E.D.S SCHOOL PSYCHOLOGY PRACTICUM GUIDEBOOK

2024-2025

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INTRODUCTION

Congratulations on attaining candidacy for the UWT Ed.S. School Psychology Practica! This handbook is designed to help you navigate your first field experiences 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 practica 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 practicum structure, supervision, evaluation, and practicum-related aspects of your Culminating Portfolio. This handbook is a companion to the UWT Ed.S. School Psychology Program Handbook. In Practicum II, you will also begin reading and discussing the third program handbook developed expressly for internship, the UWT Ed.S. School Psychology Internship Guidebook. You are expected to read all three program handbooks thoroughly.

The UWT Ed.S. School Psychology practica offer learning experiences that are grounded in the same conceptual framework as our program's. We expect that these experiences 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 practicum placements 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](https://www.nasponline.org/standards-and-certification/nasp-2020-professional-standards-adopted/nasp-2020-domains-of-practice) (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)](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

You will be well prepared for your culminating school-based internship upon successfully completing your practicum sequence.

Upon successful completion of this Ed.S. School Psychology 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 PRACTICA

NASP Standard 3 – Supervised Field Experiences in School Psychology

The program ensures that all candidates complete supervised and sequenced practica and internship experiences consistent with program goals and objectives. Specific competency outcomes are clearly articulated for each field experience. Practicum outcome measures focus on distinct knowledge, skills, and professional work characteristics. Field experiences contribute to the preparation of candidates who demonstrate the professional competencies needed to effectively deliver school psychological services to children and youth, families, and schools.

Standard 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. 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 practicum/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.

Standard 3.2

The school psychology program requires supervised practica based on program goals and NASP graduate preparation standards. At a minimum, activities must include opportunities to build professional competencies in (a) data-based decision making, including psychoeducational assessment with recommendations; (b) the design, implementation, and evaluation of services that support cognitive and academic skills; and (c) the design, implementation, and evaluation of services that support socialization, behavioral and mental health, and emotional well-being (e.g., counseling, behavior analysis and intervention, social–emotional learning). The services can be implemented at the individual, class-wide, and/or systems level. Practica opportunities may include other professional competency development based on graduate program goals.

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 4.2
The assessment of practicum outcomes must include a formal evaluation process of all candidates conducted by field supervisors and/or program faculty. Such assessment is expected to focus on specific competencies and professional work characteristics and be based on observations and/or other evaluation methods (practica experiences do not need to comprehensively address all NASP domains). The evaluation criteria or benchmark is expected to be relevant to the professional developmental stage of the candidate at the particular level of the practica.

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 PRACTICA & POLICIES

Practicum prerequisites include successfully completing foundational/year one coursework and demonstrating an ability to engage in collegial, ethical behavior as determined by NASP, WAC, and Ed.S. program policies (e.g., UWT Ed.S. School Psychology Work Characteristics). It also includes Pre-Residency Clearance through the Office of Superintendent of Public Instruction (OSPI) and successful completion of a child abuse prevention and reporting course, as evidenced by certification.

Candidates complete three quarters of practica in their second year of the program. Through their practicum field experiences, candidates attain an understanding of the role of school psychologists as social justice advocates and change agents in school systems; engage in effective, collaborative consultation in academic and behavioral interventions; and engage in evidence-based, social and emotional services. The three practicum experiences offer a continuum of experiences based on multi-tiered systems of supports (MTSS). They are coupled with coursework, allowing candidates opportunities to apply learnings more readily, and creating an effective and meaningful learning and feedback loop.

The coursework is sequenced to support the practica along with the different levels of prevention and service delivery. In the autumn, candidates engage at the level of the system, learning about systemic change and the requisites of a healthily functioning universal/tier 1 system in schools. This experience exposes candidates to the culture, organization, and operations of schools and allows them to familiarize themselves with the roles and functions of school staff across diverse roles. Candidates engage in schoolwide teaming and analysis, needs assessments, and other forms of data-based decision making. In the winter, students engage in consultation and tier two interventions while also engaging in these very experiences in the schools, affording additional opportunities for more advanced data-based decision making, consultation, and formulating assessment-informed interventions. In the spring, candidates engage in coursework that supports the advanced practicum experience with the design, implementation, and evaluation of individualized psychoeducational interventions, evaluating impact, and a behavior consultation case study. Candidates are responsible for leading (under supervision) a comprehensive evaluation that includes collection of data (e.g., cognitive, academic, social/emotional, and behavioral) and making intervention recommendations tied to the results of the evaluation.

Focal NASP Practice Domains in Practica

	Autumn	Winter	Spring
Domain 1, Data-Based Decision Making	✓	✓	✓
Domain 2, Consultation & Collaboration	✓	✓	✓
Domain 3, Academic Interventions & Instructional Supports			✓

Domain			
Domain 4, Mental and Behavioral Health Services and Interventions	✓	✓	
Domain 5, Schoolwide Practices to Promote Learning	✓	✓	
Domain 6, Services to Provide Safe & Supportive Schools	✓		
Domain 7, Family, School & Community Collaboration		✓	✓
Domain 8, Equitable Practices for Diverse Student Populations	✓	✓	✓
Domain 9, Research & Evidence-Based Practice	✓	✓	✓
Domain 10, Legal, Ethical, & Professional Practice	✓	✓	✓

Each practicum experience includes data-based decision making. However, as the candidate advances through the autumn, winter, and spring quarters, the experiences gradually increase in complexity regarding requirements, responsibility, and autonomy for the candidate. Candidates are required to complete a behavior consultation case study and a psychoeducational assessment with recommendations by the end of the spring quarter. This case study and psychoeducational assessment are included in your Capstone Portfolio.

Practica Overview

Quarter/Course	Key Activities
Autumn/Practicum I	observe and analyze the functioning of schoolwide MTSS teams, analyze and evaluate school crisis plans, systemic needs assessments and strategic planning
Winter/Practicum II	tier two supports, behavior assessment (FBA) and behavior support plans, mental health, collaborative behavior consultation
Spring/Practicum III	psychoeducational assessment, individualized (tier three) intervention, analysis of student impact

Field experiences are connected to Reflective Seminar courses, allowing for more opportunities for in-depth, guided reflection, group discussion, and faculty and peer consultation. The reflective seminars are designed to promote knowledge and skills integration and continuous learning through critical analysis and reflection on

practice. During reflective seminars, candidates engage with their peers and instructors to collaborate and problem-solve situations they are experiencing and the efficacy of potential strategies. Through guided reflective consultation practices, candidates analyze practices and their underpinning theories and research. Through discussion, reflection activities, and readings, candidates gain insight into their values, biases, interpersonal interactions, and advocacy.

The university assumes the responsibility of providing instructors who are qualified in course instruction and supervision for the practicum 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 practicum 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 is also the practicum course instructor. The university supervisor maintains regular communication with the candidate and field supervisor. Such communication may occur through face-to-face meetings and/or faculty supervisor visits to the practicum site, telephone or video conferencing, and e-mails. The university supervisor/practicum instructor coordinates and communicates with supervisors about practicum expectations no less than three times each quarter (beginning, middle & end). Prior to the start of the quarter, they communicate to discuss specific learning objectives for the quarter along with the content and skills candidates have previously experienced. University supervisors/practicum instructors train field-based supervisors on the UWT School Psychology Practicum Rubric and UWT School Psychology Work Characteristics. In orientations and in follow-up meetings, university supervisors/practicum instructors provide a space for collaboration amongst field supervisors, answer questions, and obtain field supervisors' perspectives and feedback on the needs of their school communities and suggestions for program improvement.

The School of Education Office of Field Placements & Partnerships responds to district inquiries, provides final approval for practicum placements, and sends Program-District letters of agreement (MOU) to finalize placements. They ensure that practicum supervisors receive honoraria and/or clock hours for service as appropriate and available.

We offer our practicum field supervisors 30 clock hours (3 CEUs).

The school district is responsible for providing its educational program facilities to be used by the candidate for educational purposes. This includes desirable learning experiences, classroom experiences, multidisciplinary team meetings, assessment experiences, and educational settings, allowing the candidate to experience a variety of abilities, identities, developmental levels, and linguistic, neuro, cognitive, and cultural diversities. The district also allows time for the practicum field supervisor to provide weekly, direct supervision of the practicum student.

The practicum site must provide opportunities that align with the UWT Ed.S. School Psychology program's expectations for the quarter, the program's conceptual framework (e.g., expanded role of a school psychologist), and the NASP requirements stated at the start of this handbook. The majority of the candidate's time must be spent providing direct services to students and indirect services through consultation. No one function or service (e.g., testing) may require the majority of the candidate's time.

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

We ask that our practicum field supervisors to adhere to the following 5 guidelines:

1. Support candidates in learning the skills needed for the quarter. This includes helping the candidate learn how to prioritize duties/time management so they can be successful. This also includes observing the candidate and allowing the candidate to observe your practices.
2. 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.
3. Provide weekly supervision. Expect that candidates will need more structure and guidance at the beginning of the year than at the end of the year.
4. Provide feedback to the candidate regarding data collection, analysis, and conclusions throughout the assessment, intervention, and report writing process.

5. Provide your contact information to the candidate and explain contact preferences (text, calls, email).

Candidates are to maintain consistent attendance, participate in seminars, and maintain activity and time logs. These logs are submitted to supervisors and are collected by faculty in practicum seminars.

Candidates are expected to provide approximately 7 hours a week of service at/for the practicum site. Service could be provided over a 2- or 3-day period, but candidates are not required to be on-site more than one full day a week. Preferred scheduling can be established between supervisors and candidates. Scheduling should prioritize experiences such as meetings, consultation with families/caregivers, and direct assessment and intervention.

The minimum required on-site hours are 50 per quarter. Students are required to attain a total of 180 on-site hours across the three practicum quarters. This means that candidates will need to attain more than the minimum required hours in some quarters. On-site hours are typically engaged time, and this can include virtual meetings or virtual consultations when initiated or scheduled by the practicum partners. Candidates are still required to report to their practicum site(s) weekly, even if minimum hours are attained.

Candidates are required to track their practicum-related duties, including practicum class attendance, practicum-related coursework, and preparation. These duties are considered off-site service hours. Candidates are responsible for tracking their hours across the three quarters and ensuring they are receiving sufficient hours for on- and off-site activities. **The minimum number of hours required across all three quarters of practica are 260, including both on and off-site hours. This requires that candidates obtain an additional 80 off-site hours.**

We require that our candidates adhere to the Ed.S. School Psychology Work Characteristics and the following 5 guidelines:

1. Be proactive in guiding and structuring your own learning. Ask for additional practice in growth areas. Discuss cases with supervisors and site-specific questions with supervisors. Candidates should make their best effort to attend meetings, including those that occur before and/or after-school. If an important meeting occurs after school and conflicts with class time, then you can confer with your course instructor to determine whether part of the class

session can be missed. This conversation must occur in advance of the class session and the site-based meeting.

2. Engage in professional behaviors. This includes following through with your commitments, completing duties by expected dates/deadlines, and contacting your supervisor/site if your schedule changes.
3. Demonstrate culturally responsive practices, cultural humility, and respect for those in the school communities.
4. Be willing to receive corrective feedback and learn from the experience.
5. Adhere to crisis guidelines and procedures. 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.

Fingerprinting and Pre-Residency Clearance: Process and Directions

Fingerprint Clearance

All students are required to complete WA State and FBI fingerprint clearance prior to starting field placement. Fingerprints are valid for a total of two years and must not expire before June 2024. If you already have fingerprints on file with OSPI, there is no need to be reprinted unless they will expire before June 2024.

There are several Educational Service Districts (ESDs) in the region that provide fingerprint clearance. Please note that all students must attend an ESD, *not* the Washington State Patrol. The total cost of prints is varies (approximately $100, depending on the ESD). Accepted forms of payment also vary. Picture ID is required, and appointments typically take 15 to 20 minutes.

Be sure to note in your fingerprint paperwork that you are a UWT student.

Below are some links to local ESD's (Educational Service Districts) that provide fingerprinting services. See each site for instructions on where to go to get your fingerprints processed. Every ESD is different. Pay close attention to the preparation tips, payment methods, and appointment procedures, on each ESD website.

Renton ESD 121 https://www.psesd.org/programs-services/administrative-management-services/certification-and-fingerprinting
Tumwater ESD 113 https://www.esd113.org/district-support/hr/fingerprinting/?highlight=fingerprint

Olympic ESD 114 https://www.oesd114.org/about-oesd/

Fingerprint Clearance must be completed before Pre-Residency Clearance can be approved.

Pre-Residency Clearance

Pre-Residency Clearance takes time to process and must be completed before you can enter your field placement in September, so please work on this as early as possible.

Prior to beginning your practicum in a school, OSPI (Office of Superintendent of Public Instruction) requires a background check and Pre-Residency Clearance. Below are detailed directions of how to set up your Electronic Data System (EDS) account and apply for the Pre-Residency Certificate. When you reach the last step of the instructions, applying for the Pre-Residency Certificate, make sure you allow at least half an hour to complete the process. If you exit before it is complete, none of your information will be saved.

Things to know before you get started:
- You will be asked to provide name, phone numbers, and addresses for three-character references.
- If you answer "yes" on any of the background questions you will need to provide a written statement and supporting documents and your information will be routed to the Office of Professional Practices (OPP). OPP will review your file once you have Washington State Patrol and FBI clearance and determine if you qualify for the Pre-Residency Certificate. Our contract with Washington schools prohibits you from being in the schools if you do not have the Pre-Residency Certificate.
- If you do not answer yes to any of the background questions UWT will clear you once you have fingerprint clearance from Washington State Patrol and FBI.

STEP 1: CREATE AN E-CERT ACCOUNT:
 PART I
- Go to: https://eds.ospi.k12.wa.us
- Click "Create an Account" tab
- Username: Must be valid email address

- Password: Passwords must be at least 8 characters long, contain at least: one uppercase letter, one lowercase letter, one number, and one symbol.
- Complete the "Data for Linking to a Certificate" (you can leave the certificate field blank) – Click Register – the system will search for any records that match your name. If you have been employed by a school district you will have account information to claim. Review carefully. Selecting the "This is me" button will prompt you to provide additional information to verify and claim your account. Selecting "None of these are me" will create a new account in E-Cert. It is important that you do not create a new account if you already have account information in E-Cert.
- If you are prompted to "Request Application Roles", select the "Not Now" button to continue to E-Cert.
- You will need to wait at least 30 minutes before proceeding with the next step.

PART II
- Go to the EDS website, https://eds.ospi.k12.wa.us
- Login
- Select "My Applications"
- Then select "E-Certification" – if you do not see "E-Certification" log out and try again later.
- You will be prompted to complete a 3-step wizard to confirm your profile information.
- At this point you will see a screen that tells you that you must wait one business day for all options to become available. You can proceed to Step 2, entering your education and work experience, but **you will have to wait one business day before the pre-residency clearance application is available**.
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STEP 2: COMPLETE EDUCATION HISTORY AND WORK EXPERIENCE
- From home page select —> My Credentials —> Educator —> Education History
- Select "Click Here to Add Education History"
- Input your education history to the best of your knowledge, you can estimate dates and credit hours. The system does not recognize future dates so only include education you have already completed.
- Once you have completed your education history select "work history" under the Educator tab
- Professional Education Experience is paid experience you have completed in a school district (i.e. paraprofessional, coach, bus driver). If you have

professional education experience select "Click Here to Add Professional Education Experience"
- Other Employment Experience should include non-education paid jobs. Include the last two jobs you have held.
- Again, you can use estimated dates and total number of hours worked. If additional information is needed you will be contacted by the Office of the Superintendent of Public Instruction.

STEP 3: APPLY PRE-RESIDENCY CERTIFICATE
(YOU MUST WAIT ONE BUSINESS DAY TO COMPLETE THIS PROCESS, AFTER CREATING YOUR ACCOUNT)
- Log into your e-cert account. Select "My Applications" and then "E-Certification" to reach your home screen.
- From your home screen select "Apply for a Washington Credential Here"
- Select "Apply for Credential" by the Pre-Residency Certificate Clearance
- Steps 3 and 4 will ask you if your employment/education history is correct. Make sure you select "yes" otherwise you will be kicked out of the wizard and you will have to start over. If the information is not correct, you can return to the Educator tab and edit the information after you complete your Pre-Residency Certificate Clearance application.
- Step 6 – do NOT select the box that says, "I am completing a teacher preparation program from an out-of-state college/university." Instead, select "University of Washington Tacoma" from the drop-down menu.
- Follow the directions and complete all steps required in the wizard. There is no fee for the pre-residency certificate – if you are prompted to enter payment at the end of the application STOP – you are in the wrong application!
- UWT will automatically be notified once you have submitted your application and you will receive your clearance after OPP or UWT processes your request – after your fingerprints have cleared.

PRACTICUM FIELD PLACEMENT LETTER OF AGREEMENT

The UWT Ed.S. School Psychology Program and School District Field Placement Letter of Agreement (below) includes the expectations and responsibilities of the practicum site supervisor, university, and candidate. The Office of Field Placements & Partnerships works with the Ed.S. School Psychology Director and/or University

Field Supervisor/Practicum Instructor to ensure the UWT and School District Letter of Agreement is completed and signed prior to the start of Practicum I.

Agreement for student field placements between the University of Washington Tacoma and the (district name here)

This agreement for the student field placements ("Agreement") is entered into between the University of Washington Tacoma ("University"), a state agency and institution of higher education, which requires Interns in its certification programs to complete a series of field placements in K-12 schools, and the **(DISTRICT NAME)** ("District"), a Washington State school district. This Agreement memorializes the terms and conditions under which University students can be placed and supervised as interns in schools within the District for practicum and fieldwork experience and training.

Definitions

Program: A state-approved certification program in the School of Education at the University of Washington Tacoma: Teacher Certification Program (TCP), Educational Administration Program (Ed.Ad.), School Psychology Program (Ed.S.).

Intern: An enrolled "student" in the University's School of Education (versus a K-12 student) who is placed in a District school pursuant to this Agreement. The term "Intern" includes both Administrative Interns and Teaching Interns, as well as practicum students in our School Psychology Program. "Intern" may periodically be used interchangeably with "Candidate."

Teacher or Teaching Intern: A student in the University's Teacher Certification Program, who is placed with a Mentor Teacher pursuant to this Agreement.

Administrative Intern: A student in the University's Educational Administration Program, who is placed in a District school or central office pursuant to this Agreement.

School Psychology Intern: A practicum student enrolled in the University's Ed.S. School Psychology Program who is placed in a District school or Community Agency pursuant to this Agreement.

Partner School: A District school that agrees to accept the placement of one or more University Interns.

Mentor: A classroom teacher, school psychologist, or school leader/administrator, employed by the District, to whom an Intern is assigned, and who also meets program qualifications to serve in these roles (see section 3f). Mentor supports Intern's learning and give input for Intern evaluation.

Field Supervisor: A University employee who formally supervises, informally consults with/guides, mentors, and evaluates Interns.

Placement Coordinator: A University employee who coordinates and monitors all placements of Interns.

Field Placement: A University requirement where its Interns are placed in District schools, community agencies, or administrative offices for the purpose of practical, hands-on training and experience while under the supervision and mentorship of a qualified District Mentor Teacher, School Psychologist, Administrator, or other employee. Functionally, therefore, a field placement is the association of an Intern, a District facility, and a Mentor. For Teacher Interns, field placement also refers to the student teaching experience. Field Placement may also be used to reference a required practicum, internship, or other field-based placement required for state or national accreditation.

General Provisions

a. The University's Interns are required to complete approved Field Placements/Practica during which they are given the opportunity to gain hands-on experience; link theory to practice in the real world of the classroom or other school setting; and acquire additional knowledge and skills under the guidance of a professional educator, school psychologist, or school leader/administrator who meets minimum qualifications. By this Agreement, the District agrees to allow University Interns to work as Administrative Interns, Ed.S. School Psychology Practicum students, or Teaching Interns in the District's Schools or District administrative offices in fulfillment of their Field Placement requirements, and to provide mentoring, instruction, and supervision during the

duration of the placement. Each Intern will be assigned to a Mentor who will supervise the Intern during the Field Placement.

b. The University and District will collaborate to identify appropriate Partner Schools and Mentors for each Intern.

c. The University and District will jointly determine the operational details of Field Placements, including, but not limited to:
   - Beginning dates and length of each Field Placement;
   - Number of Interns eligible to participate in Field Placements;
   - Potential modifications due to emergency orders or situations that still require schools to operate, and thus, the preparation of qualified personnel through the University's programs, and
   - Specific days, hours, and locations for each Field Placement.

d. The University and District will jointly plan the Field Placement(s) and will jointly evaluate the Interns. An exchange of information will be maintained by on-site visits when practical, and by letter, telephone, online meeting, or email in other instances. However, the final evaluation and grading of Interns shall be the sole responsibility of the University.

e. The University and District will instruct their respective faculty, staff, and students to maintain confidentiality of Intern and District information as required by law (including, but not limited to FERPA and HIPAA) and by the provisions of this Agreement.

f. In carrying out their respective obligations under this Agreement, neither the University nor the District shall discriminate against any person on the basis of race, creed, color, religion, national origin, citizenship, gender, age, marital status, sexual orientation, disability, military status, or other protected-class status.

g. Clock hours and/or an honorarium (stipend) may be awarded to each Mentor Teacher for a full academic quarter of Intern supervision in the University's Teacher Certification Program. Mentors and preceptors in other certification programs, such as in Educational Administration or School Psychology, may be eligible for clock hours. The University will work with the assigned District representative(s) to ensure that all deliverables were met before issuing clock

hours and/or honoraria. Upon confirmation of all deliverables being met, the University will work to process all paperwork in a timely manner.

Below are more details regarding Mentor Teacher clock hours and honoraria specifically for our Teacher Certification Programs:

- If two or more Mentor Teachers supervise a Teacher Certification Program Intern in one quarter, the honorarium will be divided equally.
- If an Intern withdraws or is removed within the first ten school days following the assigned reporting date, that Intern's Mentor Teacher(s) shall not be entitled to receive an honorarium.
- If an Intern completes more than ten school days, but less than the full quarter, that Intern's Mentor Teacher(s) shall be entitled to receive a prorated honorarium that is proportionate to the length of services provided during the quarter.
- The awarding of the honorarium to a Mentor Teacher may be made through the District or to the Mentor Teacher directly, as determined by the parties.

Below are more details regarding Mentor clock hours and CEUs specifically for our Ed.S. School Psychology Program; honoraria may be provided, depending on availability of funding:

- If two or more Mentors supervise a School Psychology practicum student in one quarter, the clock hours, CEUs, and/or honoraria will be divided equally.
- If an Intern withdraws or is removed within the first ten school days following the assigned reporting date, that Intern's Mentor(s) shall not be entitled to receive clock hours or CEUs.
- If an Intern completes more than ten school days, but less than the full quarter, that Intern's Mentor(s) shall be entitled to receive a prorated clock hours or CEUs that are proportionate to the length of services provided during the quarter.

Responsibilities of the District

a. The District agrees to provide for the appropriate placement, training, and supervision related to the Field Placement of Interns in Partner Schools and/or administrative offices within the District, as described in the

University's Field Placement Handbook and as determined in consultation with personnel in the Office of Field Placements and Partnerships or another University designee.

b. The District shall appoint one or more persons to act as liaisons with the University with regard to all activities undertaken in performance of this Agreement, specifically assuming administrative, educational, supervisory, and evaluation responsibility for Interns. The District shall provide the University with the names, addresses, email addresses, and telephone numbers of all appointed District liaisons.

c. The District shall make its facilities available to Interns during their Field Placements. The District agrees to supervise Interns, and help them acquire and demonstrate skills as professional educators, administrators, or principals with appropriate guidance.

d. The District agrees to help the University identify potential Partner Schools, or to help facilitate communication to assist with securing Field Placements for its Interns in a timely manner.

e. The District shall provide the Interns access to available information or sources of information that will further their education while they are assigned to the District. The District will also inform the Interns of the District's rules, policies, and regulations that they are required to abide by or adhere to while in their Field Placement.

f. The District agrees to assist the University with recruiting highly qualified Mentor Teachers to work with the Interns. The District agrees to ensure that Mentor Teachers will have the necessary qualifications to provide ongoing supervision and mentoring of Interns. Mentor Teachers must:

   1. Be highly qualified as addressed in WAC 181-78A-270 and willing and capable of mentoring Interns.
   2. Be fully certificated school personnel and have a minimum of three years full-time teaching experience as per WAC 181-78A-264(3)
   3. Hold certification for the area in which they are teaching and in which the Candidates will be certified/endorsed and assigned.
   4. Be interested in supervising Interns as part of their responsibility to the profession.

5. Be a strong communicator and work as an effective team member with the University's leadership team.
6. Have mentoring and/or coaching skills and have a commitment to spend concentrated time with Interns in planning and evaluation.
7. Be sensitive to, and appreciative of, all children's exceptionalities, as well as ethnic, cultural, language, racial, religious, and LGBTQ diversities.
8. Be willing to allow Interns to experiment with techniques suggested by the Field Supervisor and University.

g. Through the Mentors, the District agrees to help assess and evaluate the Interns, including by written form and summative narratives, with the University holding final authority for grading and certifying Interns. The District agrees to provide such assessments and evaluations in a format, at a frequency, and by deadlines as specified by the University. The parties agree that the University may change the format, frequency, and deadlines from time to time with sufficient notice.

h. The District will indemnify, defend, and hold harmless the University and its Board of Regents, employees, officers, agents, interns, and students from and against any and all liabilities, claims, losses, lawsuits, judgments, and/or expenses, including attorney's fees arising from or alleged to arise from any negligent act or failure to act by the District or any of its trustees, officers, employees, and agents (including those of the District's schools) in connection with activities carried out under this Agreement, including, but not limited to, the negligent supervision of Interns. This provision shall survive termination of this Agreement.

i. During the entire term of this Agreement, the District shall maintain at its own expense general liability insurance with limits of not less than $2,000,000 per occurrence and $6,000,000 annual aggregate and naming the Board of Regents of the University of Washington as an additional insured. At the University's request, the District shall provide the University a valid certificate of insurance reflecting such coverage limits and showing the Board of Regents of the University as an additional named insured. The District may, where permitted by law, satisfy its insurance obligations with an equivalent program of self-insurance.

j. The District acknowledges and agrees that the Interns' education records and any personally identifiable information from such education records (collectively "Intern Information") created by the District and/or provided by the University to the District (including Partner Schools, Cooperating Teachers, and Mentors) is subject to the confidentiality provisions of the federal Family Educational Rights and Privacy Act, 20 USC § 1232g, ("FERPA") and its implementing regulations (34 C.F.R. Part 99).

   1. Accordingly, the District and its Partner Schools agree not to disclose or re-disclose any Intern Information to any other party without the prior written consent of the University and/or the Intern(s) to whom the Intern Information pertains unless the disclosure or re-disclosure falls under a FERPA exception allowing disclosure without the Intern(s)' consent.
   2. The District and its Partner Schools also agree to only use Intern Information for the purpose(s) for which the Intern Information was disclosed.
   3. If the District or its Partner School receives a court order, subpoena, or similar request for Intern Information, the District and its Partner School shall, to the extent permitted by law, notify the University within two (2) business days of its receipt thereof, and will reasonably cooperate with the University in meeting the University's and/or the District's FERPA obligations in complying with or responding to such request, subpoena, and/or court order.
   4. The District shall implement, maintain, and use reasonable and industry standard physical, electronic, technical, and managerial safeguards to prevent unauthorized physical and electronic access to and disclosure of Intern Information and to ensure the confidentiality, integrity, and availability of all Intern Information. This section shall survive termination of this Agreement.

Responsibilities of the University

   a. The University shall appoint a Placement Coordinator to act as the University's liaison with regard to all activities undertaken in performance of this Agreement, including but not limited to, coordinating and monitoring all Intern placements. The University shall provide the District, Community Agencies, and Partner Schools

with the name, address, email address, and telephone number of the Placement Coordinator and other applicable University staff.

b. The University will assign to the District only Interns who, in the opinion of the University, have the required academic background and skills to be trained in the District.

c. The University agrees to assign to the District only Interns for whom the University has received notification of fingerprint and background check clearance from the Washington State Office of Superintendent of Public Instruction's Office of Professional Practices (OSPI) via their Educational Data System. The District acknowledges that the University does not certify the accuracy of the background check and information provided by OSPI and that this background check does not relieve the District of any of its legal obligations to conduct appropriate background checks and the liability of non-compliance remains the responsibility of the District.

d. The University, shall provide the District, the Principal for each Partner School (or an approved designee), and each Mentor Teacher a copy of the Field Placement Handbook, which will include general and specific educational goals and objectives to be attained by Interns while placed within the District as well as information on Intern evaluations.

e. The University agrees to provide to the District and the Partner School an "Intern Information Sheet" for each Intern. The Intern Information Sheet will include appropriate information about each Intern's academic profile, professional interests and background, and emergency contact information.

f. The University agrees to appoint a qualified Field Supervisor to supervise, evaluate and consult with each Teaching, Administrative, or School Psychology Intern. The University also agrees to have each Field Supervisor schedule regular meetings with his or her assigned Interns and the Interns' Mentors. Using input from the Mentor and Field Supervisor, the University holds final authority for grading and certifying Interns.

g. The University will indemnify, defend, and hold the District, its officers, employees, and agents harmless from and against any and all liabilities, claims, losses, lawsuits, judgments, and/or expenses, including reasonable attorneys' fees, arising from any negligent act or failure to act by the University or any of its officers, employees, or agents, or students in connection with activities carried out under this Agreement. This provision shall survive termination of this Agreement.

h. The University shall maintain a liability self-insurance program during the entire term of this Agreement that applies to the negligent acts of omissions of the University and its employees, officers, agents, and students acting in the course and scope of their University duties.

Students of Concern and Removal from Field Placements

There are situations when an Intern's performance may not meet the expectations of the District and/or the University. Both parties are expected to stay in regular communication when concerns and issues arise about an Intern of concern. Both parties will make good-faith efforts, as appropriate, to provide the Intern with appropriate coaching and support to improve their performance.

The District reserves the right to limit or terminate an Intern's access to the District or a Partner School when, in the opinion of the District, the Intern has violated District rules or regulations, or the Intern's conduct is detrimental to its students or staff. The University reserves the right to limit or terminate an Intern's access to the District or Partner School when, in the opinion of the University, the Intern has violated District or University rules or regulations, or if there are other unusual circumstances such as a medical condition or safety issue warranting immediate removal of an Intern from a placement.

Each party agrees that before such action is taken, it shall inform and consult with the other party. However, each party should use its best judgment to take immediate action if there are legal, ethical, or safety issues that necessitates immediate removal, but timely follow-up communication is expected.

The District agrees to discuss and explore in good faith the possibility of terms or conditions under which an Intern's Field Placement might resume or continue in the District, if appropriate.

Relationship of the University and the District

a. **Independent parties -** The parties (University and District) are acting herein as independent contractors and independent employers. Nothing contained in this Agreement shall create or be construed as creating a partnership, joint venture, joint employer or agency relationship between the parties and no party shall have the authority to bind the other in any respect.

b. **Independent employees -** The employees or agents of each party who are engaged in the performance of this Agreement shall continue to be employees and agents of that party and shall not be considered for any purpose to be employees or agents of the other party.

c. **Workers' Compensation** - This Agreement shall not create an employer-employee relationship between the Interns and the District. Unless the District and an Intern have entered into a separate employer-employee relationship, the District does not assume and shall not assume any liability under any law relating to workers' compensation on account of any injury or illness suffered by any Intern performing, receiving training, or traveling pursuant to this Agreement.

Term of the Agreement

The term of this Agreement shall commence effective immediately when signed, regardless of date of execution, and shall continue for a three-year duration, with the possibility for annual review if requested by either party, unless the District or University sooner terminates this Agreement sooner pursuant to provisions of this Agreement.

Either party may terminate this Agreement upon thirty days written notice if one party believes the other has not, in reasonable judgment, made good-faith efforts to honor this agreement, or has breached any provision of this Agreement.

Governing Law

The parties' rights or obligations under this Agreement will be construed in accordance with, and any claim or dispute relating thereto will be governed by the laws of the State of Washington.

Notices

All notices, demands, requests, or other communications with respect to this Agreement will be in writing and will be mailed by first-class mail, postage prepaid, or transmitted by hand delivery, facsimile, or email, addressed as follows:

Contact Information

University Contact Information:

Chelsea Bailey, PhD, Office of Field Placements and Partnerships
University of Washington Tacoma – School of Education
Campus Box 358435
1900 Commerce Street
Tacoma, WA 98402-3100
Phone: (253) 692-4621
Fax: (253) 692-5612
Email Address: chelsba7@uw.edu

Miranda Kucera, PhD, NCSP, Ed.S. Clinical Experience Coordinator
University of Washington Tacoma – School of Education
Campus Box 358435
1900 Commerce Street
Tacoma, WA 98402-3100
Phone: (253) 692-4541
Fax: (253) 692-5612
Email Address: mkkucera@uw.edu

District Contact Information:

NAME
POSITION
SCHOOL DISTRICT NAME
STREET
CITY, WA, ZIP
PHONE
FAX
EMAIL

Each party may designate a change of address by notice in writing. All notices, demands, requests, or communications that are not hand-delivered will be deemed received three days after deposit in the U.S. Mail, postage prepaid; or upon confirmation of successful facsimile or email transmission.

Severability

If any provision of this Agreement is held to be wholly or partially invalid or unenforceable under applicable law, that provision will be ineffective to that extent only, without in any way affecting the remaining provisions of the Agreement.

Counterparts

This Agreement may be executed in counterparts. Each such counterpart shall be deemed an original copy of this Agreement for all purposes.

Waiver

Neither the waiver by any of the parties of a breach of or a default under any of the provisions of this Agreement, nor the failure of either of the parties to enforce any of the provisions of this Agreement or to exercise any right or privilege hereunder, will be construed as a waiver of any subsequent breach or default of a similar nature, or as a waiver of any provisions, rights, or privileges hereunder.

No Third-Party Beneficiaries

The University and the District are the only parties to this Agreement and are the only parties entitled to enforce its terms. Nothing in this document is intended to give, or shall be construed to give or provide any benefit or right, whether directly, indirectly, or otherwise, to third persons unless such third persons are identified by name herein and expressly described as intended beneficiaries of the terms of this Agreement.

Entire Agreement and Amendment

a.   This document constitutes the entire agreement between the University and the District with respect to the subject matter of this Agreement. No other statements or representations shall be deemed a part of the Agreement.

b.   No waiver, consent, modification, change of terms, or amendment to this Agreement shall bind either party unless it is in writing and signed by both parties. Either party may initiate an addendum to be signed.

Authority to Bind

The parties (and signatories) affirm that the individuals signing this document have been granted the authority to do so, and by their signature affirm that the parties will comply with the terms and conditions of this Agreement.

_____   _____

Chelsea Bailey   Date
Manager, Field Placements & Partnerships
School of Education
University of Washington Tacoma

_____   _____

Please update with:

NAME   Date
POSITION
SCHOOL DISTRICT

PRACTICUM ELIGIBILITY

UWT Ed.S. School Psychology Practicum Candidacy

Students must provide evidence of sufficient progress in the program and must complete all requisite coursework to attain candidacy and be approved for practicum. The UWT Ed.S. School Psychology Practicum Candidacy Form includes the requirements students must meet for approval to start the practicum. Program Faculty and Staff grant final approval at the end of the summer quarter if the following five requirements are met:
1) successful completion of all foundational (year 1) coursework with grades of CR/ B or higher,
2) a minimum GPA of 3.0,
3) minimum required ratings on the UWT Ed.S. School Psychology Work Characteristics,
4) Pre-Residency Clearance from OSPI with fingerprinting and a background check,
5) Successful completion of a Child Abuse Reporting and Prevention training module.

Last, the Practicum Candidacy form offers students formative feedback from program faculty and instructors as related to foundational (year 1) coursework, NASP Practice Domains, and UWT Professional Work Characteristics.

SCHOOL PSYCHOLOGY PRACTICUM ELIGIBILITY & CANDIDACY STATUS FORM

Date: _____
                                           __

UWT Ed.S. School Psychology Graduate Student: _____
                                           __

Coursework

Successful completion (CR/B or higher in all required courses) of first-year coursework is required. Required courses are as follows:
TSPSY 501: Principles & Ethics in School Psychology
TEDUC 502: Learning About Learning
TEDUC 503: Assessment Foundations
TEDSP 556: Social Emotional Learning
TEDSP 539: Introduction to Exceptionalities
TSPSY 548: Applied Child & Adolescent Development
TSPSY 549: Cognitive Assessment of Children & Adolescents
TEDUC 542: Classroom & School Behavior Support Systems
TEDUC 504: Understanding Educational Research
TEDUC 520: Equity & Justice in Education Practice
TEDSP 545: Individualized Supports for Student with Emotional & Behavioral Challenges
TSPSY 550: Introduction to Counseling in the Schools
TEDSP 544: Special Education Assessment & Evaluation
TEDSP 547: Special Education and the Law

*Coursework completed with required GPA:
       ☐ Yes
       ☐ No
*Contingent on the successful completion of TEDSP 544: Special Education Assessment & Evaluation and TEDSP 547: Special Education and the Law in Summer 2023

Noted strengths observed during the 2023-2024 academic year*:

Work Characteristics

Demonstrate required competency in the UWT Ed.S. School Psychology Work Characteristics. Students must be rated at or above "3's" ("most times/frequently) in all Work Characteristic domains and indicators in the rubric to be granted

candidacy and practicum eligibility. Domains include dispositions and skills related to:
● Commitment to Equity & Justice
● Interpersonal & Intrapersonal Skills
● Professional Behaviors and Skills
● Ethical Decision Making

Minimum competencies met:
☐ Yes
☐ No

Noted strengths and growth areas observed during the 2023-2024 academic year*:*

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.

Clearance to Work in Schools

Successfully completed OSPI Pre-Residency Clearance to work in schools.
Date completed:

Child Abuse Recognition, Investigation, & Protection

Successfully complete child abuse information and reporting training module, as evidence by certification of completion..
Date completed:

CANDIDACY DECISION

☐ **Approval:** Candidacy status is attained. Congratulations!

☐ **Deferral:** Candidacy has been deferred; reasons for deferral and a remediation plan are to be documented in attachments.
☐ **Denial:** Candidacy has been denied; reasons for denial are to be documented in attachments

Acknowledgement

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

Candidate's Name (Print):   _____
                                    _

Candidate's Signature: _____
                                    _

Date: _____
                                    _

PRACTICUM REQUIREMENTS

Successful completion of practica requires necessary on-site work and coursework during each quarter. This includes a 4-credit course during the Autumn, Winter, and Spring Quarter (T SPSY 560, 561, 562). This section includes these three course syllabi comprising expectations, policies, and student resources.

T SPSY 560: School Psychology Practicum and Reflective Seminar I

(4 Credits)
Autumn Quarter 2023

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 offering: Autumn 2023
Meeting Times: Thursdays 4:30 – 7:00
Location: JOY 206

Instructor Information

Name: Dr. Kathleen Beaudoin
Email: kathymb@uw.edu
Office Location: WCG 303
Office Hours: Thursdays 3:00-4:00 or by appointment

Course Description

Focuses on schools and educational agencies as systems. Orients students to the culture of schools and the roles and responsibilities of a school psychologist in service to the school communities, including equitable partnerships with families/caregivers, other professionals working in schools, and community agencies. Draws from ecological, culturally responsive, and strengths-based models of systemic change.

Course Objectives

Upon successful completion of this course, school psychology candidates will be able to:

1. Discuss schools and educational agencies as systems, and discuss the ways these systems can promote learning, positive behavior, and mental health.

2. Demonstrate an understanding of school systems in the identification and implementation of evidence-based practices that promote learning, behavioral and mental health, and wellbeing.

3. Demonstrate the ability to systematically collect data from multiple sources as foundation for decision-making at the system/organizational level.

4. Acknowledge and integrate ecological factors (e.g., classroom, family/caretakers, community) in the selection and implementation of culturally responsive, multi-tiered assessment and intervention.

5. Identify, select, and share evidence-based strategies that improve current systems to create safer, more effective, more equitable, and more inclusive school systems.

6. 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 beginning school psychologist.

Note: Specific UWT Ed.S. SPSY work characteristics are assessed across all practica.

Program Standard 3: Supervised Field Experiences in School Psychology

The program ensures that all candidates complete supervised and sequenced practica and internship experiences consistent with program goals and objectives. Specific competency outcomes are clearly articulated for each field experience. Practicum outcome measures focus on distinct knowledge, skills, and professional work characteristics, and do not necessarily address all NASP domains of school psychology practice as specified in Program Standard 2.

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. 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 practicum/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.

3.2.
The school psychology program requires supervised practica based on program goals and NASP graduate preparation standards. At a minimum, activities must include opportunities to build professional competencies in (a) data-based decision making, including psychoeducational assessment with recommendations; (b) the design, implementation, and evaluation of services that support cognitive and academic skills; and (c) the design, implementation, and evaluation of services that support socialization, behavioral and mental health, and emotional well-being (e.g., counseling, behavior analysis and intervention, social–emotional learning). The services can be implemented at the individual, class-wide, and/or systems level. Practica opportunities may include other professional competency development based on graduate program goals.

*NASP 2020 Professional Standards (nasponline.org) p.21

UWT Ed.S. Program Practicum I: Emphasis on Systems & Universal Prevention/Tier I

During Practicum I, school psychology candidates engage at the level of the system, learning about systemic change and the requisites of a healthily functioning universal/tier 1 system in schools. This experience exposes candidates to the culture, organization, and operations of schools and allows them to familiarize themselves with the roles and functions of school staff across diverse roles. In this experience, candidates observe multi-tiered systems in schools and engage in data analyses for conducting systemic needs assessments and strategic planning.

Practicum I focal content: Collaboration, effective teaming, data-based decision making, implementation science, inventory/audit of systemic readiness for change, resources, and needs.

FORMAT

Class sessions are seminar style with open dialogue and reflection related to field experiences and field-related projects. Additional instructional methods include small group applications and student-led presentations. School psychology candidates are expected to have completed all assigned readings and activities prior to class to facilitate discussion of the material.

REQUIRED MATERIALS & TEXTBOOKS

The Canvas site is an integral part of this course. Starting the second week, candidates will be required to download supplemental readings from this site.

Additional Materials
Thomas, A. E., & Grimes, J. E. (2023). *Best practices in school psychology VII,* National Association of School Psychologists.

EXPECTATIONS

Practicum I is the first opportunity for School Psychology candidates to apply the knowledge and skills they have learned in their course work. It consists of school psychology field experiences with students and the integration and application of the school psychologist's competencies. Practicum I provides the candidate with the opportunity to practice skills in real situations under direct supervision. Following the three-quarter practicum sequence (and successful completion of coursework identified in the program of study), a 1,200-hour professional internship is required. Because the practicum experience is viewed as the initial applied experience, the school psychology candidate is not expected to be proficient in skill development required to practice independently. By the conclusion of the practicum sequence, however, it is assumed that the school psychology candidate will have developed the prerequisite skills necessary to begin their comprehensive internship training for the upcoming year.

To receive credit in Practicum I, school psychology candidates must demonstrate minimum competency in (a) at least seven National Association of School Psychologists (NASP) practice domains listed below, (b) attain minimum ratings of "3" on all the UWT School Psychology Professional Work Characteristics, (c) track and log the minimum hours required, and (d) contribute meaningfully to the field

site and to seminar. Candidates will be assessed each quarter during practicum by field supervisors and program faculty, and the candidate will also engage in self-assessment of skills.

The UWT School Psychology Practicum Rubric will be used to assess the following NASP Practice Domains: (1) Data-Based Decision Making; (2) Consultation and Collaboration; (4) Mental & Behavioral Health Services and Interventions (5) Schoolwide Practices to Promote Learning; (6) Services to Promote Safe and Supportive Schools; (8) Equitable Practices for Diverse Student Populations; (9) Research and Evidence-Based Practice and (10) Legal, Ethical, & Professional Practice.

NASP practice domains (50%), UWT Professional Work Characteristics (20%), Completion of Practicum reflection logs and hours (20%), Participation in Seminar (10%).

REFLECTIVE SEMINAR FIELD ASSIGNMENTS

Professional Work Characteristics

Job Shadow Observation & Reflection
Each week you are scheduled to shadow a professional in your building. Select two school professionals who you will be observing at your placement for this assignment. Describe their professional responsibilities in terms of how they typically interface with 3 stakeholder groups: students, staff, parents/caregivers. Next, describe at least one active example for each of the 5 domains of Professional Work Characteristics that you've observed or discussed with the school professional including: Where you've observed them being used (or where they were reported to be used); Which stakeholder(s) were involved? What did they do/say to uphold the characteristic? What was the stakeholder reaction/response?
How confident are you that you would be able to display a professional level of each of these characteristics in situations similar with those you've presented? Where are your strengths? Where will you need to work to improve?
MTSS/School-wide Team Observation & Analysis
Observe an MTSS/School-wide team meeting and analyze the team's functioning according to the principles of effective teaming. You will use the Team Implementation Problem Solving (TIPS) Model with culturally-responsive teaming

practices. This includes the use of a problem-solving process, attention to ecological variables, efficiency and effectiveness in achieving desired outcomes, and norms/conduct conducive to collaboration. The format for the written portion of the assignment is provided on canvas.

Academy Community Time (ACT) /Focused Instruction

You will identify one social, emotional, and/or behavioral area (SEL/TIP/RP) for your ACT class setting. You must use classroom data to provide a rationale for identification of the target goal (e.g., SEL screening data, climate data, ODRs, student self-assessment, classroom observations of teacher identified problems). Pull together a series of 5 lesson plans from evidence-based curriculum/strategies to directly target student skill development in the identified area. These lessons must be presented in a manner that makes them easy to implement by yourself and your collaborating teacher. You will be responsible for teaching at least three of the lessons to the students. You will identify a data source to track the effectiveness of your unit. This may mirror the data collection used for your rationale for addressing the target goal.

Practicum Showcase: Celebration of Learning

You will identify one project, assignment, or substantial learning experience completed during the practicum that has been especially enlightening to your future practice as a school psychologist to showcase at a Celebration of Learning during finals week. This is an individual assignment where you will identify the topic of your showcase and create a 7-9 minute presentation to highlight your learning experience. This also provides a way to thank the KLA community for the opportunities provided during the practicum. The showcase is scheduled at KLA for December 14th, 12:35 – 2:35.

RESPONSIBILITIES

University Responsibilities:
1. Find an appropriate site and arrange with the site supervisor to coordinate all activities for the practicum candidate.
2. Provide orientation and guidance to the candidates toward the host schools in which they will do their practicum work.

3. Assign practicum grades based on evaluation of the elements listed above, considering the site supervisor, instructor, and candidate assessments.

Field/Site Supervisor Responsibilities:

1. Be fully certified/licensed in the school/clinical setting where the practicum candidate will be supervised.
2. Be familiar with aspects of the UWT School Psychology Program, especially the practicum components.
3. Arrange for the candidate to gain School Psychology experiences as outlined in the practicum guidelines and handbook.
4. Meet with the candidate and outline duties/experiences to be gained and competencies to be developed.
5. Observe school psychology candidate in consultation, team settings, and in work with students and families.
6. Complete the practicum evaluation form (at the midterm) and at the end of each quarter the candidate spends under their supervision. This evaluation(s) should be shared and explained to the candidate, and when completed, submitted to the university supervisor to be filed in the candidate's record.
7. Ensure that the candidate is totally aware of and adheres to all established institutional rules and regulations as they apply to the overall job function of the school psychologist. Report all occurrences of non-compliance to the university supervisor immediately.
8. Check and verify the practicum log maintained by the candidate.

School Psychology Candidate Responsibilities:

1. Become oriented to activities the first few days by means of observations, inquiries, and participation in various activities.
2. Comply with all institutional rules and regulations in a professional manner, including: a. Onboarding policies and procedures b. Confidentiality c. School Hours d. Attendance and absence e. Problem-Solving Team/MTSS (or other specialized) team protocol f. Crisis management protocol
3. Attend all scheduled practicum seminars/classes (barring extenuating circumstances).
4. Complete practicum agreement for each practicum quarter.
5. Complete and submit all required documentation in a timely manner each quarter, including verified hours and rubrics.

The candidate is expected to provide approximately 7 hours a week of service at/for the practicum site. Service could be provided over a 2- or 3-day period, but

candidates are not required to be on-site more than one full day a week. The minimum required on-site hours are 50 per quarter. Students are required to attain a total of 180 on-site hours across the three practicum quarters. This means that candidates will need to attain more than the minimum required hours in some quarters. Candidates are still required to report to their practicum site(s) every week, even if minimum hours are attained. Candidates are required to track their practicum-related duties, including practicum class attendance, practicum-related coursework and preparation. These duties are considered off-site service hours. The minimum number of hours required across all three quarters of practicum are 260, including both on and off-site hours. This requires that candidates obtain an additional 80 off-site hours.

Candidates will attend a weekly class seminar. The candidate will be expected to shadow their site supervisor and assist with a variety of activities which may include observing classes, attending staff trainings, observing/participating on a problem-solving or other special team, etc. The candidate is expected to arrange regular weekly times (when possible) for conducting work as assigned by the site-based supervisor. During this period, the university understands the importance of remaining flexible, as needed, when completing assignments and will collaborate with the onsite supervisor to delineate other approaches to assisting the practicum candidate.

Grading

The School Psychology Practicum Courses are evaluated as Credit/No Credit. To receive Credit, candidates must achieve a minimum of a 2.7 as indicated in the scale below.

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 may be considered equivalent to letter grades as shown in the chart below.

UW Tacoma Grading Policies
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 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

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 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 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

ALL assignments and requirements listed on the syllabus must be completed in order to earn a passing grade for the course. We are ethically required to ensure that students who receive passing grades in this course meet all learning outcomes, as they are tied to accreditation requirements and professional standards.

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 toward your degree.

Example Course Calendar

WEEK/DATE OF CLASS	SEMINAR TOPICS	READINGS	ASSIGNMENTS DUE/NOTES
September 28 Synchronous Zoom meeting	Introduction to educational systems. Establishing mutually beneficial partnerships. -The Basic 5 data collection Expectations and School Psychology Work Characteristics	Wolpow, R., Johnson, M. M., Hertel, R., & Kincaid, S. O. (2016). The Heart of Learning and Teaching: Compassion, Resiliency, and Academic Success.	Pre-practicum checklist review – including assigned reading
October 5	Taking inventory: Understanding need and existing capacities. Planning for data collection for SEL programming.		Complete SPSY Work Characteristics
October 12	Team Implementation Problem Solving (TIPS) Model TIPS Fidelity Checklist (TIPS-FC)	HOW SCHOOL TEAMS USE DATA TO MAKE EFFECTIVE DECISIONS: Team-Initiated Problem Solving (TIPS)	
October 19	Ethical and effective data collection. -Student observations Review of data for selection of evidence-based SEL programming focus.		TEAM Observation & Analysis -

October 26	Identifying SPSY Domain task -mapping future opportunities		Hard copy - Self rating SPSY Practicum Rubric
November 2	Ethical and Effective Team Practices – Application of Professional Work Characteristics Preparing for delivery of evidence-based strategies that improve current systems to create safer, more effective, more equitable, and more inclusive school systems -SEL assignments for ACT		Work Characteristics – Job Shadow (1) Resource share-out: SEL assignments for ACT
November 9	Preparing for Internship applications		Work Characteristics – Job Shadow (2)
November 16	ACT/SEL Academy Community Time (ACT) /Focused Instruction – Working Session		In-class working session
November 23	No class meeting		
November 30	TBD		Academy Community Time (ACT) /Focused Instruction – 5 lessons
December 7	Preparations for Showcase – Peer review and support		Showcase materials

TBD	Showcase – Celebration of Learning at KLA		Showcase – Celebration of Learning

T SPSY 561: SCHOOL PSYCHOLOGY PRACTICUM AND REFLECTIVE SEMINAR II

4 Credits
Winter Quarter 2024
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 offering: Winter 2024
Meeting Times: Monday 4:30 – 7:00
Location: JOY 113

Instructor Information

Name: Dr. Miranda Kucera
e-mail: mkkucera@uw.edu

Please allow at least 24 weekday hours for a response. However, if I do not respond in 24 weekday hours, assume I did not receive your email and resubmit.

Course Description

Focuses on the selection and implementation of effective programming and strategies that promote resilience, reduce risk, and serve students needing supplemental supports in schools. Draws from ecological, problem-solving, and strengths-based models of collaborative consultation. Focuses on interventions implemented within tier two, the secondary level of prevention within multitiered systems of support.

Course Objectives

Upon successful completion of this course, school psychology candidates will be able to:

1. Consider ecological (e.g., classroom, family, and community characteristics), biological, cultural, developmental, and social influences when selecting and implementing evidence-based programming and strategies that promote resilience, social-emotional functioning, and mental and behavioral health.
2. Help develop strategies that facilitate culturally and contextually appropriate collaboration between families and schools
3. Help develop practices and strategies to create and maintain safe, effective, and supportive learning environments for students and school staff
4. Effectively apply culturally appropriate collaborative consultation models and strategies to facilitate problem-solving and implementation of evidence-based practices and services
5. Demonstrate skills related to effective consultation, including problem identification and analysis, supporting and monitoring implementation, and the evaluation of outcomes
6. Apply various techniques and technology resources for data collection, measurement, and analysis to support effective and evidence-based practices
7. 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 beginning school psychologist.

Note: Specific UWT Ed.S. SPSY work characteristics are assessed across all practica.

Program Standard 3: Supervised Field Experiences in School Psychology

The program ensures that all candidates complete supervised and sequenced practica and internship experiences consistent with program goals and objectives. Specific competency outcomes are clearly articulated for each field experience. Practicum outcome measures focus on distinct knowledge, skills, and professional work characteristics, and do not necessarily address all NASP domains of school psychology practice as specified in Program Standard 2.

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. 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 practicum/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.

3.2. The school psychology program requires supervised practica based on program goals and NASP graduate preparation standards. At a minimum, activities must include opportunities to build professional competencies in (a) data-based decision making, including psychoeducational assessment with recommendations; (b) the design, implementation, and evaluation of services that support cognitive and academic skills; and (c) the design, implementation, and evaluation of services that support socialization, behavioral and mental health, and emotional well-being

(e.g., counseling, behavior analysis and intervention, social–emotional learning). The services can be implemented at the individual, class-wide, and/or systems level. Practica opportunities may include other professional competency development based on graduate program goals.

*NASP 2020 Professional Standards (nasponline.org) p.21

UWT Ed.S. Program Practicum II: Focus on Tier 2
"Tier 2" practicum experience. Courses intentionally coupled with Practicum II: Collaborative consultation with schools, communities, and families; Social, Emotional, and Behavioral Assessment; and Group Interventions in the Schools.

In Practicum II, school psychology candidates must demonstrate minimum competency in (a) the National Association of School Psychologists (NASP) practice domains listed below, (b) attain minimum ratings of "3" on all the UWT Ed.S. School Psychology Work Characteristics, (c) track and log the minimum hours required, and (d) contribute meaningfully to the field site and to seminar. Candidates will be assessed each quarter during practicum by field supervisors and program faculty, and the candidate will also engage in self-assessment of skills. The UWT School Psychology Practicum Rubric (SPPR) will be used to assess the NASP Practice Domains listed.
Domain 1: Data-Based Decision Making
Domain 2: Consultation and Collaboration
Domain 4: **Mental and Behavioral Health Services and Interventions**
Domain 5: Schoolwide Practices to Promote Learning
Domain 7: Family, School, and Community Collaboration
Domain 8: Equitable Practices for Diverse Student Populations
Domain 9: Research and Evidence-Based Practice
Domain 10: **Legal, Ethical, and Professional Practice**

Format

Class sessions are seminar style with open dialogue and reflection related to field experiences and field-related projects. Additional instructional methods include small group applications and student-led presentations. School psychology candidates are expected to have completed all assigned readings and activities prior to class to facilitate discussion of the material.

Required Materials & Textbooks

The Canvas site is an integral part of this course. Candidates will be required to download supplemental readings from this site.
Additional Materials
Thomas, A. E., & Grimes, J. E. (2023). *Best practices in school psychology VII,* National Association of School Psychologists.

EXPECTATIONS

In Practicum II, School Psychology candidates apply the knowledge and skills they have learned in their course work. It consists of school psychology field experiences with students and the integration and application of the school psychologist's competencies. Practicum II provides the candidate with the opportunity to practice skills in real situations under direct supervision. Following the three-quarter practicum sequence (and successful completion of coursework identified in the program of study), a 1,200-hour professional internship is required. Because the practicum experience is viewed as the initial applied experience, the school psychology candidate is not expected to be proficient in skill development required to practice independently. By the conclusion of the practicum sequence, however, it is assumed that the school psychology candidate will have developed the prerequisite skills necessary to begin their comprehensive internship training for the upcoming year.

To receive credit in Practicum II, school psychology candidates must demonstrate minimum competency in (a) the National Association of School Psychologists (NASP) practice domains listed above, (b) attain minimum ratings of "3" on all the UWT School Psychology Professional Work Characteristics, (c) track and log the minimum hours required, and (d) contribute meaningfully to the field site and to seminar. Candidates will be assessed each quarter during practicum by field supervisors and program faculty, and the candidate will also engage in self-assessment of skills.

The UWT School Psychology Practicum Rubric will be used to assess the 8 NASP Practice Domains listed above. NASP practice domains (50%), UWT Professional Work Characteristics (20%), Completion of Practicum reflection logs and hours (20%), Participation in Seminar (10%).

Assignments Related to NASP Practice Domains (Assignment details will be in Canvas)
Those enrolled in the Ed.S. School Psychology Program must also adhere to the UWT School Psychology Work Characteristics at all times. These include demonstrating a commitment to: Equity & Justice, constructive Interpersonal Skills and Intrapersonal Skills, Professional Behaviors & Skills; and Ethical Decision-Making.

Your final grade will be made of the following:
- Weekly Logs (20%)
  - One log per week (direct/indirect hours) will be submitted along with a breakdown of activities completed in that week. A template will be provided.
- Class collaboration (10%)
  - Candidates will come prepared to present a case to elicit peer feedback and ideas informally. This is meant to support work done in the practicum. There are no written requirements for the presentation of the case.
- Participation (10%)
  - Includes in-class activities and discussions
- Assignments (60%)
  - Classwide and individual student observations (with peer comparison). Reflect on research-based strategies seen in the classroom and consider suggestions for improvements. This assignment is graded in TSPSY 551. You are not re-doing the assignment; you're bringing the results to this class (NASP Domains 1, 2, 4, & 9).
  - Observe a lesson from a reading or math intervention teacher. Consider the process for students who receive more intense interventions (NASP Domains 2 & 5).
  - Observe small group interventions in the school related to social-emotional/behavioral skills (NASP Domains 4 & 6).
  - Interview field-based supervisor on practices related to establishing language proficiency, utilizing interpreters for assessments and families, and district processes for students who are multi-lingual learners (NASP Domains 7, 8, & 10).
  - Participate in an FBA/BIP to the extent available at your site (NASP Domains 4 & 9).

RESPONSIBILITIES

University Responsibilities:

4. Find an appropriate site and arrange with the site supervisor to coordinate all activities for the practicum candidate.
5. Provide orientation and guidance to the candidates toward the host schools in which they will do their practicum work.
6. Assign practicum grades based on evaluation of the elements listed above, considering the site supervisor, instructor, and candidate assessments.

Field/Site Supervisor Responsibilities:

9. Be fully certified/licensed in the school/clinical setting where the practicum candidate will be supervised.
10. Be familiar with aspects of the UWT School Psychology Program, especially the practicum components.
11. Arrange for the candidate to gain School Psychology experiences as outlined in the practicum guidelines and handbook.
12. Meet with the candidate and outline duties/experiences to be gained and competencies to be developed.
13. Observe school psychology candidate in consultation, team settings, and in work with students and families.
14. Complete the practicum evaluation form (at the midterm) and at the end of each quarter the candidate spends under their supervision. This evaluation(s) should be shared and explained to the candidate, and when completed, submitted to the university supervisor to be filed in the candidate's record.
15. Ensure that the candidate is totally aware of and adheres to all established institutional rules and regulations as they apply to the overall job function of the school psychologist. Report all occurrences of non-compliance to the university supervisor immediately.
16. Check and verify the practicum log maintained by the candidate.

School Psychology Candidate Responsibilities:

6. Become oriented to activities the first few days by means of observations, inquiries, and participation in various activities.
7. Comply with all institutional rules and regulations in a professional manner, including: a. Onboarding policies and procedures b. Confidentiality c. School Hours d. Attendance and absence e. Problem-Solving Team/MTSS (or other specialized) team protocol f. Crisis management protocol

8. Attend all scheduled practicum seminars/classes (barring extenuating circumstances).
9. Complete practicum agreement for each practicum quarter.
10. Complete and submit all required documentation in a timely manner each quarter, including verified hours and rubrics.

You are expected to provide approximately 7 hours a week of service at/for the practicum site. Service could be provided over a 2- or 3-day period, but you are not required to be on-site more than one full day a week. The minimum required on-site hours are 50 per quarter. You are still required to report to your practicum site(s) every week, even if minimum hours are attained. You are required to track your practicum-related duties, including practicum class attendance, practicum-related coursework, and preparation. These duties are considered off-site service hours.

You are required to attain a total of 180 on-site hours across the three practicum quarters. This means that you will need to attain more than the minimum required hours in some quarters. The minimum number of hours required across all three quarters of practicum are 260, including both on and off-site hours. This requires that you obtain an additional 80 off-site hours. On-site hours are typically engaged time, and this can include virtual meetings, virtual consultations when initiated or scheduled by the practicum partners.

A worksheet is used to track your hours each week, and a similar method is used across all three quarters of practicum. Verified hours are to be included in your portfolio as official records of your practica hours and activities. Activities include classroom observations, observations of other professionals, providing professional development, attending team meetings, and so forth. Your supervisors will sign off on your hours. This can be completed along with rubric & work characteristics rating activities conducted at the middle and end of term.

Grading

The School Psychology Practicum Courses are evaluated as Credit/No Credit. To receive Credit, candidates must achieve a minimum of a 2.7 as indicated in the scale below.

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 may be considered equivalent to letter grades as shown in the chart below.

UW Tacoma Grading Policies
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 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   **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 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 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

ALL assignments and requirements listed on the syllabus must be completed to earn a passing grade for the course. We are ethically required to ensure that students who receive passing grades in this course meet all learning outcomes, as they are tied to accreditation requirements and professional standards.

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 toward your degree.

Example Course Calendar (subject to change)

A course is a dynamic system, and this course is particularly flexible as it is meant to support your practicum experience. All changes will be announced on Canvas and shared in class.

WEEK/ DATE	SEMINAR TOPICS	ASSIGNMENTS DUE/NOTES	RELEVANT COURSE OBJECTIVES
Week 1 1/8	Introduction to Practicum II, resumes, preparing for internship	Determine priorities for internship preferences	7
Week 2 1/15	MLK Jr. Day-University Holiday	-	
Week 3 1/22	Preparing for internship interviews Small group instructional practices (S/E)	Mock interviews in class with Career Services Small group instruction (social/emotional)	7
Week 4 1/29	Systems disruption for social justice	Guest Speaker Classroom observation	1, 6

	Classroom observation skills for instructional practices and classroom management		
Week 5 **2/5**	Mid-quarter check-in Considering language diversity in practice	Supervisor interview (language) Practicum rubric self-assessment	1, 7
Week 6 **2/12**	Use of interpreters in assessment, determining language proficiency, consulting with teams around language and disability	Guest Speaker	1, 2
Week 7 **2/19**	President's Day-University Holiday	-	
Week 8 **2/26**	Behavioral consultation case study presentations (progress thus far)	FBA/BIP participation	1, 2, 3, 6
Week 9 **3/4**	Problem-solving model as it applies to Tier 2 interventions	Math/Reading intervention observation	3
Week 10 **3/11**	Wrap up, planning behavioral consultation case study completion	Quarter 2 Practicum hour summary, supervisor, and self-ratings	2, 4, 5

TSPSY 562: SCHOOL PSYCHOLOGIST PRACTICUM AND REFLECTIVE SEMINAR III

(4 credits)
Spring 2024
Mondays 4:30-7pm

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 Acknowledgement
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Professor: Dr. Kawena Begay, NCSP
Office: WCG 317
Office Hours: Before class or by appointment
Email: **begayka@uw.edu**
Office Phone: (253) 692-4435 (email/Canvas message preferred)

If you have questions pertaining to class assignments, Canvas, or general logistical questions, please use the FAQ board on Canvas so everyone can benefit from the response.

Course Description

Focuses on the selection and administration of culturally appropriate assessments for comprehensive psychoeducational evaluations. Utilizes strengths-based methods and collaborative, ecological problem-solving models. Connects evaluation findings with evidence-based strategies. Offers methods and technologies to measure student progress and outcomes. Emphasizes holistic evaluations that lead to culturally responsive and supportive interventions.

Course Objectives

Upon successful completion of this course, school psychology candidates will be able to:
- Consider ecological (e.g., classroom, family, and community characteristics), biological, cultural, developmental, and social influences when selecting, administering, and interpreting cognitive, academic, and social-emotional assessment instruments.

- Use culturally responsive communication and collaboration to create comprehensive evaluation plans to assess academic and cognitive strengths and growth areas. Proactively seek out consultation and supervision when appropriate.
- Demonstrate knowledge of evidence-based curriculum and select and guide the implementation of effective instructional support strategies informed by comprehensive evaluation results.
- Demonstrate skills to evaluate services that support cognitive and academic skills; assess student progress and outcomes.
- Use a strengths-based, collaborative problem-solving framework to consult with educators and family members to gather information that supports a holistic understanding of the student.
- Demonstrate an understanding of the impact factors related to culture/cultural identity, race, sexual orientation, gender identity and other personal and sociocultural factors have on assessment and interpretation of assessment results as well as general development and learning.
- Use various research designs and technologies to collect data, measure impact of intervention supports, and analyze efficacy of the application of evidence-based supports. Effectively display and explain data to various stakeholders (e.g., parents, colleagues, community members).
- Center concepts of equity and social justice when advocating for students based on their needs.
- 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 beginning school psychologist. Note: *Specific UWT Ed.S. SPSY work characteristics are assessed across all practica.*

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 practica and internship experiences consistent with program goals and objectives. Specific competency outcomes are clearly articulated for each field experience. Practicum outcome measures focus on distinct knowledge, skills, and professional work characteristics, and do not necessarily address all NASP domains of school psychology practice as specified in Program Standard 2.

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. 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 practicum/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.

3.2. The school psychology program requires supervised practica based on program goals and NASP graduate preparation standards. At a minimum, activities must include opportunities to build professional competencies in (a) data-based decision making, including psychoeducational assessment with recommendations; (b) the design, implementation, and evaluation of services that support cognitive and academic skills; and (c) the design, implementation, and evaluation of services that support socialization, behavioral and mental health, and emotional well-being (e.g., counseling, behavior analysis and intervention, social–emotional learning). The services can be implemented at the individual, class-wide, and/or systems level. Practica opportunities may include other professional competency development based on graduate program goals.

3.3.
*NASP 2020 Professional Standards (nasponline.org) p.21

NASP practice domains assessed in Practicum III:

Domain 1: Data-Based Decision Making
Domain 2 Consultation & Collaboration
Domain 3: Academic Interventions and Instructional Supports
Domain 7 Family, School, and Community Collaboration
Domain 8 Equitable Practices for Diverse Student Populations
Domain 9 Research & Evidence-Based Practice
Domain 10: Legal, Ethical, and Professional Practice

Format and Course Participation

Class sessions are seminar style with open dialogue and reflection related to field experiences and field-related projects. Additional instructional methods include small group applications and student-led presentations.
School psychology candidates are expected to have completed all assigned readings and activities prior to class to facilitate discussion of the material. *Any student who finds they are unable to attend a class session should proactively contact the instructor.*

Materials

Required Materials
The Canvas site is an integral part of this course. Starting the second week, candidates will be required to download supplemental readings from this site.

Additional Materials
Thomas, A. E., & Grimes, J. E. (2023). *Best practices in school psychology VII,* National Association of School Psychologists.

Expectations

In Practicum III, School Psychology candidates apply the knowledge and skills they have learned in their course work. It consists of school psychology field experiences with students and the integration and application of the school psychologist's competencies. Practicum III provides the candidate with the opportunity to practice skills in real situations under direct supervision. Following the three-quarter practicum sequence (and successful completion of coursework identified in the program of study), a 1,200-hour professional internship is required. Because the

practicum experience is viewed as the initial applied experience, the school psychology candidate is not expected to be proficient in skill development required to practice independently. By the conclusion of the practicum sequence, however, it is assumed that the school psychology candidate will have developed the prerequisite skills necessary to begin their comprehensive internship training for the upcoming year.

To receive credit in Practicum III, school psychology candidates must demonstrate minimum competency in (a) the National Association of School Psychologists (NASP) practice domains listed above, (b) attain minimum ratings of "3" on all the UWT School Psychology Professional Work Characteristics, (c) track and log the minimum hours required, and (d) contribute meaningfully to the field site and to seminar. Candidates will be assessed each quarter during practicum by field supervisors and program faculty, and the candidate will also engage in self-assessment of skills.

The UWT School Psychology Practicum Rubric will be used to assess the NASP Practice Domains listed above.

NASP practice domains (50%), UWT Professional Work Characteristics (20%), Completion of Practicum reflection logs and hours (20%), Participation in Seminar (10%).

RESPONSIBILITIES

University Responsibilities:
Find an appropriate site and arrange with the site supervisor to coordinate all activities for the practicum candidate.

Provide orientation and guidance to the candidates toward the host schools in which they will do their practicum work.

Assign practicum grades based on evaluation of the elements listed above, considering the site supervisor, instructor, and candidate assessments.

Field/Site Supervisor Responsibilities:

Be fully certified/licensed in the school/clinical setting where the practicum candidate will be supervised.

Be familiar with aspects of the UWT School Psychology Program, especially the practicum components.

Arrange for the candidate to gain School Psychology experiences as outlined in the practicum guidelines and handbook.

Meet with the candidate and outline duties/experiences to be gained and competencies to be developed.

Observe school psychology candidate in consultation, team settings, and in work with students and families.

Complete the practicum evaluation form (at the midterm) and at the end of each quarter the candidate spends under their supervision. This evaluation(s) should be shared and explained to the candidate, and when completed, submitted to the university supervisor to be filed in the candidate's record.

Ensure that the candidate is totally aware of and adheres to all established institutional rules and regulations as they apply to the overall job function of the school psychologist. Report all occurrences of non-compliance to the university supervisor immediately.

Check and verify the practicum log maintained by the candidate.

School Psychology Candidate Responsibilities:

Become oriented to activities the first few days by means of observations, inquiries, and participation in various activities.

Comply with all institutional rules and regulations in a professional manner, including: a. Onboarding policies and procedures b. Confidentiality c. School Hours d. Attendance and absence e. Problem-Solving Team/MTSS (or other specialized) team protocol f. Crisis management protocol

Attend all scheduled practicum seminars/classes (barring extenuating circumstances).

Complete practicum agreement for each practicum quarter.

Complete and submit all required documentation in a timely manner each quarter, including verified hours and rubrics.

You are expected to provide approximately 7 hours a week of service at/for the practicum site. Service could be provided over a 2- or 3-day period, but you are not required to be on-site more than one full day a week. The minimum required on-site hours are 50 per quarter. You are still required to report to your practicum site(s) every week, even if minimum hours are attained. You are required to track your practicum-related duties, including practicum class attendance, practicum-related coursework and preparation. These duties are considered off-site service hours.

You are required to attain a total of 180 on-site hours across the three practicum quarters. This means that you will need to attain more than the minimum required hours in some quarters. The minimum number of hours required across all three quarters of practicum are 260, including both on and off-site hours. This requires that you obtain an additional 80 off-site hours. On-site hours are typically engaged time, and this can include virtual meetings, virtual consultations when initiated or scheduled by the practicum partners.

A worksheet is used to track your hours each week, and a similar method is used across all three quarters of practicum. Verified hours are to be included in your portfolio as official records of your practica hours and activities. Activities include classroom observations, observations of other professionals, providing professional development, attending team meetings, and so forth. Your supervisors will sign off on your hours at mid-term and again at the end of the quarter. This can be completed along with rubric & work characteristics rating activities conducted at the middle and end of term.

Assignments and Course Expectations

20% Weekly Log: candidates will submit a weekly log documenting activity. One log (direct/indirect hours) will be submitted along with a breakdown of activities completed in that week. A template will be provided.

10% Quarter Plan: candidates will complete a quarter plan. This will involve creating a plan that includes all assignments to be done in the practicum site as well as those that are completed outside the practicum site. The requirements to be done within the practicum site will be communicated with the practicum supervisors.

10% Class Collaboration: candidates will come prepared to informally present a case to elicit peer feedback and ideas. This is meant to support work done in the practicum. There are no written requirements for the presentation of the case. Candidates will complete a reflection paper after the collaboration.

30% Case Study Write-up: candidates will submit the case study completed over the winter and spring quarters.

20% Assessment Practice: candidates will administer and score two standardized tests outside the school setting (cognitive and/or academic).

10% Participation: includes in-class activities and discussions, small assignments periodically assigned to complete in class or at your practicum site.

Those enrolled in the Ed.S. School Psychology Program must also adhere to the **UWT School Psychology Work Characteristics** at all times. These include demonstrating a commitment to: Equity & Justice, constructive Interpersonal Skills and Intrapersonal Skills, Professional Behaviors & Skills; and Ethical Decision-Making.

COURSE SCHEDULE AND ASSIGNMENTS

A course is a dynamic system, and this course is particularly flexible as it supports your practicum experience. **All changes will be announced on Canvas and shared in class.** Required readings are in the corresponding Canvas Modules (e.g., Week 2 readings located in Week 2 module).

Example Course Schedule

Date	Readings *for today*	Assignments *due today*	Topic(s) for class
Week 1 March 25			Overview of course Assessment practice
Week 2 April 1	Canvas- Week 2 Module	**Weekly Log 1 Quarter Plan due 4/6**	Goal setting Quarter planning
Week 3 April 8	Canvas - Wk 3	**Weekly Log 2 Collaboration**	Assessment review Internship tips and tricks
Week 4 April 15	Canvas - Wk 4	**Weekly Log 3 Protocol #1 due Collaboration**	Legal evaluation paperwork
Week 5 April 22	Canvas - Wk 5	**Weekly Log 4 Collaboration**	Professional Identity Collaboration
Week 6 April 29	Canvas - Wk 6	**Weekly Log 5** *Asynchronous class today*	Case studies Comprehensive evaluations
Week 7 May 6	Canvas - Wk 7	**Weekly Log 6 Protocol #2 due Collaboration**	Case studies Comprehensive evaluations
Week 8 May 13	Canvas - Wk 8	**Weekly Log 7 Collaboration**	Case studies Comprehensive evaluations
Week 9 May 20	Canvas - Wk 9	**Weekly Log 8 Collaboration Case Study Write-up due 5/23**	Critical thinking and response to case studies
Week 10 May 27	Canvas - Wk 10	**Weekly Log 9 Celebration!**	**NO CLASS- MEMORIAL DAY HOLIDAY**
Week 11 June 3		**Weekly Log 10 Final Log**	**NO CLASS FINALS WEEK**

Grading

The School Psychology Practicum 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 may be considered equivalent to letter grades as shown in the chart below.

ALL assignments and requirements listed on the syllabus must be completed to earn credit for this course. We are ethically required to ensure that students who receive passing grades in this course meet all learning outcomes, as they are tied to accreditation requirements and professional standards.

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 toward your degree.

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)](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
- 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.

Inclement Weather Policy for School of Education and the School Psychology Program

Candidates must follow their practicum site's protocols for reporting absences or requesting support. Sometimes educators still work when school is closed for students. In the event of inclement weather conditions or another situation severe enough for a district to determine a late start or school closure, refer to the district policy and follow the "Teacher" guidelines. If your placement site and/or UW Tacoma campus have different messages about canceling operations, and if your own neighborhood presents other obstacles, you can follow these guidelines:

1. First, follow your placement site protocols and messages for reporting to your placement in the morning.
2. Next, follow UW Tacoma protocols and messages for reporting to classes.
3. Third, make safe & sensible travel decisions from your neighborhood to your site(s).
4. Finally, notify all affected people as soon as possible (e.g., supervisors, placement site staff, instructors, and any calendar appointments).

RETENTION AND DISMISSAL POLICY

The Retention and Dismissal Policy of the University of Washington Tacoma School of Education outlines the policy and procedures regarding review for low scholarship and satisfactory progress for all candidates enrolled in a graduate program. The Retention and Dismissal Policy detailed in the UWT Ed.S. School Psychology Program Handbook includes additional policies and procedures for determining satisfactory progress specific for Ed.S. students. Additionally, students in the Ed.S. program are expected to meet *UWT School Psychology Professional Work Characteristics* for admission and continuation of their graduate study.

In coordination with the program advisor, Ed.S. Program Faculty conduct quarterly progress reviews of all students, review for satisfactory performance and progress including adherence to the UWT School Psychology Professional Work Characteristics, and identify candidates who have not met program standards.

UWT faculty and program advisors may initiate a review at any time based on a violation(s) of scholarship and/or performance standards. When reviewing for performance standards, the Ed.S. Faculty will review the concern, make appropriate recommendations, and determine next steps. The Ed.S. Faculty may bring the case to the School of Education elected Faculty Council for review. This governing body may recommend a change of status to the graduate school based on the severity of the violation to include warning, probation, or dropping a candidate from the program.

To remain in good standing and continue study as a graduate student in the Ed.S. School Psychology Program, candidates must meet both the academic and performance standards as outlined in the Ed.S. School Psychology Program Handbook.

In addition to these policies, Ed.S. Practica includes procedures for identifying and addressing concerns.

Step 1. (Documentation) *A Practicum 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 candidate and supervisor. The document should include the date of the meeting and signatures of participants. The field supervisor submits an electronic copy of plan document after discussion has occurred and form has been signed by candidate to the practicum instructor/university supervisor. Written documentation of the concern, the plan for remediation and the expected timeline for resolution should be forwarded to the Manager of Field Placements by the university supervisor once the concern is resolved.

Step 3. (Follow-Up) The practicum instructor and supervisor are responsible for follow-up with the candidate based on the plan timeline. The Ed.S. Field Placement Coordinator maintains all documentation.

Step 4. (Formal Plan) When/if the candidate shows minimal or no progress, a formal Plan of Improvement will be designed by the field supervisor, the practicum instructor/university supervisor, the Ed.S. Clinical Experience Coordinator, and the Director of the Program. Note: In some circumstances, observed concerns or timing within the practicum 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 elected Faculty Council by the Ed.S. Clinical Experience Coordinator. Possible dismissal from the practicum and program may occur.

In the unusual event that a candidate's performance is of serious concern, the school district and the UWT Ed.S. School Psychology Program will collaborate to discuss concerns and develop a plan for improvement. If a candidate's continuance in the UWT Ed.S. School Psychology program is questionable, then the Program Director and faculty will review the case and determine if termination from the program is the best course of action.

If a candidate 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 placement, the reasons for that removal, and of the proceedings of any meetings dealing with this issue. The candidate 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.

If the candidate's conduct has been of concern, the practicum instructor may inform the partner school district of the conditions under which the original placement was discontinued. Any further concerns raised by school personnel or removal from a field placement may result in immediate termination from the program and a drop request will be sent to the UW Graduate School, to be enacted at the end of the quarter.

Documentation and verification of practicum activities and hours

Throughout practica, candidates are responsible for tracking their practicum-related activities and hours using the UWT Ed.S. School Psychology Practicum Activities and Hours Tracking sheet. The information and categories within this worksheet are included below. Candidates must have these hours verified at least two times per quarter (mid and end-quarter) by their field supervisor(s).

UWT Ed.S. School Psychology Practicum Activities and Hours Tracking sheet
What you do during your practicum 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 practicum experiences, help you officiate your practicum experiences, and help structure your supervision conversations. You will track your activities and hours from the first day of your practicum until the last, and *you are responsible for maintaining your own records of your verified activities and hours*. Verified hours are to be included in your Capstone Portfolio as official records of your practicum hours and activities.

You are expected to provide approximately 7 hours a week of service at/for the practicum site. Service could be provided over a 2- or 3-day period, but you are not required to be on-site more than one full day a week. The minimum required on-site hours are 50 per quarter. You are required to attain a total of 180 on-site hours across the three practicum quarters. This means that you will need to attain more than the minimum required hours in some quarters. You are still required to report to your practicum site(s) every week, even if minimum hours are attained. You are required to track your practicum-related duties, including practicum class attendance, practicum-related coursework and preparation. These duties are considered off-site service hours. The minimum number of hours required across all three quarters of practicum is 260, including both on and off-site hours. This requires that you obtain an additional 80 off-site hours. On-site hours are typically engaged time, and this may include virtual meetings, and virtual consultations when initiated or scheduled by the practicum partners.

A worksheet is used to track your hours each week, and the same method will be used across all three quarters of practicum. You will receive guidance in using this tracking sheet during the practicum courses. Verified hours are to be included in your portfolio as official records of your practicum hours and activities. Activities include classroom observations; observations of other professionals; providing professional development, consultation, and intervention; attending team

meetings; and so forth. Your supervisors will sign off on your hours at mid-term and again at the end of the quarter. This can be completed along with the UWT School Psychology Practicum Rubric and School Psychology Work Characteristics ratings that are also conducted at the middle and end of term. A screenshot of this log is below.

Summary	March	April	May	Total
Assessment	0	0	0	0
Intervention/Programming	0	0	0	0
Consultation	0	0	0	0
Observations				
Interviews				
Meetings				
Professional development				
Onsite records or policy review				
Meeting with supervisor(s)	0	0	0	0
Offsite Hours	0	0	0	0
Cumulative	0	0	0	0

Month	Onsite	Offsite		Hour Type %	
March				Onsite	
April				Offsite	
May				Total Hours	
June					
Total					

PRACTICUM EVALUATION

Candidates will be assessed each quarter through site-based supervisors, university supervisors/practicum instructors, and self-assessments. Assessments occur in each of the applicable NASP practice domains during each practicum experience.

Candidates' professional work characteristics are assessed in practicum using the UWT School Psychology Professional Work Characteristics rubric below. This tool is in alignment with NASP expectations of service delivery, ethical standards, and practice domains. In many cases, the language used mirrors that of language used by NASP (e.g., language used in NASP Practice Domain 10 can be found in area 5 of the Professional Work Characteristics rubric). A minimum score of 3 (competent) is required for the duration of the program, including the practica.

THE SCHOOL PSYCHOLOGY PRACTICUM RUBRIC

The School Psychology Practicum Rubric (SPPR) is a developmental, criterion-referenced evaluation that will provide useful information to guide formative and summative decisions at the level of the program and candidate. The rubric is developed alongside the NASP 2020 standards, and the rubric areas mirror the NASP domains. The domains are further broken down into more specific indicator skills. The scores can be analyzed by domain and specific indicators within each domain. The rubric is designed to capture developmental competencies and growth over time (Harvey & Struzziero, 2008), with expected competencies at various stages of training (i.e., the first practicum through completion of the third practicum). The developmental rubric concept was obtained from a workshop presented by Furey and colleagues at a NASP conference (2019) and is based on the Integrated Developmental Model (Stoltenberg & Delworth, 1987). Candidate skill levels are described as Novice, Advanced Beginner, Competent, Proficient, or Expert. Descriptions contain minimum expectations across practica. Candidates are expected to attain a minimum score of 3 (competent) in each of the indicated areas in practicum. This assessment will be completed by the field supervisor and the candidate will also complete it as a self-assessment and reflection tool. Supervisors are trained on the use and interpretation of this tool. Additionally, this tool will be discussed in-depth with candidates during the practicum seminars.

School Psychology Practicum Evaluation

Directions*: This rubric assesses the UWT School Psychology candidate's competencies across the three quarters of the practicum. It is expected that candidates will obtain a minimum score of 3 (Competent) on the indicated items (codes for practicum quarters included below) by the end of the quarter for which the skill is indicated. Candidate evaluation is based on direct observation, with supplemental inputs including reports from the candidate, teachers and/or other school staff, and students and families as applicable. This evaluation is used to guide support decisions, identify areas of strength and growth, and inform future field experiences.*

Complete this form by entering the number rating (1-5) that best describes the candidate's skills required for the current quarter. Skills not relevant for the current quarter can be left blank. If the candidate has demonstrated skills/competencies earlier than expected or required, you are invited to rate them. In rare cases, you may use N/O for any competencies not observed. Please include comments whenever possible.

Autumn Practicum (I) = AP	Winter Practicum (II) = WP	Spring Practicum (III) = SP

Candidate knowledge and skill levels are indicated using the descriptions provided below. The criterion for practicum is 3: Competent.

1: Novice	2: Advanced Beginner	3: Competent	4: Proficient	5: Expert
Candidate is completely new to the field and/or requires continuous and extensive supervision. This skill is not yet present.	Candidate has emerging knowledge of the field. Candidate continues to require regular supervision and practice. This skill is emerging.	**Minimum level of performance that is expected by end of the quarter and for UWT work characteristics. Candidate has knowledge of the field and can plan, anticipate need, and accomplish tasks effectively <u>with</u> mentorship.**	Level of performance expected for a school psychologist intern. Candidate needs occasional mentoring/support. Skill is present in most practices.	Expected level of performance for an independently practicing school psychologist. Skill is embedded into daily practice and/or advanced. Skill is infused into daily practice.

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.

Quarter	Candidate Skill	Example(s) of practicum-related assignments & activities designed to demonstrate knowledge & skill.	Example(s) of site-based activities that students may participate in or could be initiated to demonstrate knowledge & skill.	Rating
Systematically collects data from multiple sources as a foundation for group and/or system decision-making.				
AP	Systematically collects data from multiple sources (e.g., reviewing	School or system needs assessment, MTSS teaming, SEL unit	MTSS teaming participation/reflection, review of records, student	

	existing data, observational data, gathering data from school, classroom, students, educators, administration, district-level, etc.)	planning (determination of target for SEL lessons for the classroom)	focus group, classroom and school observations (e.g., behavior observations, SEL implementation monitoring, SEL Schoolwide Protocol)	
AP	Uses data as a foundation for systems-level decision-making	Systems change project	MTSS teaming participation/reflection (e.g., schoolwide PBIS/SEL decisions)	
AP	Uses data for group decision-making	MTSS teaming, SEL unit planning	MTSS teaming participation/reflection (e.g., evaluation of tier 2 interventions)	
Considers ecological factors (e.g., classroom, family, and community characteristics) as a context for assessment and intervention.				
	Considers ecological factors in assessment (e.g., verbalizes rationale for instrument selection based on demographic characteristics of student- including language, background)	Observation of small group interventions & critical debrief with supervisor, evaluation design project	Psychoeducational evaluations, SEL program evaluation, assessing group interventions, MTSS teaming participation/reflection	
	Considers ecological factors as a context for intervention (e.g., selects interventions specific to the context)	Behavioral consultation case, systems change project, intervention design project	Creating/selecting SEL lessons, creating/selecting group interventions, MTSS teaming participation/reflection	
Helps design and implement assessment procedures for progress monitoring.				
WP, SP	Helps design procedures for progress monitoring and measures progress and outcomes within a multitiered system	Behavioral consultation case, FBA/BIP, program evaluation, group interventions, counseling, assessment cases, intervention design project, CBM assignments	MTSS teaming participation/reflection, participating in discussions pertaining to the selection of progress monitoring tools for mental health, academic, and behavioral interventions.	
WP, SP	Implements progress monitoring plans directly (e.g., collects data, analyzes growth) or indirectly (e.g.,	Consultation case study, FBA/BIP, counseling cases, single case design	Discussion of and planning for assessment cases, MTSS teaming– assist in monitoring of student progress,	

			providing concise feedback/data summary	
-5: *Uses a problem-solving framework as the basis for all professional activities*				
AP, WP, SP	Follows a problem-solving sequence (Problem Identification, Problem Analysis, Plan Implementation, Plan Evaluation) across multiple contexts (school, classroom, program, individual)	Behavioral consultation case study, FBA/BIP, counseling cases, etc., systems change project	Analysis of current problem of practice within the school (e.g., systemic needs assessment, tier 2 intervention, individual behavior planning)	

Comments and/or observations from supervisor for Data-based Decision Making:

Comments and/or reflections from candidate for Data-based Decision Making:

-5: **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.				
Quarter	**Candidate Skill**	**Example(s) of practicum-related assignments & activities designed to demonstrate knowledge & skill.**	**Example(s) of site-based activities that students may participate in or could be initiated to demonstrate knowledge & skill.**	**Rating**
-5: *Effectively applies collaborative consultation models and strategies with groups and systems, promoting implementation of services.*				
AP, WP, SP	Demonstrates effective communication skills in *teams* and across contexts (e.g., communicates effectively in school-level teams, provides input on systemic-change oriented strategies, etc.)	System change project, UWT EdS Professional Work Characteristics, case collaboration	Building-level teaming (MTSS, SEL, PBIS, restorative practices, DEI); IEP/evaluation meetings, SST/Intervention plan, school-level support meetings (e.g., Leadership, MTSS, department meetings, etc.)	

AP	Consults with *team members* in culturally appropriate ways to develop/support plans for evaluating programs/services (e.g., actively participates in meetings with respect for human diversity and recognizing one's power/privilege within contexts)	Teaming analysis project, engagement in MTSS teaming, UWT EdS Professional Work Characteristics	Building-level teaming (MTSS, SEL, PBIS, restorative practices, DEI); IEP/evaluation meetings, SST/Intervention plan, school-level support meetings (e.g., Leadership, MTSS, department meetings, etc.)	
Effectively applies collaborative consultation models and strategies with individuals and/or families, promoting implementation of services.				
WP, SP	Demonstrates communication skills with *individuals*. Uses effective listening and questioning skills, reflection, paraphrasing, and respect for different perspectives. Communicates with individuals using strength-based, student-centered language and honors limits of confidentiality	Behavioral consultation case, FBA/BIP, UWT EdS Professional Work Characteristics	Teaming opportunities – MTSS, SpEd department meeting, SST; informational discussions with staff (teachers and admin); participation in supervisor's ongoing consultation cases, psychoeducational evaluations,	
WP, SP	Consults with *individuals* in culturally appropriate ways to develop/support plans for evaluating programs/services (e.g., actively participates in meetings with respect for human diversity and recognizing one's power/privilege within contexts)	Behavioral consultation case, FBA/BIP, program evaluation, specially designed instruction, UWT EdS Professional Work Characteristics	Teaming opportunities – MTSS, SpEd department meeting, SST; informational discussions with staff (teachers and admin); Participation in the supervisor's ongoing consultation cases, psychoeducational evaluations	

Comments and/or observations from supervisor for Consultation & Collaboration:

Comments and/or reflections from candidate for Consultation & Collaboration:

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.				
Quarter	**Candidate Skill**	**Example(s) of practicum-related assignments & activities designed to demonstrate knowledge & skill.**	**Example(s) of site-based activities that students may participate in or could be initiated to demonstrate knowledge & skill.**	**Rating**
Considers biological, cultural, and social influences when selecting and implementing evidence-based academic instructional programming and strategies that support academic skills				
SP	Demonstrates **knowledge** of evidence-based, culturally responsive academic programming, including the ability to search relevant sources (e.g., What Works Clearinghouse) to locate appropriate academic programming for the context	Specially designed instruction, program evaluation, intervention design project, CBM activities	Psychoeducational evaluations, intervention planning, staff consultations	
SP	Demonstrates **knowledge** of evidence-based culturally appropriate instructional strategies (e.g., project-based learning, peer-tutoring, etc.)	Specially designed instruction, single case design	Psychoeducational evaluations, intervention planning, SST team discussions	
SP	Considers biological and social influences when **selecting** appropriate instructional	Specially designed instruction, single case design, evaluation design project	Discussions with supervisors and teams about the selection of interventions; intervention planning	

	strategies (e.g., discourse preferences, developmental progression, etc.)			
SP	Demonstrates understanding of biological, cultural, and social influences when **implementing** academic instructional programming and strategies (e.g., implements strategies in a way that adjusts to the interests and needs of students)	Specially designed instruction, program evaluation, intervention design project	IEP planning, applying intervention plans with awareness of multiple dimensions of implementation (e.g., student engagement, dosage, adaptations)	
Uses assessment and data collection methods to identify, implement, and evaluate effective strategies that support academic skills				
SP	Uses collected data to **select** effective strategies that support academic skills	Specially designed instruction, intervention design project in mathematics	Psychoeducational evaluations (academic recommendations); identification and selection of high quality and culturally responsive reading, math, and/or writing interventions	
SP	Uses assessment and data collection methods to effectively **evaluate** and modify (if needed) services that support academic skills	Specially designed instruction analysis; math interventions course assignments and readings	Psychoeducational evaluations, selecting and/or using tools to assess academic interventions	

Comments and/or observations from supervisor for Academic Interventions & Instructional Supports:

Comments and/or reflections from candidate for Academic Interventions & Instructional Supports:

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.			
Quarter	**Candidate Skill**	**Example(s) of practicum-related assignments & activities designed to demonstrate knowledge & skill.**	**Example(s) of site-based activities that students may participate in or could be initiated to demonstrate knowledge & skill.**	**Rating**
Demonstrates knowledge of evidence-based practices that promote social-emotional functioning and mental health.				
AP & WP	Helps **design** services that promote resilience and enhance mental and behavioral health	Behavioral consultation case; group interventions program development project	MTSS teaming (SEL), selection of counseling strategies and group intervention frameworks, selection of SEL programming and/or strategies	
AP & WP	Helps **implement and evaluate** services that promote resilience and enhance mental and behavioral health	Consultation cases, FBA/BIP, SEL unit planning; group interventions program development project	Implementing and/or evaluating of counseling strategies, group intervention frameworks, SEL programming, and/or restorative practices; MTSS teaming (SEL, DEI, PBIS); implementation of Tier 1 or 2 SEL practices	
Considers biological, cultural, developmental, and social influences when selecting and implementing evidence-based strategies to promote social-emotional functioning and mental & behavioral health.				
AP & WP	Demonstrates an **understanding** of the impact of trauma on social, emotional, and behavioral functioning and adjusts practices accordingly	Behavioral consultation case study, SEL unit planning, systems change project, trauma-informed crisis prevention and response project and paper	Reviewing and discussing the trauma-informed crisis preparation and response planning for the building/district, reviewing and discussing building plans MTSS teaming (SEL, DEI & PBIS), counseling, social-emotional group interventions, discussion of SEL assessment cases; ACEs discussion/assessments	
WP	Demonstrates **skills** related to behavior	Behavioral consultation case study, FBA/BIP	FBA/BIP	

	analysis, including antecedents, consequences, and functions of behavior that impact learning, behavior, and socialization			

Comments and/or observations from supervisor for Mental & Behavioral Health Services and Interventions:

Comments and/or reflections from candidate for Mental & Behavioral Health Services and Interventions:

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.				
Quarter	**Candidate Skill**	**Example(s) of practicum-related assignments & activities designed to demonstrate knowledge & skill.**	**Example(s) of site-based activities that students may participate in or could be initiated to demonstrate knowledge & skill.**	**Rating**
Demonstrates knowledge of schoolwide practices that promote academic outcomes, learning, social development, and mental health				
AP	Demonstrates knowledge of schoolwide practices that promote **academic** learning outcomes	MTSS teaming (SEL, PBIS, DEI), team observation and analysis, school observations/walkthroughs, systems change project	MTSS teaming participation/reflection, job shadowing	
AP	Demonstrates knowledge of schoolwide practices that promote **social** development, and mental health	MTSS teaming (SEL, PBIS, DEI), team observation and analysis, trauma-informed crisis prevention and response planning, SEL schoolwide indicators, systems change project	MTSS teaming participation/reflection, job shadowing, schoolwide SEL walkthrough protocol, school climate screening tool selection/review	
Helps to develop practices and strategies to create and maintain safe, effective, and supportive learning environments for students & school staff				

AP	Helps to develop practices and strategies to create and maintain safe, effective, and supportive learning environments for students & school staff	MTSS teaming (SEL, PBIS, DEI, restorative practices), systems change project, co-creation or modification of trauma-informed crisis prevention and response plans	MTSS teaming participation/reflection, review of crisis prevention and response plan, review of schoolwide PBIS implementation/planning	
*Demonstrates understanding of schools as systems in identification and/or implementation of practices that promote learning, positive behavior & mental health*				
AP	Demonstrates an understanding of schools as systems that can promote academic learning, positive behavior, and mental health.	Team observation and analysis, systems change project, trauma-informed crisis prevention and response planning, educator shadows	MTSS teaming participation/reflection, conversations with school leadership and other community partners	
AP & WP	Demonstrates an understanding of schools as systems in the **identification** of practices that promote learning, positive behavior, and mental health (e.g., educator shadows, creation and sharing of MTSS plan)	Behavioral consultation case, educator shadows, systems change project	Participation in school-level meetings (SST, Intervention teams, MTSS, etc.), trauma-informed crisis prevention and response planning, additional case consultations, PBIS/SEL program identification	
WP	Demonstrates an understanding of schools as systems in the **implementation** of practices that promote learning, positive behavior, and mental health	Behavioral consultation case study; group interventions program implementation	Participation in school-level meetings (SST, Intervention teams, MTSS, etc.) that focus on factors associated with implementation, assess implementation of existing schoolwide programs (e.g.,crisis prevention and response plans, PBIS, SEL), systems change discussions	

Comments and/or observations from supervisor for Schoolwide Practices to Promote Learning

Comments and/or reflections from candidate for Schoolwide Practices to Promote Learning

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.				
Quarter	**Candidate Skill**	**Example(s) of practicum-related assignments & activities designed to demonstrate knowledge & skill.**	**Example(s) of site-based activities that students may participate in or could be initiated to demonstrate knowledge & skill.**	**Rating**
Demonstrates an understanding of strategies that create safe, equitable, and supportive schools				
AP	Demonstrates an understanding of strategies and systems that create safe, equitable, and supportive schools (e.g., participates in MTSS discussions about strategies that promote safe and supportive schools)	MTSS teaming (SEL, PBIS, DEI), trauma-informed crisis prevention and response planning and/or evaluation, strategic planning in systems change	Participation in school-level meetings (SST, Intervention teams, MTSS, etc.), trauma-informed crisis prevention and response planning, additional case consultations, conversations with school leaders and community partners	
Demonstrates knowledge of evidence-based strategies for effective crisis prevention and response				
AP	Demonstrates knowledge of evidence-based prevention and protection strategies for effective crisis preparation (e.g., emergency operations plan, safety and crisis teams, procedures for communication)	Trauma informed crisis prevention and response, reviews and accurately analyzes school/district crisis preparation plan	Participation in school-level and/or student-level meetings (SST, Intervention teams, MTSS, etc.), trauma-informed crisis prevention and response planning and/or analysi	
AP	Demonstrates knowledge of evidence-based strategies for effective crisis response (communicating in times of crisis,	Trauma informed crisis prevention and response, reviews and accurately analyzes school/district crisis response plan	Participation/reflection in school- and/or district-level meetings discussing crisis response planning, reviewing school and/or district level policies and	

	incident levels of response, effective procedures for lockdowns and shelter-in-place, reunification)		discussion with supervisor	

Comments and/or observations from supervisor for Services to Promote Safe and Supportive Schools:

Comments and/or reflections from candidate for Services to Promote Safe and Supportive Schools:

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.				
Quarter	**Candidate Skill**	**Example(s) of practicum-related assignments & activities designed to demonstrate knowledge & skill.**	**Example(s) of site-based activities that students may participate in or could be initiated to demonstrate knowledge & skill.**	**Rating**
Demonstrates an understanding of culturally and contextually appropriate family, school, and/or community collaboration				
WP & SP	Demonstrates **knowledge** of existing partnerships and local supports; **seeks** out additional resources that promote culturally responsive partnerships between families, schools, and communities	Behavioral Consultation case study, systems change project, specially designed instruction	Teaming practices that are culturally responsive and gender inclusive, psychoeducational cases, outside agency collaboration, social worker collaboration; creates a resource list of existing community partnerships; offers ideas for ways to enhance mutually beneficial school-family partnerships	
WP & SP	Helps to **develop** strategies that facilitate culturally and contextually appropriate	Behavioral Consultation case study, specially designed instruction	teaming practices that are culturally responsive and gender inclusive, psychoeducational cases, outside agency	

| | collaboration and partnerships between families and schools | | collaboration, social worker collaboration; holds family focus groups; creates family/caregiver voice surveys | |

Comments and/or observations from supervisor for Family, School, and Community Collaboration:

Comments and/or reflections from candidate for Family, School, and Community Collaboration:

| **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. *This domain is foundational to all service delivery and is integrated into all domain skills.* |

Quarter	Candidate Skill	Example(s) of practicum-related assignments & activities designed to demonstrate knowledge & skill.	Example(s) of site-based activities that students may participate in or could be initiated to demonstrate knowledge & skill.	Rating
*Demonstrates an understanding of the principles and research related to diversity factors 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*
AP	Exhibits **awareness** of diversity factors within the school and classroom settings and makes decisions based on those factors (e.g., selecting developmentally appropriate SEL lessons, examining disaggregated MTSS data)	MTSS teaming, selection of SEL programming and/or strategies	Psychoeducational evaluations, selection and modification of academic and/or mental health services	
WP & SP	Exhibits **awareness** of diversity factors	Behavioral consultation case	Psychoeducational evaluations, selection and	

	within individual students and families and makes decisions based on those factors (e.g., selecting culturally responsive assessments and intervention strategies, using culturally appropriate approaches to counseling)	study, specially designed instruction, evaluation design project; group intervention program development assignment	modification of academic and/or mental health services	
Helps promote effective functioning for individuals, families, and/or schools with diverse characteristics, cultures, and backgrounds, 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				
AP	Examines foundations of Tier 1 service delivery to **determine** opportunities for promoting effective and inclusive practices with respect for diversity	MTSS Team observation & analysis, systems change projects	SEL schoolwide indicators, trauma-informed crisis prevention and response planning	
WP & SP	**Advocates** for socially just practices related to behavior and academic interventions and psychoeducational assessments (e.g., using all contextual data for decision making, promoting intervention strategies that consider diversity factors)	Behavioral consultation case study, intervention design project	culturally responsive and gender-inclusive group interventions, specially designed instruction, psychoeducational evaluations	
WP & SP	Demonstrates an **understanding** of individual differences, abilities, disabilities, and	Behavioral consultation case study, FBA/BIP, specially designed	Psychoeducational evaluations, student team meetings (e.g., SST, IEP, etc.), evaluation of academic	

	other diverse characteristics and of the impact they have on development and learning	instruction analysis, evaluation reports	and/or mental health services	

Comments and/or observations from supervisor for Equitable Practices for Diverse Student Populations:

Comments and/or reflections from candidate for Equitable Practices for Diverse Student Populations:

| **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. |

Quarter	Candidate Skill	Example(s) of practicum-related assignments & activities designed to demonstrate knowledge & skill.	Example(s) of site-based activities that students may participate in or could be initiated to demonstrate knowledge & skill.	Rating
*Applies various techniques and technology resources for data collection, measurement, and/or analysis to support effective and evidence-based practices at the individual, group and/or systems level*
AP & WP	**Applies** various techniques and technology resources for data collection, measurement, and/or analysis to support effective and evidence-based practices at the group and/or systems level	Needs assessment, systems change discussions, schoolwide and tier II teaming, selection and evaluation of programs and group interventions, SEL unit planning (determination of SEL lessons), structured behavioral observations	SEL assessment, participation in school-level meetings (SST, Intervention teams, MTSS, etc.); contributing to schoolwide data presentations	
WP & SP	**Uses** various techniques and technology resources for data collection, measurement, and	Behavior consultation case study, specially designed instruction analysis, program evaluation, CBM	Participation in psychoeducational evaluations, consultation sessions, student team meetings (e.g., SST, IEP)	

	analysis to support effective and evidence-based practices at the individual level	administrations, structured behavioral observations		
*Demonstrates knowledge of research design, measurement, and varied data collection and analysis techniques for interpreting data and/or evaluating programs in applied settings*
SP	Demonstrates **knowledge** of research designs for single cases and for evaluating programs in applied settings	Program evaluation, case studies, behavior consultation case study	Psychoeducational evaluations, program evaluations, evaluations of behavior plans, consultation sessions, debriefs/discussions with supervisor	
SP	Demonstrates **knowledge** of measurement and varied data collection techniques in applied settings	Specially designed instruction analysis, program and service evaluation, case studies, behavior consultation case study	Psychoeducational evaluations, consultation sessions, debriefs/discussions with supervisor	
SP	Demonstrates **knowledge** of analysis techniques for interpreting data and/or evaluating programs in applied settings (e.g., percent nonoverlapping data, effect size)	Specially designed instruction analysis, program and service evaluation, behavior consultation case study	Psychoeducational evaluations, program evaluations, evaluations of behavior plans, consultation sessions, debriefs/discussions with supervisor	

Comments and/or observations from supervisor for Research & Evidence-Based Practice:

Comments and/or reflections from candidate for Research & Evidence-Based Practice:

**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.
Quarter	**Candidate Skill**	**Example(s) of practicum-related assignments & activities designed to**	**Example(s) of site-based activities that students may participate in or could be initiated to**	**Rating**

		demonstrate knowledge & skill.	**demonstrate knowledge & skill.**	
*Applies professional work characteristics needed for effective practice as a school psychologist. Note: Specific characteristics are assessed separately.*
AP, WP, & SP	**Applies** professional work characteristics needed for effective practice as a school psychologist (i.e., behavior is consistent with UWT Work Characteristics)	UWT Ed.S. Work Characteristics, interviews	Team and family meetings (demonstrating commitment to equity & justice; interpersonal skills); conversations with others in the building (intrapersonal skills; ethical decision-making); daily participation (professional behaviors & skills)	
*Engages in ethical and professional decision making, including proactively seeking out consultation and supervision as needed.*
AP, WP, & SP	**Engages** in ethical and professional decision making, including proactively seeking out consultation and supervision as needed (e.g., proactively asks supervisor for help when needed; does not agree to take on high-stakes practices/services in areas lacking in skills/preparation such as engaging in specific counseling models and administering tests without adequate preparation)	UWT Ed.S. Work Characteristics, needs assessment reports, applied research, specially designed instruction, consultation cases, counseling, and psychoeducational evaluations	Participation in psychoeducational evaluations while engaging with ethical decision-making skills (e.g., utilizes appropriate assessment materials, maintaining confidentiality and student dignity), seeks supervision and consultation as appropriate	
*Engages in advocacy and conveys respect for human diversity and a commitment to social justice and equity.*
AP, WP, & SP	**Engages** in advocacy and conveys respect for human diversity (e.g., seeks out additional knowledge to understand those from different backgrounds, advocates for rights for all)	UWT Ed.S. Work Characteristics, teaming, group interventions, trauma-informed crisis prevention and response planning	Advocates for student groups/opportunities (e.g., GSA), equity-oriented engagement with others in multiple spaces (e.g., sharing space in team meetings)	

AP, WP, & SP	**Demonstrates** a commitment to social justice and equity (e.g., advocates for marginalized groups; advocates for antiracist policy changes)	Discussions in teams and in consultation cases, systems change projects, evaluation reports	Critical reflection and engagement with policy and practice in school/district meetings and with other colleagues	
Provides services consistent with ethical, legal, and professional standards.				
AP, WP, & SP	**Provides** services consistent with ethical, legal, and professional standards; demonstrates professional practice in 1:1 conversations, in team meetings, in work with students, and in consultation	UWT Ed.S. Work Characteristics, consultation cases, counseling and group interventions, psychoeducational evaluations	Team and family meetings, conversations with staff/students, daily participation	
Demonstrates technological competence				
AP, WP, & SP	**Demonstrates** technological competence, (e.g., effectively display of data and findings related to program and/or individual evaluations, and report progress)	Work showcases, needs assessment reports, applied research, specially designed instruction, consultation cases, psychoeducational evaluations	Efficiently uses district platforms for data tracking (e.g., IEP online, Power Schools, Skyward, etc.), utilizes software necessary to communicate information (e.g., spreadsheets, presentations)	

Comments and/or observations from supervisor for Legal, Ethical, & Professional Practice:

Comments and/or reflections from candidate for Legal, Ethical, & Professional Practice:

	UWT School Psychology Professional Work Characteristics for Admission and Continuance
	Competency (3's) required for all field settings, all quarters.
	Growth is expected within all domains.

The Work Characteristics below are grounded in the <u>mission, values, and conceptual framework</u> of the School of Education at UW Tacoma and the values of the <u>EdS School Psychology Program</u>. 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					

	Instructor Rating	Supervisor or Instructor Comments	Candidate Self-Rating
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.			

Candidate Skill, Mindset, or Competency			
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 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.				

Candidate Skill, Mindset, or Competency	Instructor Rating	Supervisor or Instructor Comments	Candidate Self-Rating
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				

Candidate Skill, Mindset, or Competency	Instructor Rating	Supervisor or Instructor Comments	Candidate Self-Rating
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

The UWT Ed.S. School Psychology Practicum Rubric is used to guide supervision session planners (example as follows) will be used to guide productive supervision meetings. These session planners were obtained in Simon, D. J., & Swerdlik, M. E. (2022). Supervision in School Psychology: The Developmental, Ecological, Problem-solving Model. 2nd Edition.

SUPERVISION SESSION PLANNER

Date: Supervisor: Supervisee:

Last supervisory session follow-up:

Activity summary since last supervision:
(How time spent)

Cases/Activities to review:

Questions/Concerns/Feedback requested of Supervisor:

Self-assessment of Progress:
([Not completed every time] Include strengths and areas of need)

SUPERVISOR'S SUPERVISION NOTES

Date: Supervisee: Supervisor:

1.   Content Summary:

(Follow-up from last session, critical case/activity reviews, and supervisor-initiated agenda/feedback/concerns, professional development domain)

2.   Process Summary:

(Supervisee presentation, session dynamics, supervisory strategies employed)

3.   Feedback/Recommendations Summary:

(Skill/work feedback, intervention/activity recommendations)

4.   Next Steps/Future Action:

(Intervention homework/research, skill practice, case follow-up, activity prescription)

   5. Developmental Status Summary:

([Not completed for each entry] Overall progress, key goals for improvement/professional development, formative feedback)

Time logs are submitted during reflective seminars each week. Faculty will assess candidates holistically in the Practicum Reflective Seminars courses (Credit/No Credit) by integrating information from the two rubrics described above along with candidate reflection logs and class participations and discussions.

SUPERVISEE EVALUATION OF FIELD-BASED SUPERVISOR

Student Supervisee _____ Level (specialist/doctorate) _____

University   _____

Supervisor   _____   Level   _____
                                          (specialist/doctorate/NCSP)

District   _____

Directions: Please complete the form based on your interactions with your field-based supervisor. Your supervisor will also be completing a parallel self-evaluation. This information will be used to examine effective supervisor practices. Identifying information will not be used in the study. Each supervisee and supervisor will be assigned a number which will be used during the data analysis and interpretation phases of the study. Thanks in advance for taking the time to provide this valuable information.

Professional Practice	1 Rarely	2 Occasionally	3 Frequently	4 Always
1. Adheres to ethical standards				
2. Explains and adheres to state and federal regulations				
3. Abides by school/clinic rules and procedures				
4. Demonstrates awareness of level of competency and does not accept responsibilities beyond this level				
5. Presents a professional appearance				

	1 Unsatisfactory	2 Needs Improvement	3 Satisfactory	4 Outstanding	Not Observed
6. Consistently follows through on commitments					
7. Establishes work priorities and manages time efficiently					
8. Is punctual for appointments and meetings					
9. Is prepared and organized for meetings					
10. Communicates and listens effectively					
11. Is tolerant and respectful of others' values and viewpoints					
12. Relates well to students, parents, and colleagues					
13. Interacts comfortably with individuals of diverse backgrounds					

Supervision	1 Unsatisfactory	2 Needs Improvement	3 Satisfactory	4 Outstanding	Not Observed
1. Provides a supportive setting where I could ask questions and express my opinions					
2. Is readily available for supervision and meets for extra time if needed					
3. Is prompt in reviewing reports and providing feedback					
4. Provides constructive criticism, if necessary, in a positive manner.					
5. Listens when I had a concern					
6. Speaks to me in a professional manner					
7. Encourages me to develop my own ideas					
8. Is respectful of my input, feedback, and ideas					
9. Understands my limitations as a trainee or intern and provides support accordingly					
10. Helps establish a feasible workload					
11. Raises challenging questions to facilitate additional conversation and problem analysis					

12. Helps me define and achieve specific concrete goals for myself during my training experience					

Environmental Factors	1 Unsatisfactory	2 Needs Improvement	3 Satisfactory	4 Outstanding	Not Observed
1. Helps me secure a quiet and confidential place to work					
2. Ensures I have adequate office supplies and resources (phone, computer, etc.)					
3. Ensures my access to appropriate assessment materials					
4. Provides a sufficient orientation to the school district and the delivery of psychological services					
5. Helps to arrange/facilitate dialogue with other colleagues so I can begin my cases or requirements in a timely manner					
6. Provides assessment opportunities across a variety of referral concerns/disabilities and types (psychoeducational, CBA, FBA)					
7. Provides access to a variety of direct intervention cases (academic, behavioral, emotional) across a variety of settings (individual, group, classroom)					
8. Provides opportunities for indirect intervention (student support/IEP team, staff and parent consultation)					

Assessment	1 Unsatisfactory	2 Needs Improvement	3 Satisfactory	4 Outstanding	Not Observed
1. Identifies the nature of referral problems and plans assessment accordingly					

	1	2	3	4	Not Observed
2. Conducts broad-based assessments in order to gather data across multiple domains and from multiple sources (records, interviews, observations, rating scales, etc.)					
3. Knows strengths and weaknesses of assessment instruments and techniques					
4. Is sensitive to sources of bias when selecting, administering, and interpreting assessment results.					
5. Appropriately administers and scores assessment instruments.					
6. Integrates assessment data to generate hypotheses and conclusions that are supported by multiple pieces of evidence.					
7. Appropriately utilizes assessment data to identify eligibility for educational services					
8. Uses assessment data to help develop and implement evidence-based instructional strategies					
9. Integrates assessment results into useful and readable reports.					
10. Communicates the results of assessments in a clear and concise manner to students, parents, and colleagues					
11. Demonstrates knowledge of curriculum-based assessment.					
12. Conducts appropriate functional behavior assessments to determine causes of behavioral difficulties and inform appropriate interventions.					

Direct Intervention	1 Unsatis-factory	2 Needs Improve-ment	3 Satis-factory	4 Out-standing	Not Observed
1. Demonstrates knowledge of common affective and behavioral					

	1 Unsatisfactory	2 Needs Improvement	3 Satisfactory	4 Outstanding	Not Observed
difficulties encountered by students.					
2. Links assessment data (e.g., CBA, FBA, and psychoeducational) to appropriate interventions and facilitates their implementation.					
3. Demonstrates knowledge of evidence based interventions and chooses interventions accordingly.					
4. Chooses interventions that are appropriate to the presenting problem and situation.					
5. Implements interventions that are sensitive to individual differences and diverse backgrounds.					
6. Monitors the client's progress and adjusts intervention strategies accordingly.					
7. Demonstrates knowledge of crisis response and applies this knowledge as appropriate.					

Indirect Intervention	1 Unsatis-factory	2 Needs Improve-ment	3 Satis-factory	4 Out-standing	Not Observed
1. Participates effectively in problem solving/IEP team meetings by contributing suggestions for accommodations, modifications and interventions.					
2. Works with and advocates for families to promote positive home/school collaboration.					
3. Demonstrates knowledge of effective consultation strategies that address presenting problem.					
4. Uses a systematic approach when consulting that includes problem identification and analysis, clear task designation, and progress monitoring.					
5. Evaluates the effectiveness of consultation strategies used.					

6. Demonstrates knowledge of program evaluation.					
7. Understands, systematically assesses and works toward improving organizational/system variables.					
8. Demonstrates an awareness of available community agencies, programs and resources, and facilitates collaboration with schools and families.					
9. Works collaboratively with other school personnel to create and maintain a multitiered continuum of services to support students' academic, social, emotional, and behavioral success.					

What do you believe are your supervisor's greatest strengths as a practitioner and supervisor?

_____

_____

Please elaborate on any items that you rated 1 or 2 so that we may have a more complete understanding of any areas of weakness.

_____

_____

Did you feel that there was a good fit between you and your supervisor? Why or why not?

_____

_____

Please provide general comments about the supervisor's performance:

_____

_____

BEHAVIOR CONSULTATION CASE STUDY

Case studies
Your Capstone Portfolio will include three case studies that demonstrate integration of all practice domains in school psychology. Detailed information about the Capstone Portfolio can be found in your Internship Guidebook. 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. The case studies will be assessed by program faculty using a modification of the *NASP Case Study Rubric*. You can find more information about the three Case Studies in your Internship Guidebook.

In advanced practicum, candidates will complete their first case study, the behavior consultation case study. The behavioral consultation case study will be supported with classes in Winter and Spring quarters during the second year of the program. All case studies are evaluated using a modification of the NASP Case Study Rubric. The other case studies will be conducted during internship, and more information about these case studies can be found in your Internship Guidebook.

Ed.S. Case Study Evaluation: Based on the NASP Case Study Rubric
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**	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.
	Clearly establish a discrepancy (e.g., level, trend) between actual and expected levels of performance **AND** 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:

PRACTICUM OUTCOME

Upon successful completion of the practica, you will have the necessary skills and knowledge to be successful in your culminating field experience, the School Psychology Internship. This includes completing your Capstone Portfolio and attaining a minimum criterion score on the Praxis 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,

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

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

APPENDIX A: CONSENT FOR COUNSELING SERVICES

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