Seattle University
College of Education

SCHOOL PSYCHOLOGY
INTERNSHIP HANDBOOK

2020 – 2021
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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 relevant course syllabi. 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/assets/Documents/Standards%20and%20Certification/Standards/1_Graduate_Preparation.pdf

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

<table>
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<th>STANDARD III. PRACTICA AND INTERNSHIPS IN SCHOOL PSYCHOLOGY:</th>
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<td>During systematic, comprehensive practica and internship experiences consistent with its goals and objectives, the school psychology program ensures that all candidates demonstrate application of knowledge and professional skills in relevant settings and under conditions of appropriate supervision, evaluation, and support. The school psychology program’s practica and internship develop and enhance candidates’ skills and professional characteristics needed for effective school psychology service delivery; integration of competencies across the 10 domains of professional preparation and practice outlined in Standards 2.1 to 2.10; and direct, measurable, positive impact on children, families, schools, and other consumers.</td>
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3.2 The school psychology program requires a comprehensive, supervised, and carefully evaluated internship in school psychology that includes the following:

- A culminating experience in the program’s course of study that is completed for academic credit or otherwise documented by the institution,
- 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 domains of school psychology (see Standards 2.1 to 2.10),
- Completion of activities and attainment of school psychology competencies that are consistent with the goals and objectives of the program and emphasize human diversity, and provision of professional school psychology services that result in direct, measurable, and positive impact on children, families, schools, and/or other consumers,
- Inclusion of both formative and summative performance-based evaluations of interns that are completed by both program faculty and field-based supervisors, are systematic and comprehensive, and ensure that interns demonstrate professional work characteristics and attain competencies needed for effective practice as school psychologists.

The School Psychology internship and seminar is a nine-credit course (SPSY 5800, 5810, 5820 School Psychology Internship and Seminar) completed fall, winter, and spring of the student's final year in the program. Successful completion of all coursework, including practica, is required prior to starting the internship.

Specific information on standards alignment is included in the SPSY 5800, 5810, 5820 syllabus, and The School Psychology Program Handbook section entitled Matrix of SPSY Courses Aligned with NASP Domains and Program Goals documents alignment of internship competencies with program goals.

The School District-School Psychology Program Letter of Agreement (Section II of his Handbook) specifies the responsibilities of the program and the internship site.

Field and university supervision involves direct observation of the intern’s performance, informal feedback, formative and summative evaluations, guidance, and problem-solving. The university supervisor makes at least one site visit per quarter and participates in the mid-year and end-of-year formal evaluations. Between site visits the intern and the university supervisor maintain contact with the intern by means of required email communications.
### 3.3 The school psychology program requires that the internship be completed for a sufficient time period and in appropriate settings to achieve program objectives, as demonstrated by the following:
- A minimum of 1200 clock hours for specialist level interns and 1500 clock hours for doctoral level interns, including a minimum of 600 hours of the internship completed in a school setting
- A minimum of one academic year for internship, completed on a full-time basis over one year or at least a half-time basis over two consecutive years. Completion in settings relevant to program objectives for candidate competencies and direct oversight by the program to ensure appropriateness of the placement, activities, supervision, and collaboration with the placement sites and intern supervisors.

The internship requirements include 1200 hours completed on a full-time basis in one year or 600 hours completed on a half-time basis over two years. Per program policy, internships must be completed in a school setting.

### 3.4 The school psychology program requires that each intern receive appropriate and regularly scheduled field-based supervision, including the following:
- Provision of field supervision from 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, as noted in Standard 3.3, provision of field supervision from a psychologist holding the appropriate state psychology credential for practice in the internship setting)
- An average of at least two hours of field-based supervision per full-time week or the equivalent for part-time placements
- Preponderance of field-based supervision provided on at least a weekly, individual, face-to-face basis, with structured mentoring and evaluation that focus on the intern’s attainment of competencies.

Interns are required to receive 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.

### 3.5 The school psychology internship represents a collaboration between the school psychology program and internship placement agency that is consistent with program goals and assures attainment of competencies by interns, as demonstrated by the following:
- A written plan specifying collaborative responsibilities of the school psychology program and internship site in providing supervision and support and ensuring that internship objectives are achieved
- Formative and summative performance-based evaluation of intern performance by program faculty and field-based supervisors and systematic, clearly articulated methods by which concerns about intern performance and attainment of competencies may be addressed
- Provision of appropriate support for the internship by the placement agency, including

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.
(a) commitment to the internship as a diversified learning experience for a candidate in a graduate school psychology program and opportunities for the intern to attain professional competencies through carefully supervised activities;
(b) a written agreement that specifies the period of appointment and any terms of compensation for the intern and released time for the field-based supervisor;
(c) expense reimbursement, a safe and secure work environment, adequate office space, and support services for the intern consistent with that afforded agency school psychologists; and
(d) 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.

| 3.6 The school psychology program employs a systematic, valid process in which program faculty ensure that interns, during their culminating internship experience, demonstrate competencies to begin effective practice as school psychologists, including the following:
| Submission of an acceptable Professional Portfolio ensures that interns demonstrate competencies to begin effective practice as school psychologists. |
| - Integration of domains of knowledge and application of professional skills in school psychology for delivering a comprehensive range of services. |
| - Effective school psychology service delivery evidenced by direct, measurable, positive impact on children, families, schools, and other consumers |
SECTION II: INTERNSHIP PLACEMENT

Prior to Fall Quarter, an internship placement orientation meeting is held to inform students of the process for requesting and securing an internship. The Internship Placement Checklist (page 9 of this Handbook) outlines the requirements the student must meet in order to receive conditional approval to start the internship.

These requirements include:
1) a Candidacy Form submitted to the candidate’s program file;
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 completed at candidacy and at the end of 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
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) Submit a “Request for Internship Placement” (page 10 of this Handbook) with copies of a resume and letter of interest to the Internship Coordinator;
2) send letters of interest and resumes to potential internship districts;
3) submit State Patrol fingerprint/background check forms and ESA Certification application forms to COE Records & Certification Office;
4) contact school districts and follow district application and interviewing procedures;
5) update the Internship Coordinator of progress;
6) notify the Internship Coordinator when a placement is offered and accepted.

The Internship 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
   □ Candidacy Form completed and in file
   □ Minimum of 3.0 GPA
   □ All required PEPs (Petition for Exception to Policy) submitted
   □ Approval documented on "Faculty Evaluation of Personal Competencies" form

   Note: Final approval 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 a “Request for Internship Placement” form to the Internship Coordinator before beginning your internship search.

   Prepare:
   □ Brief letter of interest/introduction
   □ Resume
   □ Submit both to the Internship Coordinator with your placement request form
   □ Send both to school districts listed on placement request form

   Note: Internship Coordinator will contact 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 Internship Coordinator of any districts you contact that are not listed on your request form
   □ Keep the Internship Coordinator updated on your progress (e.g. when you interview, when you receive offers)

___ 5. Notify the Internship 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

   Note: Final approval of your internship placement requires a signed Letter of Agreement between the school district and the SPSY Program. Upon notification of your decision, the Internship Coordinator will send the Letter of Agreement to the district contact person and will notify you when the agreement is received.
The following are preferences for my internship site.

<table>
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<tr>
<th>School Districts</th>
<th>1st Choice</th>
<th>2nd Choice</th>
<th>3rd Choice</th>
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<tr>
<td>Grade Level(s)</td>
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<tr>
<td>Emphasis</td>
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My rationale for the choices indicated:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Special knowledge, skills, or background (e.g., language fluency, former teacher): _______

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Add comments on the back, as needed, and submit to Internship Placement Coordinator’s mailbox (Loyola 500) or no later than January 15.
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
Conditional certification during internship

District who have an open school psychologist position and are unable to fill it can seek to conditionally certify an intern who has completed all program requirements other than the internship.

Seattle University College of Education will 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 two ratings on the School Psychology Internship competencies form),
3) have completed all other coursework except the required internship,
4) have met expectations for all internship requirements 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.

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 decision.
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. The current syllabus will be posted on CANVAS.

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

Department of K-12 Teaching, Learning, and Social Justice
School Psychology Program
Fall 2020, Winter 2021, and Spring 2021

The College of Education’s Organizing Theme:
Preparing Ethical and Reflective Professionals for Quality Service in Diverse 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 Fridays 12–2:45 PM
Location: TBA

INSTRUCTOR
Gregory Moy, Ph.D.
Loyola 208
Phone: 206-296-6267
Dept. phone: 206-296-5750

Office hours: By Appointment
FAX:206-296-2053
Email: moyg@seattleu.edu

REQUIRED TEXTS


RECOMMENDED RESOURCES
*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 of the knowledge and skills from their coursework in school psychology through application in a field setting. The internships occur under the direct 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. The general goal of the course is to orient 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 educational outcomes, current issues in identification of students with learning disabilities, professional ethics in school psychology, and the school psychologist’s role in 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 a scientist-practitioner model, prepares ethical and reflective professionals for leadership and service 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 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 bi-weekly 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 supervisor. All students complete their internships in settings with diverse populations. Assessment of students of color, and of varied ages and disabilities is a required competency for successful completion of the internship.

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 Internship Performance-Based Competencies:

DOMAINS OF SCHOOL PSYCHOLOGY TRAINING AND PRACTICE (2020 NASP Standards)

2.1 Data-Based Decision Making and Accountability
- School psychologists have knowledge of varied methods of assessment and data collection methods for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes.
- As part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery, school psychologists demonstrate skills to use psychological and educational assessment, data collection strategies, and technology resources and apply results to design, implement, and evaluate response to services and programs.

2.2 Consultation and Collaboration
- School psychologists have knowledge of varied methods of consultation, collaboration, and communication applicable to individuals, families, groups, and systems and used to promote effective implementation of services.
- As part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery, school psychologists demonstrate skills to consult, collaborate, and communicate with others during design, implementation, and evaluation of services and programs.

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

2.4 Interventions and Mental Health Services to Develop Social and Life Skills
- School psychologists have knowledge of biological, cultural, developmental, and social influences on behavior and mental health; behavioral and emotional impacts on learning and life skills; and evidence-based strategies to promote social–emotional functioning and mental health.
- School psychologists, in collaboration with others, demonstrate skills to use assessment and data-collection methods and to implement and evaluate services that support socialization, learning, and mental health.

2.5 School-Wide Practices to Promote Learning
- School psychologists have knowledge of school and systems structure, organization, and theory; general and special education; technology resources; and evidence-based school practices that promote academic outcomes, learning, social development, and mental health.
- School psychologists, in collaboration with others, demonstrate skills to develop and implement practices and strategies to create and maintain effective and supportive learning environments for children and others.

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

2.7 Family–School Collaboration Services
• School psychologists have knowledge of principles and research related to family systems, strengths, needs, and culture; evidence-based strategies to support family influences on children’s learning, socialization, and mental health; and methods to develop collaboration between families and schools.

• School psychologists, in collaboration with others, demonstrate skills to design, implement, and evaluate services that respond to culture and context and facilitate family and school partnership/interactions with community agencies for enhancement of academic and social–behavioral outcomes for children.

2.8 Diversity in Development and Learning

• School psychologists have knowledge of individual differences, abilities, disabilities, and other diverse characteristics; principles and research related to diversity factors for children, families, and schools, including factors related to culture, context, and individual and role differences; and evidence-based strategies to enhance services and address potential influences related to diversity.

• School psychologists demonstrate skills to provide professional services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds and across multiple contexts, with recognition that an understanding and respect for diversity in development and learning and advocacy for social justice are foundations of all aspects of service delivery.

2.9 Research and Program Evaluation

• School psychologists have knowledge of research design, statistics, measurement, varied data collection and analysis techniques, and program evaluation methods sufficient for understanding research and interpreting data in applied settings.

• School psychologists demonstrate skills to evaluate and apply research as a foundation for service delivery and, in collaboration with others, use various techniques and technology resources for data collection, measurement, analysis, and program evaluation to support effective practices at the individual, group, and/or systems levels.

2.10 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 demonstrate skills to provide services consistent with ethical, legal, and professional standards; engage in responsive ethical and professional decision-making; collaborate with other professionals; and apply professional work characteristics needed for effective practice as school psychologists, including respect for human diversity and social justice, communication skills, effective interpersonal skills, responsibility, adaptability, initiative, dependability, and technology skills.

COURSE INSTRUCTIONAL METHODS

Specific field-based activities and experiences are designed to help the intern demonstrate the performance-based internship competencies and work characteristics. Activities include direct observation of field supervisor’s practices. 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; 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, grouped in the NASP/WAC standards. For each competency, the intern’s skills and knowledge are evaluated using the following rubric:
1. **Unsatisfactory** -- Does not apply knowledge and skills necessary for successful practice at this time.
2. **Emerging** -- Adequately applies knowledge and skills to perform under supervision.
3. **Competent** -- Adequately applies knowledge and skills independent of supervision.
4. **Exemplary** -- Consistently initiates, models and influences others' use of knowledge and skills.

In addition, the intern must demonstrate appropriate work characteristics necessary to be an effective school psychologist. For each work characteristic, the intern is evaluated on the following scale:

1. **Unsatisfactory** -- Intern does not display the required behaviors to the degree necessary for successful employment in schools at this time.
2. **Emerging** -- Intern has the necessary behaviors in his/her repertoire but is inconsistent in employing them in the school setting.
3. **Satisfactory** -- Intern has the necessary behaviors and employs them appropriately in school situations.
4. **Exemplary** -- Intern not only has the necessary professional behaviors but engages in exemplary conduct appropriate for modeling by other professionals.

The table on the next page summarizes the course assignments that are used to evaluate the intern’s professional knowledge and skills in the NASP domains.
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<th>WA State/NASP Standards</th>
<th>Benchmarks / Competencies</th>
<th>Course Activities/Assignments</th>
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</table>
| **1. Data-Based Decision Making and Accountability** | School psychologists have knowledge of  
- Varied models and methods of assessment and data collection for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes;  
- Common core standards and state assessments;  
- The role and duties of the school psychologist as part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery.  
School psychologists, in collaboration with others, demonstrate skills to  
- Implement a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery;  
- Use psychological and educational assessment, data collection strategies, and technology resources and apply results to design, implement, and evaluate response to services and programs; | Professional Portfolio:  
Evaluation Reports  
Academic Intervention Case Study  
Functional Behavior Assessment  
Counseling Case Study  
**Performance-Based Internship Competencies** |
| **2. Consultation and Collaboration** | School psychologists have knowledge of  
- A variety of models, strategies and methods related to consultation, collaboration, and communication applicable to individuals, families, groups, and systems to promote effective implementation of services.  
School psychologists demonstrate skills to  
- Consult, collaborate, and communicate effectively with consideration to diverse family backgrounds, early life experiences, and cultural and linguistic diversity;  
- Recognize the impact these experiences have on the delivery of services. | Professional Portfolio:  
**Performance-Based Internship Competencies** |
| **3. Interventions and Instructional Support to Develop Academic Skills** | School psychologists have knowledge of  
- Influence of biological, cultural, linguistic, and early life experiences on academic skills;  
- Human learning, cognitive, and developmental processes;  
- Evidence-based curricula, instructional strategies, and differentiation to meet the needs of the learner.  
School psychologists, in collaboration with others, demonstrate skills to  
- Use a variety of culturally and developmentally appropriate assessment and data collection methods;  
- Implement and evaluate services that contribute to measurable impact on academic achievement;  
- Access, implement, and assess services at universal, targeted, and intensive levels for positive impact on student learning. | Professional Portfolio:  
Academic Intervention Case Study  
**Performance-Based Internship Competencies** |
| **4. Interventions and Mental Health Services to Develop Social and Life Skills** | School psychologists have knowledge of  
- Biological, cultural, developmental, and social influences on behavior and mental health;  
- Behavioral and emotional impacts on learning and life skills; and  
- Evidence-based strategies to promote social–emotional functioning and mental health.  
School psychologists, in collaboration with others, demonstrate skills to  
- Use assessment and data-collection methods;  
- Implement and evaluate services that support socialization, cultural competence, learning, and mental health; | Professional Portfolio:  
Evaluation Reports  
Functional Behavior Assessment  
Counseling Case Study  
**Performance-Based Internship Competencies** |
| 5. School-wide Practices to Promote Learning | School psychologists have knowledge of:  
- School and systems structure, organization, and theory;  
- General and special education;  
- Technology resources;  
- Equity pedagogy; and  
- Evidence-based school practices that promote learning and mental health.  
School psychologists, in collaboration with others, demonstrate skills to:  
- Develop and implement practices and strategies to create and maintain effective and supportive learning environments for children and others;  
- Plan and measure positive impact on student learning at universal, targeted, and intensive levels. | Professional Portfolio:  
Evaluation Reports  
Academic Intervention Case Study  
Performance-Based Internship Competencies |
|---|---|---|
| 6. Prevention and Responsive Services | School psychologists have knowledge of:  
- Principles and research related to resilience and risk factors in learning and mental health across cultures;  
- Services in schools and communities to support multi-tiered prevention; and  
- Evidence-based strategies for effective crisis response.  
School psychologists, in collaboration with others, demonstrate skills to:  
- Promote services that enhance learning, mental health, safety, and physical well-being through protective and adaptive factors;  
- Implement effective crisis preparation, response, and recovery. | Professional Portfolio:  
Functional Behavior Assessment  
Academic Intervention Case Study  
Counseling Case Study  
Performance-Based Internship Competencies |
| 7. Family-School Collaboration Services | School psychologists have knowledge of:  
- Principles and research related to family systems inclusive of family, economic and social strengths and needs, cultural norms, and linguistic development;  
- Evidence-based strategies to support family influences on children’s learning and mental health and can identify and employ strategies to develop successful collaboration models between families and schools.  
School psychologists, in collaboration with others, demonstrate skills to:  
- Design, implement, and evaluate services that respond to culture, linguistic background, and context; and  
- Facilitate family and school partnerships and interactions with community agencies for enhancement of academic and social–behavioral outcomes for children. | One Case Study  
Performance-Based Internship Competencies |
| 8. Diversity in Development and Learning | School psychologists have knowledge of:  
- The diverse nature of characteristics related to individuals’ abilities and disabilities;  
- Principles and research related to culture, linguistic development, context, individual and role differences;  
- Evidence-based strategies designed to enhance services and address potential influences related to diversity.  
School psychologists demonstrate skills that  
- Provide effective professional services across multiple contexts that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds. | Case Studies  
Functional Behavior Assessment  
Performance-Based Internship Competencies |
- Recognize, understand and respect that advocacy for social justice is essential for children, families and schools and affect all aspects of service delivery.

### 9. Research and Program Evaluation

<table>
<thead>
<tr>
<th>School psychologists have knowledge of</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Research design, statistics, measurement, varied data collection and analysis techniques; and</td>
</tr>
<tr>
<td>- Program evaluation sufficient for understanding research and interpreting data in applied settings.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>School psychologists demonstrate skills to</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Use data and school accountability requirements to identify program and system strengths and needs and to monitor program effectiveness;</td>
</tr>
<tr>
<td>- Evaluate and apply research as a foundation for service delivery; and</td>
</tr>
<tr>
<td>- 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.</td>
</tr>
</tbody>
</table>

### 10. Legal, Ethical and Professional Practice

<table>
<thead>
<tr>
<th>School psychologists have knowledge of</th>
</tr>
</thead>
<tbody>
<tr>
<td>- The history and foundations of school psychology;</td>
</tr>
<tr>
<td>- Multiple service models and methods;</td>
</tr>
<tr>
<td>- Ethical, legal, and professional standards;</td>
</tr>
<tr>
<td>- The impact of one’s own culture and linguistic background in practice;</td>
</tr>
<tr>
<td>- State and federal accountability legislation.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>School psychologists demonstrate skills to</th>
</tr>
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<tbody>
<tr>
<td>- Provide services consistent with ethical, legal, and professional standards;</td>
</tr>
<tr>
<td>- Engage in responsive ethical and professional decision-making; and</td>
</tr>
<tr>
<td>- Apply professional work characteristics.</td>
</tr>
</tbody>
</table>

### 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 monthly 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 monthly throughout the internship year. Submit written reflections to your university supervisor via email. 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 site visits. Keep copies of your reflections in a separate file.

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 internship competencies, work characteristics. Enter the mid-year ratings online and submit signed paper copies to your university supervisor. 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 internship competencies, work characteristics are reviewed at a final evaluation meeting with the intern, field supervisor and university supervisor. For successful completion of the internship, ratings of at least “3” (Competent/ Satisfactory/ Moderate) are expected on all of the performance-based competencies and work characteristics. If at the final evaluation, the student has failed to demonstrate the required competencies and work characteristics, the program and district supervisors will consult to make a joint statement indicating whether the student 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 supervisors’ statements and make the final decision about the intern’s course grade. In some cases, final ratings of 2 (Emerging) may result in extension of the internship and a remediation plan to provide more time and opportunities for the intern to demonstrate competencies and work characteristics. In other cases, final ratings of 2 (Emerging) will not warrant extension of the internship. If, at any time, an intern receives ratings of 1 (Unsatisfactory/ Low) 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 internship competencies. That is, you are expected to engage in activities that will provide you with opportunities to demonstrate each of the internship competencies.

An emphasis on diverse experiences and activities:

a. You are expected to have broad experiences in assessment, 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 three times each quarter (approximately once a month), in addition to the first orientation class session. 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 attend class. 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 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. Functional Behavior Assessment *
5. Academic Intervention Case Study *
6. Counseling Case Study *
7. Personal Competency Statement/ Professional Growth Plan*
8. Performance-Based Internship Competencies and Work Characteristics*
   a. mid-year
   b. final
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.

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 on the next page.

Subject to change:

**Summer Orientation**

| August 7 | 10:00am | Orientation to the internship  
Course overview and planning for the year  
Introduction to University Supervisors  
Check for understanding (partner activity)  
Before you start, complete these readings on Organization and Management:  
- Turner (Chapters 1, 3, 5, 11, 16, 22);  
- Branstetter (Chapter 3) |
### Fall quarter

<table>
<thead>
<tr>
<th>SPSY 5800 Session 1</th>
<th>9/25/2020</th>
</tr>
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<tbody>
<tr>
<td>Before we meet, complete these readings on Supervision and Relationships:</td>
<td></td>
</tr>
<tr>
<td>- Branstetter (Chapters 2,8);</td>
<td></td>
</tr>
<tr>
<td>- Turner (Chapters 4,21);</td>
<td></td>
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<tr>
<td>Group Check-In (1-10)</td>
<td></td>
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<tr>
<td>Discussing Roles and Relationships: Finding Where You Belong</td>
<td></td>
</tr>
<tr>
<td>Portfolio: Starting with the end in mind (Good habits and big projects)</td>
<td></td>
</tr>
<tr>
<td>Activity: Peer consultations</td>
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</table>

<table>
<thead>
<tr>
<th>SPSY 5800 Session 2</th>
<th>10/23/2020</th>
</tr>
</thead>
<tbody>
<tr>
<td>Before we meet, complete these readings on Meetings:</td>
<td></td>
</tr>
<tr>
<td>- Turner (Chapters 7,8,12, 15, 17, 18)</td>
<td></td>
</tr>
<tr>
<td>Discussing Meetings and Communication</td>
<td></td>
</tr>
<tr>
<td>Portfolio: ViaLiveText organization, FBA</td>
<td></td>
</tr>
<tr>
<td>Activity: Peer consultations</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>SPSY 5800 Session 3</th>
<th>11/20/2020</th>
</tr>
</thead>
<tbody>
<tr>
<td>Before we meet, complete these readings on:</td>
<td></td>
</tr>
<tr>
<td>Managing Stress, Engaging in Self-care, and Preventing Burnout</td>
<td></td>
</tr>
<tr>
<td>- Branstetter (Chapter 12)</td>
<td></td>
</tr>
<tr>
<td>- Turner (Chapters 21, 23)</td>
<td></td>
</tr>
<tr>
<td>Counseling and Student Mental Health</td>
<td></td>
</tr>
<tr>
<td>Peer consultations</td>
<td></td>
</tr>
<tr>
<td>Submit one of the following to ViaLiveText: CLD Evaluation Report, Academic Intervention Case Study, Counseling Case Study, Functional Behavior Assessment</td>
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<tr>
<td>Complete Course Evaluation</td>
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</table>

### Winter quarter

<table>
<thead>
<tr>
<th>SPSY 5810 Session 4</th>
<th>1/8/2021</th>
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</thead>
<tbody>
<tr>
<td>Discussion: Seeking Employment</td>
<td></td>
</tr>
<tr>
<td>Guest: Beverley Silver, COE Job Placement Coordinator, District Staff</td>
<td></td>
</tr>
<tr>
<td>Activity: Resume workshop</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>SPSY 5810 Session 5</th>
<th>2/5/2021</th>
</tr>
</thead>
<tbody>
<tr>
<td>Before we meet, complete these readings on professional development:</td>
<td></td>
</tr>
<tr>
<td>- Turner (Chapter 24)</td>
<td></td>
</tr>
</tbody>
</table>
Mid Year Reflection - Experiences That Stimulate Growth
Sharing Growth Goals with your Supervisor
Professional Development Mindset
Activity: Resume workshop
Activity: Peer consultations

SPSY 5810
Session 6
3/5/2021
Before we meet, complete these readings on Social Justice and School Psychology:
- Gutkin & Song (Chapter 2) in Social Justice Book
- Clare (Chapter 4) in Social Justice Book
Activity: Portfolio case presentations
Submit one of the following to ViaLiveText: CLD Evaluation Report, Academic Intervention Case Study, Counseling Case Study, Functional Behavior Assessment AND Mid-year Competency Ratings
Complete Course Evaluation

Spring quarter
SPSY 5820
Session 7
4/9/2021
Discussion: Intern Topics
Activity: Peer consultations

SPSY 5820
Session 8
5/7/2021
Professional Growth Plan
Personal Philosophy of School Psychology
Activity: Peer consultations

SPSY 5820
Session 9
6/11/2021
School Psychology and Social Justice- Visions for the Future
Reflections on your journey
Remarks
Activity: End of Year Housekeeping
Complete Course Evaluation
Complete Exit Survey
Submit all remaining course requirements to ViaLiveText.

NOTICE to STUDENTS concerning TWO Important Student Academic Resources
Lemieux Library and McGoldrick Learning Commons (including such resources as: Learning Assistance Programs, Research [Library] Services, Writing Center, Math Lab) can be accessed on the internet at: http://www.seattleu.edu/learningcommons

Academic Integrity Tutorial: accessible both on CANVAS and on SUONLINE in the Student Menu using the following hotlink: Academic Integrity Tutorial which contains the URL: <https://www.seattleu.edu/academicintegrity>

NOTICE to STUDENTS concerning 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 Disabilities Services staff in the Learning Center, Loyola 100, (206) 296-5740.

NOTICE to STUDENTS concerning Seattle University’s ACADEMIC INTEGRITY POLICY which includes the issue of plagiarism
The Academic Integrity policy and procedures (academic honesty) of the university define what the university considers academic dishonesty, what penalties can be imposed for violations of academic integrity, and the appeal process if a student is found to have violated academic integrity.

The Academic Integrity policy and procedures can be downloaded at the following URL:

https://www.seattleu.edu/WorkArea/DownloadAsset.aspx?id=78679

**Academic Grading Grievance - Procedure for Challenging Course Grades**

This grade grievance policy and procedure defines the policies and outlines the processes that govern in those cases when a student wishes to challenge a final course grade.

The academic grading grievance policy and procedure document can downloaded using the following URL: https://www.seattleu.edu/WorkArea/DownloadAsset.aspx?id=78678

**Professional Conduct Policy**

The purpose of this policy is to define the appeal policies and processes related to the following professional program decisions that are related to professional conduct/behavior/dispositions: retaining or graduating a student; permitting a student to enter or continue in a practicum, an internship, or student teaching; or recommending a student for a professional certificate.

The Professional Conduct policy can be downloaded at the following URL:

https://www.seattleu.edu/WorkArea/DownloadAsset.aspx?id=78690

**REFERENCES**


National Association of School Psychologists (2010c). *Principles for professional ethics.* Bethesda, MD: NASP.


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.
## Monthly Report from Excel Log

### Seattle University

### School Psychology Internship Hours Monthly Report

<table>
<thead>
<tr>
<th>Area</th>
<th>Number of Hours</th>
<th>YTD</th>
</tr>
</thead>
<tbody>
<tr>
<td>ASSESSMENT (INDIVIDUAL)</td>
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<tr>
<td>ASSESSMENT (GROUP)</td>
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<tr>
<td>REVIEW OF RECORDS (INDIVIDUAL)</td>
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</tr>
<tr>
<td>INTERPRETATION OF DATA (INDIVIDUAL)</td>
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<tr>
<td>INTERPRETATION OF DATA (GROUP)</td>
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<tr>
<td>CLASSROOM OBSERVATIONS</td>
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<td>REPORT WRITING</td>
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<td>MULTIDISCIPLINARY CONFERENCES (sPeD, 504, ETC.)</td>
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<tr>
<td>OTHER MEETINGS</td>
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<tr>
<td>CONSULTATION (INTERNAL)</td>
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<td>UNIVERSITY SUPERVISION (MEETINGS &amp; SEMINAR)</td>
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<td>PEER CONSULTATION (OTHER SPSPY STUDENTS)</td>
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<td>PROFESSIONAL DEVELOPMENT</td>
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<td>OTHER ACTIVITIES</td>
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<tr>
<td><strong>TOTALS</strong></td>
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</tbody>
</table>

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.
Verificaion of Internship Hours Completed Report
from Excel Log

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

<table>
<thead>
<tr>
<th>Intern Name:</th>
<th>Start Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<table>
<thead>
<tr>
<th>District:</th>
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<table>
<thead>
<tr>
<th>Month</th>
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<tbody>
<tr>
<td>August</td>
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</tr>
<tr>
<td>June</td>
<td>0</td>
</tr>
<tr>
<td>TOTAL</td>
<td>0</td>
</tr>
</tbody>
</table>

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, ethical practice is a focus throughout the internship, and is addressed in specific competencies. A reflective 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 quality services that have positive outcomes for the P-12 students they serve. They are expected to work in settings with diverse populations. 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 eleven (11) Washington State Standards and forty-four (44) Benchmarks for the Residency Certificate for School Psychologists. These standards and benchmarks reflect the ten (10) 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.

REQUIREMENTS AND EXPECTATIONS

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 three times per quarter on Friday afternoons), 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 weekly 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, 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 behavioral intervention. In addition, the intern is required to submit a Professional Resume, a Philosophy Statement ("My Vision of School Psychology"), a Personal Competency Statement and 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 all 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 early 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 all 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:

<table>
<thead>
<tr>
<th>Strengths</th>
<th>Areas for improvement</th>
</tr>
</thead>
</table>

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.
<table>
<thead>
<tr>
<th>Components</th>
<th>Needs Development (0)</th>
<th>Satisfactory (1)</th>
<th>Excellent (2)</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Resume (Standard 10) Include a clear, organized and well written resume.</td>
<td>Not included, or poorly organized, or contains misspellings, typographical or grammatical errors.</td>
<td>Resume is included, is clearly organized and presented, with no misspellings, typographical or grammatical errors.</td>
<td>Resume is excellent</td>
<td></td>
</tr>
<tr>
<td>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</td>
<td>No philosophy submitted, or is not clear, or a vision of role is not articulated, or philosophy and vision are not aligned.</td>
<td>Philosophy is clearly stated. A clear vision of the role is articulated. Philosophy and rationale are clearly aligned.</td>
<td>Meets all criteria for (1) and: Philosophy and vision statement reflect program mission and goals</td>
<td></td>
</tr>
<tr>
<td>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.</td>
<td>Plan is unclear, or unrelated to self-assessment.</td>
<td>A plan is clearly outlined, and appropriately linked to self-assessment.</td>
<td>Plan includes self-assessed needs for professional development in the universal, targeted, and intensive levels.</td>
<td></td>
</tr>
</tbody>
</table>
# School Psychology Program Comprehensive Evaluation Report Evaluation Rubric

## Section 1: Reason for referral and background information

<table>
<thead>
<tr>
<th>Component</th>
<th>Needs Improvement (0)</th>
<th>Satisfactory (1)</th>
<th>Excellent (2)</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reason for referral</td>
<td>Reason for referral is missing or insufficient</td>
<td>Reason for referral is sufficiently addressed</td>
<td>Reason for referral is clear and comprehensive</td>
<td></td>
</tr>
<tr>
<td>Background information</td>
<td>Educational and developmental background is missing or insufficient</td>
<td>Educational and developmental background is sufficiently addressed</td>
<td>Educational and developmental background is clear and comprehensive</td>
<td></td>
</tr>
<tr>
<td>Results of prior evaluations and assessments</td>
<td>Review of prior assessments is missing or insufficient</td>
<td>Review of prior assessments is sufficiently addressed</td>
<td>Review of prior assessments is clear and comprehensive</td>
<td></td>
</tr>
</tbody>
</table>

**Overall Rating for Section (Average for rows)**: /2

## Section 2: Observations

<table>
<thead>
<tr>
<th>Component</th>
<th>Needs Improvement (0)</th>
<th>Satisfactory (1)</th>
<th>Excellent (2)</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom Observation</td>
<td>Classroom observation is missing or insufficient</td>
<td>Classroom observation presented and uses objective wording</td>
<td>Classroom observation utilized structured observation techniques</td>
<td></td>
</tr>
<tr>
<td>Evaluation Observation</td>
<td>Evaluation observation is missing or insufficient</td>
<td>Evaluation observation is presented and uses objective wording</td>
<td>Evaluation observation makes connections between observations and other sources of data (e.g. classroom observation, test results)</td>
<td></td>
</tr>
</tbody>
</table>

**Overall Rating for Section (Average for rows)**: /2

## Section 3: Assessment results and interpretation

<table>
<thead>
<tr>
<th>Component</th>
<th>Needs Improvement (0)</th>
<th>Satisfactory (1)</th>
<th>Excellent (2)</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment procedures</td>
<td>Assessment procedures are not sufficient to answer the referral concern</td>
<td>Assessment procedures address the referral concern</td>
<td>Assessment procedures are comprehensive and address all areas related to the referral concern</td>
<td></td>
</tr>
<tr>
<td>Interpretations</td>
<td>Inadequate interpretation of the assessment scores and the meaning of the scores</td>
<td>Interpretation of the assessment scores and the meaning of the scores</td>
<td>Interpretation of the assessment scores and the meaning of the scores, all interpretations data-based</td>
<td></td>
</tr>
<tr>
<td>Writing quality</td>
<td>Writing is not concise, free from major grammatical errors, and/or uses language readers can understand</td>
<td>Writing is concise, free from major grammatical errors, and uses language readers can understand</td>
<td>Writing is concise, free from grammatical errors, and uses language readers can understand</td>
<td></td>
</tr>
<tr>
<td>-----------------</td>
<td>------------------------------------------------------------------------------------------------------</td>
<td>-----------------------------------------------------------------------------------------------------</td>
<td>-----------------------------------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>Report conveys respect for student and family</td>
<td>One or more aspects of respect for student is missing or inadequate</td>
<td>Report language is non-biased (e.g., person-first language), protects confidentiality</td>
<td>Report language is non-biased, protects confidentiality, and focuses on strengths as well as weaknesses</td>
<td></td>
</tr>
<tr>
<td>Tables</td>
<td>Tables are not included or do not include all assessment data</td>
<td>Tables are inclusive of all assessment data</td>
<td>Tables include all assessment data and are well formatted for the reader</td>
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</tbody>
</table>

**Overall Rating for Section (Average for rows)** /2

**Section 4: Eligibility determination and recommendations**

<table>
<thead>
<tr>
<th>Component</th>
<th>Needs Improvement (0)</th>
<th>Satisfactory (1)</th>
<th>Excellent (2)</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summary</td>
<td>Summary is missing or insufficient</td>
<td>Satisfactory summary of assessment results is presented</td>
<td>Summary of assessment results is clear, concise, and links to conclusions</td>
<td></td>
</tr>
<tr>
<td>Eligibility determination</td>
<td>Eligibility determination statement is missing or insufficient</td>
<td>Eligibility determination statement is adequately presented</td>
<td>Eligibility determination statement reflects criteria for eligibility and assessment data</td>
<td></td>
</tr>
<tr>
<td>Recommendations</td>
<td>Recommendations are missing or insufficient</td>
<td>Recommendations are adequate</td>
<td>Recommendations link to assessment findings and are appropriate</td>
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</table>

**Overall Rating for Section (Average for rows)** /2

**Section 5: Overall Assessment**

<table>
<thead>
<tr>
<th>Component</th>
<th>Needs Improvement (0)</th>
<th>Satisfactory (1)</th>
<th>Excellent (2)</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reflective thinking</td>
<td>Little awareness of skills and strategies acquired or used in the assessment process</td>
<td>Thoughtful analysis of skills and strategies acquired or used in the assessment process</td>
<td>Exceptional insight into skills and strategies acquired or used in the assessment process</td>
<td></td>
</tr>
<tr>
<td>Awareness of personal strengths and weaknesses</td>
<td>Areas of strength and areas to improve are not identified or poorly identified</td>
<td>Areas of strength and areas to improve are identified</td>
<td>Areas of strength and areas to improve are identified with specific plans for improvement</td>
<td></td>
</tr>
<tr>
<td>Collaboration</td>
<td>Collaboration with others is not evident</td>
<td>Collaboration with others is evident in most aspects</td>
<td>Collaboration with others is evident throughout the activities</td>
<td></td>
</tr>
<tr>
<td>Diversity</td>
<td>Awareness of issues related to diversity (e.g. physical, social, linguistic, cultural factors) is inadequate</td>
<td>Awareness of issues related to diversity (e.g. physical, social, linguistic, cultural factors) is adequate</td>
<td>Awareness of issues related to diversity (e.g. physical, social, linguistic, cultural factors) reflects thoughtful analysis</td>
<td></td>
</tr>
<tr>
<td>-----------</td>
<td>------------------------------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td><strong>Overall Rating for Section (Average for rows)</strong></td>
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<td></td>
<td><strong>/2</strong></td>
<td></td>
</tr>
</tbody>
</table>
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

<table>
<thead>
<tr>
<th>Component</th>
<th>Needs Development (0)</th>
<th>Satisfactory (1)</th>
<th>Excellent (2)</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Problem definition</td>
<td>Problem is not defined operationally</td>
<td>Problem is operationally defined</td>
<td>Problem is operationally defined and comparisons are made to age/grade level expectations (e.g. local norms)</td>
<td></td>
</tr>
<tr>
<td>Comparison data</td>
<td>Problem is not defined in terms of both current and desired levels of performance</td>
<td>Problem is defined in terms of both current and desired levels of performance</td>
<td>The discrepancy between the current and desired level of performance is described and explained well</td>
<td></td>
</tr>
</tbody>
</table>

Overall Rating for Section: /2

Section 2: Problem Analysis

<table>
<thead>
<tr>
<th>Component</th>
<th>Needs Development (0)</th>
<th>Satisfactory (1)</th>
<th>Excellent (2)</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Function or type of deficit</td>
<td>Problem is not identified as a skill and/or performance deficit</td>
<td>Problem is identified as a skill and/or performance deficit and a testable hypothesis about the function or nature of concern is presented</td>
<td>Testable hypotheses about the function of student’s problem consider multiple factors (e.g. instruction, curriculum, environment, learner-ICEL)</td>
<td></td>
</tr>
<tr>
<td>Data-based decision-making</td>
<td>Appropriate data are not collected to confirm or reject the hypotheses</td>
<td>Appropriate data are collected to confirm or reject the hypotheses from multiple sources (e.g. parent, teacher, self-report, records reviews)</td>
<td>Data obtained from multiple methods (e.g. observations, direct/indirect methods) and sources converge to either confirm or reject proposed hypotheses</td>
<td></td>
</tr>
<tr>
<td>---------------------------</td>
<td>---------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>Goals</td>
<td>Goals are absent or are not measurable</td>
<td>Goals are present and are measurable</td>
<td>Measurable goals are clear and supported by data. Goal Attainment Scale (GAS) is used to document impact.</td>
<td></td>
</tr>
</tbody>
</table>

**Overall Rating for Section:** /2

### Section 3: Intervention

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

**Overall Rating for Section:** /2

### Section 4: Evaluation

<table>
<thead>
<tr>
<th>Component</th>
<th>Needs Development (0)</th>
<th>Satisfactory (1)</th>
<th>Excellent (2)</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Progress monitoring</td>
<td>Progress monitoring data are absent or are not presented on a chart</td>
<td>Progress monitoring data are presented on a chart</td>
<td>Progress monitoring chart includes student performance and comparison data (e.g. trend line, goal line, bar graph)</td>
<td></td>
</tr>
<tr>
<td>Positive impact</td>
<td>Did not analyze data to assess positive impact on student outcomes</td>
<td>Positive impact on student outcome was evaluated using Goal Attainment Scale (GAS)</td>
<td>Data indicate there was a positive impact on student outcomes using GAS</td>
<td></td>
</tr>
<tr>
<td>-----------------</td>
<td>---------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>Data-based decision making</td>
<td>Data are not used to inform decision-making</td>
<td>Data are used to inform decision-making (e.g. continuation or modification)</td>
<td>Data-based decision making leads to continuation or increased positive impact on student outcomes.</td>
<td></td>
</tr>
<tr>
<td>Generalization</td>
<td>Strategies for generalizing outcomes to other settings are not addressed</td>
<td>Strategies for generalizing outcomes to other settings are addressed</td>
<td>Strategies for generalizing outcomes to other settings are documented as effective</td>
<td></td>
</tr>
</tbody>
</table>

| Overall Rating for Section: | /2 |

**Section 5: Overall Assessment**

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

**Overall Rating for Section:**

/2

This case study included family-school collaboration: Yes___________ No_______

**TOTAL POINTS:**

_________/10
## Section 1: Problem Identification

<table>
<thead>
<tr>
<th>Component</th>
<th>Needs Development (0)</th>
<th>Satisfactory (1)</th>
<th>Excellent (2)</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Problem definition</td>
<td>Problem is not defined operationally</td>
<td>Problem is operationally defined</td>
<td>Problem is defined operationally and comparisons are made to age/grade level expectations (e.g. local norms).</td>
<td></td>
</tr>
<tr>
<td>Educational impact</td>
<td>Problem is not defined in terms of both current and desired levels of performance</td>
<td>Problem is defined in terms of both current and desired levels of performance</td>
<td>The discrepancy between the current and desired level of performance is described and explained well</td>
<td></td>
</tr>
</tbody>
</table>

**Overall Rating for Section:** 2/2

## Section 2: Problem Analysis

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

**Overall Rating for Section:** 2/2
### Section 3: Intervention

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

**Overall Rating for Section:** /2

### Section 4: Evaluation

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

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

Overall Rating for Section: /2

This case study included family-school collaboration: Yes_____________ No_________

TOTAL POINTS: ____________/10
### FUNCTIONAL BEHAVIOR ASSESSMENT (FBA) Evaluation Rubric

#### Indirect Assessment

<table>
<thead>
<tr>
<th>Component</th>
<th>Needs Development (0)</th>
<th>Satisfactory (1)</th>
<th>Excellent (2)</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Indirect Assessment</td>
<td>Chooses inappropriate interview method. Does not complete interview or record review</td>
<td>Chooses appropriate interview method. Partially completes interview or record review</td>
<td>Chooses appropriate interview method. Completes interview and record review</td>
<td></td>
</tr>
</tbody>
</table>

#### Direct Assessment

<table>
<thead>
<tr>
<th>Component</th>
<th>Needs Development (0)</th>
<th>Satisfactory (1)</th>
<th>Excellent (2)</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Direct Descriptive Assessment</td>
<td>Chooses inappropriate observation methods. Does not complete an observation</td>
<td>Chooses appropriate observation methods. Completes 1-2 direct observations</td>
<td>Chooses appropriate observation methods. Completes 3 or more direct observations</td>
<td></td>
</tr>
</tbody>
</table>

#### Analysis and Hypothesis

<table>
<thead>
<tr>
<th>Component</th>
<th>Needs Development (0)</th>
<th>Satisfactory (1)</th>
<th>Excellent (2)</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Analysis, Synthesis, and Hypothesis</td>
<td>Does not complete analysis or develop hypothesis</td>
<td>Completes analysis and provides weak hypothesis</td>
<td>Completes analysis and provides hypothesis clearly stating function of behavior</td>
<td></td>
</tr>
</tbody>
</table>

#### Replacement Behavior

<table>
<thead>
<tr>
<th>Component</th>
<th>Needs Development (0)</th>
<th>Satisfactory (1)</th>
<th>Excellent (2)</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Replacement Behavior</td>
<td>Does not identify replacement behavior</td>
<td>Identifies replacement behavior that does not clearly serve a similar function as the target behavior</td>
<td>Identifies realistic replacement behavior that clearly serves the same function as the target behavior</td>
<td></td>
</tr>
</tbody>
</table>

#### Intervention Strategies

<table>
<thead>
<tr>
<th>Component</th>
<th>Needs Development (0)</th>
<th>Satisfactory (1)</th>
<th>Excellent (2)</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intervention Strategies</td>
<td>Does not provide strategies to consider for successful intervention</td>
<td>Provides limited intervention strategies that may not be suitable for the context</td>
<td>Provides intervention strategies that are relevant and suitable for the context</td>
<td></td>
</tr>
</tbody>
</table>

Total ________/10 points     This FBA included family-school collaboration ____ (y/n)
FUNCTIONAL BEHAVIORAL ASSESSMENT CASE STUDY GUIDELINES AND TEMPLATE

Using the BAPS model described in Chapter 6 of *Conducting School-Based Functional Behavioral Assessments* by Steege, Pratt, Wickerd, Guare, & Watson (2019), you may conduct the FBA using either the 3,4,5, or 8-term model. I strongly suggest using the 8-term model for the purposes of training. Use the BAPS-I interview from Chapter 7 and the observation forms from Chapter 8. Alternatively, you may use other instruments and methods provided to you by your supervisor, so long as they support the BAPS general framework. Your report should follow the template in Chapter 13. For the purposes of this assignment, some sections are indicated as optional.


Identifying information:

Evaluation Dates:

Reason for Referral:

Purposes of FBA:

Description of assessment procedures:

Relevant background information:

Identification and description of interfering behaviors:

Results: Documentation of current levels of interfering behaviors (graphic display optional but recommended)

Results: Behavior analytic interview(s) (Indirect assessment)

Results: Behavior analytic observations (direct assessment)

(optional)Results: experimental analyses

Synthesis of results:

Summary and hypotheses:

Recommendations:

Reflection:
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.

For successful completion of the internship, ratings of 3 Competent/ Satisfactory are expected on all of the performance-based competencies and work characteristics. If a student has failed to demonstrate the required competencies and work characteristics, the time of internship may be extended and a remediation plan put in place. If, at any time, an intern receives ratings of Unsatisfactory on any competency or work characteristic, a remediation plan is put in place. If unsatisfactory ratings continue, the program and/or 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.
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: The evaluation of the candidate is based upon supervisor observation, reports from teachers, students, parents, and staff, as well student self-assessment, as appropriate. Please note that this evaluation tool examines the developmental growth of candidates from the practicum to the end of internship. It is essential to read each rubric item to carefully determine the candidate’s current level of competence at different points in their training. To be successful, it is expected that candidates will obtain an overall average score of 2 by the end of practicum (Spring quarter) and an overall average score of 3 by the end of internship (Spring quarter). Evaluations will be used to identify areas of candidate strengths and training needs, with the goal of preparing highly competent school psychologists. At the end of practicum, candidates are rated on 22 professional skills aligned to the NASP practice model and Washington State Standards and 11 work characteristics. These ratings are shared with their university internship supervisor. At the mid-point and end of internship, candidates are rated on 36 professional skills aligned to the NASP practice model and Washington State Standards and 11 work characteristics. To use this form, please write the date of the rating in the cells that describe the level of competence attained at midyear and year end, respectively.

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

<table>
<thead>
<tr>
<th>0: Unsatisfactory</th>
<th>1: Novice (limited experience)</th>
<th>2: Intermediate (practical application)</th>
<th>3: Advanced (applied theory)</th>
<th>4: Expert (recognized authority)</th>
</tr>
</thead>
<tbody>
<tr>
<td>The candidate does not display the knowledge and skills to perform the competency in the field even with extensive supervision and guidance from the field supervisor.</td>
<td>The competency is completely new for the candidate. Candidate has a basic understanding of techniques and concepts, requires continuous and extensive supervision to apply the competency in the field setting.</td>
<td>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.</td>
<td>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.</td>
<td>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.</td>
</tr>
<tr>
<td>Unacceptable at any point in training</td>
<td>During practicum</td>
<td>End of practicum</td>
<td>End of internship</td>
<td>School psychologist practitioner</td>
</tr>
<tr>
<td>---------------------------------------</td>
<td>------------------</td>
<td>------------------</td>
<td>-------------------</td>
<td>-------------------------------</td>
</tr>
</tbody>
</table>

### Section 1. Interventions and Instructional Support to Develop Academic Skills
School psychologists have knowledge of biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curriculum and instructional strategies.

The following items are rated in practicum and internship.

<table>
<thead>
<tr>
<th>Candidate skill</th>
<th>0: Unsatisfactory</th>
<th>1: Novice</th>
<th>2: Intermediate</th>
<th>3: Advanced</th>
<th>4: Expert</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Candidate skill</strong></td>
<td>(Expectations for growth)</td>
<td>(Not acceptable)</td>
<td>(During practicum)</td>
<td>(End of practicum)</td>
<td>(End of internship)</td>
</tr>
<tr>
<td><strong>Research Program evaluation</strong></td>
<td>Candidate evaluates a cumulative body of research findings as a foundation for effective service delivery to support student academic skill development (e.g., reading, writing, math, and executive functioning skills).</td>
<td>Candidate ineffectively evaluates and synthesizes research. Does not use research as a foundation for effective service delivery.</td>
<td>Candidate has emerging skills in the evaluation and synthesis of research. Initial use of research as a foundation for effective service delivery.</td>
<td>Candidate demonstrates competency in the evaluation and synthesis of research and uses research as a foundation for effective service delivery.</td>
<td>Candidate demonstrates strong skills in the evaluation and synthesis of research. Consistently and thoughtfully uses research as a foundation for effective service delivery.</td>
</tr>
<tr>
<td><strong>Data-Based Decision Making</strong></td>
<td>Candidate has a limited understanding of assessment methods and is not able to select and collect appropriate assessment data.</td>
<td>Candidate has emerging understanding of assessment methods. Needs high supervision to select and collect appropriate assessment data.</td>
<td>Candidate has a conceptual understanding of assessment methods. Needs appropriate supervision to select and collect assessment data.</td>
<td>Candidate uses knowledge to independently select and collect appropriate assessment data.</td>
<td>Candidate uses advanced knowledge to model best practices in selecting and collecting assessment data.</td>
</tr>
<tr>
<td><strong>Candidate accurately analyzes</strong> assessment data to identify evidence-based instructional interventions. and supports to improve academic skills.</td>
<td><strong>Candidate inaccurately analyzes</strong> data to identify and develop instruction interventions and supports.</td>
<td><strong>Candidate has emerging understanding</strong> of data analysis. Requires <strong>high supervision</strong> to accurately analyze data.</td>
<td><strong>Candidate has conceptual understanding</strong> of data analysis methods. Needs <strong>appropriate supervision</strong> to accurately analyze data.</td>
<td><strong>Candidate uses knowledge to independently and accurately analyze data.</strong></td>
<td><strong>Candidate uses advanced knowledge to model best practices in data analysis.</strong></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td><strong>Data-Based Decision Making</strong></td>
<td><strong>Candidate has a limited understanding</strong> of best practices to support the academic outcomes of students with diverse learning needs, developmental differences, and abilities/disabilities.</td>
<td><strong>Candidate has emerging understanding</strong> of best practices to support the academic outcomes of students with diverse learning needs, developmental differences, and abilities/disabilities.</td>
<td><strong>Candidate has conceptual understanding</strong> of best practices to support the academic outcomes of students with diverse learning needs, developmental differences, and abilities/disabilities.</td>
<td><strong>Candidate consistently uses knowledge of best practices to support the academic outcomes of students with diverse learning needs, developmental differences, and abilities/disabilities.</strong></td>
<td><strong>Candidate models and leads others in the use of best practices to support the academic outcomes of students with diverse learning needs, developmental differences, and abilities/disabilities.</strong></td>
</tr>
<tr>
<td><strong>Diversity in Development &amp; Learning</strong></td>
<td><strong>Candidate demonstrates limited understanding of multicultural variables in academic decision-making.</strong></td>
<td><strong>Candidate demonstrates emerging understanding of multicultural variables in academic decision-making.</strong></td>
<td><strong>Candidate demonstrates conceptual understanding of multicultural variables in academic decision-making.</strong></td>
<td><strong>Candidate consistently uses knowledge of multicultural variables to select academic assessment, instruction, intervention and supports.</strong></td>
<td><strong>Candidate models and leads others in the use of multicultural variables to select academic assessment, instruction, intervention and supports.</strong></td>
</tr>
<tr>
<td><strong>Candidate understands and adheres to federal and state regulations in the determination of eligibility for special education</strong> (e.g., considers exclusionary criteria, follows guidelines, timelines, procedures, and appropriately documents eligibility decisions).</td>
<td><strong>Candidate demonstrates inaccurate knowledge and/or does not apply knowledge of legal ethical and professional practice regarding interventions and supports.</strong></td>
<td><strong>With high supervision, candidate demonstrates and applies knowledge of legal ethical and professional practice.</strong></td>
<td><strong>With appropriate supervision, candidate demonstrates and applies knowledge of legal ethical and professional practice. May seek input for complex cases.</strong></td>
<td><strong>Candidate independently demonstrates and applies knowledge of legal, ethical and professional practice.</strong></td>
<td><strong>Candidate uses advanced knowledge to independently and consistently engage in professional, legal, and ethical practices.</strong></td>
</tr>
<tr>
<td><strong>Legal, Ethical, Professional</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Candidate effectively communicates assessment findings in a written report that includes background information, behavioral/testing observations, assessment results interpretation, and appropriate recommendations.</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Candidate demonstrates poor skills in report writing. Reports lack clarity, professionalism and Include many grammatical or technical errors.</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Candidate demonstrates emerging skills in report writing. Reports include some grammatical or technical errors.</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Candidate demonstrates competency in report writing. Reports are professional and include very few grammatical errors and no technical errors.</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Candidate demonstrates strong report writing skills. Reports are professional, clear, and free from grammatical and technical errors.</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Candidate consistently demonstrates exceptional report writing skills. Reports are professional clear and skillfully communicate assessment findings.</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| **Data-Based Decision Making** |
| **Consultation collaboration** |
| **Candidate effectively communicates assessment results to a problem solving team or an evaluation team.** |
| **Candidate rarely ineffectively or inappropriately communicates assessment results. Regular, intensive supervision and additional practice is needed.** |
| **Candidate demonstrates emerging skills in sharing assessment results. Sometimes has difficulty summarizing information and instead reads directly from the report. Supervisor regularly assists the candidate in communicating results.** |
| **Candidate demonstrates competency in sharing assessment results. Is able to accurately summarize information from the report without reading directly from it. Supervisor assists with communicating results, particularly for challenging cases or questions.** |
| **Candidate demonstrates strong communication skills when sharing assessment results. Is able to clearly and accurately summarize report information and is able to respond to questions independently and appropriately.** |
| **Candidate demonstrates exceptional communication skills when sharing assessment results. Is able to skillfully summarize complex information and answers questions independently, appropriately, and thoughtfully.** |

| **The following items are rated during internship only.** |
| **Candidate effectively implements or guides implementation of evidence-based individual or small group academic interventions (e.g., reading, writing, math, or executive functioning).** |
| **Candidate does not effectively implement or guide implementation individual or small group academic interventions.** |
| **Candidate observes the implementation of individual or small group academic interventions, and occasionally participates with routine supervision.** |
| **With occasional supervision, candidate effectively implements or guides implementation of individual or small group academic Interventions.** |
| **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.** |
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 inappropriately 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.

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**Section 2: Interventions and Mental Health Services to Develop Social and Life Skills.** School psychologists have knowledge of biological, cultural, developmental and social influences on behavior and mental health; behavioral and emotional impacts on learning and life skills; and evidence-based strategies to promote social-emotional functioning and mental health

The following items are rated in practicum and internship.

<table>
<thead>
<tr>
<th>Candidate skill</th>
<th>0: Unsatisfactory (Not acceptable)</th>
<th>1: Novice (During practicum)</th>
<th>2: Intermediate (End of practicum)</th>
<th>3: Advanced (End of internship)</th>
<th>4: Expert (Practitioner)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Candidate evaluates a cumulative body of research findings to support student mental health, behavior social emotional and life skills</td>
<td>Candidate ineffective evaluates and synthesizes research. Does not use research as a guide to guide practice.</td>
<td>Candidate has emerging skills in the evaluation of research Sometimes uses research to guide practice.</td>
<td>Candidate demonstrates competency in the evaluation of research Frequently uses research to guide practice.</td>
<td>Candidate demonstrates strong skills in the evaluation and synthesis of research Consistently and thoughtfully uses research as a foundation for effective service delivery</td>
<td>Candidate demonstrates exceptional skills in the evaluation and synthesis of research Shares advanced knowledge of research with school staff to promote effective service delivery</td>
</tr>
<tr>
<td>Research &amp; Program evaluation</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Candidate demonstrates awareness of the impact of cultural, biological, and environmental factors on behavioral presentation, social emotional skills, and life skills</td>
<td>Candidate is not sensitive to the impact of cultural, biological and environmental factors on behavioral presentation, social emotional skills and life skills</td>
<td>Candidate demonstrates emerging sensitivity to the impact of cultural, biological and environmental factors on behavioral presentation, social emotional skills, and life skills</td>
<td>Candidate demonstrates sensitivity to the impact of cultural biological and environmental factors on behavioral presentation, social emotional skills and life skills</td>
<td>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</td>
<td>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</td>
</tr>
<tr>
<td>Diversity in Development &amp; Learning</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Data-Based Decision Making</strong></td>
<td><strong>Data-Based Decision Making</strong></td>
<td><strong>Data-Based Decision Making</strong></td>
<td><strong>Data-Based Decision Making</strong></td>
<td><strong>Data-Based Decision Making</strong></td>
<td><strong>Data-Based Decision Making</strong></td>
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</tr>
<tr>
<td>Candidate <strong>effectively</strong> implements or guides implementation of behavior Interventions plans (BIP)</td>
<td>Candidate <strong>does not</strong> effectively implement or guide implementation of BIPs</td>
<td>Candidate <strong>observes</strong> the implementation of BIPs and participates with high supervision</td>
<td>With occasional supervision, candidate <strong>effectively</strong> implements or guides implementation of BIPs</td>
<td>Candidate independently and <strong>effectively</strong> implements or guides implementation of BIPs</td>
<td>Candidate <strong>models best practices</strong> in the implementation of BIPs</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Consultation &amp; collaboration</strong></th>
<th></th>
<th></th>
<th></th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Candidate <strong>effectively</strong> collaborates with school staff to support student mental health, social emotional, and life skills. <strong>Appropriately communicates</strong> with school staff within limits of confidentiality to best support students.</td>
<td>Candidate <strong>rarely</strong> <strong>ineffectively</strong>, or <strong>inappropriately</strong> collaborates and communincates with school staff to support student needs.</td>
<td>Candidate <strong>demonstrates emerging skills</strong> in collaborating and communicating with school staff to support student needs.</td>
<td>Candidate <strong>demonstrates competency</strong> in collaborating and communicating with school staff to support student needs.</td>
<td>Candidate <strong>consistently and effectively</strong> collaborates and communicates with school staff to support student needs.</td>
<td>Candidate <strong>models best practices</strong> and demonstrates exceptional communication and collaboration skills when working with school staff to support student needs</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>The following items are rated during internship only.</strong></th>
<th></th>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>Candidate uses technology to collect and analyze behavioral assessment data to effectively conduct a Functional behavior Assessment (FBA)</td>
<td>Candidate has a <strong>limited</strong> understanding of FBA methods and is not able to select, collect, and analyze FBA data.</td>
<td>Candidate has <strong>emerging</strong> understanding of FBA methods. Needs <strong>high supervision</strong> to select, collect, and analyze FBA data.</td>
<td>Candidate has <strong>conceptual understanding</strong> of FBA methods. Needs <strong>appropriate supervision</strong> to select, collect, and analyze FBA data.</td>
<td>Candidate uses knowledge to <strong>independently</strong> select, collect, and <strong>appropriately</strong> analyze FBA data.</td>
<td>Candidate uses <strong>advanced knowledge to model best practices</strong> in selecting, collecting, and analyzing FBA data.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Data-Based Decision Making</strong></th>
<th><strong>Data-Based Decision Making</strong></th>
<th><strong>Data-Based Decision Making</strong></th>
<th><strong>Data-Based Decision Making</strong></th>
<th><strong>Data-Based Decision Making</strong></th>
<th><strong>Data-Based Decision Making</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Candidate <strong>effectively</strong> implements evidence-based individual or small group counseling or social skills interventions.</td>
<td>Candidate <strong>does not</strong> effectively implement individual or small group counseling or social skills interventions.</td>
<td>Candidate <strong>observes</strong> the implementation of individual or small group counseling or social skills interventions and <strong>occasionally participates with high supervision.</strong></td>
<td>With <strong>appropriate supervision</strong>, candidate <strong>effectively implements</strong> individual or small group counseling or social skills interventions.</td>
<td>Candidate independently and <strong>effectively implements</strong> individual or small group counseling or social skills interventions.</td>
<td>Candidate <strong>models best practices</strong> in the implementation of individual or small group counseling or social skills interventions.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Data-Based Decision Making</strong></th>
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<th><strong>Data-Based Decision Making</strong></th>
<th><strong>Data-Based Decision Making</strong></th>
<th><strong>Data-Based Decision Making</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Candidate <strong>systematically evaluates the effectiveness of interventions using technology to monitor student mental health, social emotional, behavior, and/or life skills</strong></td>
<td>Candidate <strong>inappropriately or inaccurately</strong> evaluates the effectiveness of interventions and supports</td>
<td>With <strong>high supervision</strong>, candidate <strong>effectively</strong> and <strong>appropriately</strong> evaluates the effectiveness of interventions and supports.</td>
<td>With <strong>appropriate supervision</strong>, candidate <strong>effectively</strong> and <strong>appropriately</strong> evaluates the effectiveness of interventions and supports.</td>
<td>Systematically and independently evaluates the effectiveness of interventions and supports.</td>
<td>Candidate <strong>models best practices</strong> in the systematic evaluation of interventions and supports.</td>
</tr>
</tbody>
</table>
### Section 3. School-wide Practices to Promote Learning

School psychologists have knowledge of school and systems structure, organization, and theory; general and special education; technology resources and evidence-based school practices that promote learning and mental health.

The following items are rated in practicum and internship.

<table>
<thead>
<tr>
<th>Candidate skill</th>
<th>0: Unsatisfactory (Not acceptable)</th>
<th>1: Novice (During practicum)</th>
<th>2: Intermediate (End of practicum)</th>
<th>3: Advanced (End of internship)</th>
<th>4: Expert (Practitioner)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Legal, Ethical, Professional</strong></td>
<td>Candidate demonstrates knowledge of legislation and regulations relevant to general and special education systems.</td>
<td>Candidate has limited understanding of legislation and regulations relevant to general and special education systems.</td>
<td>Candidate has emerging understanding of legislation and regulations relevant to general and special education systems.</td>
<td>Candidate has a conceptual understanding of legislation and regulations relevant to general and special education systems.</td>
<td>Candidate uses knowledge to assist school personnel and families adhere to general and special education regulations.</td>
</tr>
<tr>
<td><strong>Research &amp; Program Evaluation</strong></td>
<td>Candidate systematically assesses the quality of research to critically evaluate the evidence base related to promoting schoolwide learning and mental health.</td>
<td>Candidate has limited understanding of evidence-based practices that promote schoolwide learning and mental health.</td>
<td>Candidate has emerging understanding of evidence-based practices that promote schoolwide learning and mental health.</td>
<td>Candidate has a conceptual understanding of evidence-based practices that promote schoolwide learning and mental health.</td>
<td>Candidate uses knowledge of research findings as the foundation for developing or promoting implementation of schoolwide practices and policies.</td>
</tr>
<tr>
<td><strong>Diversity in Development &amp; Learning</strong></td>
<td>Candidate is sensitive to diverse characteristics, learning needs, and culture related to schoolwide programs and policies</td>
<td>Candidate is rarely sensitive to diverse characteristics, learning needs, and cultures related to schoolwide practices/policies.</td>
<td>Candidate demonstrates emerging sensitivity of diverse characteristics, learning needs and cultures related to schoolwide practices/policies.</td>
<td>Candidate demonstrates sensitivity to diverse characteristics, learning needs and cultures related to schoolwide practices/policies.</td>
<td>Candidate consistently practices in a manner that is sensitive to diverse characteristics learning needs, and cultures related to schoolwide practices/policies.</td>
</tr>
</tbody>
</table>

The following items are rated during internship only.

<p>| Candidate promotes fairness and social justice in school policies and programs | Candidate has limited knowledge of how to promote fairness and social justice in school policies and programs. | Candidate has emerging knowledge of how to promote fairness and social justice in school policies and programs. | Candidate has a conceptual understanding of how to promote fairness and social justice in school policies and programs. | Candidate uses knowledge to promote fairness and social justice in school policies and programs. | Candidate is a leader and change agent in promoting fairness and social justice in school policies and programs. |</p>
<table>
<thead>
<tr>
<th><strong>Consultation &amp; Collaboration</strong></th>
<th><strong>Data-Based Decision Making</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Candidate engages in systems-level problem solving</strong> (e.g., MTSS team) with colleagues to plan, implement, and/or evaluate schoolwide practices that promote learning and mental health</td>
<td><strong>Candidate engages in school-wide reviews of data</strong> (e.g., universal screening, attendance, discipline) to understand, develop, promote, and/or evaluate the effectiveness of the implementation of schoolwide policies and practices.</td>
</tr>
<tr>
<td><strong>Candidate does not engage in systems-level problem-solving with key stakeholders</strong></td>
<td><strong>Candidate does not engage in school-wide reviews of data, has limited skill in using data to develop, implement, and/or evaluate schoolwide policies and practices.</strong></td>
</tr>
<tr>
<td><strong>Candidate observes systems-level problem solving to develop schoolwide practices.</strong></td>
<td><strong>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.</strong></td>
</tr>
<tr>
<td><strong>Candidate participates in systems-level problem solving process to develop schoolwide practices.</strong></td>
<td><strong>Candidate participates in school-wide reviews of data, is competent in using to develop, implement, and/or evaluate schoolwide policies and practices.</strong></td>
</tr>
<tr>
<td><strong>Candidate facilitates a systems-level problem-solving process to develop schoolwide practices.</strong></td>
<td><strong>Candidate facilitates school-wide reviews of data, is proficient in using data to develop, implement, and/or evaluate schoolwide policies and practices.</strong></td>
</tr>
<tr>
<td><strong>Candidate is able to model a systems-level problem-solving process that collaborates with key stakeholders through shared planning, implementation, and evaluation of schoolwide practices.</strong></td>
<td><strong>Candidate models school-wide review of data, is highly skilled is analyzing data to develop and/or implement schoolwide policies and practices.</strong></td>
</tr>
</tbody>
</table>

**Section 4: Preventive and Responsive Services.** School psychologists have knowledge of principles and research related to resilience and risk factors in learning and mental health, services in schools and communities to support multi-tiered prevention, and evidence-based strategies for effective crisis response.

The following items are rated in practicum and internship.

<table>
<thead>
<tr>
<th><strong>Candidate skill</strong></th>
<th><strong>Research &amp; Program Evaluation</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>(Expectations for growth)</td>
<td>(During practicum)</td>
</tr>
<tr>
<td>0: Unsatisfactory</td>
<td>(Not acceptable)</td>
</tr>
<tr>
<td>1: Novice</td>
<td>(During practicum)</td>
</tr>
<tr>
<td>2: Intermediate</td>
<td>(End of practicum)</td>
</tr>
<tr>
<td>3: Advanced</td>
<td>(End of internship)</td>
</tr>
<tr>
<td>4: Expert</td>
<td>(Practitioner)</td>
</tr>
</tbody>
</table>

**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.**

<p>| 0: Unsatisfactory | Candidate has a limited understanding of risk factors contributing to systemic problems and/or practices to promote wellness. |
| 1: Novice | Candidate has emerging understanding of risk factors contributing to systemic problems and/or practices to promote wellness. |
| 2: Intermediate | Candidate has a conceptual understanding of risk factors contributing to systemic problems and/or practices to promote wellness. |
| 3: Advanced | Candidate uses knowledge of risk factors in collaborating to address risk factors contributing to systemic problems and/or practices to promote wellness. |
| 4: Expert | Candidate uses advanced knowledge to lead collaboration to address risk factors contributing to systemic problems and/or practices to promote wellness. |</p>
<table>
<thead>
<tr>
<th>Category</th>
<th>Description</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Legal, Ethical &amp; Professional Practice</strong></td>
<td>Candidate demonstrates knowledge of relevant standards, regulations and school-level procedures in crisis and prevention work.</td>
<td>Candidate demonstrates awareness of the role of culture and context in risk and prevention practices.</td>
</tr>
<tr>
<td><strong>Diversity in Development &amp; Learning</strong></td>
<td>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.</td>
<td>Candidate collaborates with school-based teams in the implementation of prevention-based programs.</td>
</tr>
<tr>
<td><strong>Consultation &amp; Collaboration</strong></td>
<td>Candidate rarely collaborates with school-based teams in the implementation of prevention-based programs.</td>
<td>Candidate collaborates with school-based teams in the implementation of prevention-based programs.</td>
</tr>
<tr>
<td><strong>Consultation &amp; Collaboration</strong></td>
<td>Candidate observes school-based team collaboration in the implementation of prevention-based programs.</td>
<td>Candidate facilitates school-based team collaboration in the implementation of prevention-based programs.</td>
</tr>
<tr>
<td><strong>Consultation &amp; Collaboration</strong></td>
<td>Candidate collaborates with school-based teams in the implementation of prevention-based programs.</td>
<td>Candidate is a leader and models best practices when collaborating with school-based teams in the implementation of prevention-based programs.</td>
</tr>
</tbody>
</table>

The following items are rated during internship only.
<table>
<thead>
<tr>
<th>Candidate <strong>develops, has awareness of</strong>, and/or <strong>implements</strong> existing crisis prevention and intervention services.</th>
</tr>
</thead>
</table>

**Data-Based Decision Making**

| 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). |
| Candidate **provides leadership** on crisis team and/or supports and develops best practices (e.g. PREPaRE curriculum) in crisis prevention and intervention services. |

**Section 5: Family-School Collaboration Services.** School psychologists have knowledge of principles and research related to family systems, strengths, needs, and culture; evidence-based strategies to support family influences on children's learning and mental health; and strategies to develop collaboration between families and schools.

The following items are rated in practicum and internship.

<table>
<thead>
<tr>
<th>Candidate skill (Expectations for growth)</th>
<th>0: Unsatisfactory (Not acceptable)</th>
<th>1: Novice (During practicum)</th>
<th>2: Intermediate (End of practicum)</th>
<th>3: Advanced (End of internship)</th>
<th>4: Expert (Practitioner)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Candidate <strong>evaluates research</strong> as a foundation for effective service delivery to promote family-school collaboration.</td>
<td>Candidate <strong>has limited understanding</strong> of evidence-based practices that promote family-school collaboration.</td>
<td>Candidate <strong>has emerging understanding</strong> of evidence-based practices that promote family-school collaboration.</td>
<td>Candidate <strong>has conceptual understanding</strong> of evidence-based practices that promote family-school collaboration.</td>
<td>Candidate <strong>uses knowledge</strong> of research findings as the foundation for promoting family-school collaboration.</td>
<td>Candidate <strong>uses advanced knowledge</strong> of research findings as the foundation for promoting family-school collaboration.</td>
</tr>
</tbody>
</table>

**Research & Program Evaluation**

| Candidate **demonstrates knowledge of legislation** (e.g. FERPA) and regulations (e.g. procedural safeguards) related to the rights of families. | 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 solid 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. |

**Legal, Ethical, & Professional**

<p>| Candidate <strong>demonstrates knowledge of legislation</strong> (e.g. FERPA) and regulations (e.g. procedural safeguards) related to the rights of families. | Candidate <strong>has limited understanding</strong> of legislation and regulations relevant to the rights of families. | Candidate <strong>has emerging understanding</strong> of legislation and regulations relevant to the rights of families. | Candidate <strong>has solid conceptual understanding</strong> of legislation and regulations relevant to the rights of families. | Candidate <strong>uses knowledge</strong> to advocate for families and to assist school personnel to adhere to legislation and regulations relevant to the rights of families. | Candidate <strong>uses advanced knowledge</strong> to advocate for families and to assist school personnel to adhere to legislation and regulations relevant to the rights of families. |</p>
<table>
<thead>
<tr>
<th>Candidate is <strong>sensitive</strong> to diverse family characteristics, learning needs, and culture when engaging with families.</th>
<th>Candidate is <strong>rarely sensitive</strong> to diverse family characteristics learning needs, and cultures.</th>
<th>Candidate demonstrates <strong>emerging sensitivity</strong> of diverse family characteristics, learning needs and cultures.</th>
<th>Candidate <strong>practices</strong> in a manner that is sensitive to diverse family characteristics, learning needs, and cultures.</th>
<th>Candidate <strong>consistently practices</strong> in a manner that is sensitive to diverse family characteristics, learning needs, and cultures.</th>
</tr>
</thead>
</table>

### Diversity in Development & Learning

| The following items are rated during internship only. |
|---|---|---|---|---|
| **Consultation & Collaboration** | **Advocates for access** to supports within the school and community for all families. | **Diversity in Development & Learning** | **Data-Based Decision Making** |
| Candidate **engages families** to promote student success (e.g. learning, positive behavior, and/or social-emotional health). | Candidate has **limited** skill in promoting fairness and social justice in family engagement practices. | Candidate uses data to **understand, develop or evaluate** practices that promote family-school collaboration | Candidate has **limited** skill in using data to understand, develop, or evaluate family-school collaboration practices. |
| Rarely or ineffectively engages families. | 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 has **emerging skill** in using data to understand, develop, or evaluate family-school collaboration practices. |
| Demonstrates **emerging skills** when engaging families in promoting student success. | 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 **competent** in using data to understand, develop, or evaluate family-school collaboration practices. |
| **Consistently and effectively** engages families in promoting student success. | 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. | Candidate is **highly skilled** in using data to understand, develop, or evaluate family-school collaboration practices. |
| 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. | | |
SUPPLEMENTAL EVALUATION ON WORK CHARACTERISTICS

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

<table>
<thead>
<tr>
<th>0: Unsatisfactory</th>
<th>1: Inconsistent</th>
<th>2: Emerging</th>
<th>3: Competent</th>
<th>4: Exemplary</th>
</tr>
</thead>
<tbody>
<tr>
<td>The candidate does not display the required behaviors to the degree necessary for successful performance in schools at this time, remediation is necessary.</td>
<td>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.</td>
<td>Student has the necessary behaviors in their repertoire, employs them with guidance from the field supervisor.</td>
<td>Student has the necessary behaviors and employs them appropriately in school situations.</td>
<td>Student not only has the necessary behaviors but engages in exemplary conduct appropriate for modeling by other professionals.</td>
</tr>
</tbody>
</table>

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.
Strengths:

Areas of Growth:

MIDYEAR

____________________________________ ___________________________ _____________
Student Name     Student Signature      Date

____________________________________ ___________________________ _____________
Supervisor Name     Supervisor Signature     Date

YEAR END

____________________________________ ___________________________ _____________
Student Name     Student Signature      Date

____________________________________ ___________________________ _____________
Supervisor Name     Supervisor Signature     Date