosophy & Identity Statement,
- Selected assignments/artifacts that demonstrate competency across all 10 NASP practice domains,
- Professional Growth Plan (guided by the NASP Self-Assessment),
- Psychoeducational evaluation with recommendations, and
- Case studies (academic, behavioral, counseling/SEL).

Artifacts that demonstrate competency in NASP Practice Domains
Menu of Options for Assignments

The following list depicts the program assignments or projects you can choose to include in your Capstone Portfolio. In each domain, we highlight up to six main assignments and list others that could also be considered. Choose **two** assignments per practice domain that best demonstrate your knowledge, skills, and competencies in the selected area. In one document per domain, explain how the two artifacts are evidence for that domain, what the strengths and challenges within the work for the artifact were, and how the experience shapes your future practice (professional growth).

Permitted: Group projects (but you must discuss your role in the project); using the same assignment for up to two domains.
Not permitted: Assignments developed for practicum, internship, or case studies. These are included elsewhere in your portfolio.

DOMAIN 1 – DATA-BASED DECISION MAKING
T SPSY 549 Cognitive Assessment of Children & Adolescents
- Virtual Case presentation

T EDSP 544 Special Education Assessment & Evaluation
- Case Analysis

T SPSY 551 Social, Emotional, & Behavioral Assessments
- Standardized Administration Write-ups
- Evaluation Design

Other possible assignments for this domain include:
T SPSY 555 Applied Research Design and Analysis
- Single Case Research Project

DOMAIN 2 – CONSULTATION AND COLLABORATION
TEDSP 546: Collaborative Consultation with Schools, Families, & Communities
- Consultation Practice
- Consultation Project

TEDUC 540: Multi-tiered Systems of Prevention & Intervention in Schools
- Comprehensive Systems Change Project

Other possible assignments for this domain include:
TEDSP 539: Introduction to Exceptionalities
- Professional Development Presentation
TSPSY 548: Applied Child and Adolescent Development
- Parent Presentation
TSPSY 560: School Psychology Practicum and Reflective Seminar I
- MTSS/School-wide Team Observation & Analysis
TEDSP 542:Classroom and School Behavior Support Systems
- Tier 2 School-wide Interventions
T SPSY 554: Trauma-Informed Crisis Prevention & Response in Schools
- Crisis Preparedness Planning and Response Project

DOMAIN 3 – ACADEMIC INTERVENTIONS AND INSTRUCTIONAL SUPPORTS

TEDSP 543: Math Methods and Interventions
- Intervention Design

T EDSP 544 Special Education Assessment & Evaluation
- Curriculum Based Measurement

T SPSY 552 Specially Designed Instruction
- Individualized Education Program (IEP) development project
- Specially Designed Instruction Analysis
- Curricula/Strategy Review

Other possible assignments for this domain include:
TEDSP 541: Reading Methods and Interventions
- Reading Intervention Plan & Rationale
- Culturally Responsive Children's and Young Adult Literature Assignment
TEDUC 540: Multi-tiered Systems of Prevention & Intervention in Schools
- Comprehensive Systems Change Project

DOMAIN 4 – MENTAL AND BEHAVIORAL HEALTH SERVICES AND INTERVENTIONS

TEDSP 545 Individualized Supports for Students with Emotional and Behavioral Challenges
- Project/Class Presentation
- Functional Behavioral Assessment (FBA)
- Positive Behavior Intervention Plan

T SPSY 550: Introduction to Counseling Children & Adolescents in Schools
- Therapeutic Game
- Micro-skills sessions & analyses
- Culturally Responsive Strategy Showcase

T SPSY 553: Group Interventions in the Schools

- Group Intervention
- Group Session Facilitator

Other possible assignments for this domain include:
TEDSP 542 Classroom Positive Behavior Supports
- Tier 2 School-wide Interventions

T SPSY 554: Trauma-Informed Crisis Prevention & Response in Schools
- Critical Thinking, Synthesis, and Reflection Paper
- Crisis Preparedness Planning and Response Project

DOMAIN 5 – SCHOOL-WIDE PRACTICES TO PROMOTE LEARNING

TEDUC 540: Multi-tiered Systems of Prevention & Intervention in Schools
- Comprehensive Systems Change Project

TEDSP 556: Social Emotional Learning
- Social and Emotional Learning Program Evaluation
- Social and Emotional Learning Competency Demonstration

TEDSP 542 School and Classroom Positive Behavior Supports
- Classroom Positive Behavior Support Plan
- Tier 2 School-wide Interventions

Other possible assignments for this domain include:
T SPSY 554: Trauma-Informed Crisis Prevention & Response in Schools
- Crisis Preparedness Planning and Response Project
- Critical Thinking, Synthesis, and Reflection Paper

DOMAIN 6 – SERVICES TO PROMOTE SAFE AND SUPPORTIVE SCHOOLS

T SPSY 554: Trauma-Informed Crisis Prevention & Response in Schools
- Crisis Preparedness Planning and Response Project
- Critical Thinking, Synthesis, and Reflection Paper

TEDSP 556: Social Emotional Learning
- Social and Emotional Learning Program Evaluation
- Social and Emotional Learning Competency Demonstration

TEDSP 542 School and Classroom Positive Behavior Supports
- Classroom Positive Behavior Support Plan
- Tier 2 School-wide Interventions

Other possible assignments for this domain include:
T SPSY 553: Group Intervention in the Schools
- Group Intervention
- Group Session Facilitator

T SPSY 550: Introduction to Counseling Children & Adolescents in Schools
- Micro-skills sessions & analyses

TEDUC 540: Multi-tiered Systems of Prevention & Intervention in Schools

- Comprehensive Systems Change Project

T SPSY 554: Trauma-Informed Crisis Prevention & Response in Schools
- Critical Thinking, Synthesis, and Reflection Paper

DOMAIN 7 – FAMILY, SCHOOL, AND COMMUNITY COLLABORATION

TEDSP 546: Collaborative Consultation with Schools, Families, & Communities
- Consultation Project
- Family Outreach

TSPSY 548: Applied Child and Adolescent Development:
- Parent Presentation
- Informational Emails for Staff

TEDSP 539 Introduction to Exceptionalities
- Professional Development Presentation

Other possible assignments for this domain include:
T SPSY 501 Principles & Ethics in School Psychology Practices
- Resources Compilation

TEDUC 540: Multi-tiered Systems of Prevention & Intervention in Schools
- Comprehensive Systems Change Project

TEDSP 542 School and Classroom Positive Behavior Supports
- Classroom Positive Behavior Support Plan

T SPSY 553: Group Intervention in the Schools
- Group Intervention

T SPSY 554: Trauma-Informed Crisis Prevention & Response in Schools
- Crisis Preparedness Planning and Response Project

T SPSY 552 Specially Designed Instruction
- Individualized Education Program (IEP) development project

DOMAIN 8 – EQUITABLE PRACTICES FOR DIVERSE STUDENT POPULATIONS

T EDUC 520 Equity and Justice in Educational Practice
- Since Time Immemorial (STI) Curriculum Centering and Lesson Analysis
- Youth TV/Media Analysis and Lesson Sketch

TSPSY 548: Applied Child and Adolescent Development:
- Parent Presentation
- Developmental Screening Tools, Child and Adolescent Development, and Bioecological Theory

T SPSY 501 Principles & Ethics in School Psychology Practices
- Resources Compilation
- Observation and Interview

Other possible assignments for this domain include:
TEDSP 556 Social Emotional Learning
- SELf Care Plan

TEDSP 539: Introduction to Exceptionalities
- Professional Development Presentation

T SPSY 552 Specially Designed Instruction
- Individualized Education Program (IEP) development project

T SPSY 553: Group Intervention in the Schools
- Group Intervention

TEDSP 543: Math Methods and Interventions
- Intervention Design

TEDSP 546: Collaborative Consultation with Schools, Families, & Communities
- Family Outreach

TEDSP 541: Reading Methods and Interventions
- Culturally Responsive Children's and Young Adult Literature Assignment

DOMAIN 9 – RESEARCH AND EVIDENCE-BASED PRACTICE

T EDUC 504 Understanding Educational Research
- Annotated bibliography and Literature Review

T SPSY 555 Applied Research Design and Analysis
- Single Case Research Project
- Program Evaluation

T EDUC 503 Educational Measurement
- Homework Exercises

Other possible assignments for this domain include:
TEDSP 542:Classroom and School Behavior Support Systems:
- Tier 2 School-wide Interventions

T SPSY 552 Specially Designed Instruction
- Individualized Education Program (IEP) development project

T SPSY 553: Group Intervention in the Schools
- Group Intervention

TEDSP 556: Social Emotional Learning
- Social and Emotional Learning Program Evaluation

TSPSY 548: Applied Child and Adolescent Development
- Developmental Screening Tools, Child and Adolescent Development, and Bioecological Theory

T SPSY 551 Social, Emotional, & Behavioral Assessments
- Evaluation Design

TEDSP 543: Math Methods and Interventions
- Intervention Design

T SPSY 552 Specially Designed Instruction:
- Specially Designed Instruction Analysis

DOMAIN 10 – LEGAL, ETHICAL, AND PROFESSIONAL PRACTICE

T SPSY 501 Principles & Ethics in School Psychology Practices

- Ethics Project
- Observation and Interview

TEDSP 547 Special Education Law
- Federal Law Project
- Continuum of Service Delivery Presentation
- Washington Administrative Code (WAC) Exercise

Other possible assignments for this domain include:
TEDSP 556 Social Emotional Learning
- SELf Care Plan

Begin curating documents early in your internship and keep a reflective journal to remember how these artifacts contributed to your professional learning and growth. For example, what did you learn from the experience? How did this experience change your practice or ways of thinking? You will need to include text that offers an explanation (what) of the artifact, the manner in which it relates or connects to a competency (how), and a rationale for each artifact/evidence (why). You will also need to include an introduction or overview of the forthcoming materials.

Professional Growth Plan

The NASP Professional Growth Plan (PGP) template assists school psychologists in creating a proactive, structured, and data-based plan of activities to support professional development and growth. The PGP template identifies up to three specific goals within each area of (1) knowledge, (2) skills, and (3) professional work characteristics and includes relevant NASP domains for each goal. In creating your growth plan, you will: Identify relevant NASP domains for each goal; include a rationale for the identification of these goals along with the evidence, data, or reasons you have for selecting these goals; discuss how each goal will be evaluated, and how you expect your practice to change accordingly. You must also include action steps to achieve goal(s) identified and include specific activities as action steps, timeline, and resources needed.

School Psychology Program Psychoeducational Evaluation

Your portfolio will include a psychoeducational evaluation report. This report must include the reason for referral and background information; observations during the evaluation and in an educational setting; assessment procedures, results, and interpretation; eligibility determination and recommendations. The rubric used to evaluate this element of your portfolio is included in Appendix B.

Case Studies

Your portfolio will also include case studies that demonstrate the integration of all practice domains in school psychology. These case studies will be used as a comprehensive, performance-based assessment of your abilities and demonstrate knowledge, skills, and

dispositions as applied in field placements. One case study must have an academic focus, another a behavioral consultation focus, and another a social-emotional/counseling focus. All case studies must include outcome data and your analysis of the positive impact of services/the intervention through goal attainment scale, effect size, percent nonoverlapping data, or percent of data points exceeding the median of baseline data points.

You will be required to submit case studies that employ a problem-solving process and use data to guide the selection, implementation, and evaluation of evidence-based practices. Case studies must include efforts to collaborate and partner with family, school, and/or community-based individuals. Case studies include a rationale, operationally defined problem(s) and problem analysis, and attainable goals that are clearly linked to the problem analysis and intervention timeline. Case studies must also include outcomes and a discussion of the outcomes. All case studies include an analysis of the impact of services (e.g., goal attainment scale, effect size, percent nonoverlapping data, or percent of data points exceeding the median of baseline data points). All case studies must be completed and submitted prior to the completion of internship. The case studies are included in your portfolio that will be evaluated by faculty prior to the completion of the program.

The case studies will be assessed by program faculty using a modification of the *NASP Case Study Rubric* (included in Appendix B).

Portfolio evaluation

The Culminating Portfolio Evaluation includes specific requirements and evaluation criteria for most components of the portfolio. These requirements will be detailed and discussed in the Internship Course. The required components are listed below.

Component	☑
Resumé/CV	
Praxis Exam in School Psychology (5403)	
Practicum activities & verified hours	
Internship activities & verified hours	
Practicum Candidacy form	
Internship Candidacy form	
Autumn Practicum Rubric	
Winter Practicum Rubric	
Spring Practicum Rubric	
Autumn Internship Rubric	
Winter Internship Rubric	
Spring Internship Rubric	
Final UWT School Psychology Work Characteristics & Written Reflection	

Professional Philosophy & Identity Statement	
Selected assignments that demonstrate competency across the NASP Practice Domains 1-10	
Case Studies	
Final Professional Growth Plan	

OUTCOME

Upon successful completion of the Internship experiences, coursework, portfolio, and obtaining a passing score on the Praxis II in School Psychology, you will receive an Ed.S. degree and a recommendation from UWT for the Washington State Educational Staff Associate (ESA) certificate in School Psychology. Upon graduation, it is expected that you will be well prepared to effectively serve the role of school psychologist and obtain initial certification (Educational Staff Associate) as a school psychologist in the state of Washington. The degree granted is an Educational Specialist (Ed.S.) degree in school psychology. We congratulate you on your accomplishments to date, and we wish you the best in this exciting last step along your path to becoming a school psychologist!

Cordially,

R. Endo

Rachel Endo, Ph.D.
Dean, School of Education

Laura Feuerborn

Laura Feuerborn, Ph.D., NCSP
Professor, Director of Ed.S. School Psychology

Appendix A

Informed Consent for Counseling Services

Dear Student and/or Caregiver,

This form is intended to inform you about my background and to help you understand our working relationship. I am a graduate student at the University of Washington Tacoma (UWT) in the Ed.S. School Psychology preparation program. I am working under the direct supervision of a university faculty member(s) and a site supervisor. These individuals are responsible for my clinical training and are certified Educational Staff Associates.

INTERNSHIP INFORMED CONSENT		
STUDENT INFORMATION		
Student Name:		
PRACTICUM/INTERNSHIP SITE INFORMATION		
Agency/Organization Name:		
City:	County:	State:
Zip:	Phone:	Fax:
Site Supervisor Name:		Phone:
University Supervisor Name:		Phone:
INFORMED CONSENT		

Please take the time to read and understand this consent form. Please ask me about any portions that may be unclear to you. UWT's Ed.S. School Psychologist Program asks that I obtain your signature, acknowledging that I have provided you with this information.

Counseling/services to promote mental health may have both benefits and risks. For counseling to be most successful, you/your child may be asked to work on things talked about during sessions and at home. Since counseling may involve discussing unpleasant parts of your/your child's life, you/they may experience uncomfortable feelings. On the other hand, counseling has been shown to have many benefits, including better relationships, decreased symptoms, and increased wellbeing. Please understand that there are no guarantees of what you/your child will experience.

In your/your child's first session, I will offer some sense of how I will work with you/your child to address concerns and promote wellbeing and school success. Please evaluate this information and whether you feel comfortable working with me and/or having me work with your child. If you have questions, please discuss them with me whenever they arise. You have the right to ask about any aspect of counseling or to decline any part of counseling. You have the right to an explanation of our goals and practices, and you may decline participation at any time.

IN AN EMERGENCY
In some instances, you/your child might need immediate help and/or more intensive support. These emergencies may involve thoughts of harming self or others, and/or thoughts of committing dangerous acts. In the case of any emergency or crisis situation, I will communicate this to my supervisors and adhere to school policies. If you/your child experience an emergency situation, please contact 911 and visit the nearest Emergency Room and ask for a mental health professional.

LIMITS OF CONFIDENTIALITY
You have the right to know the name of my supervisor(s) and how to contact them. Because of my training, my supervisor may ask about our work for confidential supervisory and training purposes. Occasionally, I may find it helpful to consult with other professional staff. There are some situations in which I am legally obligated to take actions that I believe may be necessary to protect you/your child or others from harm. If I have reason to believe that a child is being neglected or abused and/or you/your child presents a clear and substantial danger of harm to self or others, the law requires that the situation be reported to the appropriate state agency. Please let me know of any questions or concerns you may have about these limits of confidentiality.

STATEMENT OF ACKNOWLEDGEMENT
I have read and understand the statements in this consent form.

SIGNATURES		
Caregiver Signature	Printed Name	Date
Student Signature	Printed Name	Date
Supervisor Signature	Printed Name	Date

Appendix B

Psychoeducational Evaluation Rubric

Section 1: Reason for referral and background information

Component	Needs Improvement (0)	Satisfactory (1)	Excellent (2)	Points
Reason for referral; referral question/s	Reason for referral is missing, inaccurate, or incomplete	Reason for referral is adequately presented	Reason for referral is comprehensive and written in clear and accessible language	
Background information	Background information is missing, inaccurate, or incomplete	Background information is adequately presented and includes demographic information and individual factors (e.g., physical, social, linguistic, cultural diversity factors)	Background information is comprehensive, includes demographic information and individual factors (e.g., physical, social, linguistic, cultural diversity factors), and is written in clear and accessible language for families	
Results of prior evaluations and/or interventions	Results of prior evaluations and/or interventions are missing, inaccurate, or incomplete	Results of prior evaluations and/or interventions are adequately described and complete	Results of prior evaluations and/or interventions provide a comprehensive description of the student's education experience to date in clear and accessible language for families	
Overall Rating for Section 1 (Mean score of all rows)				**/2**

Section 2: Observations

Component	Needs Improvement (0)	Satisfactory (1)	Excellent (2)	Points
Observation in the instructional environment or other	Observation is missing, extremely	Observation is objective and offers a picture of the time observed	Observation uses an intentionally selected observation technique(s) and includes time observed, peer	

educational setting	disorganized, or incomplete		comparisons, and the setting. Observation section may include additional observations to provide additional context.	
Evaluation Observation	Evaluation observation is missing, extremely disorganized, or incomplete	Evaluation observation is objective, includes information about attention, focus, and general behaviors, and includes a validity statement	Evaluation observation is comprehensive, objective, includes detailed information about attention, focus, behaviors, and includes a clear validity statement	
Overall Rating for Section 2 (Mean score of all rows)				**/2**

Section 3: Assessment procedures, results, and interpretation

Component	Needs Improvement (0)	Satisfactory (1)	Excellent (2)	Points
Assessment Procedures (includes standardized and non-standardized procedures)	Assessment procedures are insufficient to respond to the reason for referral	Assessment procedures are sufficient and address the reason for referral	Assessment procedures are comprehensive and address all areas related to the reason for referral	
Procedure descriptions	Procedure descriptions are missing or lack adequate detail	Procedure descriptions include sufficient detail, including purpose and description of each procedure (and scoring metrics, when appropriate)	Procedure descriptions are comprehensive and include clear and detailed information related to the purpose and description of each procedure (and scoring metrics, when appropriate)	
Results/Score reporting	Results of assessment procedures are incomplete or insufficient; score tables are missing,	Results of assessment procedures are complete and written in accessible language for families; complete score tables are	Results of assessment procedures are comprehensive and written in accessible language for families; complete score tables are included for each quantitative assessment	

	inaccurate, or incomplete	included for each quantitative assessment administered	administered including an introduction to each table that includes a brief, accessible definition of standardized scores	
Interpretation	Interpretation that goes beyond score reporting is inadequate or missing	Interpretation that goes beyond score reporting is logical, makes sense of the quantitative data and qualitative assessment procedures, and is written in accessible language for families	Interpretation integrates quantitative and qualitative data, creating a strength-based narrative that underscores significant results in a way that is understandable and accessible for readings of diverse perspectives and backgrounds	
Overall Rating for Section 3 (Mean score of all rows)				**/2**

Section 4: Eligibility determination and recommendations

Component	Needs Improvement (0)	Satisfactory (1)	Excellent (2)	Points
Report summary	Report summary is missing, inadequate, or incomplete	Report summary is accurate and provides information about strengths and growth areas	Report summary is clearly written, links to results and interpretations, provides information about strengths and growth areas that form the foundation for recommendations	
Eligibility determination	Eligibility determination is missing, illogical, or incomplete	Eligibility determination is presented in clear language	Eligibility determination is presented in clear language, links to results and interpretation, and reflects WAC criteria for eligibility category	
Recommendations	Recommendations are missing, inadequate, or do not relate to growth	Recommendations address all major growth areas indicated in the report	Recommendations address all growth areas and build on strengths indicated in the report and are	

	areas indicated in the report		written in a clear and comprehensive manner that allows others to immediately apply them	
Overall Rating for Section 4 (Mean score of all rows)				**/2**

Section 5: Overall evaluation of report

Component	Needs Improvement (0)	Satisfactory (1)	Excellent (2)	Points
Writing (grammar, mechanics, spelling, etc.)	Writing is not concise, contains grammatical or mechanical errors, and/or is unintelligible or full of jargon	Writing is concise, free from major grammatical or mechanical errors, and is written in accessible language for families free from excessive jargon; report is written in preferred language of the family	Writing is clear and concise, free from grammatical or mechanical errors, and is free from jargon; report is written in preferred language of the family and does not exceed a 9th grade reading level according to family needs	
Tone of report	Writing is biased, does not convey respect for the student, and/or centers behaviors that do not exist (e.g., "student does not display xyz")	Writing is unbiased, demonstrates respect for the student, highlights strengths, and is straightforward about growth areas	Writing is unbiased, demonstrates respect for the student, highlights strengths, centers observed behaviors and performance (e.g., free from "student does not display xyz"), and is straightforward about growth areas	
Critical reflection & analysis	Critical reflection is not apparent in the procedures used or interpretation made	Critical reflection is apparent in the assessment procedure selection and analysis of results	Critical reflection is apparent in the assessment procedure selection and thoughtful analysis of results	
Overall Rating for Section 5 (Mean score of all rows)				**/2**

Appendix C

Ed.S. School Psychology Case Study Rubric

Note: The determination of an effective/needs development case study is guided by whether it is both data-driven and makes logical sense rather than how many isolated elements are found to be effective.

Section 1: Elements of an Effective Case Study

	Effective	Needs Development
1.1	Demographics of the case are adequately described, including student identities (e.g., age, type of class/school, grade, SES, race, gender, disability, etc.).	Demographic information does not include sufficient information.
1.2	Assessment, intervention, and/or consultation practices identify and address unique individual characteristics. Student/family strengths and relevant school or community-based resources are discussed and considered throughout the case study.	Assessment, intervention, and/or consultation practices DO NOT identify and address unique individual characteristics. Strengths and resources are not discussed.
1.3	Collaboration with relevant partners (e.g., parents/guardians, teachers, and other professionals) is evident throughout the process.	Collaboration with relevant partners (e.g., parents/guardians, teachers, and other professionals) is NOT evident throughout the process.
1.4	Steps of the problem-solving process are implemented coherently (i.e., sequential, goal directed, and flow logically based on evidence).	The steps of the problem-solving process are not followed.
1.5	Professional practices of writing style, formatting, and graphing are present in the case study (i.e., clear succinct and well written text with clearly labeled graphs).	Errors in writing convention, style, and graphing interfere with the readability and interpretation of data.
1.6	Personal identifying information of the case study subject is redacted from the report.	Personal identifying information is not sufficiently redacted from the report.

Comments:

Section 2: Problem Identification

	Effective	Needs Development
2.1	Information is gathered from multiple sources [e.g., Record review, Interview, Observation, and Testing (RIOT)]. When appropriate, students and their families are involved, and their involvement is documented.	Data are not gathered from multiple sources. The following are missing: ● Record Review ● Interview ● Observation ● Testing Student/family voice (as appropriate)
2.2	The problem is operationally defined in observable, measurable terms (i.e., the referral concern is restated as an observable, measurable dependent variable).	The problem is not operationally defined. (e.g., it is reported as a categorical/descriptive cause such as Autism, Depression, ADHD, or terms such as aggression, anxiety, or hyperactivity).
2.3	Expectations for the identified behavior are stated based on an appropriate source for comparison (e.g., grade level standards, peer performance, normative data, etc.). **AND** The difference between actual and expected levels of performance is explicitly stated.	Expected performance is not based on an appropriate source for comparison or is not included **OR** The difference between actual and expected levels of performance is not explicitly stated.
2.4	Baseline data are included in the graph mentioned below and clearly marked. **AND** Clearly establish a discrepancy (e.g., level, trend) between actual and expected levels of performance **AND** Use an appropriate comparison standard.	Baseline data are not included in the graph mentioned below, and/or baseline data are clearly marked. **AND/OR** Do not clearly establish a discrepancy (e.g., level, trend) between actual and expected levels of performance **AND/OR** Do not use an appropriate comparison standard.

Comments:

Section 3: Problem Analysis

	Effective	Needs Development
3.1	The problem behavior is stated as a skill or performance deficit	The problem behavior is not stated as a skill or performance deficit.
3.2	More than one plausible hypothesis is formulated to address the problem across one or more of the following areas: curriculum, instruction, and environment. **AND** Hypotheses are testable.	More than one plausible hypothesis is not developed **AND/OR** Hypotheses are untestable.
3.3	Hypotheses are stated in observable/measurable terms.	Hypotheses are NOT stated in observable/measurable terms.
3.4	Proposed hypotheses are empirically tested by qualitative and/or quantitative data. **AND** Appropriate, logical data sources are used to confirm or reject each hypothesis.	Hypotheses are not tested **AND/OR** Appropriate, logical data sources are not used to confirm or reject each hypothesis.
3.5	A conclusive statement that formally describes the cause of the problem is included **AND** Leads to a logical intervention.	A conclusive statement formally describing the cause of the problem is not included **AND/OR** Does not lead to a logical intervention.

Comments:

Section 4: Intervention

	Effective	Needs Development
4.1	A single, culturally responsive, evidence-based intervention is implemented **AND** It is linked to the preceding sections.	Multiple interventions are implemented simultaneously. **AND/OR** The intervention is not evidence-based. **AND/OR** The intervention is not culturally responsive. **AND/OR** The intervention is not linked to the preceding sections of the report.

4.2	Acceptability of the intervention by one or more partners (e.g., caregivers, teachers, etc.) is verified.	Acceptability of the intervention by one or more partners is not verified.
4.3	The intervention is replicable: Intervention components [i.e., independent and dependent variable(s)] are clearly described **AND** Logistics are reported (e.g., who will implement, setting, duration, and frequency of sessions, etc.). Logistics connect to evidence cited for intervention.	The intervention is not replicable: Intervention components [i.e., independent and dependent variable(s)] are not clearly described **AND/OR** Logistics are missing (e.g., who will implement, setting, duration, frequency of sessions, etc.) and/or do not connect with the evidence cited.
4.4	A skill or performance goal is stated. The extent to which all partners (teacher(s), family, student, etc.) agree with the goal is considered and discussed **AND** Described using the same metric as the dependent variables **AND** Is linked to baseline data **AND** Achievable based on research or other data.	A skill or performance goal is NOT stated. The extent to which all partners agree with the goal is not considered or discussed. **AND/OR** Is not described using the same metric as the dependent variables **AND/OR** Is not linked to baseline data **AND/OR** Is not achievable based on research or other data.
4.5	Progress monitoring data are presented and measure the proposed goal.	Progress monitoring data are not presented and/or do not measure skills important to the goal.
4.6	Treatment integrity/fidelity data are: Reported. This includes a discussion of program adherence, dosage, quality of implementation, adaptations, and student engagement—as appropriate and applicable. **AND** Used in the interpretation of intervention efficacy.	The major dimensions of treatment integrity/fidelity data are not: Reported **AND/OR** They are not used in the interpretation of intervention efficacy.

Comments:

Section 5: Evaluation (Summative)

	Effective	Needs Development
5.1	A single graph is depicted for the target behavior and includes the following elements: • Baseline data **AND** • Goal/Target indicator or aimline **AND** Treatment/progress monitoring data with a trend line.	A single target behavior is presented on multiple graphs **AND/OR** Relevant graphs are not included. **AND/OR** The following components are not included in the graph: • Baseline data • Goal/Target indicator or aim line Treatment/progress monitoring data with a trend line.
5.2	Adequate intervention data are collected to meaningfully interpret the results of the intervention. This is typically at least 7 data points collected over a minimum of 6 weeks, including baseline data	Insufficient intervention data are collected to meaningfully interpret the results of the intervention.
5.3	Visual analysis of the level, trend, variability, and/or statistical analyses (e.g., effect size) were used appropriately. Data is statistically analyzed, and a reasonable determination is made regarding the effectiveness of the intervention.	Appropriate visual or statistical analyses were not used, and/or the analysis did not fit the data.
5.4	Strategies for generalizing outcomes to other settings are included. This includes suggestions to prevent similar problems with others and/or other settings.	Strategies for generalizing outcomes to other settings are not included. This includes suggestions to prevent similar problems with others and/or other settings.
5.5	Strategies for follow-up with all partners (parents/guardians, educators, student) are included.	Strategies for follow-up with all partners (parents/guardians, educators, student) are not included.

Comments: