Seattle University
College of Education

COLLEGE OF
EDUCATION

SCHOOL PSYCHOLOGY INTERNSHIP HANDBOOK

2022-2023

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INTRODUCTION

Congratulations on your readiness to begin your internship in school psychology at Seattle University! This handbook has been prepared to assist you in preparing to begin your internship. Please supplement this material with a thorough reading of the relevant sections of the Seattle University School Psychology Program Handbook.

Information about the internship is organized in sections.

Section I describes the domains of training and practice as adopted by the National Association of School Psychologists (NASP) for the school psychology internship. Program policies and practices that address each domain are described therein.

Section II contains information about the process for securing an internship placement and program documents relevant to the internship placement process. This section includes the *School District-Seattle University Letter of Agreement* that serves as the official contract for the internship.

In **Section III**, internship requirements are presented in example course syllabi. The course syllabi are updated annually.

Section IV contains forms used to document internship hours and activities.

Section V summarizes information about supervision roles and responsibilities.

Section VI includes a description of the Professional Portfolio requirements.

Finally, **Section VII** contains documents relevant to evaluation of the intern's professional competencies and work characteristics.

PLEASE NOTE: An orientation to the internship is held prior to the internship year. The orientation includes a review of documents contained in this handbook and additional information to assist you in preparing for a successful internship experience.

SECTION I: NATIONAL STANDARDS for SCHOOL PSYCHOLOGY INTERNSHIPS and RELEVANT PROGRAM POLICIES and PRACTICES

The School Psychology internship meets the Standards for Graduate Preparation of School Psychologists established by the National Association of School Psychologists as they pertain to internship experiences. The full Standards can be accessed at the following address: https://www.nasponline.org/standards-and-certification

The following table describes the standards that apply to the internship and corresponding policies and practices adopted by the Seattle University School Psychology Program.

STANDARD 3 - PRACTICA AND INTERNSHIP IN SCHOOL PSYCHOLOGY	
The program ensures that all candidates complete supervised and sequenced practica and internship experiences consistent with program goals and objectives and with Program Standard 1. 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. Internship outcome measures comprehensively assess all NASP domains and their integration. 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. The following components are apparent in the school psychology program.	
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. | Interns complete the 3 quarter, 9 credit, 1200-hour internship in year three. Practicum, as well as all other required classes, must be completed before a candidate can progress to the internship.

All clinical field experiences, both practicum and internship, are completed in school settings under the supervision of school psychologists. All field supervisors are required to hold state certification as a school psychologist and internship supervisors are also required to have a minimum of three years' experience in the role.

The program's field placement coordinator works with local school districts to coordinate practicum placements. The field placement coordinator also supports candidates and school districts throughout the internship placement process. The program ensures the appropriateness of placements by communicating with districts and field supervisors about the breadth and scope of experiences and supervision required, |

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. Internship is a comprehensive experience with a primary emphasis on providing breadth and quality of experiences, attainment of comprehensive school psychology competencies, and integration and application of the full range of NASP domains of school psychology practice (see Program Standards 2). 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.	collaborating with field supervisors to support students in placements, monitoring candidate progress in performance-based competencies and work characteristics, and gathering candidate feedback on the quality of placements and supervision provided. When concerns arise, they are first addressed through problem-solving between the course instructor/ university supervisor, field supervisor, and the intern. For internship, the course instructor/ university supervisor meets with each field supervisor and intern three times minimum during the internship year for focused supervision, assessment of candidate learning, and goal setting to assure that development of professional competencies and work characteristics.
3.3 –: The school psychology program requires a comprehensive, supervised, and carefully evaluated internship in school psychology that includes the following: A commitment to a diversified learning experience that includes a variety of professional roles and functions for the intern to attain professional competencies through carefully supervised activities. Internship experiences comprehensively address all NASP domains of school psychology practice. A culminating experience in the program's course of study. Although one or two advanced seminar classes that correspond to internship requirements may be taken during internship, foundation and/or practica courses must be completed prior to internship. A written agreement that specifies the period of appointment and any terms of compensation for the intern.	The School District - School Psychology Program Letter of Agreement (Section II of this Handbook) describes responsibilities of the internship placement school district and includes the following provisions: The school district is responsible for providing: 1) its educational program facilities to be used by the intern for educational purposes; 2) desirable learning experiences for the intern including classroom experience, staffings, multidisciplinary team meetings, assessment experience, counseling experience, in-service sessions and parent conferences where appropriate; 3) educational settings allowing the intern experience with a variety of exceptionalities and age levels as well as cultural diversity; and 4) release time for the school district supervisor to provide two hours per week of direct supervision of the intern.

Similar support services for the intern as provided to the agency school psychologist(s). Provision for the intern's participation in continuing professional development activities.	The Internship Agreement specifies both the start date and the end date of the internship. For paid internships, terms of compensation are stipulated in a separate district-initiated contract.
3.4 - The school psychology program requires that each intern receive appropriate and regularly scheduled field- based supervision, including the following: Provision of field-based supervision by a school psychologist holding the appropriate state school psychologist credential for practice in a school setting (if a portion of the internship is conducted in another setting, provision of field supervision from a psychologist holding the appropriate state psychology credential for practice in the internship setting). At least weekly, individual, face-to-face field-based supervision with structured mentoring focused on the intern's attainment of competencies. Field-based internship supervision must additionally meet the following minimum criteria: an average of at least 2 hours of supervision per full-time week or the equivalent for part-time placement.	All placements are made in school-based settings. Interns are required to receive weekly and an average of at least two hours of field-based supervision per week (for full-time interns) by a site supervisor who holds a valid Washington State ESA Certificate and has at least three years of field-based experience. In most cases, school psychology interns receive more than the minimal hourly requirement for site supervision

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.

4.3 - The assessment of internship outcomes includes formative and summative performance-based evaluations of interns completed by program faculty and field-based supervisors that are systematic and	Interns receive formative (mid-year) and summative (end-year) feedback from supervisors on their demonstration of performance-based competencies aligned to the full NASP practice model and

comprehensive and ensure that interns attain the competencies and demonstrate the professional work characteristics needed for effective practice as early career, independent school psychologists. It is expected that the intern evaluation cover all NASP domains of school psychology practice.	professional work characteristics aligned to the program mission and goals. Minimum competency ratings are required for continuation in field placements and for the successful completion of the internship to ensure effective practice as early career, independent school psychologists.
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.	Interns complete four case studies for the culminating field-based portfolio: behavior intervention and consultation case studies in practicum and academic and counseling case studies during internship. All case studies must include outcome data and the intern's analysis of the positive impact of the intervention using one of the following: goal attainment scale, effect size, percent non-overlapping data, or percent of data points exceeding the median of baseline data points.

Note: Please see SPSY 5800-5820 Syllabus (in this handbook) for a chart outlining alignment of the internship to the ten NASP domains of professional practice in school psychology.

SECTION II: INTERNSHIP PLACEMENT

Prior to the internship year, an internship placement orientation meeting is held to inform students of the process for requesting and securing an internship. The Internship Placement Checklist that follows outlines the requirements the student must meet to receive conditional approval to start the internship.

These requirements include:

1) Candidacy approval process acknowledged in Via Livetext (this is done at Program Orientation or in SPSY 5010);
2) a minimum GPA of 3.0;
3) all required PEPs (Petition for Exception to Policy) submitted; and
4) ratings of at least "satisfactory" on the *Faculty Evaluation of Work Characteristics* form at candidacy and during practicum.

Final approval to start internship is granted at the start of the Summer Quarter prior to the internship year if the following requirements are met:

1) successful completion of all coursework, including the practicum (i.e., grades of CR/ B- or higher in all courses).
2) a minimum GPA of 3.0;
3) grades of B or higher in three assessment courses (SPSY 5640 Individual Educational Assessment, SPSY 5660 Individual Intellectual Assessment, SPSY 5670 Personality and Behavior Assessment);
4) ratings of at least "satisfactory" on the *Faculty Evaluation of Work Characteristics* form completed prior to internship; and,

The Internship Placement Checklist outlines the student's responsibilities in securing an internship. These responsibilities include:

1) Inform the Field Placement Coordinator in writing of your intent to pursue an internship by January prior to your internship year;
2) send letters of interest and resumes to potential internship districts;
3) maintain current State Patrol fingerprint/background check and ESA Certification application forms to COE Records & Certification Office;
4) contact school districts and follow district application and interviewing procedures;
5) update the Field-Placement Coordinator of progress;
6) notify the Field-Placement Coordinator when a placement is offered and accepted.

The Field-Placement Coordinator's responsibilities are to:

1) disseminate information about prospective internship placements to students;
2) respond to district inquiries; provide information about internship requirements;
3) provide final approval for internship placements;
4) send Program-District letters of agreement to finalize placements;

5) notify students when placements are finalized.

Internship Placement Checklist

1. Check with your program advisor to verify conditional approval to start your internship

   ☐ Minimum of 3.0 GPA and grades of CR/ B or higher in all courses
   ☐ All required PEPs (Petition for Exception to Policy) submitted
   ☐ Course plan ensures all courses will be completed prior to internship

Note: <u>Final approval</u> to start internship is prior to the internship year if the following requirements are met: 1) completion of all coursework, including the practicum 2) a minimum GPA of 3.0; 3) grades of B or higher in three assessment courses (SPSY 5640 Individual Educational Assessment, SPSY 5660 Individual Intellectual Assessment, SPSY 5670 Personality and Behavior Assessment); 4) ratings of at least "satisfactory" on the Faculty Evaluation of Personal Competencies form completed prior to internship.

_____ 2.   Submit your request for internship placement via email to the Field-Placement Coordinator before beginning your internship search. Prepare:

   ☐ Brief letter of interest/introduction
   ☐ Resume
   ☐ Submit both to the Field-Placement Coordinator with your placement request email
   ☐ Send both to school districts listed on placement request form

Note: Field-Placement Coordinator will communicate with school districts on your list and use information in your letter and resume to recommend you.

_____ 3. Submit State Patrol fingerprint/background check forms and ESA Certification application form to COE Records & Certification Office ASAP. Follow procedures for online ESA certification application.

_____ 4.   Contact school districts and follow district application and interviewing procedures

   ☐ Notify the Field-Placement Coordinator of any districts you contact that are <u>not</u> listed on your request form
   ☐ Keep the Field-Placement Coordinator updated on your progress (e.g. when you interview, when you receive offers)

___ 5.   Notify the Field Placement Coordinator when you decide to accept an offer. Provide the following information:

☐ District name
☐ District contact person, phone # and email
☐ Name of supervisor (if known)
☐ School sites (if known)
☐ Report if the position is paid and any terms of compensation

Note: Final approval of your internship placement requires a signed Letter of Agreement between the school district and the program. Upon notification of your decision, the Field-Placement Coordinator will send the Letter of Agreement to the district contact person.

ORGANIZING THEME: The College of Education prepares ethical and reflective professionals for quality service in diverse communities. School Psychology Interns will complete a full time, 1200-hour internship over the period of an academic year, or one half time over a period of two years (1200 hours total) under the combined supervision of the agency/school district supervisor and the university supervisor.

Intern: _____   School District:

THE UNIVERSITY SHALL:

1. Assume responsibility of providing competent instructors who shall be well qualified in course instruction and supervision for the internship experience. The University shall also assume the responsibility for all classroom instruction of the students.
2. Interpret the policies and objectives of the Educational Specialist's Degree Program in School Psychology. Specific objectives related to selected learning experiences to be gained in the internship setting will be outlined and presented to the district supervisor.
3. Plan with the appropriate district staff to facilitate cooperative implementation and evaluation of the instructional program for those students who are currently placed in an internship experience each quarter.
4. Administer the School Psychology Program and assume the general supervision and control of instruction.
5. Assume responsibility for informing students of and ensuring their adherence to district rules, regulations and policy during their internship experience including but not limited to maintaining confidentiality of all student record information at all times.
6. Require the coordinator's permission and classes with at least two faculty members prior to permitting students to enroll in an internship experience.
7. Make a supervisory visit to the district site each quarter, including the initial conference. Records will be maintained for each supervisory visit.

THE SCHOOL DISTRICT SHALL:

1. Make available to participating students its Education Program Facilities to be used for educational purposes under the guidelines to be provided by the University.
2. Designate an appropriate professional staff person to be responsible for the on-site supervision of the student. Internship supervisors shall be Washington State Certified School Psychologists with three years of experience in the district.
3. Provide desirable learning experiences for the intern including classroom experience, staffings, multidisciplinary team meetings, assessment experience, counseling experience (group and individual), in-service sessions and parent conferences where appropriate.
4. Provide educational settings to the intern allowing for experience with a variety of exceptionalities and age levels as well as cultural diversity.

5. Provide release time for the school district supervisor to allow two hours per week of direct supervision of the intern.

6. Provide direct feedback from the designated district school psychologist and a final evaluation to be given to the University supervisor.

7. Interview those interns planning to complete the internship with the school district to facilitate an appropriate placement.

THE SCHOOL DISTRICT AND UNIVERSITY JOINTLY SHALL:

1. Plan an initial conference involving a university representative, a district representative and the prospective intern to discuss individual needs of the intern and the services to be offered by the district and university.

2. Plan time schedules and selection of intern experiences in order to promote the objectives of the field components of the intern's program.

3. Collaborate on evaluation of field related competencies required for program completion and state certification.

Provisions of this agreement may be altered, changed or amended by mutual consent of both parties.

_____   _____   _____
District Representative   Title   Date

_____   _____   _____
Name of Internship Supervisor   Certification(s)   # yrs
practicing as SP

Internship School(s):

_____

Internship start date _____   Internship end date _____

_____   _____
Field Placement Coordinator   Date
Seattle University

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Conditional ESA Certification During Internship

Districts that have an open school psychologist position and are unable to fill it may seek to conditionally certify a school psychologist intern who has completed all program requirements other than the internship. The OSPI policies for conditional ESA certification are available for review at this website: https://www.k12.wa.us/certification/educational-staff-associate-certificates/esa-reissue-renewal-conversion-and-upgrade/conditional-esa

Seattle University's College of Education may support ESA School Psychologist Conditional Certificate request for candidates who:

1) have the written approval their field supervisor,
2) have demonstrated progress toward independence as a school psychologist (as evidenced by ratings on the *Practicum and Internship Performance-Based Competencies* form),
3) have completed all other coursework except the required internship,
4) have met expectations for all internship requirements, including portfolio components, to date,

And in districts where:

5) the anticipated workload has been clarified and deemed reasonable. The program recommends conditional certifications no earlier than January of the internship year, at an FTE of .5 or lower and/ or with workloads that do not exceed that of 50% of the typical school psychologist in the district.

Your university supervisor or the Field Placement Coordinator are available to discuss the implications of conditional certification with you to help you make an informed decision. Interns who wish to pursue an offer of conditional certification should inform their university supervisor and submit the **ESA School Psychologist Conditional Certification Approval Request** form. Following submission, the school psychology faculty will review the request and issue a recommendation. If recommended, the district must initiate the conditional certification request, which is then reviewed by the College of Education's Certification Office before it can be issued by OSPI.

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Seattle University College of Education will support ESA School Psychologist Conditional Certificate request for candidates who:

1) have the written approval their field supervisor as per this form,
2) have demonstrated progress toward independence as a school psychologist. Evidence includes ratings of 3 on most competencies on the School Psychology Internship competencies form, a written plan of supervision for areas rated below 3, and no areas may be rated as 0 or 1. (Attach School Psychology Internship competencies form with mid-year ratings completed).
3) have completed all other coursework except the required internship,
4) have met expectations for all internship portfolio requirements to date.

And in districts where:

5) the anticipated workload has been clarified and deemed reasonable by the program. The program recommends conditional certifications no earlier than January of the internship year, at an FTE of .5 or lower and/ or with workloads that do not exceed that of 50% of the typical school psychologist in the district.

This certificate must be initiated by the sponsoring school/district.

Student Intern Information

Full Name (as you entered it in E-Cert): _____

SU ID Number: _____   **Birthday:** _____

SU Email: _____   **Phone:** _____

School Information

School: _____

Site Supervisor: _____   **FTE:** _____

Estimated number of evaluations for remainder of the year: _____   **Maximum number of evaluations for remainder of the year (not to exceed):** _____

Description of how supervision will be provided:
_____

Internship portfolio requirements: List all portfolio components submitted to date with rating. Describe your timeline for submitting the remaining portfolio components.

School Request

We request and support approval of the listed school psychologist intern to receive conditional certification to work as a school psychologist in the district.

District Administrator Signature   Date

Field Supervisor Signature   Date

University Supervisor Approval

The candidate has demonstrated progress toward independence as a school psychologist through two ratings on the School Psychology Internship Competencies form and I approve of this request.

University Supervisor Signature*   Date
*Email approval is appropriate in lieu of university supervisor signature

Please mail or email completed and signed document to Seattle University's School Psychology Program Field Placement Coordinator:

Jason Parkin
College of Education
901 12th Avenue, Loyola 505
Seattle, WA 98122-1090
parkinj@seattleu.edu

SECTION III: Internship Requirements

Internship requirements are documented in the SPSY 5800, 5810, 5820 School Psychology Internship and Seminar course syllabus which is reproduced below. This syllabus is updated annually and subject to change. Please visit Canvas for the official version of this syllabus.

COLLEGE OF EDUCATION
Seattle University
901 12th Avenue
Seattle, WA 98122

Department of K-12 Teaching, Learning, and Social Justice
School Psychology Program
Fall, Winter, and Spring

The College of Education's Organizing Theme:
We prepare ethical, reflective, transformative professionals to advance social, economic, and political justice in collaboration with local and global communities.

School Psychology Program Mission:
School Psychology Program graduates are knowledgeable, ethical, and reflective educational professionals who lead and advocate for social justice.

COURSE INFORMATION

SPSY 5800, 5810, and 5820
School Psychology Internship and Seminar I, II, and III
(3 credits per course; 9 credits total)
Dates: See course schedule
All sessions meet Tuesdays 4:00-6:55 PM
Location: TBA

INSTRUCTOR

Office hours: By Appointment

REQUIRED TEXTS

Branstetter, R. (2012) *The School Psychologist's Survival Guide.* San Francisco, CA: Jossey-Bass.
Harrison, P.L. & Thomas, A. (Eds.) (2014). *Best practices in school psychology-VI.* Bethesda, MD: NASP.

ADDITIONAL RESOURCES

Professional Standards Revision Committee (2020). Principles for professional ethics: Guidelines for the provision of school psychological services. Bethesda, MD: NASP. Available: https://www.nasponline.org/standards-and-certification

Washington administrative code chapter 392-172A: Rules for the provision of special education (January, 2018). Olympia: Special Education, OSPI. Available: http://www.k12.wa.us/SpecialEd/pubdocs/wac/WAC_392_172a.pdf

*Tests and test manuals available in test inventory (Loyola 218)

COURSE DESCRIPTION
Graduate Bulletin Description:

Supervised experiences in a school setting with seminar meetings to discuss current issues in the field. Graded CR/F. Note: There is a fee for this course.

Course Purposes/Goals:

The internship is designed to provide students with the opportunity to integrate all the knowledge and skills from their coursework in school psychology through application in a field setting. The internships occur under the direct field supervision of a certified school psychologist and a university faculty member. The purpose of the seminar meetings is to integrate practical experience gained during the student internship with theoretical and philosophical issues related to the practice of school psychology. Time is devoted to university supervision and peer supervision through the sharing and receiving of feedback on cases in process. The course also orients students to current trends and issues in the practice of school psychology. Selected topics include but are not limited to: Historical/developmental trends, data-based decision making to enhance equity in educational outcomes, current issues in identification of students with learning disabilities, professional ethics in school psychology, and the school psychologist's role in social justice through systems change. In addition, the course encourages students to become aware of their own personal style and to apply that awareness to their professional interactions.

Course Rationale:

The course is aligned to the program mission and conceptual framework: Consistent with Seattle University and the College of Education's missions, vision and goals, the School Psychology Program, dedicated to practitioner-scholar model, prepares ethical and reflective professionals to lead and advocate for social justice in diverse communities.

The internship is designed to provide students with field experiences in research-based practices that will equip them with the knowledge, skills, and work characteristics to be effective school psychologists. Ethical practice is a focus throughout the internship and is addressed as a specific course competency. A reflective approach to the school psychologist role is encouraged through the keeping of written reflections, and through discussions with supervisors. The intern provides direct quality service to students, parents, and school personnel. The quality of the service is monitored on a continual basis by the

intern's field supervisor. All students complete their internships in school-based settings with <u>diverse populations</u>. Assessment of students from culturally and linguistically diverse backgrounds, and of varied ages and disabilities is a required competency for successful completion of the internship.

COURSE INSTRUCTIONAL METHODS

Specific field-based activities and experiences are designed to help the intern demonstrate performance-based competencies aligned to the NASP domains of practice and professional work characteristics necessary to be successful in the role. Field and university supervision includes direct observation of the intern's performance, informal feedback, formative and summative evaluations, guidance, and problem-solving.

The seminar meetings incorporate a variety of instructional methods, including but not limited to the following: Instructor presentations; small and large group discussion; peer consultations, case presentations; student presentations; guest presentations by practitioners. Since the purpose of the course is to integrate the practical experience gained during the internship with clinical knowledge, and theoretical, ethical, and philosophical issues related to the practice of school psychology, the instructional methods emphasize analytical thinking, self-evaluation and collaborative discussion intended to provide reflective analysis of this integration process.

COURSE OBJECTIVES

The School Psychology intern will be evaluated on and must demonstrate ***performance-based competencies and professional work characteristics,*** aligned to the NASP/ WAC standards. For each competency, the intern's skills and knowledge are evaluated using the rubrics and evaluation forms provided in this handbook. Ratings of competent/ advanced skill are required.

This course addresses the *Washington State Administrative Code (WAC) Standards and Benchmarks for the Residency Certificate for School Psychologists* corresponding to the *Domains of School Psychology Training and Practice* of the National Association of School Psychologists (NASP, 2020*)*. The following NASP standards provide the specific framework for course objectives and the *Performance-Based Competencies:*

The table that follows summarizes the course assignments that are used to evaluate the intern's professional knowledge and skills in the NASP domains.

WA State/NASP Standards	Benchmarks / Competencies	Culminating Field-Based Portfolio Components
1. Data-Based Decision Making and Accountability	School psychologists understand and utilize assessment methods for identifying strengths and needs; developing effective interventions, services, and programs; and measuring progress and outcomes within a multitiered system of supports. School psychologists use a problem-solving framework as the basis for all professional activities. School psychologists systematically collect data from multiple sources as a foundation for decision-making at the individual, group, and systems levels, and they consider ecological factors (e.g., classroom, family, and community characteristics) as a context for assessment and intervention.	CLD Evaluation Report Academic Intervention Case Study Counseling Case Study [Consultation case study- completed in practicum] [Behavioral intervention case study- completed in practicum] Performance-Based Competencies & Work Characteristics
2. Consultation and Collaboration	School psychologists understand varied models and strategies of consultation and collaboration applicable to individuals, families, groups, and systems, as well as methods 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 effectively with others.	[Consultation case study- completed in practicum] Performance-Based Competencies & Work Characteristics
3. Academic Interventions and Instructional Supports	School psychologists understand the biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curricula and instructional strategies. School psychologists, in collaboration with others, use assessment and data collection methods to implement and evaluate services that support academic skill development in children.	Academic Intervention Case Study Performance-Based Competencies & Work Characteristics
4. Mental and Behavioral Health Services and Interventions	School psychologists understand the biological, cultural, developmental, and social influences on mental and behavioral health, behavioral and emotional impacts on learning, and evidence-based strategies to promote social–emotional functioning. School psychologists, in collaboration with others, design, implement, and evaluate services that promote resilience and positive behavior, support socialization and adaptive skills, and enhance mental and behavioral health.	[Behavioral intervention case study- completed in practicum] Evaluation Reports Counseling Case Study Performance-Based Competencies & Work Characteristics
5. School-wide Practices to Promote Learning	School psychologists understand systems structures, organization, and theory; general and special education programming; implementation science; and evidence-based, school-wide practices that promote learning, positive behavior, and mental health. School psychologists, in collaboration with others, develop and implement practices and strategies to create and maintain safe, effective, and supportive learning environments for students and school staff.	Evaluation Reports Academic Intervention Case Study Performance-Based Competencies & Work Characteristics
6. Services to Promote Safe and Responsive Schools	School psychologists understand principles and research related to social–emotional well-being, resilience and risk factors in learning, mental and behavioral health, services in schools and communities to support multitiered prevention and health promotion, and evidence-based strategies for creating safe and supportive schools. School psychologists, in collaboration with others, promote preventive and responsive services that enhance learning, mental and behavioral health, and psychological and physical safety and implement effective crisis prevention, protection, mitigation, response, and recovery.	Academic Intervention Case Study Counseling Case Study Performance-Based Competencies & Work Characteristics

7. Family, School, Community Collaboration	School psychologists understand principles and research related to family systems, strengths, needs, and cultures; evidence-based strategies to support positive family influences on children's learning and mental health; and strategies to develop collaboration between families and schools. School psychologists, in collaboration with others, design, implement, and evaluate services that respond to culture and context. They facilitate family and school partnerships and interactions with community agencies to enhance academic and social–behavioral outcomes for children.	One Case Study [Consultation case study- completed in practicum] Performance-Based Competencies & Work Characteristics
8. Equitable Practices for Diverse Student Populations	School psychologists have knowledge of individual differences, abilities, disabilities, and other diverse characteristics and the impact they have on development and learning. They also understand principles and research related to diversity in children, families, schools, and communities, including factors related to child development, religion, culture and cultural identity, race, sexual orientation, gender identity and expression, socioeconomic status, and other variables. School psychologists implement evidence-based strategies to enhance services in both general and special education 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 through an ecological lens across multiple contexts. School psychologists recognize that equitable practices for diverse student populations, respect for diversity in development and learning, and advocacy for social justice are foundational to effective service delivery. While equality ensures that all children have the same access to general and special educational opportunities, equity ensures that each student receives what they need to benefit from these opportunities.	Case Studies CLD Evaluation Report Performance-Based Competencies & Work Characteristics
9. Research and Evidence-Based Practice	School psychologists have knowledge of research design, statistics, measurement, and varied data collection and analysis techniques sufficient for understanding research, interpreting data, and evaluating programs in applied settings. As scientist practitioners, school psychologists 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, and analysis to support effective practices at the individual, group, and/or systems levels.	Academic Intervention Case Study [Behavioral intervention case study- completed in practicum] Performance-Based Competencies & Work Characteristics
10.Legal, Ethical and Professional Practice	School psychologists have knowledge of the history and foundations of school psychology; multiple service models and methods; ethical, legal, and professional standards; and other factors related to professional identity and effective practice as school psychologists. School psychologists provide services consistent with ethical, legal, and professional standards; engage in responsive ethical and professional decision-making; collaborate with other professionals; and apply professional work characteristics needed for effective practice as school psychologists, including effective interpersonal skills, responsibility, adaptability, initiative, dependability, technological	Philosophy of School Psychology Professional Growth Plan Performance-Based Competencies & Work Characteristics

	competence, advocacy skills, respect for human diversity, and a commitment to social justice and equity.	

COURSE REQUIREMENTS

1. INTERNSHIP HOURS: You are expected to report daily, as agreed upon, at the internship site (unless attending on campus class meetings, professional conferences, etc. with the approval of supervisors). Twelve hundred (1200) hours minimum of internship experience are required for a full-time internship. In most cases, interns log more than 1200 hours. Start and end dates of your internship correspond to the district calendar and are specified in your University-District Internship Agreement and remain in effect regardless of when interns meet the minimum hours required.

You will document your internship hours in an Excel file entitled *Internship Activity Log*. In this Excel file, you will document your hours in several types of activities (e.g. assessment, consultation, site supervision). You will also document hours providing direct or indirect service to students recording the student's age, gender, ethnicity, and disability. From this Excel file, you submit each <u>monthly</u> activity log, signed by intern and field supervisor to the field and university supervisors for review (university supervisor signature is not required).

At the end of each month, you will record the accumulated hours on an electronic copy of the *Verification of Internship Hours* form. At the end of the internship, you will submit the verification form, signed by your field supervisor and you will upload the Excel file to your *Professional Portfolio*. These documents will serve as the program's official record of the completion of the required 1200 internship hours. Failure to update logs by the end of each quarter may result in a failing grade, extending the internship by one quarter. Note: Be sure to retain a personal record of your internship activity logs and hours for future professional use.

2. WRITTEN REFLECTIONS: You will write a one- to two-page reflection **<u>monthly</u>** throughout the internship year. Submit written reflections to your university supervisor via Canvas. This is an opportunity for you to record your thoughts and feelings about your experiences. It also allows the university supervisor to keep in touch with you between meetings.

3. INTERNSHIP COMPETENCIES, AND WORK CHARACTERISTICS:
Performance-based competencies and work characteristics are assessed throughout the internship. To demonstrate competence in each of the internship competencies, it is important that you and your supervisors plan activities to ensure that you have opportunities to develop and demonstrate competence in each domain. This will require careful planning of your internship activities and supervision. Use scheduled supervision meetings to review and plan your activities, to schedule supervisor observations, and to document your competencies. You are encouraged to use monthly class meetings to collaborate with other interns, as needed, to generate ideas for demonstrating your competencies.

You will receive specific formative feedback mid-year (January to mid-February), when your field supervisor, in consultation with your university supervisor, completes a mid-year evaluation of the performance-based competencies and professional work characteristics. Enter the mid-year ratings online in Via Livetext and also upload a signed file. Areas on these forms that are identified as needing attention become the focus for the remaining months of the internship. The intern's performance-based competencies and professional work characteristics are reviewed at a final evaluation meeting with the intern, field supervisor and university supervisor. It expected that interns will obtain a score 3 at end-year of internship. If at the final evaluation the intern has failed to demonstrate the required competencies and work characteristics at a level of 3, the candidate and field supervisor will submit statements indicating whether the candidate has or has not met the standard at a level sufficient to enter the profession. The course instructor will review the internship evaluation data and statements and make the final decision about the candidate's course grade. In some cases, final ratings of 2 (Emerging) may result in extension of the internship to provide more opportunities for the intern to demonstrate competencies and work characteristics. In other cases, final ratings of 2 (Emerging) will not require extension of the internship. If, at any time, an intern receives ratings of 0 (Unsatisfactory) on any competency or work characteristic, a remediation plan is put into place. If unsatisfactory ratings continue, the program or the site supervisor may decide to terminate the internship. If a field supervisor or the program terminates an internship placement, the student will fail the internship course and, unless there are extenuating circumstances, will not be eligible for another placement.

4. INTERNSHIP EXPERIENCES AND ACTIVITIES: Internship activities and experiences are designed in collaboration with the intern and his/her university and field supervisors. In general, activities are driven primarily by the professional competencies. That is, you are expected to engage in activities that will provide you with opportunities to demonstrate each of the professional competencies aligned to the NASP domains of practice.

An emphasis on diverse experiences and activities:
a. You are expected to have **broad experiences in assessment, counseling, consultation, and intervention, working with students who present a variety of exceptionalities** including, but not limited to: learning disabilities, intellectual disabilities, developmental delays, emotional/ behavior disorders, and health impairment. Use the designated sheet in the Excel activity log file to document the disability categories of students for whom you have delivered services.
b. You are expected to have **experiences working with P-12 students from diverse backgrounds (racial, ethnic, linguistic, and socioeconomic**). Use the designated sheet in the Excel activity log file to document students for whom you have delivered services and their racial/ethnic, linguistic and SES categories.
c. You are expected to have **experiences across multiple levels of schooling**— preschool, elementary, middle school, and high school. There is no specific requirement regarding hours at each level. Your hours will be determined by specific planned activities and by the internship competencies that you will address in various school settings.

5. SEMINAR REQUIREMENTS:

Attendance in _all_ class sessions is required. The seminar meets five times each quarter, with an initial orientation class session held in August. Class dates and times will be scheduled prior to each quarter. Students must make advanced arrangements with their internship supervisors/districts to leave the internship site to arrive to class on time. In the event of an _unavoidable_ absence due to an illness or emergency, it is the student's responsibility to notify the instructors, and to arrange an alternative activity. Multiple absences may result in a failing grade.

Class participation. Students are expected to read all assigned readings in advance of class and come prepared to actively engage in class discussion and activities.

Peer consultations. This activity allows each intern to receive and provide consultation from his/her peers and course instructors related to portfolio case studies, psychoeducational evaluations, and other internship activities. Each consultation should be based on a case or issue in which the intern is directly involved and should pose interesting challenges, controversies, and/or questions appropriate for small-group discussion and problem solving.

6. PROFESSIONAL PORTFOLIO: The _Professional Portfolio_ fulfills one of the requirements for a NASP approved program and provides a format for interns to collect and organize evidence of their field-based experiences and competencies. Listed below are required documents for the portfolio. Note that items marked with an * have specific evaluation requirements which will be scored based on the _Professional Portfolio Scoring Rubric_ (See rubric for details on these requirements). The portfolio is expected to be a place for you to "showcase" your best work.

PORTFOLIO CONTENTS:
1. Resume *
2. Philosophy of School Psychology *
3. CLD Evaluation Report *
4. Academic Intervention Case Study *
5. _Behavior Intervention Case Study [Completed in practicum]_
6. Counseling Case Study *
7. _Consultation Case Study [Completed in practicum]_
8. Personal Competency Statement/ Professional Growth Plan*
9. Performance-Based Internship Competencies and Work Characteristics*
    a. mid-year
    b. end-year
8. Two testing observations by field supervisor(s)*
9. Record of attendance at one professional conference or workshop during internship (at least one half day of training) *
10. Internship Activity Logs
    c. Completed excel file
    d. Signed Verification of Hours form*

* See _Professional Portfolio Scoring Rubric_ for specific requirements and evaluation criteria for these components of the portfolio.

Note: Behavior intervention case study and consultation case study completed during practicum prior to internship is also considered part of the culminating field-based portfolio.

GRADING CRITERIA AND SCALE

Grades for this course will be assigned on a **CR** (credit) or **F** (fail) basis. To earn credit for the course, all course requirements must be completed in a satisfactory manner, according to the guidelines on the syllabus. The grade will be determined on the basis of satisfactory completion of course requirements, as evaluated by the field and university supervisors. Any unsatisfactory work will be returned to the student to be revised to meet requirements to earn credit for the course. **Because course requirements are met over three quarters, an N grade will be entered upon completion of SPSY 5800 and 5810, and then changed upon completion of SPSY 5820** (unless the internship has been extended or terminated due to unsatisfactory performance).

SCHEDULE OF COURSE ACTIVITIES: The intern and her/his field and university supervisors will determine the schedule of internship activities. The schedule of activities for on-campus seminar meetings is listed below.

Subject to change: Check Canvas for updated course information

Summer	Seminar Format	Agenda	Readings	Due
August 4	In person (recorded)	Orientation to the internship	Internship Handbook	University-District Internship Agreement
Fall				
September 27	In person	University/ peer supervision Topic: Entry into schools as a school psychologist intern	See Canvas	Monthly reflection/ log
October 11	Live Zoom	University/ peer supervision Topic: Navigating the supervisory relationship as an intern	See Canvas	
October 25	In person	University/ peer supervision Guest speakers: Seeking your first position as a school psychologist	See Canvas	Monthly reflection/ log
November 15	Live Zoom	University/ peer supervision Topic: Timelines, paperwork, IEP online- organizing oneself for success	See Canvas	
November 29	In person	University/ peer supervision Case presentations		Internship log to date

				One portfolio case study
Winter				
January 10	In person	University/ peer supervision Topic: Social justice, school psychology and the state of our practice in schools.	See Canvas	
January 24	Live Zoom	University/ peer supervision Topic: Advocating for racial equity in problem-solving meetings	See Canvas	Monthly reflection/ log
February 7	In person	University/ peer supervision Guest speakers: School psychologists working for racial equity in WA schools	See Canvas	
February 28	Live Zoom	University/ peer supervision Topic: A moment to reflect at mid-year of your internship	See Canvas	Monthly reflection/ log
March 14	In person	University/ peer supervision Case presentations	See Canvas	Internship log to date One portfolio case study
Spring				
April 4	In person	University/ peer supervision Topic: Social justice, school psychology, and visions for the future	See Canvas	
April 18	Live Zoom	University/ peer supervision Guest speakers: Caring for self while caring for others in the role of school psychologist.	See Canvas	
May 2	In person	University/ peer supervision Topic: Support for internship completion and beyond to state and national certification	See Canvas	Monthly reflection/ log
May 16	Live Zoom	University/ peer supervision Topic: Defining your role as a new practitioner	See Canvas	
June 6	In person	University/ peer supervision Case presentations	See Canvas	All portfolio components and internship logs

Course Deadlines, Extensions, Late Submissions, and Resubmitting Work
Students are expected to meet assignment deadlines as presented in Canvas. If a student is unable to meet a deadline, they must contact the instructor in advance of the deadline to request an extension which may be granted on a case by case basis.

Submitting Assignments
Canvas. The course Canvas page is where you can find all course materials. All course assignments must be submitted electronically through the appropriate assignment drop box in [Canvas](), unless otherwise specified.
Formatting. All assignments must be submitted in Word, 12 pt., Times New Roman, left-aligned, double-spaced, and page must be numbered.
APA Citations. All citations must follow the *APA Publication Manual* (6th edition). An additional valuable online resource for APA formatting is [Purdue University's OWL (Online Writing Lab)]().

Technology Policy
Students may use laptops or tablets in class to consult readings, take notes, or otherwise contribute to their learning. Please place all mobile devices, including laptops, on mute. If you are unable to contribute to discussions or are otherwise distracted by such devices, I may ask you to refrain from using it in class. There may be some classes where we will use technology together, and in those instances, all students should plan to bring a laptop or tablet to class. If you have any questions or concerns, please contact me directly.

ACADEMIC POLICIES

Seattle University Academic Policies & Forms
Applicable academic policies can be found at the following webpage: [https://www.seattleu.edu/redhawk-service-center/academic-policies/](). Relevant forms can be found at the following webpage: [https://www.seattleu.edu/redhawk-service-center/forms/]().

Support for Students with Disabilities
If you have, or think you may have, a disability (including an 'invisible disability' such as a learning disability, a chronic health problem, or a mental health condition) that interferes with your performance as a student in this class, you are encouraged to discuss your needs and arrange support services and/or accommodations through [Disability Services]() located in Loyola 100, (206) 296-5740, [ds@seattleu.edu](). The Associate Dean for Academic and Student Services, serves as the college's Americans with Disabilities Act (ADA) Coordinator and provides supports in the accommodations process.

Support for Religious Accommodations
The [Policy on Religious Accommodations for Students]() and associated FAQ and request form govern reasonable accommodations for students who, due to the observance of religious holidays, expect to be absent or endure a significant hardship during certain days of their academic course or program.

Seattle University Academic Integrity Policy

Academic dishonesty in any form is a serious offense against the academic community and will be addressed according to the Academic Integrity Policy. The Academic Integrity Tutorial is a learning aid to help you understand the "do's and don'ts" of academic life.

Academic policies on the Registrar website
https://www.seattleu.edu/redhawk-axis/academic-policies/
Be sure that you understand the following university academic policies, posted on the Registrar's website:
Academic integrity policy:
Academic Grading Grievance Policy
Professional Conduct Policy

Academic Grading Grievance Policy
The Academic Grading Grievance Policy governs the process for challenging course grades. A student seeking to grieve a grade carries the burden of proof to establish that the faculty member acted arbitrarily or capriciously in assigning the course grade.

Professional Conduct Policy
The Professional Conduct Policy applies to all students situated in field experiences, who must at all times conform to conduct that demonstrates the appropriate ethical, professional and social attributes expected of professionals in that practice. The professional standards that govern field experiences in this course are: *[Programs with field experiences must insert a reference to the professional standards or code that would be upheld under this policy; this can be a reference to the program handbook wherein more detailed information is included related to developmental support plans].*

Student Concerns & Complaints
The Concerns & Complaints webpage includes resources for students who have concerns with other students, staff, faculty, or administrators, including the COE Student Complaint Process. Students with academic concerns regarding instruction or advising should first attempt to resolve the issue with the faculty member involved.

STUDENT RESOURCES

Library, Research, and McGoldrick Learning Commons Resources
Lemieux Library provides research services, technology, and spaces that support learning. The McGoldrick Learning Commons includes a variety of learning assistance programs.

College of Education – Student Resources Webpage
Includes information pertinent to academic advising, COE policies and forms, registration and waitlists, student life, career services, and concerns and complaints.

Campus Ministry
Campus Ministry supports the religious and spiritual lives of students though daily Mass, regular ecumenical Christian worship services, and opportunities for dialogue and service.

Commuter Resources

The Dean of Students Office provides services, programs, and information for graduate students, including a commuter plan, facilities, and the Collegia Program.

Counseling & Psychological Services (CAPS)
CAPS offers a range of confidential therapeutic, educational, and consultation support services.

Office of Multicultural Affairs (OMA)
OMA provides resources to support students of color, queer students, and trans students.

ZOOM Class recording
Zoom meetings of this course may be recorded. Any recordings will only be available to students registered for this class. Recordings may not be reproduced, shared with those not in the class, or uploaded to other online environments.

Academic resources to support your learning

Library and Learning Commons
** http://www.seattleu.edu/learningcommons/

Writing Center
The Seattle University Writing Center supports SU students from all levels of writing expertise, voices, experiences, and writing practices to achieve their writing goals. We seek to provide an accessible, anti-oppressive, and collaborative space for learning and growth through one-on-one peer consultations. The peer consultants are also students who engage in intensive study and hands-on practice to provide thoughtful feedback and to share writing strategies. Consultations are available at any stage of the writing process, from brainstorming, organizing, and developing rough draft to revising and editing in later drafts. The Writing Center offers appointments in various modalities: in-person and online, synchronous, and asynchronous. Please visit https://www.seattleu.edu/writingcenter/ to learn more about the Writing Center. You can schedule an appointment and select an available modality through https://seattleu.mywconline.com/

Learning Assistance Programs
Learning Assistance Programs (LAP) provides peer tutoring, facilitated study groups, and learning strategy development through scheduled workshops and individual consultation sessions with a learning specialist. We offer these in various modalities (in-person, synchronous, and asynchronous), depending on university policy and LAP staff availability. Please visit our website https://www.seattleu.edu/learning-assistance/ or e-mail us at learningassistance@seattleu.edu for the most updated information about accessing services.

Research Services
Research help is available to students at any stage in the research process. Students can schedule a virtual consultation with our team of Research Services Librarians and Student Peer Research Consultants (SPRCs) to get help finding and assessing sources, learn database search skills, and develop research topics.

To learn more, or for assistance via chat/phone/email, check out our Get Research Help page (https://www.seattleu.edu/library/get-research-help/) or book a Virtual Consultation online (https://www.seattleu.edu/library/consultation/).

English-language learning center (ELLC)

The English Language Learning Center (ELLC) offers free tutoring for all SU students who are non-native speakers of English. Experienced ELLC tutors can help you improve your English language skills and better understand American culture. We can help with any type of assignment: written essays, online discussions, oral presentations, interview practice, etc. For the schedule or to book a session please visit https://www.seattleu.edu/ellc/ellc-tutoring/

Support for remote learning

Remember to review the online tutorial that our Center for Digital Learning and Innovation has created to support your remote learning experience:
https://seattleu.instructure.com/courses/1563070
Students and faculty have reported a more engaging class experience when using video on Zoom. We know not everyone has the ability to have their camera on all the time, for a variety of reasons. If you aren't able to do so, be sure to stay connected in other ways (in chat or vocally).

Borrow a Chromebook or an internet hotspot from the Library

If you are having difficulty with remote learning because your laptop is older or your internet access is patchy, the Library is currently loaning out Chromebooks and internet hotspots. You can submit a request by emailing the Library; follow the link under "Technology Lending" at: https://libguides.seattleu.edu/technology#s-lg-box-23259286

University policies

Support for students with disabilities

Seattle University values diverse types of learners and is committed to ensuring that each student is afforded an equal opportunity to participate in learning experiences. Disability Services (DS) works with students with disabilities to provide reasonable accommodations to support their learning experiences. Disabilities include "invisible disabilities," such as a learning disability, a chronic health problem, or a mental health condition. This could include any long-term effects of COVID, even after recovery ("long-COVID"), if a health care provider determines it is a chronic health problem.

If you have, or suspect you may have, a disability that may interfere with your performance as a student in this course and have not yet been assessed by DS, please contact DS staff at DS@seattleu.edu or (206) 296-5740. Disability-based accommodations to course expectations can be made only through this process and must be approved by DS before implemented in a course. I am committed to working with you, so please consider meeting with me to discuss the logistics of implementing any accommodations approved by DS.

Notice on Religious Accommodations

It is the policy of Seattle University to reasonably accommodate students who, due to the observance of religious holidays, expect to be absent or endure a significant hardship during certain days of their academic course or program. Please see, Policy on Religious Accommodations for Students (https://www.seattleu.edu/media/policies/Policy-on-Religious-Accommodations-for-Students---FINAL.PDF).

HEALTH AND SAFETY PROTOCOLS [Applies if/ when our course has an in-person component during the COVID-19 pandemic; updated 30 August 2021.]

Safe Start Health Screen
Each day before coming to campus or class, all of us – students, faculty, and staff – need to complete the Safe Start Health Check screening and should be prepared to show the screening result upon request. We are expected to stay home if we are unable to pass the health screening. If you live on campus in the residence halls and do not pass the health screening, you should stay in your room. In addition to completing the daily health screening, all of us in the SU community – students, faculty, and staff – must continuously monitor for symptoms of illness throughout the day and take appropriate steps to isolate from others if we become symptomatic.

Face coverings
We will all wear face coverings consistent with SU's COVID-19 Face Covering Policy (or as amended).

Change in Delivery of Instruction
SU reserves the right to change the delivery of instruction for courses without prior notice due to COVID-19 or other events.

REFERENCES

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SECTION IV: DOCUMENTATION OF INTERNSHIP HOURS AND ACTIVITIES

The intern is required to document internship hours and activities using the *Internship Hours Activity Log*, an Excel spreadsheet that generates monthly reports.

Using the *Internship Hours Activity Log*:

1) Download the blank Internship Hours and Activity Log from Canvas.
2) Log the number of hours engaged in different activities on the "IL HRS" spreadsheet. Round to the nearest 15 minutes (i.e. 0.25 hour).
3) Enter information on the Client Characteristics spreadsheet according to the instructions provided in the sheet.
4) Each monthly report appears as its own spreadsheet (tabbed on the bottom of the workbook). Print the monthly report for signatures. Email the signed reports to your university supervisor.

The document *Guidelines for Internship Activity Log* provides descriptions of activities that fall into each category.

The *Verification of Internship Hours Completed* serves as the official record of the completion of the required internship hours.

Screenshot of blank Monthly Report from Excel Log

Seattle University

School Psychology Internship Hours Monthly Report

Name: | | **From:** | **To:**
Date Range

AREA	Number of Hours	YTD
ASSESSMENT (INDIVIDUAL)	0	0
ASSESSMENT (GROUP)	0	0
REVIEW OF RECORDS (INDIVIDUAL)	0	0
INTERPRETATION OF DATA (INDIVIDUAL)	0	0
INTERPRETATION OF DATA (GROUP)	0	0
CLASSROOM OBSERVATIONS	0	0
REPORT WRITING	0	0
MULTIDISCIPNARY CONFERENCES (sPeD, 504, ETC.)	0	0
OTHER MEETINGS	0	0
CONSULTATION (INTERNAL)	0	0
CONSULTATION (EXTERNAL)	0	0
COUNSELING (INDIVIDUAL)	0	0
COUNSELING (GROUP)	0	0
DIRECT INTERVENTION (INDIVIDUAL)	0	0
DIRECT INTERVENTION (GROUP)	0	0
FIELD SUPERVISION (AD HOC)	0	0
FIELD SUPERVISION (FOCUSED)	0	0
UNIVERSITY SUPERVISION (MEETINGS & SEMINAR)	0	0
PEER CONSULTATION (OTHER SPSY STUDENTS)	0	0
PROFESSIONAL DEVELOPMENT	0	0
OTHER ACTIVITIES	0	0
TOTALS	0	0

Intern's Signature: _____ Date: _____

Supervisor's Signature: _____ Date: _____

Guidelines for Activity Log

The activity logs are an important part of your field experience. They help us to determine the amount and diversity of your internship experiences and serve as verification of your experience for your credentialing as a school psychologist.

Logs should be completed from the very first day of your internship, throughout the internship, including during days the university is not in session. Review your logs with your field supervisor and obtain a signature on your Monthly Report on a monthly basis. Email the signed Monthly Report to your University Supervisor on a monthly basis.

The activity logs will be used as a basis for discussion when you meet with both your field supervisor and your university supervisor. They will provide an excellent way to evaluate the nature of your placement. Please keep the original logs with signatures in a safe place during the year. You will submit your completed Excel Log and a final Verification of Hours form for the whole year at the end of your internship.

The following descriptions of typical internship activities and categories will help you complete your logs. Some activities are difficult to categorize; ask your university supervisor for assistance. Efficient time spent at home writing reports can be counted.

Internship Activities

Review of Records (individual) Includes the review of existing data for a P-12 student, such as reviewing general education cumulative school files, special education records, records of outside service agencies, and performance on school and state assessments.

Assessment (individual) Assessment includes preparation for testing, such as preparing to administer a test, selection of tests to be used, and practice administration of tests. Assessment also includes testing (norm-ref. or criterion-ref.). Assessment also includes the time spent preparing and conducting parent and teacher interviews.

Interpretation of data (individual) Scoring of protocols, identifying patterns, exploring hypotheses based on assessment data, drawing conclusions, establishing meaning.

Assessment (group) Administering group assessments, such as screeners, CBMs, sociometric scales, etc.

Interpretation of data (group) Scoring, identifying patterns, exploring hypotheses, drawing conclusions, establishing meaning from group assessments.

Observations Includes observations of individual students, groups of students, whole classrooms, teachers, and other educational professionals. May also include observations of students and staff in non-instructional school settings, such as recess or the cafeteria.

Reporting findings Includes activities downstream of interpreting test results. Includes activities needed to organize, draft, compose, and proofread reports. Also includes interpreting evaluation results individually for a parent, teacher, or other team member.

Multidisciplinary Conferences (SpEd, 504, etc) Includes time spent in/ preparing for/ debriefing about parent conferences, MDT meetings, and other staffings or meetings to review the educational needs of a P-12 student or to convey evaluation results.

Other Meetings Other meetings pertaining to school business, groups of students, educator teams.

Consultation Includes the provision of consultation services provided to school personnel (e.g. teachers, administration, and special services staff), parents and families (i.e. all persons living with and/ or closely affiliated with the student), and other agencies (e.g. doctors, therapists, private tutors).

Counseling (individual) Includes scheduled counseling with student, crisis intervention or other unscheduled counseling and intervention activities requested by school staff, parents, agencies, home visits, all phone and paperwork related to these activities. Also includes preparation for counseling and follow-up, e.g. preparation of materials, phone calls/communication with parent/teacher, selection of materials, clinical note-taking, and readings to prepare for these activities.

Counseling (group) Includes scheduled counseling with students in a group format, including crisis intervention or other unscheduled counseling and intervention activities in a group format. Include all phone and paperwork related to these activities. Also includes preparation for counseling and follow-up, e.g. preparation of materials, phone calls/communication with parent/teacher, selection of materials, clinical note-taking, and readings to prepare for these activities.

Direct Intervention (individual and group) The provision of intervention services to P-12 students to improve academic or behavioral skills, including gathering information from parents and teachers, gathering baseline data, reviewing the literature for evidence based practices, designing intervention programs, implementing interventions, monitoring intervention progress, and evaluating the outcomes of interventions.

Field Supervision (ad hoc) Includes direct contact with your site supervisor for observation, shadowing, planning, conferences, report review, etc.

Field Supervision (focused) Includes protected, planned, intentional face-to-face time with your site supervisor in which the principal focus is on your professional development and formation as a school psychologist.

University Supervision (meetings & seminar) Includes time spent in communication with your university supervisor. Also includes time spent in/preparing for Internship Seminar meetings.

Peer consultation (other SPSY students) Includes time spent providing consultation with

other school psychology graduate students. This time is counted if it is goal-directed and is connected to professional skill building and problem-solving.

Professional development Includes time spent in district trainings, conferences, workshops.

Other Activities Other professional activities that are related to your training and service. Common examples include professional emails, scheduling, informational interviews with colleagues.

Screenshot of blank

Verification of Internship Hours Completed Report

from Excel Log

Seattle University
College of Education
School Psychology Program
Verification of Internship
Hours Completed

Intern
Name: _____

Start
Date: _____

End
Date: _____

District: _____

Month	Hours
August	0
September	0
October	0
November	0
December	0
January	0
February	0
March	0
April	0
May	0
June	0
TOTAL	0

Intern
Signature/Date: _____

Supervisor
Signature/Date: _____

SECTION V: Supervision

For internship supervisors:

       Thank you for supporting our students by serving as an internship supervisor. The internship is critical to the successful preparation of school psychologists. It provides opportunities for students to integrate and apply knowledge and skills from their coursework in supervised field experiences. Consistent with our program's mission, <u>ethical practice</u> is a focus throughout the internship, and is addressed in specific competencies. A <u>reflective</u> approach to the school psychologist role is encouraged through the keeping of bi-weekly written reflections and discussions with supervisors. The intern is expected to provide <u>quality services</u> that have positive outcomes for the P-12 students they serve. They are expected to work in settings with <u>diverse populations</u>. Assessment of P-12 students from diverse cultural and linguistic backgrounds, and of varied ages and disabilities is required for successful completion of the internship.

The internship addresses *Washington State Standards and Benchmarks for the Residency Certificate for School Psychologists*. These standards and benchmarks reflect the *Domains of School Psychology Training and Practice* of the National Association of School Psychologists (NASP*)* and provide the specific framework for evaluating the intern's competencies.

<u>REQUIREMENTS AND EXPECTATIONS</u>

1. INTERNSHIP HOURS: Each intern is expected to report daily at the internship site unless attending the professional issues seminar (an on-campus class that meets five times per quarter on Tuesday afternoons- early evening), and other professional activities, with approval of the supervisor. Twelve hundred (1200) hours are required for a full-time internship (600 hours for a half-time internship). The intern is responsible for documenting hours and activities <u>weekly</u> on an *Internship Activity Log*. Both the field and university supervisors review and sign each activity log.

2. INTERNSHIP EXPERIENCES: Internship experiences are designed in collaboration with the intern and the assigned university and field supervisors. In general, activities are driven by the internship competencies.

Additional requirements include:

a. Two formal testing observations completed by the field supervisor.

b. Broad experiences in assessment, counseling, consultation, and intervention, including opportunities to work with students who present a variety of disabilities.

c. Experiences working with students from diverse backgrounds (racial, ethnic, linguistic, socioeconomic).

d. Experiences across multiple levels of schooling. There is no specific requirement regarding hours at each level; hours will depend on specific planned activities and the competencies that the intern needs to address.

e. Attendance at one professional conference during the internship

f.   Submission of a Professional Portfolio documenting competencies and experiences.
In this portfolio students provide documentation of internship activities that have positive impact on the students with whom they work. This evidence includes reports and recommendations from formal evaluations including at least one evaluation of a P-12 student from a diverse cultural or linguistic background in comparison to the dominant cultural group, and summaries of an academic intervention, and a counseling intervention. In addition, the intern is required to submit a Professional Resume, a Philosophy Statement ("My Vision of School Psychology"), and a Professional Growth Plan.

3. INTERNSHIP SUPERVISION: Supervision is a joint responsibility of the assigned field and university supervisors.

Field supervisor responsibilities include:

1. Provide a minimum of two hours per week of direct supervision to review the intern's experiences and supervise cases that have been assigned. This typically involves face-to- face supervision and monitoring of cases from beginning to end, particularly early in the internship experience. As the intern develops more independence, some supervision can be provided via email or phone communication and can involve a review of completed cases. Early in the school year, our interns are encouraged to observe their supervisors complete a case from beginning to end, then participate in their supervisors' cases, and later take on their own cases. By the end of the internship, we expect interns to be responsible for their own caseloads.

2. Provide opportunities for the intern to engage in activities that are required to demonstrate competence on <u>all</u> benchmarks. It is helpful to routinely use the internship evaluation form at supervision meetings to plan and review the intern's activities. The center section of the form provides a space for planning and documenting specific activities each quarter.

3. Observe the intern completing assessments, and allow the intern to observe you.

Early in the school year, we ask that the field supervisor evaluate the intern's test administration skills using a test observation checklist provided.

4. Provide informal feedback on the intern's performance throughout the experience. Collaborate with the university supervisor to conduct a formal evaluation of the intern's performance mid-year (mid-January – mid-February) and at the end of the internship (early June).

5. Communicate any concerns about the intern's performance to the intern and university supervisor <u>early</u> so that a plan can be developed to address the concerns.

University supervisor responsibilities include:

1. Hold an initial orientation meeting near the start of the internship year (generally before October 15). This meeting should include a review of all internship documents, and information contained in this document and the District-University Agreement.

2. Make supervisory visits to the internship site(s) a minimum of three times during the year (initial orientation, mid-year evaluation, final evaluation). Maintain records of supervisory visits.

3. Be available to the intern and field supervisor to discuss internship experiences and issues on an as-needed basis. Collaborate with the intern and field supervisor to address any concerns. Consult with the School Psychology Program Director to address major issues or concerns.

4. Assist in planning for internship activities each quarter to ensure that the intern has opportunities to demonstrate competence on <u>all</u> benchmarks.

I hope that this information is helpful to you. If you have any questions, please feel free to contact your intern's University Supervisor.

Checklist for General Test Administration Practices

Examiner: _____ Date: _____

Examinee: _____ Age: _____

Observer: _____Test administered: _____

Scale: 1 = Poor   2 = Satisfactory   3= Excellent   X = No Opportunity to Observe

Circle One

Physical arrangements

1 2 3 X   Arranged test environment to minimize distractions

1 2 3 X   Had necessary materials present and organized

1 2 3 X   Placed test manual so that the student could not read

1 2 3 X   Placed test protocol so that student could not read responses recorded

1 2 3 X   Arranged materials so that student could not review test items other than one(s) in use

1 2 3 X   Manipulated test materials with ease and confidence

Responsiveness to examinee

1 2 3 X   Established rapport before beginning the test

1 2 3 X   Prepared student for the examination

1 2 3 X   Showed interest in student

1 2 3 X   Gave student ample encouragement and support

1 2 3 X   Appeared open and accepting of student's feelings

1 2 3 X   Seemed at ease with student

1 2 3 X   Maintained frequent eye contact with student

1 2 3 X   Paced the examination to suit student's needs and temperament

1 2 3 X   Used developmentally appropriate vocabulary

1 2 3 X   Showed awareness of signs of fatigue

1 2 3 X   Handled fatigue appropriately

1 2 3 X   Took needed breaks

1 2 3 X   Handled student's attempts to manipulate the situation

1 2 3 X   Handled disruptions adequately

Adherence to standardization

1 2 3 X   Read all directions verbatim

1 2 3 X   Used accurate timing procedures

1 2 3 X   Used unobtrusive timing procedures

1 2 3 X   Recorded responses in the record booklet

1 2 3 X   Gave appropriate explanations or clarifications

1 2 3 X   Used standardized queries when appropriate

1 2 3 X   Used additional questions to clarify, not to improve, the student's answers

1 2 3 X   Praised the student appropriately (e.g., did not praise correct answers, praised *effort*)

1 2 3 X   Responded to student's questions in ways consistent with the test instructions

Other

1 2 3 X   Appeared professional - neither too stiff or robotic nor too casual

1 2 3 X   Ended the session appropriately

SUMMARY:

       <u>Strengths</u>   <u>Areas for improvement</u>

SECTION VI: Professional Portfolio Requirements

The Professional Portfolio is a systematic and organized collection of materials that demonstrates the intern's professional skills and knowledge (competencies). It includes the presentation of case information and corresponding written products gathered from the internship. This culminating performance-based assessment requires that interns provide that their activities have positive impact on the students with whom they work. This evidence includes evaluation reports and recommendations based on formal evaluations, and summaries of a consultation case, a counseling intervention, an academic intervention, and a behavioral intervention. In addition, the intern is required to submit a Professional Resume, a Philosophy Statement ("My Vision of School Psychology"), and a Plan for Professional Development. The course instructors assess each component of the intern's portfolio using a scoring rubric and assign ratings on a 3-point scale (0=needs development; 1=meets expectations; 2= exceeds expectations) for the majority of components. Ratings for each component of the portfolio must receive a rating of meets expectations, which for most portfolio components is 50% of the total points possible for the assignment.

PLEASE NOTE: All submissions to the Professional Portfolio must be well written (free of errors involving spelling, capitalization, punctuation, sentence structure and word usage). Submissions that are not well written will be returned to the student for revision.

PROFESSIONAL PORTFOLIO EVALUATION RUBRIC

Components	Needs Development (0)	Satisfactory (1)	Excellent (2)	Points
1. Resume (Standard 10)) Include a clear, organized and well written resume.	Not included, or poorly organized, or contains misspellings, typographical or grammatical errors.	Resume is included, is clearly organized and presented, with no misspellings, typographical or grammatical errors.	Resume is excellent	
2. Philosophy of School Psychology: My Vision of School Psychology (Standard 10) Include a 2 to 3 page philosophy and vision statement with supporting rationale	No philosophy submitted, or is not clear, or a vision of role is not articulated, or philosophy and vision are not aligned.	Philosophy is clearly stated. A clear vision of the role is articulated. Philosophy and rationale are clearly aligned.	Meets all criteria for (1) and: Philosophy and vision statement reflect program mission and goals	
3. Professional Growth Plan (Standard 10) Include a self-assessment of your competence in NASP domains. Include a clear plan for continuing professional growth at the universal, targeted, and intensive systems levels.	Plan is unclear, or unrelated to self-assessment.	A plan is clearly outlined, and appropriately linked to self-assessment.	Plan includes self-assessed needs for professional development in the universal, targeted, and intensive levels.	

School Psychology Program Comprehensive Evaluation Report Evaluation Rubric

Section 1: Reason for referral and background information

Component	Needs Improvement (0)	Satisfactory (1)	Excellent (2)	Points
Reason for referral	Reason for referral is missing or insufficient	Reason for referral is sufficiently addressed	Reason for referral is clear and comprehensive	
Background information	Educational and developmental background is missing or insufficient	Educational and developmental background is sufficiently addressed	Educational and developmental background is clear and comprehensive	
Results of prior evaluations and assessments	Review of prior assessments is missing or insufficient	Review of prior assessments is sufficiently addressed	Review of prior assessments is clear and comprehensive	
Overall Rating for Section (Average for rows)				**/2**

Section 2: Observations

Component	Needs Improvement (0)	Satisfactory (1)	Excellent (2)	Points
Classroom Observation	Classroom observation is missing or insufficient	Classroom observation presented and uses objective wording	Classroom observation utilized structured observation techniques	
Evaluation Observation	Evaluation observation is missing or insufficient	Evaluation observation is presented and uses objective wording	Evaluation observation makes connections between observations and other sources of data (e.g. classroom observation, test results)	
Overall Rating for Section (Average for rows)				**/2**

Section 3: Assessment results and interpretation

Component	Needs Improvement (0)	Satisfactory (1)	Excellent (2)	Points
Assessment procedures	Assessment procedures are not sufficient to answer the referral concern	Assessment procedures address the referral concern	Assessment procedures are comprehensive and address all areas related to the referral concern	
Interpretations	Inadequate interpretation of the assessment scores and the meaning of the scores	Interpretation of the assessment scores and the meaning of the scores	Interpretation of the assessment scores and the meaning of the scores, all interpretations data-based	

Writing quality	Writing is not concise, free from major grammatical errors, and/ or uses language readers can understand	Writing is concise, free from major grammatical errors, and uses language readers can understand	Writing is concise, free from grammatical errors, and uses language readers can understand	
Report conveys respect for student and family	One or more aspects of respect for student is missing or inadequate	Report language is non-biased (e.g., person-first language), protects confidentiality	Report language is non-biased, protects confidentiality, and focuses on strengths as well as weaknesses	
Tables	Tables are not included or do not include all assessment data	Tables are inclusive of all assessment data	Tables include all assessment data and are well formatted for the reader	
Overall Rating for Section (Average for rows)				**/2**

Section 4: Eligibility determination and recommendations

Component	Needs Improvement (0)	Satisfactory (1)	Excellent (2)	Points
Summary	Summary is missing or insufficient	Satisfactory summary of assessment results is presented	Summary of assessment results is clear, concise, and links to conclusions	
Eligibility determination	Eligibility determination statement is missing or insufficient	Eligibility determination statement is adequately presented	Eligibility determination statement reflects criteria for eligibility and assessment data	
Recommendations	Recommendations are missing or insufficient	Recommendations are adequate	Recommendations link to assessment findings and are appropriate	
Overall Rating for Section (Average for rows)				**/2**

Section 5: Overall Assessment

Component	Needs Improvement (0)	Satisfactory (1)	Excellent (2)	Points
Reflective thinking	Little awareness of skills and strategies acquired or used in the assessment process	Thoughtful analysis of skills and strategies acquired or used in the assessment process	Exceptional insight into skills and strategies acquired or used in the assessment process	
Awareness of personal strengths and weaknesses	Areas of strength and areas to improve are not identified or poorly identified	Areas of strength and areas to improve are identified	Areas of strength and areas to improve are identified with specific plans for improvement	
Collaboration	Collaboration with others is not evident	Collaboration with others is evident in most aspects	Collaboration with others is evident throughout the activities	

Diversity	Awareness of issues related to diversity (e.g. physical, social, linguistic, cultural factors) is inadequate	Awareness of issues related to diversity (e.g. physical, social, linguistic, cultural factors) is adequate	Awareness of issues related to diversity (e.g. physical, social, linguistic, cultural factors) reflects thoughtful analysis	
Overall Rating for Section (Average for rows)				**/2**

Seattle University School Psychology Program Comprehensive Evaluation Report Template

Student Name: (Pseudonym or initials)

Grade:

Age:

Date of Birth:

Vision screening: (Date, results)

Hearing screening: (Date, results)

Date(s) of Evaluation:

Date of Report:

Examiner Name: (You)

REASON FOR REFERRAL

Summarize the reason(s) the student was referred for an initial evaluation or reevaluation for special education services.

BACKGROUND INFORMATION

Summarize the student's educational history, school attendance, interventions attempted in the general education setting, prior special education services provided, etc.

DEVELOPMENTAL BACKGROUND

Summarize parent report of the student's prenatal and early development.

RESULTS OF PRIOR ASSESSMENTS OR EVALUATIONS

Summarize the results of prior evaluations for special education eligibility and performance on state/ district-level assessments.

CLASSROOM OBSERVATIONS

Summarize results of structured classroom observations consistent with techniques learned in SPSY 5670.

EVALUATION OBSERVATIONS

Summarize the results of observations of student behavior during testing sessions.

ASSESSMENT PROCEDURES

List all assessment tools used in the evaluation process

RESULTS AND INTERPRETATION

Summarize the results of assessments, include tables of scores for each test used. Be sure that all scores for each test battery are reported.

SUMMARY

Briefly summarize the results of the comprehensive evaluation.

ELIGIBILITY DETERMINATION

Provide a clear, concise, and data-based rationale for the eligibility determination made by the team.

RECOMMENDATIONS

Generate recommendations based on the overall results of the comprehensive evaluation

OVERALL ASSESSMENT

Reflect upon your experiences in the evaluation process, including skills and strategies acquired or used in the process, your personal strengths and areas to improve, collaboration with others during the assessment procedures, and issues related to diversity (e.g., physical, social, linguistic, and cultural factors).

CASE STUDIES

NASP Standards require that all school psychologist candidates demonstrate the professional skills necessary to deliver services that result in positive, measurable outcomes for clients. Fulfillment of this performance- based requirement is met, in part, through the successful completion of the Professional Portfolio Case Studies. The case studies will describe actual cases that have been completed by the intern using systematic and structured problem-solving procedures. A general problem-solving format will be required for the submitted case studies. Therefore, the intern should submit each case study in a format that includes the following sections: 1. Problem Identification; 2. Problem Analysis; 3. Intervention; 4. Evaluation.

The summaries must be in a 12-point Times New Roman font, double-spaced and must not exceed 8 pages including charts/graphs and references. Appendices may be added to document materials used in the case study (e.g. curricula, data collection forms, fidelity checklists). *Case Studies that do not meet these specifications will not be reviewed.*

All case studies must assess and evaluate the impact on P-12 student outcomes through one of the following methods: Effect size metrics such as percent non-overlapping data or the d-index or through the use of a goal attainment scale. It is not necessary that a case study have positive impact to be included in the intern's portfolio, only that positive impact is assessed and discussed in the report.

Name _____   **Date** _____

ACADEMIC INTERVENTION CASE STUDY Evaluation Rubric

Section 1: Problem Identification

Component	Needs Development (0)	Satisfactory (1)	Excellent (2)	Points
Problem definition	Problem is not defined operationally	Problem is operationally defined	Problem is operationally defined and comparisons are made to age/grade level expectations (e.g. local norms)	
Comparison data	Problem is not defined in terms of both current and desired levels of performance	Problem is defined in terms of both current and desired levels of performance	The discrepancy between the current and desired level of performance is described and explained well	
Overall Rating for Section:				**/2**

Section 2: Problem Analysis

Component	Needs Development (0)	Satisfactory (1)	Excellent (2)	Points
Function or type of deficit	Problem is not identified as a skill and/or performance deficit	Problem is identified as a skill and/or performance deficit and a testable hypothesis about the function or nature of concern is presented	Testable hypotheses about the function of student's problem consider multiple factors (e.g. instruction, curriculum, environment, learner-ICEL)	

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		Appropriate data are collected to confirm or reject the hypo-theses from multiple sources (e.g. parent, teacher, self-report, records reviews)	Data obtained from multiple methods (e.g. observations, direct/ indirect methods) and sources converge to either confirm or reject proposed hypotheses	
Data-based decision-making	Appropriate data are not collected to confirm or reject the hypotheses			
Goals	Goals are absent or are not measurable	Goals are present and are measurable	Measurable goals are clear and supported by data. Goal Attainment Scale (GAS) is used to document impact.	
Overall Rating for Section:				**/2**

Section 3: Intervention

Component	Needs Development (0)	Satisfactory (1)	Excellent (2)	Points
Intervention selection/ plan	No intervention is described	Intervention is adequately described and links to problem-analysis/ measurable goals	Intervention is described well and links well to problem analysis/ measurable goals	
Evidence-based intervention(s)	Selected intervention is not evidence-based	Intervention is adequately described and evidence-based; description includes a clear rationale for selection and at least one citation from literature	Intervention is thoroughly described and evidence-based, with a clear rationale for selection & at least two citations from literature	
Treatment integrity	The intervention plan does not address treatment integrity	The intervention plan addressed treatment integrity	The intervention plan includes a thorough analysis of factors affecting treatment integrity	
Overall Rating for Section:				**/2**

Section 4: Evaluation

Component	Needs Development (0)	Satisfactory (1)	Excellent (2)	Points
Progress monitoring	Progress monitoring data are absent or are not presented on a chart	Progress monitoring data are presented on a chart	Progress monitoring chart includes student performance and comparison data (e.g. trend line, goal line, bar graph),	

Positive impact	Did not analyze data to assess positive impact on student outcomes	Positive impact on student outcome was evaluated using Goal Attainment Scale (GAS)	Data indicate there was a positive impact on student outcomes using GAS	
Data-based decision making	Data are not used to inform decision-making	Data are used to inform decision-making (e.g. continuation or modification)	Data-based decision making leads to continuation or increased positive impact on student outcomes.	
Generalization	Strategies for generalizing outcomes to other settings are not addressed	Strategies for generalizing outcomes to other settings are addressed	Strategies for generalizing outcomes to other settings are documented as effective	
Overall Rating for Section:				**/2**

Section 5: Overall Assessment

Component	Needs Development (0)	Satisfactory (1)	Excellent (2)	Points
Reflective thinking & critical analysis	Demonstrates little or no awareness of skills and strategies acquired/used in the activities	Demonstrates thoughtful analysis of skills/strategies acquired/used in the activities	Demonstrates exceptional insight and understanding of skills/strategies acquired/used in the activities	
Awareness of personal strengths/ weakness	Areas of strength and areas to improve are not identified, or poorly identified	Areas of strength and areas for improvement are identified	Areas of strength and areas for improvement are identified, with a specific plan for improvement	
Collaboration	Collaboration with others is not utilized in most phases of the intervention and/ or acceptability of the intervention is not addressed.	Collaboration with others is used in most phases of the intervention and the acceptability of the intervention is addressed.	Collaboration with others is well described in the problem identification, analysis, intervention, and evaluation phases. Acceptability of the intervention is thoroughly addressed.	
Diversity	Case study does not reflect awareness of issues related to diversity (e.g. physical, social, linguistic, cultural factors)	Case study reflects awareness of issues related to diversity (e.g. physical, social, linguistic, cultural factors)	Case study is supported by thoughtful analyses of how issues related to diversity impact student's behavior	

Use of technology	Technology is not used to develop graph(s)	Technology is used to develop graph(s) of baseline performance and progress monitoring data	Technology is used to develop graphs of baseline and progress monitoring data that include additional features (e.g. trend lines, goal lines, peer performance, grade level expectations)	
Overall Rating for Section:				**/2**

This case study included family-school collaboration: Yes＿＿＿＿＿＿＿ No＿＿＿＿＿

TOTAL POINTS:
＿＿＿＿＿ **/10**

COUNSELING CASE STUDY
Evaluation Rubric

Section 1: Problem Identification

Component	Needs Development (0)	Satisfactory (1)	Excellent (2)	Points
Problem definition	Problem is not defined operationally	Problem is operationally defined	Problem is defined operationally and comparisons are made to age/grade level expectations (e.g. local norms).	
Educational impact	Problem is not defined in terms of both current and desired levels of performance	Problem is defined in terms of both current and desired levels of performance	The discrepancy between the current and desired level of performance is described and explained well	
Overall Rating for Section:				**/2**

Section 2: Problem Analysis

Component	Needs Development (0)	Satisfactory (1)	Excellent (2)	Points
Function or type of deficit	Problem is not identified as a skill and/or performance deficit	Problem is identified as a skill and/or performance deficit and a testable hypothesis about the function or nature of concern is presented	Testable hypotheses about the function of student's problem consider multiple factors	
Data-based decision-making	Appropriate data are not collected to confirm or reject the hypotheses	Appropriate data are collected to confirm or reject the hypotheses from multiple sources (e.g. parent, teacher, self report, records reviews)	Data obtained from multiple methods (e.g. observations, direct/ indirect methods) and sources converge to either confirm or reject proposed hypotheses	
Goals	Goals are absent or are not measurable	Goals are present and are measurable	Measurable goals are clear and supported by data obtained from multiple methods and sources	
Overall Rating for Section:				**/2**

Section 3: Intervention

Component	Needs Development (0)	Satisfactory (1)	Excellent (2)	Points
Intervention selection/plan	No intervention is described	Intervention is adequately described and links to problem- analysis/ measurable goals	Intervention is described well and links well to problem analysis/ measurable goals	
Evidence- based intervention(s)	Selected intervention is not evidence-based	Intervention is adequately described and evidence-based; description includes a clear rationale for selection & at least one citation from literature	Intervention is thoroughly described and evidence- based, with a clear rationale for selection & at least two citations from literature	
Counseling microskills	No evidence of the intentional application of counseling microskills during sessions.	Some evidence of the intentional application of counseling microskills during sessions. Brief commentary on the use of microskills in counseling.	Clear evidence of the intentional application of counseling microskills during sessions. Deep insights about using effective microskills and their impacts on student outcomes.	
Treatment integrity	The intervention plan does not address treatment integrity	The intervention plan addressed treatment integrity	The intervention plan includes a thorough analysis of factors affecting treatment integrity	
Overall Rating for Section:				**/2**

Section 4: Evaluation

Component	Needs Development (0)	Satisfactory (1)	Excellent (2)	Points
Positive impact	Did not analyze data to assess positive impact on student outcomes	Positive impact on student outcome was evaluated (e.g. PND or GAS).	Data indicate there was a positive impact on student outcomes.	
Data-based decision making	Data are not used to inform decision-making	Data are used to inform decision-making (e.g. continuation or modification)	Data-based decision making leads to continuation or increased positive impact on student outcomes.	

	Strategies for generalizing outcomes to other settings are not addressed	Strategies for generalizing outcomes to other settings are addressed	Strategies for generalizing outcomes to other settings are documented as effective	
Generalization				
Overall Rating for Section:				**/2**

Section 5: Overall Assessment

Component	Needs Development (0)	Satisfactory (1)	Excellent (2)	Points
Reflective thinking & critical analysis	Demonstrates little or no awareness of skills and strategies acquired/used in the activities	Demonstrates thoughtful analysis of skills/strategies acquired/used in the activities	Demonstrates exceptional insight and understanding of skills/strategies acquired/used in the activities	
Awareness of personal strengths/ weakness	Areas of strength and areas to improve are not identified, or poorly identified	Areas of strength and areas for improvement are identified	Areas of strength and areas for improvement are identified, with a specific plans for improvement	
Collaboration	Collaboration with others is not utilized in most phases of the intervention and/ or acceptability of the intervention is not addressed.	Collaboration with others is used in most phases of the intervention and the acceptability of the intervention is addressed.	Collaboration with others is well described in the problem identification, analysis, intervention, and evaluation phases. Acceptability of the intervention is thoroughly addressed.	
Diversity	Case study does not reflect awareness of issues related to diversity (e.g. physical, social, linguistic, cultural factors)	Case study reflects awareness of issues related to diversity (e.g. physical, social, linguistic, cultural factors)	Case study is supported by thoughtful analyses of how issues related to diversity impact student's behavior	
Overall Rating for Section:				**/2**

This case study included family-school collaboration: Yes_____ No_____
TOTAL POINTS: _____/10

SECTION VII: Intern Evaluation

The performance-based internship competencies, grouped within each of the NASP and WAC standards, are assessed informally throughout the internship. Students receive specific formative evaluations and feedback mid-year, when the field supervisor completes a mid-year evaluation using the *Performance-Based Internship Competencies* portion of the **Internship Evaluation Form**. In addition, the student's work characteristics are evaluated using the *Supplemental Internship Evaluation* section of the **Internship Evaluation Form**). Areas on either form that are identified as needing attention become the focus for the remaining months of the internship. The *Performance-Based Internship Competencies* and the *Supplemental Work Characteristics Evaluation* are reviewed at a final evaluation conference with the intern, field supervisor and university supervisor.

SEATTLE UNIVERSITY SCHOOL PSYCHOLOGY PROGRAM
Practicum and Internship Field Supervisor Evaluation of Candidate
PERFORMANCE-BASED COMPETENCIES

School psychology program graduates are knowledgeable, ethical, and reflective educational professionals who lead and advocate for social justice.

Candidate Name: _____   Practicum Student or Intern (Circle one)

Field Supervisor: _____   Date of Evaluation: _____

Directions: Evaluation of candidates is based upon supervisor observation, reports from teachers, students, parents, and candidate self-assessment. Please note that this tool examines the developmental growth of candidates from practicum through internship. It is essential to read each item to carefully determine the candidate's level of competence according to the scale provided. This tool should be used to plan activities that enable the candidate to demonstrate each competency. In rare cases, there may be no opportunity in the placement for the candidate to demonstrate a competency. In these cases, the candidate must be proactive by consulting with the course instructor. A rating of one may be used to indicate lack of opportunity, but this should be limited. Ratings of 0 are never acceptable and will result in a plan of remediation.

Practicum candidates: At end-year of practicum, candidates are rated on 19 competencies and 11 work characteristics. Candidates are expected to complete practicum with ratings of 2. Ratings at end-year of practicum are shared with university internship supervisors to tailor supervision and supports during the internship transition. For areas rated below 2, field supervisors and candidates must provide supplemental information on candidate skills, opportunities to demonstrate the skill in the field placement, and preparedness to progress to internship. The course instructor will review the information and determine the candidate's final course grade. In some cases, extension of the practicum may be required. In other cases, the information will be used to provide support during the transition to internship.

Internship Candidates: At mid-year and end-year of internship, interns are rated on 34 competencies and 11 work characteristics. It expected that interns will obtain a score 3 at end-year of internship. If at the final evaluation the intern has failed to demonstrate the required competencies and work characteristics at a level of 3, the candidate and field supervisor will submit statements indicating whether the candidate has or has not met the standard at a level sufficient to enter the profession. The course instructor will review the internship evaluation data and statements and make the final decision about the candidate's course grade. In some cases, final ratings of 2 (Emerging) may result in extension of the internship to provide more opportunities for the intern to demonstrate competencies and work characteristics. In other cases, final ratings of 2 (Emerging)

will not require extension of the internship. If, at any time, an intern receives ratings of 0 (Unsatisfactory) on any competency or work characteristic, a remediation plan is put into place. If unsatisfactory ratings continue, the program or the site supervisor may decide to terminate the internship. If a field supervisor or the program terminates an internship placement, the student will fail the internship course and, unless there are extenuating circumstances, will not be eligible for another placement.

Candidate skill levels are described broadly in the following categories, with specific descriptions provided in the rubric for each item

0: Unsatisfactory	1: Novice (limited experience or opportunity)	2: Intermediate (practical application)	3: Advanced (applied theory)	4: Expert (recognized authority)
The candidate does not display the knowledge and skills to perform the competency in the field even with opportunities to practice, extensive supervision, and guidance from the field supervisor.	There has been no opportunity in the field setting. Or the competency is new and the candidate requires continuous and extensive supervision to apply the competency in the field setting.	Candidate skills are developing through experience in the field. Understands and can discuss terminology, concepts, and issues related to the competency. Expected to need help performing the competency in the field setting.	Candidate is applying and enhancing knowledge and skills in the field. Applies knowledge and skills needing minimal guidance for success. Help from supervisor is needed periodically but can usually perform the skill independently.	Candidate demonstrates performance level of an independently practicing, highly competent school psychologist. Recognized as a resource for colleagues, capable of coaching others in the application of the skill.
Unacceptable at any point in training	*During practicum*	*End of practicum*	*End of internship*	*School psychologist practitioner*

Section 1. Academic Interventions and Supports					
The following items are rated in practicum *and* internship.					
Candidate skill *(Expectations for growth)*	**0: Unsatisfactory** *(Not acceptable)*	**1: Novice** *(During practicum)*	**2: Intermediate** *(End of practicum)*	**3: Advanced** *(End of internship)*	**4: Expert** *(Practitioner)*

1	**Candidate evaluates** a cumulative body of **research** as a foundation for effective service delivery to support student academic skill development (e.g., reading, writing, math, and executive functioning skills). *Research Program Evaluation*	Candidate **ineffectively** evaluates and synthesizes research. Does not use research as a foundation for effective service delivery.	Candidate has **emerging skills** in the evaluation and synthesis of research. **Initial use of** research as a foundation for service delivery.	Candidate demonstrates **basic skills** in the evaluation and synthesis of research and **can use research** as a foundation for service delivery.	Candidate demonstrates **strong skills** in the evaluation and synthesis of research. **Consistently** uses research as a foundation for effective service delivery.	Candidate demonstrates **exceptional skills** in the evaluation and synthesis of research. **Shares advanced knowledge** of research with others.	
2	Candidate **selects, collects and properly stores** valid, reliable and appropriate **assessments** from a variety of methods (record review, interview, observation, tests) and from a variety of sources (parents,teachers, students) to assess student academic strengths and needs. *Data-Based Decision Making*	Candidate has an **inaccurate** understanding of assessment methods and is not able to select and collect appropriate assessment data.	Candidate has emerging understanding of assessment methods. Needs **high supervision** to select and collect appropriate assessment data.	Candidate has a **conceptual understanding** of assessment methods. Needs **appropriate supervision** to select and collect assessment data.	Candidate **uses knowledge** to **independently** select and collect appropriate assessment data. May consult on challenging cases.	Candidate **uses advanced knowledge** in selecting and collecting assessment data.	
3	Candidate accurately **analyzes assessment data** to identify evidence-based instructional interventions and supports to improve academic skills. *Data-Based Decision Making*	Candidate **inaccurately analyzes** data to identify and develop instruction interventions and supports.	Candidate has **emerging** understanding of data analysis. Requires **high supervision** to accurately analyze data.	Candidate has conceptual **understanding** of data analysis methods. Needs **appropriate supervision** to accurately analyze data.	Candidate **uses knowledge** to **independently** and accurately analyze data.	Candidate uses **advanced knowledge** to model best practices in data analysis.	

4	Candidate applies knowledge of best practices concerning academic assessment instruction, intervention. And supports for students with diverse learning needs, developmental differences, and abilities/ disabilities ***Equitable Practices***	Candidate has **ineffective** understanding of best practices to support academic outcomes of students with diverse learning needs, developmental differences, and abilities/disabilities.	Candidate has limited understanding of best practices to support academic outcomes of students with diverse learning needs,developmental differences and abilities/disabilities.	Candidate has an emerging **understanding** of best practices to support the academic outcomes of students with diverse learning needs, developmental differences, and abilities/disabilities.	Candidate has a **conceptual understanding** of best practices to support the academic outcomes of students with diverse learning needs, developmental differences, and abilities/disabilities.	Candidate **models** the use of best practices to support the academic outcomes of students with diverse learning needs, developmental differences, and abilities/ disabilities.	
5	Candidate demonstrates knowledge of cultural variables in academic assessment, instructional interventions, and supports for students, including best practices for students who are culturally and/or linguistically diverse. ***Equitable Practices***	Candidate has a **ineffective** understanding of cultural variables in academic decision-making.	Candidate has **emerging** understanding of cultural variables in academic decision-making.	Candidate has a **conceptual understanding** of cultural variables in academic decision-making.	Candidate **uses knowledge of** cultural variables to select academic assessment instruction, intervention, and supports.	Candidate **models** the use of cultural variables to select academic assessment, instruction, intervention and supports.	
6	Candidate understands and adheres to federal and state regulations in the determination of eligibility for special education. ***Legal, Ethical, Professional***	Candidate demonstrates i**naccurate knowledge and/or does not apply knowledge** of legal ethical and professional practice.	With **high supervision,** candidate demonstrates and applies knowledge of legal, ethical, and professional practice.	With **appropriate supervision,** candidate demonstrates and applies knowledge of legal, ethical, and professional practice.	Candidate **independently** demonstrates and applies knowledge of legal, ethical and professional practice. **May seek input** for cases.	Candidate uses **advanced knowledge** to **independently and consistently** engage in professional, legal, and ethical practices.	

7	Candidate effectively **communicates assessment findings in a written report** that includes background information, behavioral/testing observations, assessment results interpretation, and appropriate recommendations. *Data-Based Decision Making*	Candidate demonstrates **poor skills** in report writing Reports lack clarity, professionalism and Includes **many** grammatical or technical errors.	Candidate demonstrates **emerging skills** in report writing. Reports include grammatical or technical errors.	Candidate demonstrates **competency** in report writing. Reports are **professional** and include **very few** grammatical errors and no technical errors.	Candidate demonstrates **strong** report writing skills. Reports are **professional, clear,** and free from grammatical and technical errors.	Candidate **consistently** Demonstrates **exceptional** report writing skills. Reports are **professional, clear and skillfully communicate assessment findings.**	
8	Candidate **effectively communicates assessment results** to a problem solving team or an evaluation team. *Consultation collaboration*	Candidate **ineffectively or inappropriately** communicates assessment results **Regular, intensive supervision** and additional practice is needed.	Candidate demonstrates **limited skills** sharing assessment results. Has difficulty summarizing, reads directly from report. **Supervisor directly assists** the candidate in communicating.	Candidate demonstrates e**merging skills** in sharing assessment results. Is able to accurately summarize information from the report. **Supervisor assists** with communicating results.	Candidate demonstrates **strong** communication skills when sharing results. Is able to clearly and accurately summarize information and responds to most questions **independently and appropriately.**	Candidate demonstrates **Exceptional** skills **when** sharing assessment results. Is able to summarize complex information and answers questions **independently, appropriately, and thoughtfully.**	
**The following items are rated during internship *only*.**						
9	Candidate **effectively implements or guides implementation** of evidence-based individual or small group academic interventions (e.g., reading, writing, math, or executive functioning). *Data-Based Decision Making*	Candidate **is unable to** effectively implement or guide implementation ofindividual or small group academic interventions.	Candidate has awareness of and/ or **observes** the implementation of individual or small group academic interventions**.**	With **occasional supervision**, candidate **effectively implements or guides implementation of** individual or small group academic	Candidate **independently and effectively implements or guides implementation** of individual or small group academic Interventions.	Candidate **models best practices** in the implementation of individual or small group academic Interventions.	

				Interventions.			
10	Candidate **systematically evaluates the effectiveness** of academic instruction interventions, and supports **using technology to** monitor academic skill growth (e. g progress monitoring, academic outcome measures, etc.) *Data-Based Decision Making*	Candidate i**nappropriately or inaccurately** evaluates the effectiveness of academic instruction interventions and supports.	With **high supervision**, candidate effectively and appropriately evaluates the effectiveness of academic instruction, interventions, and supports.	With **appropriate supervision**, candidate effectively and appropriately evaluates the effectiveness of academic instruction, interventions, and supports.	**Systematically and independently** evaluates the effectiveness of academic instruction interventions and supports.	Candidate **models best practices** in the systematic evaluation of academic Instruction interventions and supports.	

Section 2: Mental and Behavioral Health

The following items are rated in practicum *and* internship.

| 11 | Candidate **evaluates** a cumulative body of **research** findings to support student mental health, behavior social, emotional, and life skills *Research Program evaluation* | Candidate **ineffectively** evaluates and synthesizes research. Does not use research to guide practice. | Candidate has **emerging skills** in the evaluation of research, **Sometimes** uses research to guide practice. | Candidate demonstrates **competency** in the evaluation of research. **Frequently** uses research to guide practice. | Candidate demonstrates **strong skills** in the evaluation and synthesis of research **Consistently** uses research as a foundation for service delivery. | Candidate demonstrates **exceptional skills** in the synthesis of research. **Shares knowledge** of research with others to promote effective service delivery | |

12	Candidate demonstrates awareness of the **impact of cultural, biological, and environmental factors** on behavioral presentation, social emotional skills, and life skills *Equitable Practices*	Candidate is **not sensitive** to the impact of cultural, biological and environmental factors on behavioral presentation, social emotional skills and life skills	Candidate has **emerging sensitivity** to the impact of cultural, biological and environmental factors on behavioral presentation, social emotional skills, and life skills	Candidate **demonstrates sensitivity** to the impact of cultural biological and environmental factors on behavioral presentation, social emotional skills and life skills	Candidate **practices in a manner that is sensitive** to the impact of cultural biological. and environmental factors on behavioral presentation, social emotional skills and life skills	Candidate **consistently and skillfully** practices in a manner that is sensitive to the impact of cultural, biological and environmental factors on behavioral presentation social emotional skills and life skills		
13	Candidate **effectively implements or guides implementation of** behavior Interventions plans (BIP) *Data-Based Decision Making*	Candidate **is unable to** implement or guide implementation of BIPs	Candidate **is aware of** the implementation of BIPs and **contributes with high supervision**	With **supervision,** candidate **implements or guides implementation of** BIPs	Candidate **independently and effectively implements or guides implementation of** BIPs	Candidate **models best practices** in the implementation of BIPs		
14	Candidate **effectively collaborates** with school staff to support student mental health, social emotional, and life skills. **Appropriately communicates** with school staff within limits of confidentiality to best support students. *Consultation Collaboration*	Candidate **ineffectively** or **inappropriately** collaborates and communicates with school staff to support student needs.	Candidate demonstrates **emerging skills** in collaborating and communicating with school staff to support student needs.	Candidate demonstrates **competency** in collaborating and communicating with school staff to support student needs.	Candidate **consistently and effectively** collaborates and communicates with school staff to support student needs.	Candidate **models best practices** and demonstrates **exceptional** communication and collaboration skills when working with school staff to support student needs		
The following items are rated during internship *only*.								
15	Candidate **uses technology to collect** and **analyze behavioral assessment data** to effectively	Candidate has a **lacks** understanding	Candidate has **emerging**	Candidate has **conceptual understanding** of	Candidate **uses knowledge** to select, collect, and	Candidate **uses advanced knowledge to model best**		

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	conduct a Functional behavior Assessment (FBA) *Data-Based Decision Making*	of FBA methods and is not able to select, collect, and analyze FBA data.	understanding of FBA methods. Needs **high supervision** to select, collect, and analyze FBA data	FBA methods. Needs **appropriate supervision** to select collect, and analyze FBA data	appropriately analyze FBA data.	**practices** in selecting, collecting, and analyzing FBA data.	
16	Candidate **effectively implements** evidence-based individual or small group counseling or social skills interventions. *Data- Based Decision Making*	Candidate **does not** effectively implement individual or small group counseling or social skills interventions.	Candidate **is aware of** implementation of counseling or social skills interventions and **contributes with high supervision.**	With **appropriate supervision**, candidate **implements** individual or small group counseling or social skills interventions.	Candidate **independently implements** individual or small group counseling or social skills interventions.	Candidate **models best practices** in the implementation of individual or small group counseling or social skills interventions.	
17	Candidate **systematically evaluates the effectiveness** of interventions **using technology** to monitor student mental health, social emotional, behavior, and/ or life skills *Data-Based Decision Making*	Candidate **inappropriately or inaccurately** evaluates the effectiveness of interventions and supports	With **high supervision,** candidate appropriately evaluates the effectiveness o interventions and supports.	With **appropriate supervision,** candidate appropriately evaluates the effectiveness of interventions and supports.	**Systematically** evaluates the effectiveness of interventions and supports.	Candidate **models best practices** in the systematic evaluation of interventions and supports.	
Section 3. School-wide Practices							
The following items are rated in practicum *and* internship.							
18	Candidate demonstrates knowledge of legislation and regulations relevant to general and special education systems. *Legal, Ethical, Professional*	Candidate has **inaccurate** understanding of legislation and regulations relevant to general and special education systems.	Candidate has **emerging understanding** of legislation and regulations relevant to general and special education systems.	Candidate has **Basic understanding** of legislation and regulations relevant to general and special education systems. Requires support from supervisor.	Candidate **uses knowledge t**o assist school personnel an families adhere to general and special education regulations.	Candidate u**ses advanced knowledg**e to assist school personnel and families adhere to general and special education regulations.	

19	Candidate **systematically assesses the quality of research** to **critically evaluate the evidence base** related to promoting schoolwide learning and mental health. *Research Program Evaluation*	Candidate has **ineffective** understanding of evidence-based practices that promote **schoolwide** learning and mental health.	Candidate has **emerging understanding** of evidence-based practices that promote **schoolwide** learning and mental health.	Candidate has **conceptual understanding** of evidence-based practices that promote **schoolwide** learning and mental health.	Candidate **uses knowledge** of research findings as the foundation for developing or promoting implementation of **schoolwide** practices and policies.	Candidate **uses advanced knowledge** of research findings as the foundation for developing or promoting implementation of **schoolwide** practices and policies.	
20	Candidate is **sensitive** to diverse characteristics, learning needs, and culture related to **schoolwide** programs and policies *Equitable Practices*	Candidate is **insensitive** to diverse characteristics, learning needs, and cultures related to **schoolwide** practices/policies.	Candidate demonstrates **emerging sensitivity** of diverse characteristics, learning needs and cultures related to **schoolwide** practices/policies.	Candidate **demonstrates sensitivity** to diverse characteristics, learning needs and cultures related to **schoolwide** practices/policies.	Candidate **practices** in a manner that is sensitive to diverse characteristics learning needs, and cultures related to **schoolwide** practices/policies.	Candidate consistently **practices in a manner** that is sensitive to diverse characteristics, learning needs, and cultures related to **schoolwide** practices/policies.	
The following items are rated during internship only.							
21	Candidate **promotes fairness** and social justice in school policies and programs *Equitable Practices*	Candidate is not committed to the promotion of fairness and social justice in policies and programs.	Candidate has **limited** knowledge of promoting fairness and social justice in policies and programs.	Candidate has **emerging** knowledge of how to promote fairness and social justice in policies and programs.	Candidate has **a conceptual understanding** of how to promote fairness and social justice in policies and programs.	Candidate **uses knowledge** to promote fairness and social justice in school policies and programs.	
22	Candidate **engages in systems-level problem solving** (e.g., MTSS team) with colleagues to plan, implement, and/or evaluate **schoolwide** practices that promote learning and mental health *Consultation Collaboration*	Candidate **unable to engage** in **systems-level** problem-solving with key stakeholders	Candidate is **aware** of systems-level problem solving, but has not had the opportunity to become involved.	Candidate **observes systems-level** problem solving to develop **schoolwide** practices.	Candidate **participates** in **systems-level** problem solving process to develop **schoolwide** practices.	Candidate **facilitates a systems-level** problem-solving process to develop **schoolwide** practices.	

23	Candidate **engages in school-wide reviews of data** (e.g., universal screening, attendance, discipline) to understand, develop, promote, and/or evaluate the effectiveness of the implementation of **schoolwide** policies and practices. *Data-Based Decision Making*	Candidate unable to engage in school-wide reviews of data, has **limited** skills in using data.	Candidate is **aware** of school-wide reviews of data, but has not had the opportunity to become involved.	Candidate observes as others engage in school-wide reviews of data, has **emerging** skill in using data to develop, implement, and/or evaluate **schoolwide** policies and practices.	Candidate participates in school-wide reviews of data, is **competent** in using to develop, implement, and/or evaluate **schoolwide** policies and practices.	Candidate facilitates school-wide reviews of data, is **proficient in** using data to develop, implement, and/or evaluate **schoolwide** policies and practices.	

Section 4: Safe and Supportive Schools

The following items are rated in practicum *and* internship.

24	Candidate **systematically reviews the quality of research** to critically **evaluate the evidence base** to address systemic risk factors (e.g. truancy, dropout, bullying, suicide, or school violence) and promote wellness and resilience. *Research Program Evaluation*	Candidate does not understand risk factors contributing to systemic problems and/ or practices to promote wellness.	Candidate has a **limited** understanding of risk factors contributing to systemic problems and/ or practices to promote wellness.	Candidate has **emerging** understanding of risk factors contributing to systemic problems and/ or practices to promote wellness.	Candidate has **a conceptual understanding** of risk factors contributing to systemic problems and/ or practices to promote wellness	Candidate **uses knowledge** of risk factors in collaborating to address risk factors contributing to systemic problems and/ or practices to promote wellness.	

The following items are rated in internship only.

25	Candidate **demonstrates knowledge of relevant standards, regulations and school-level procedures** in crisis and prevention work. *Legal, Ethical, Professional*	Candidate **does not understand** standards, regulations, and school-level crisis procedures and prevention work.	Candidate has a **limited** understanding of **standards, regulations and school-level procedures** in crisis and prevention work.	Candidate has **emerging** understanding of **relevant standards, regulations and school-level procedures** in crisis and prevention work.	Candidate has **a conceptual understanding** of **relevant standards, regulations and school-level procedures** in crisis and prevention work.	Candidate uses **knowledge of relevant standards, regulations and school-level procedures** in crisis and prevention work.	

26	Candidate **demonstrates awareness** of the role of **culture and context** in risk and prevention practices. *Equitable Practices*	Candidate is **unaware or unwilling to acknowledge** the role of culture and content in risk and prevention practices.	Candidate has a **limited awareness** of the role of culture and context in risk and prevention practices.	Candidate has **emerging awareness** of the role of culture and context in risk and prevention practices.	Candidate has **clear awareness** of the role of culture and context in risk and prevention practices.	Candidate **uses awareness** of the role of culture and context in risk and prevention system wide to inform practice.	
27	Candidate **collaborates** with school-based teams in the implementation of prevention-based programs (such as PBIS, MTSS, school climate improvement, bully prevention, truancy prevention, youth suicide prevention) **to reduce risk and increase protective factors** *Consultation Collaboration*	Candidate cannot effectively collaborate with school-based teams to implement prevention-based prorams.	Candidate **has not had opportunities to collaborate** with school-based teams in the implementation of prevention-based programs.	Candidate is **aware of and/ or observes** school-based team collaboration in the implementation of prevention-based programs.	Candidate **collaborates** with school based teams in the implementation of prevention-based programs.	Candidate **facilitates** school-based team collaboration in the implementation of prevention-based programs.	
28	Candidate **develops, has awareness of,** and/or **implements** existing crisis prevention and intervention services. *Data-Based Decision Making*	Candidate has **inaccurate knowledge** of school crisis and prevention plans and protocols.	Candidate has **limited knowledge** of school crisis prevention plans and protocol.	Candidate has **knowledge** of school crisis prevention plans and protocols.	Candidate **displays or is capable of displaying supervised implementation** of school crisis prevention plans and protocols.	Candidate **actively participates** on crisis team and contributes knowledge of best practice (e.g. PREPaRE curriculum).	
Section 5: Family, School, Community Collaboration							
The following items are rated in practicum *and* internship.							
29	Candidate **evaluates research** as a foundation for effective service delivery to promote family-school collaboration. *Research Program Evaluation*	Candidate has **limited** understanding of evidence-based practices that promote family-	Candidate has **emerging understanding** of evidence-based practices that promote family-school collaboration.	Candidate has **conceptual understanding** of evidence-based practices that promote family-school collaboration.	Candidate **uses knowledge** of research findings as the foundation for promoting family-school collaboration.	Candidate **uses advanced knowledge** of research findings as the foundation for promoting family-school collaboration.	

		school collaboration.					
30	Candidate **demonstrates knowledge of legislation** (e.g. FERPA) **and regulations** (e.g. procedural safeguards) related to the rights of families. *Legal, Ethical, Professional*	Candidate has **limited** understanding of legislation and regulations relevant to the rights of families	Candidate has **emerging understanding** of legislation and regulations relevant to the rights of families	Candidate has **conceptual understanding** of legislation and regulations relevant to the rights of families	Candidate **uses knowledge** to advocate for families and to assist school personnel to adhere to legislation and regulations relevant to the rights of families	Candidate **uses advanced knowledge** to advocate for families and to assist school personnel to adhere to legislation and regulations relevant to the rights of families	
31	Candidate is **sensitive** to diverse family characteristics, learning needs, and culture when engaging with families. *Equitable Practices*	Candidate is **insensitive** to diverse family characteristics learning needs, and cultures.	Candidate demonstrates **emerging sensitivity** of diverse family characteristics, leaning needs and cultures.	Candidate **demonstrates sensitivity** to diverse family characteristics, learning needs and cultures.	Candidate **practices** in a manner that is sensitive to diverse family characteristics, learning needs, and cultures.	Candidate **consistently practices** in a manner that is sensitive to diverse family characteristics, learning needs, and cultures.	
The following items are rated in internship only							
32	Candidate **engages families** to promote student success (e.g. learning, positive behavior, and/ or social-emotional health). *Consultation Collaboration*	**Rarely or ineffectively** engages families.	Demonstrates **emerging skills** when engaging families in promoting student success.	**Consistently and effectively** engages families in promoting student success.	**Facilitates family engagement through** effective collaboration with caregivers and colleagues through shared discussion and joint decision making.	Is able to **model** effective family engagement with and among colleagues through shared discussion and joint decision making.	
33	**Advocates for access** to supports within the school and community for all families. *Equitable Practices*	Candidate has **limited** skill in promoting fairness and social justice in family engagement practices.	Candidate has **emerging** skill in promoting fairness and social justice in family engagement practices.	Candidate is **competent** in promoting fairness and social justice in family engagement practices.	Candidate is **proficient** in promoting fairness and social justice in family engagement practices.	Candidate is **highly skilled** in promoting fairness and social justice in family engagement practices.	

| 34 | Candidate uses data to understand, develop or evaluate practices that promote family school collaboration *Data-Based Decision Making* | Candidate is unable to use data to understand, develop, or evaluate family-school collaboration practices. | Candidate has **limited** skill in using data to understand, develop, or evaluate family-school collaboration practices. | Candidate has **emerging** skill in using data to understand, develop, or evaluate family-school collaboration practices. | Candidate is **competent** in using data to understand, develop, or evaluate family-school collaboration practices. | Candidate is **proficient** in using data to understand, develop, or evaluate family-school collaboration practices. | |

QUANTITATIVE FEEDBACK ON WORK CHARACTERISTICS

Please evaluate the candidate's **Work Characteristics** according to the following criteria:

0: Unsatisfactory	1: Inconsistent	2: Emerging	3: Competent	4: Exemplary
The candidate does not display the required behaviors to the degree necessary for successful performance in schools at this time, remediation is necessary.	Student has the necessary behaviors in his/her repertoire but is inconsistent in employing them in the school setting or has not had the opportunity.	Student has the necessary behaviors in their repertoire, employs them with guidance from the field supervisor.	Student has the necessary behaviors and employs them appropriately in school situations.	Student not only has the necessary behaviors but engages in exemplary conduct appropriate for modeling by other professionals.

	Rating 0-4
1. Demonstrates accountability to self and others	
2. Demonstrates ability to take on leadership roles and ability to work collaboratively with others	
3. Demonstrates effective interpersonal awareness and communication skills	
4. Demonstrates understanding of the ecologies of educational systems and works within these systems and structures	
5. Demonstrates initiative in soliciting, accepting, and integrating feedback	

6. Demonstrates self-awareness of mental and emotional stability, and ability to manage stress	
7. Demonstrates and integrates ethical and legal standards and principles of the profession	
8. Demonstrates progress towards independence as school psychologist	
9. Demonstrates engagement in reflective activities	
10. Demonstrates commitment to cultural competence, which includes willingness to engage in cultural self-awareness and valuing the cultural intersectionality of others	
11. Demonstrates commitment to work for a more socially just world through school psychology.	

Please Describe the Candidate's Strengths:

Please Describe the Candidates Continued Areas of Growth:

Practicum ratings: If any areas rated below 2, provide a summary of candidate skills, opportunities to demonstrate the skill in the field placement, and preparedness to progress to internship.

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Internship Ratings: At the end of internship, if any areas are rated below 3, provide a summary of candidate skills, opportunities to demonstrate the skills in the field placements, and whether or not the candidate has met the standard at a sufficient level to enter the profession. Candidates are also encourage to provide a summary based on their self-assessment.

_____ _____ _____

Student Name   **Student Signature**   **Date**

_____ _____ _____

Supervisor Name   **Supervisor Signature**   **Date**