Seattle University
College of Education

SCHOOL PSYCHOLOGY INTERNSHIP HANDBOOK

2017 – 2018
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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 dispositions.

PLEASE NOTE: An orientation to the internship is held during the Summer Quarter 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:


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>
<thead>
<tr>
<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>
</tr>
</tbody>
</table>

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 evaluation of the intern’s performance, informal and formal observation of the intern’s performance by the supervisor and peers

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. 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 and formal observation of the intern’s performance by the supervisor and peers.
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.

### 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 a 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:

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:
- 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 (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 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;
4. Release time for the school district supervisor to provide two hours per week of direct supervision of the intern.

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.

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**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:

- 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.

Submission of an acceptable Professional Portfolio ensures that interns demonstrate competencies to begin effective practice as school psychologists.
SECTION II: INTERNSHIP PLACEMENT

During 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 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 Personal Competencies 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); and
4) ratings of at least “satisfactory” on the Faculty Evaluation of Personal Competencies form completed prior to internship.

The Internship Placement Checklist outlines the student’s responsibilities in securing an internship. These responsibilities include:
1) Submit a “Request for Internship Placement” to the Field Placement 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 Field Placement Coordinator of progress;
6) notify the Field Placement Coordinator when a placement is offered and accepted.

The Field Placement Coordinators 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 granted at the end of the Summer Quarter 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 Field Placement Coordinator (Due: January 15)

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

4. Contact school districts and follow district application and interviewing procedures
   - Notify the Field Placement Coordinator of any districts you contact that are not listed on your request form
   - Keep the Field Placement Coordinator updated on your progress (e.g. when you interview, when you receive offers)

5. Notify the Field Placement Coordinator when you decide to accept an offer. Provide the following information:
   - District name
   - District contact person, phone # and email
   - Name of supervisor (if known)
   - School sites (if known)
   - Report if the position is paid

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 Field Placement Coordinator will send the Letter of Agreement to the district contact person and will notify you when the agreement is received.
Today’s Date: ____________________

Student’s Name: ____________________________________________________________

Address: _________________________________________________________________  
Street ___________________ City ___________________ State _______ Zip ________

Home #: ___________________ Work #: _____________ Email: ___________________

The following are preferences for my internship site.

<table>
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<th>1st Choice</th>
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<th>3rd Choice</th>
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<tr>
<td>Emphasis</td>
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My rationale for the choices indicated: ________________________________________

_________________________________________________________________________

_________________________________________________________________________

_________________________________________________________________________

_________________________________________________________________________

Add comments on the back, as needed, and submit to Field 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. 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), inservice 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
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. Please see Canvas for meeting dates.

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

Department of Counseling and School Psychology
School Psychology Program
Fall 2017, Winter 2018, and Spring 2018

The College of Education’s Organizing Theme:
Preparing Ethical and Reflective Professionals for Quality Service in Diverse Communities

School Psychology Program:
Dedicated to a scientist-practitioner training model, prepares ethical and reflective professionals for quality service in diverse communities.

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 1–3:45 PM
Location: TBA

INSTRUCTORS

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RECOMMENDED TEXTS and 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 dispositions 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, 2010). The following NASP standards provide the specific framework for course objectives and the *Internship Performance-Based Competencies:*

**DOMAINS OF SCHOOL PSYCHOLOGY TRAINING AND PRACTICE (2010 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 use assessment and data-collection methods and to implement and evaluate services that support socialization, learning, and mental health.

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 multiliterary 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 provide 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.

2.8 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 responsible 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.

The seminar meetings integrate the practical experience and knowledge students gain in their internships with theoretical, ethical, and professional issues related to the practice of school psychology. Ethical issues will be examined in relation to underlying philosophy and to NASP Principles for Professional Ethics and Standards for the Provision of School Psychological Services. Class readings, activities, and assignments are designed to encourage students to
reflect on their own strengths and weaknesses as they affect their professional role performance, on current issues and practices in the field of school psychology, and on skills and practices required to meet the needs of diverse communities. Finally, the course will consider varied models and roles for school psychologists, and practical and philosophical issues related to the provision of quality psychological service in schools.

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 six (6) professional behaviors and eight (8) professional dispositions. For each, 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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| **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:  
Evaluations  
Academic Intervention Case Study  
Behavioral Intervention 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:  
CLD Assessment Case  
Behavioral Intervention 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:
- CLD Assessment Case
- Behavioral Intervention Case Study
- 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:
- Behavioral Intervention Case Study
- Academic Intervention 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 | Case Studies***
- Performance-Based Internship Competencies |
**At least one of the four required case studies for the field-based portfolio must include a description of family school collaboration as a method of enhancing educational outcomes.**

*** All case studies are required to address issues related to diversity and the CLD assessment case must be of a P-12 student from a diverse cultural and/or linguistic background.

### COURSE INSTRUCTIONAL METHODS

Specific field-based activities and experiences are designed to help the intern demonstrate the performance-based internship competencies, professional behaviors and dispositions. 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

| **9. Research and Program Evaluation** | School psychologists have knowledge of:  
- Research design, statistics, measurement, varied data collection and analysis techniques; and  
- Program evaluation sufficient for understanding research and interpreting data in applied settings.  
School psychologists demonstrate skills to:  
- Use data and school accountability requirements to identify program and system strengths and needs and to monitor program effectiveness;  
- Evaluate and apply research as a foundation for service delivery; and  
- In collaboration with others, use various techniques and technology resources for data collection, measurement, and analysis to support effective practices at the individual, group, and/or systems levels. |

| **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;  
- The impact of one’s own culture and linguistic background in practice;  
- State and federal accountability legislation.  
School psychologists demonstrate skills to:  
- Provide services consistent with ethical, legal, and professional standards;  
- Engage in responsive ethical and professional decision-making; and  
- Apply professional work characteristics. |

| Academic Intervention Case Study  
Behavioral Intervention Case Study  
**Performance-Based Internship Competencies** |

**Course readings and seminar sessions focused on the history and evolution of school psychology, NASP position statements, ethical practice in school psychology, and current professional issues.  
Professional Portfolio:  
Philosophy of School Psychology  
Personal Competency Statement/Professional Growth Plan  
**Performance-Based Internship Competencies** |
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 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 of internship experience are required for a full-time internship. 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 will print and submit a paper copy of each monthly activity log to the field and university supervisors for review and signatures. 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 print and submit a paper copy of this form, signed by your field supervisor and you will upload the Excel file to your Professional Portfolio on TaskStream. 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, PROFESSIONAL BEHAVIORS AND DISPOSITIONS: Performance-based competencies, professional behaviors and dispositions 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, professional behaviors and dispositions. 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, professional behaviors and dispositions are reviewed at a final evaluation meeting with the intern, field supervisor and university supervisor. For successful completion of the internship, ratings of 3 Competent/Satisfactory/Moderate are expected on all of the performance-based competencies, professional behaviors, and dispositions. If at the final evaluation, the student has failed to demonstrate the required competencies and professional behaviors/dispositions, 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, professional behaviors or dispositions. 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, professional behavior or disposition, 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.

Additional requirements:

a. You are required to have two formal testing observations completed by your field supervisor.

b. You are expected to have broad experiences in assessment, consultation and/or intervention, working with students who present a variety of disabilities 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.

c. You are expected to have experiences working with P-12 students from diverse backgrounds (racial, ethnic, linguistic, 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.

d. You are expected to have experiences across multiple levels of schooling— preschool, elementary, middle school, 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.
Additional seminar requirements:
1. Attendance in all class sessions is required. The seminar meets three times each quarter (approximately once a month), in addition to the first summer 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 illness or emergency, it is the student’s responsibility to notify the instructors and make arrangements to complete an alternative activity. Multiple absences may result in a failing grade.

2. 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.

3. Peer consultations (two required each quarter). 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.

4. Portfolio presentations. This assignment is an opportunity for each intern to share case examples that illustrate their competencies in consultation, academic/behavioral intervention, counseling, or assessment. The cases should be selected from those the student submits in his/her Professional Portfolio. Each intern is responsible for presenting three cases (one per quarter) from the following:
   1) Academic intervention case study
   2) Behavioral intervention case study
   3) CLD Assessment Case

Portfolio case presentations will be scheduled during the last class session of each quarter. Fifteen (15) minutes will be allocated for each case presentation. There is no specific format.

5. Professional portfolio: The Professional Portfolio fulfills one of the requirements for a NASP approved program. The portfolio begins during the practicum year and culminates with the conclusion of internship. It provides a format for students to collect and organize evidence of their field-based experiences and competencies. Listed below are required documents for the internship portion of 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. Professional Growth Plan*
   3. Philosophy of School Psychology * (2 pgs. max.)
   4. Behavior Intervention Case * (8 pgs. max.)
   5. Academic Intervention Case * (8 pgs. max.)
   6. CLD Assessment Case*
7. Performance-Based Internship Competencies/ Professional Behaviors and Dispositions at mid-year
8. Performance-Based Internship Competencies/ Professional Behaviors and Dispositions at end of year
9. Internship Activities
   - Record of two testing observations by field supervisors
   - Record of attendance (e.g. conference flyer) at one professional conference or workshop during internship (at least one half day of training)
   - Excel file: Internship Activity Logs
   - 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 below.

**Subject to change: See Canvas for dates**

<table>
<thead>
<tr>
<th><strong>Summer quarter</strong></th>
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<tbody>
<tr>
<td>SPSY 5800</td>
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<tr>
<td>Session 1</td>
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<td>July __</td>
<td></td>
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<td></td>
<td>Orientation to the internship</td>
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<td>Course overview and planning for the year</td>
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<thead>
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<tr>
<td>Session 2</td>
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<tr>
<td>Oct. ___</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Peer consultations</td>
</tr>
</tbody>
</table>

| SPSY 5800          |  |
| Peer consultations |  |
| Session 3 Nov. ___ | TOPIC: *The Evolution of School Psychology / Praxis discussion*  
Assigned readings: Sheridan & Gutkin and Reschly articles in *School Psychology Review* |
|-------------------|----------------------------------------------------------------|
| SPSY 5800 Session 4 Dec. ___ | Portfolio case presentations  
**By the end of Fall quarter, students must submit one of the following to the seminar instructor:** Academic Intervention Case Study, Behavior Intervention Case Study, or CLD Assessment Case Study. Also, students must submit updated monthly activity logs. |

**Winter quarter**

<table>
<thead>
<tr>
<th>SPSY 5810 Session 5 Jan. ___</th>
<th>Peer consultations</th>
</tr>
</thead>
</table>
| SPSY 5810 Session 6 Feb. ___ | Peer consultations  
**TOPIC:** *ESA certification and Pro-Cert process*  
Readings: TBA |
| SPSY 5810 Session 7 Mar. ___ | Portfolio case presentations  
**By the end of Winter quarter, students must submit one of the following to the seminar instructor:** Academic Intervention Case Study, Behavior Intervention Case Study, or CLD Assessment Case Study. Also, students must submit updated monthly activity logs |

**Spring quarter**

<table>
<thead>
<tr>
<th>SPSY 5820 Session 8 April ___</th>
<th>Peer consultations</th>
</tr>
</thead>
</table>
| SPSY 5820 Session 9 May ___ | Peer consultations  
**TOPIC:** *Systems-level Change: The Role of the School Psychologist* (or TBD)  
Readings: Castillo & Curtis chapter in *Best Practices VI* |
| SPSY 5820 Session 10 June ___ | Portfolio case presentations  
**Professional Portfolios and all remaining course requirements are due.** |
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


SECTION IV: DOCUMENTATION OF INTERNSHIP HOURS AND ACTIVITIES

The intern is required to document internship hours and activities using the *School Psychology Internship Log*, an electronic activity log. In these logs, interns document hours in several types of activities (e.g. assessment, consultation, site supervision). The document *Guidelines for Internship Activity Log* provides descriptions of activities that fall into each category. The intern is also required to document hours providing direct or indirect service to diverse students, recording the students’ age, gender, ethnicity, and disability. Activity logs are submitted monthly to both the field and university supervisors for signatures. The *Verification of Internship Hour Completed* form is used to record total monthly hours and total hours completed at the end of the internship. This document serves as the official record of the completion of the required internship hours.
Seattle University

SCHOOL PSYCHOLOGY INTERNSHIP LOG

<table>
<thead>
<tr>
<th>AREA</th>
<th>Number of Hours</th>
<th>YTD</th>
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<tbody>
<tr>
<td>ASSESSMENT</td>
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<tr>
<td>INTERPRETATION</td>
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<td>CLASSROOM OBSERVATIONS</td>
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<td>5</td>
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<tr>
<td>REVIEW OF CUMULATIVE FILES</td>
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<td>7.5</td>
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<tr>
<td>INTERVENTION</td>
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<td>FIELD SUPERVISION</td>
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</tr>
<tr>
<td>UNIVERSITY SUPERVISION</td>
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<td>3</td>
</tr>
<tr>
<td>OTHER ACTIVITIES</td>
<td>1.5</td>
<td>3.5</td>
</tr>
</tbody>
</table>

Total Hours This Month: 41.25
Total Hours Accumulated to Date: 68.25

Student's Signature: __________________________ Date: __________

Supervisor's Signature: __________________________ Date: __________

University 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. You must obtain signatures from both your university supervisor and your field supervisor on a monthly basis. Review your logs with your field supervisor during weekly supervision meetings. Review your logs with your university supervisor during scheduled visits.

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 turn in all logs in your Professional Portfolio at the end of the year.

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. In general, record all of your professional activities on site, except for lunch, coffee breaks, and travel. Time spent at home writing reports can be counted also, within reason. If you are spending more than 8 hours working at home per week, please speak to your university supervisor.

Internship Activities

ASSESSMENT: All activities associated with the psychological appraisal of students and their educational and/or personal needs. Assessment includes preparation for testing, such as preparing to administer a test, selection of tests to be used, practice administration of tests. Assessment also includes testing (norm-ref. or criterion-ref.), parent/teacher interviews (phone or in person), and scoring of protocols.

INTERPRETATION: Includes interpreting test results to write reports, report writing, and proofreading reports. Also includes interpreting evaluation results individually for a parent, teacher, or other team member.

CLASSROOM 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.

REVIEW OF CUMMULATIVE FILES: 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.

MULTIDICLINARY CONFERENCES: Includes parent conferences, MDT meetings, and other staffings or meetings to review the educational needs of a P-12 student or to convey evaluation results.

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: 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.
**INTERVENTION**: 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**: Includes direct contact with your site supervisor for observation, shadowing, planning, conferences, report review, etc.

**UNIVERSITY SUPERVISION**: Includes internship seminar class; individual conferences with your university supervisor or your advisor regarding placement issues/concerns; conferences and observations with/by your university supervisor at your site.

**OTHER ACTIVITIES**: Includes additional activities that are relevant to the role of the school psychologist intern, but not relevant to the above categories. Common examples of other activities include attending in-services at your district, attending conferences and professional workshops, “sitting in” on activities to learn, observing in classes or programs to learn about the school, curriculum, etc., observing an MDT meeting, visits to other schools, observing others testing or counseling, etc.
SEATTLE UNIVERSITY
School Psychology Internship

Verification of Internship Hours Completed

Intern name: _______________________________________________ (please print)

Internship start date _______________  Internship end date _______________
(Per Program-District Agreement)

September  __________
October    __________
November   __________
December   __________
January    __________
February   __________
March      __________
April      __________
May        __________
June       __________

TOTAL HOURS:

Signed:

__________________________________________
Intern / date

__________________________________________
Supervisor / date
SECTION V: SUPERVISION

SCHOOL PSYCHOLOGY INTERNSHIP: INFORMATION FOR SUPERVISORS

TO 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 Washington State Standards and forty-four Benchmarks for the Residency Certificate for School Psychologists. These standards and benchmarks reflect the ten 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 one evaluation of a P-12 student from a diverse cultural or linguistic background, summaries of an academic intervention, and a behavioral intervention. In addition, the intern is required to submit a Professional Resume, a Philosophy 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 Field Placement Coordinator 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 an evaluation case of a CLD student, an academic intervention, and a behavioral intervention. In addition, the intern is required to submit a Professional Resume, a Philosophy Statement and a Professional Growth Plan. The seminar 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=satisfactory; 2= excellent) for the majority of components.

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

<table>
<thead>
<tr>
<th>Components</th>
<th>Needs Development</th>
<th>Satisfactory (1)</th>
<th>Excellent (2)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Resume <em>(Standard 10)</em>&lt;br&gt;Include a clear, organized and well written resume.</td>
<td>Not included, or poorly organized, or contains misspellings, typographical or grammatical</td>
<td>Resume is included, is clearly organized and presented, with no misspellings, typographical or grammatical errors.</td>
<td></td>
</tr>
<tr>
<td>2. Philosophy of School Psychology: My Vision of School Psychology <em>(Standard 10)</em>&lt;br&gt;Include a 2 page maximum 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>
</tr>
<tr>
<td>3. Professional Growth Plan <em>(Standard 10)</em>&lt;br&gt;Based on the results of NASP’s online self-assessment survey, complete your OSPI required professional growth plan.</td>
<td>Self-assessment is missing, incomplete, or unclear. Plan is unclear, or unrelated to self-assessment.</td>
<td>Self-assessment provides a general plan for professional growth upon entry into the field.</td>
<td>Self-assessment provides a clear and focused plan for professional growth upon entry into the field.</td>
</tr>
<tr>
<td>4. CLD Assessment Case</td>
<td>See Rubric</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Academic Intervention Case</td>
<td>See Rubric</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Behavioral Intervention Case</td>
<td>See Rubric</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Performance-Based Internship Competencies/Professional Behaviors and Dispositions (Mid-Year)</td>
<td>See Required Form</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Performance-Based Internship Competencies/ Professional Behaviors and Dispositions (End of Year)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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.

The following case studies are required during internship: 1) Academic Intervention Case, 2) Behavioral Intervention Case. For each of these case studies, specific components and criteria are applied to the general problem-solving rubric.

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.

Also required is an Evaluation Case Study of a CLD student. Interns will complete a comprehensive evaluation of a student from a culturally and/ or linguistically diverse background for their district. They will summarize the results of the evaluation in the program evaluation report template which will be evaluated using the corresponding rubric.
## Section 1: Problem Identification

<table>
<thead>
<tr>
<th>Component</th>
<th>Needs Development (0)</th>
<th>Satisfactory (1)</th>
<th>Excellent (2)</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>
</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>
</tr>
</tbody>
</table>

**Average 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>
</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</td>
<td>Testable hypotheses about the function of student’s problem consider multiple factors (e.g. instruction, curriculum, environment, learner-ICEL)</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>
</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>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Component</th>
<th>Needs Development (0)</th>
<th>Satisfactory (1)</th>
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<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>

**Average Rating for Section:** 1/2

### Section 4: Evaluation

<table>
<thead>
<tr>
<th>Component</th>
<th>Needs Development (0)</th>
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<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 (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>
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<td>Data-based decision making leads to continuation or increased positive impact on student outcomes.</td>
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</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>
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</table>

**Average Rating for Section:** 1/2
### Section 5: Overall Assessment

<table>
<thead>
<tr>
<th>Component</th>
<th>Needs Development (0)</th>
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<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>
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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>
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<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>
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<td>Collaboration with others is well described in the problem identification, analysis, intervention, and evaluation phases. Acceptability of the intervention is thoroughly addressed.</td>
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<tr>
<td>Diversity</td>
<td>Case study does not reflect awareness of issues related to diversity (e.g. physical, social, linguistic, cultural factors)</td>
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<td>Use of technology</td>
<td>Technology is not used to develop graph(s)</td>
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Average Rating for Section: /2

This case study included family-school collaboration: Yes____ No____

**TOTAL POINTS: _______ /10**
### Section 1: Problem Identification

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**Average Rating for Section:** /2

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

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**Average Rating for Section:** 1/2

### Section 4: Evaluation

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**Average Rating for Section:** 1/2
### Section 5: Overall Assessment

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<td>Case study is supported by thoughtful analyses of how issues related to diversity impact student’s behavior</td>
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<td></td>
</tr>
</tbody>
</table>

**Average Rating for Section:**

**This case study included family-school collaboration:** Yes ____  No ____

**TOTAL POINTS:** _______ /10
**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>

**Average Rating for Section:** /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>
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**Average Rating for Section:** /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</td>
<td></td>
</tr>
</tbody>
</table>
### Interpretations

<table>
<thead>
<tr>
<th>Needs Improvement (0)</th>
<th>Satisfactory (1)</th>
<th>Excellent (2)</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<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>
</tbody>
</table>

### Writing quality

<table>
<thead>
<tr>
<th>Needs Improvement (0)</th>
<th>Satisfactory (1)</th>
<th>Excellent (2)</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<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>
</tbody>
</table>

### Report conveys respect for student and family

<table>
<thead>
<tr>
<th>Needs Improvement (0)</th>
<th>Satisfactory (1)</th>
<th>Excellent (2)</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<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>
</tbody>
</table>

### Tables

<table>
<thead>
<tr>
<th>Needs Improvement (0)</th>
<th>Satisfactory (1)</th>
<th>Excellent (2)</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<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>
<td></td>
</tr>
</tbody>
</table>

### Average Rating for Section:

/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>
<td></td>
</tr>
</tbody>
</table>

### Average Rating for Section:

/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>
</table>

---
<table>
<thead>
<tr>
<th>Reflective thinking</th>
<th>Little awareness of skills and strategies acquired or used in the assessment process</th>
<th>Thoughtful analysis of skills and strategies acquired or used in the assessment process</th>
<th>Exceptional insight into skills and strategies acquired or used in the assessment process</th>
</tr>
</thead>
<tbody>
<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>
</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>
</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>
</tr>
</tbody>
</table>

**Average Rating for Section:** 2/2
Seattle University
School Psychology Program
Comprehensive Evaluation Case Study

Student Name: (Pseudonym or initials)
Grade:
Age:
Date of Birth:
Ethnicity:
Primary Home Language:
Additional Languages Spoken in Home:
Check One: ___ Initial Evaluation ___ Reevaluation
Outcome of Eligibility Determination: [List the disability category resulting from this evaluation. Or, list not eligible.]
Date of Report:

REASON FOR REFERRAL

Briefly 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, private evaluations, 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 in lists, tables, or attachments.

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).
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 professional behaviors and dispositions 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 *Supplementary Internship 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 professional behaviors. If a student has failed to demonstrate the required competencies and professional behaviors, 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 professional behavior, 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.
SCHOOL PSYCHOLOGY PROGRAM
PERFORMANCE-BASED INTERNSHIP COMPETENCIES

The College of Education prepares ethical and reflective professionals for service in diverse communities.

Intern: 

School District Supervisor: 

University Supervisor: 

Internship Goals

(1) To demonstrate ability to integrate school psychology knowledge and skills in providing a broad range of school psychology services;
(2) To work with diverse populations, a range of problems, and different types of human service programs, using varied intervention methodologies;
(3) To acquire new knowledge and skills related to providing a broad range of school psychology services;

The School Psychology Intern must demonstrate each of the following competencies, grouped by eleven Washington State and NASP Standards. Progress toward meeting the competencies will be reviewed at each of the two quarterly meetings with the intern, field and university supervisors. The supervisors will provide formal, formative feedback mid-year (by February 10) using the rating form for each standard. For successful completion of the internship, all competencies must be rated as 3 Competent by the completion of the 1200-hour experience and verified on the evaluation forms.

For each competency, the distinctions in skills and knowledge candidates demonstrate are:

1. Unsatisfactory - Not displayed to the degree necessary to perform under supervision.
2. Emerging - Adequately knowledgeable to perform under supervision
3. Competent - Experience in applying, knowledge and skills independent of supervision.
4. Exemplary - Consistent in initiating, modeling and influencing others' use of knowledge and skills.
# Standard 1. Data-based Decision Making and Accountability (NASP Domain 2.1)

<table>
<thead>
<tr>
<th>Competencies</th>
<th>Example Behavioral Indicators</th>
<th>Mid-Year Rating</th>
<th>Final Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrates knowledge of . . .</td>
<td>Conducts various assessments – IQ, academic, social/ emotional, etc. a. Identifies instruments available for different types of issues. b. Makes recommendations that are useful. c. Demonstrates knowledge of effective interventions and how to monitor progress. <strong>Evidence:</strong> Portfolio cases and evaluation reports.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.1 Varied models and methods of assessment and data collection for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes;</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.2. Core standards of each grade and of state assessments (e.g. MSP);</td>
<td>a. Identifies which assessments are given and when they are given; b. Identifies which assessments are given in each grade and what the levels mean. c. Knows what assessments the district uses d. Develops list of assessments by grade and domain e. Includes data in appropriate sections of evaluation reports f. Accesses allowed accommodations for these assessments and includes in evaluation reports g. Analyzes progress on assessments or in core standards to inform intervention. <strong>Evidence:</strong> Evaluation reports</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.3 The role and duties of the school psychologist as part of a systematic and comprehensive process of effective</td>
<td>a. Demonstrates knowledge of SP role in variety of activities (e.g. counseling/ assessment/ intervention, school leadership)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### School Psychology Program Internship Evaluation Form
Seattle University

<table>
<thead>
<tr>
<th>Decision Making and Problem Solving that Permeates All Aspects of Service Delivery</th>
<th>Evidence: Helps support Tier 1 decision-making in a school. Identifies targeted interventions; helps to find right intervention for a student and supports implementation of interventions. Leads training for teachers on evidence based Tier 1 interventions.</th>
</tr>
</thead>
<tbody>
<tr>
<td>b. Helps support Tier 1 decision-making in a school.</td>
<td>c. Identifies targeted interventions; helps to find right intervention for a student and supports implementation of interventions.</td>
</tr>
<tr>
<td>d. Leads training for teachers on evidence based Tier 1 interventions.</td>
<td>Evidence: Attends and gives input during grade level data review meetings; portfolio cases and evaluation reports.</td>
</tr>
</tbody>
</table>

**In collaboration with others, demonstrates skills to…**

<table>
<thead>
<tr>
<th>1.4 Implement a Systematic and Comprehensive Process of Effective Decision Making and Problem Solving that Permeates All Aspects of Service Delivery;</th>
<th>Evidence: Decision-making re. interventions, educational categories &amp; SDI; collaboration with team members on individual students (e.g. disability category, goals, SDI, in-class or pull-out).</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Leads child study meetings, collaborating with team members, including classroom teacher, involve them in recommendations.</td>
<td>b. Uses data in planning, implementing, and evaluating individual, small group and classroom based services.</td>
</tr>
<tr>
<td>c. Collaborates with teachers, staff and parents on the needs of students using qualitative and quantitative data.</td>
<td>Evidence: Attends and gives input during grade level data review meetings; portfolio cases and evaluation reports.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>1.5 Use Psychological and Educational Assessment, Data Collection Strategies, and Technology Resources and Apply Results to Design, Implement, and Evaluate Response to Services and Programs;</th>
<th>Evidence: Case studies (behavioral, consultation, academic and counseling); consultations; collaborations with families.</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Uses district data store house to compare data (e.g. Analytics).</td>
<td>b. Uses technology to assist in report writing and communication with parents, staff and teachers.</td>
</tr>
<tr>
<td>c. Using technology skills to produce and publish graphic representations of data used in decision making, progress monitoring etc.</td>
<td>Evidence: Case studies (behavioral, consultation, academic and counseling); consultations; collaborations with families.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>1.6 Apply Knowledge of the Impact of Family Background, Cultural and Linguistic Diversity, Early Life Experiences, and Disabilities on Learning and Performance in Order to Inform Decision Making.</th>
<th>Evidence: Has knowledge of family engagement programs/activities (e.g. Natural Leaders).</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Has knowledge of family engagement programs/activities (e.g. Natural Leaders).</td>
<td>b. Addresses diversity issues in evaluations of/consultations for ELL students.</td>
</tr>
<tr>
<td>c. Uses interpreters effectively in evaluation processes (e.g. parent interviews, team meetings).</td>
<td></td>
</tr>
</tbody>
</table>
d. Considers ecological factors (e.g. cultural, linguistic, economic) and student's life experiences to determine appropriate types of assessment.

e. Seeks information about diverse learner characteristics and experiences.

**Evidence:** Observe, conduct and debrief a meeting with an interpreter; case studies (behavioral, consultation, academic and counseling); consultations; collaborations with families

<table>
<thead>
<tr>
<th>Standard 2. Consultation and Collaboration (NASP Domain 2.2)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Competencies</strong></td>
</tr>
</tbody>
</table>
| 2.1 Demonstrates knowledge of three models of strategies and methods in each area: consultation, collaboration, and communication applicable to individuals, families, groups, and systems to promote effective implementation of services. | a. Creates list of interventions, tests for different disabilities  
b. Knows roles of appropriate team members; engages team members  
c. Demonstrates knowledge of different consultation models **Evidence: Same as Above**  
Sharing materials, resources, books etc. re: current methodologies (e.g. cross battery assessment, executive functioning strategies); measurement of positive outcomes for students and parents and teachers | | |
| 2.2 Demonstrate skills to consult, collaborate and deliver services to families of different backgrounds, early life experience and diverse cultural and linguistic backgrounds. | **Evidence:** Presentation of results and recommendations at feedback meetings; evaluation reports | | |

**Standard 3. Interventions and Instructional Support to Develop Academic Skills (NASP Domain 2.3)**
### School Psychology Program Internship Evaluation Form
Seattle University

<table>
<thead>
<tr>
<th>Competencies</th>
<th>Example Behavioral Indicators</th>
<th>Mid-Year Rating</th>
<th>Final Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrates knowledge of…</td>
<td><strong>Evidence:</strong> Interactions with school community; evaluation reports.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.1 Influence of biological, cultural, linguistic, and early life experiences on academic skills;</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| 3.2 Human learning, cognitive, and developmental processes; | a. Demonstrates knowledge to select appropriate assessments.  
b. Demonstrates knowledge to accurately interpret evaluation results.  
c. Demonstrates knowledge to select appropriate interventions.  
**Evidence:** Evaluation plans and reports | | |
| 3.3 Evidence-based interventions, instructional strategies, and differentiation to meet the needs of the learner. | **Evidence:** Teacher consultations and/or intervention team meetings; portfolio case studies | | |
| In collaboration with others, demonstrates skills to… | | | |
| 3.4 Use a variety of culturally and developmentally appropriate assessment and data collection methods; | **Evidence:** Evaluation plans and reports | | |
| 3.6 Design and assess services at the universal, targeted and intensive levels for positive impact on academic achievement. | **Evidence:** Academic intervention and/or consultation cases (portfolio). | | |

### Standard 4. Socialization and Development of Life Skills (NASP Domain 2.4)

<table>
<thead>
<tr>
<th>Competencies</th>
<th>Example Behavioral Indicators</th>
<th>Mid-Year Rating</th>
<th>Final Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrates knowledge of…</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| 4.1 Biological, cultural, developmental, and social influences on behavior and mental health; | a. Demonstrates knowledge of cultural loading of assessments and selects appropriate tools  
b. Demonstrates knowledge of overrepresentation of certain populations in certain disability categories | | |
<table>
<thead>
<tr>
<th>School Psychology Program</th>
<th>Internship Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Form</td>
<td>Seattle University</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>4.2 Behavioral and emotional impacts on learning and life skills; and</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>c. Demonstrates knowledge of developmentally appropriate behaviors</td>
</tr>
<tr>
<td>d. Demonstrates ability to use a developmental model in interpreting specific behaviors.</td>
</tr>
<tr>
<td>Evidence: delvers a research-based social skills/emotional regulation curriculum.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>4.3 Evidence-based strategies to promote social–emotional functioning and mental health.</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Delivers a research-based social skills/emotional regulation curriculum.</td>
</tr>
<tr>
<td>b. Demonstrates knowledge of other SE curricula at different levels.</td>
</tr>
<tr>
<td>Evidence: Conducts school-based needs assessment to effectively prioritize, design implement services.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>In collaboration with others, demonstrates skills to…</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>4.4 Use assessment and data-collection methods;</td>
</tr>
<tr>
<td>a. Plans and implements social-emotional behavior assessments, including interviews, direct observation, and rating scales.</td>
</tr>
<tr>
<td>4.5 Identify and implement services at the school which support learning through development of social, cultural, emotional health.</td>
</tr>
<tr>
<td>a. Accesses, delivers and/or evaluates school-based counseling and mental health services, including extracurricular culture clubs, relationship-building with individual students or groups.</td>
</tr>
<tr>
<td>b. Uses evidenced based curriculum for social skills groups and/or classroom guidance (e.g. Second Step); school wide social justice initiatives, cultural leadership clubs</td>
</tr>
<tr>
<td>Evidence: Develops 3 Tiered Guidance and Counseling Plan and participates in implementation of services</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>4.6 Access, implement, and assess services at universal, targeted, and intensive levels for positive impact on student learning.</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Develops a pyramid of support services offered by the school.</td>
</tr>
<tr>
<td>b. Has experience with a variety of those services Evidence: Develops 3 Tiered Guidance and Counseling Plan and participates in implementation of services</td>
</tr>
</tbody>
</table>
### Standard 5. School-Wide Practices to Promote Learning (NASP Domain 2.5)

<table>
<thead>
<tr>
<th>Competencies</th>
<th>Example Behavioral Indicators</th>
<th>Mid-Year Rating</th>
<th>Final Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrates knowledge of…</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.1 School and systems structure, organization, and culture.</td>
<td>a. Attends staff meetings, school district board meetings, psych dept. meetings, MTI, MDT, school assemblies</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.2 General and special education;</td>
<td>Evidence: Attends and participates in learning experiences within the school building and contributes own perspective</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| 5.3 Technology resources; | a. Uses appropriate scoring software  
b. Uses district technology-based data systems (e.g. Analytics, Aimsweb, DIBELS, CBM)  
c. Uses web-based resources (e.g. Intervention Central)  
d. Uses report writing software  
e. Uses technology to enhance student learning, (e.g. projectors, computer software) | | |
| 5.4 Differentiated learning across domains. | a. Gives recommendations appropriate for the population. (e.g. ELL)  
b. Demonstrates understanding of how to differentiate instruction and gives appropriate recommendations. | | |
| 5.5 Evidence-based school practices that promote learning and mental health. | a. Demonstrates concern for student safety and emotional well-being; ensures that basic needs are met.  
b. Uses evidence-based curriculum to promote social emotional learning (e.g. Second Step) | | |
| In collaboration with others, demonstrates skills to… | | | |
| 5.6 Develop and implement practices and strategies to create and maintain effective and supportive learning environments for children and others; | a. Participates in Tier I guidance and counseling planning.  
b. Participates in SIP planning (Supportive Learning Environment goal). | | |
c. Delivers classroom based counseling curriculum (e.g. Second Step, personal safety lessons, anti-bullying lessons, conflict resolution, small group counseling, class meetings.

5.7 Plan and measure positive impact on student learning at universal, targeted, and intensive levels.

a. Uses student, staff and parent surveys.
b. Conducts needs assessments.
c. Collects baseline data and response to intervention data (academic and behavioral).

Standard 6. Prevention and Responsive Services (NASP Domain 2.6)

<table>
<thead>
<tr>
<th>Competencies</th>
<th>Example Behavioral Indicators</th>
<th>Mid-Year Rating</th>
<th>Final Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrates knowledge of...</td>
<td>a. Participates in pre-referral teams. b. Identifies risk / resilience factors and cultural influences for individual students. c. Demonstrates familiarity with Developmental Assets model, resiliency research, Adverse Childhood Experiences research via team meetings, evaluation reports, consultations with supervisor, teachers and parents. d. Demonstrates resourcefulness in seeking out information.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.1 Principles and research related to resilience and risk factors in learning and mental health across cultures;</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.2 Services in schools and communities to support multi-tiered prevention; and</td>
<td>a. Demonstrates knowledge of Tier I supports. b. Demonstrates knowledge of community resources (e.g. daycare, before &amp; after school programs, Boys and Girls Club, YMCA, Recreation Center.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
6.3 Evidence-based strategies for effective crisis response.

<table>
<thead>
<tr>
<th>Evidence-based strategies for effective crisis response.</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Participate in crisis response training (e.g. PREPARE, Right Response de-escalation training)</td>
</tr>
<tr>
<td>b. Participates in school-based crisis planning/member of crisis response team.</td>
</tr>
<tr>
<td>c. Makes CPS referrals when needed.</td>
</tr>
</tbody>
</table>

In collaboration with others, demonstrates skills to…

6.4. Promote services that enhance learning, mental health, safety, and physical well-being through protective and adaptive factors;

6.5 Implement effective crisis preparation, response, and recovery.

<table>
<thead>
<tr>
<th>Implement effective crisis preparation, response, and recovery.</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Attends training in crisis response.</td>
</tr>
<tr>
<td>b. Makes CPS report, home visit, as appropriate</td>
</tr>
<tr>
<td>c. Follows up with teachers, student, and family after a crisis.</td>
</tr>
<tr>
<td>d. Responds appropriately to school lock downs, drills, other emergency procedures.</td>
</tr>
</tbody>
</table>

Standard 7. Family School Collaboration Services (NASP Domain 2.7)

<table>
<thead>
<tr>
<th>Competencies</th>
<th>Example Behavioral Indicators</th>
<th>Mid-Year Rating</th>
<th>Final Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrates knowledge of…</td>
<td><strong>Evidence:</strong> Evaluation reports, communication in meetings</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.1 Principles and research related to family systems inclusive of family, economic and social strengths and needs, cultural norms, and linguistic development;</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.2 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.</td>
<td>a. Provides families with useful resources.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>b. Communicates well with families.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Evidence:</strong> Communication in meetings</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

In collaboration with others, demonstrates skills to…
7.4 Facilitate family and school partnerships and interactions with community agencies for enhancement of academic and social–behavioral outcomes for children.

<table>
<thead>
<tr>
<th>Competencies</th>
<th>Example Behavioral Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Works with families, agencies and the school (enrichment, after school extracurricular, SEL opportunity).</td>
<td></td>
</tr>
<tr>
<td>b. Provides information to families.</td>
<td></td>
</tr>
<tr>
<td>c. Takes leadership to set up psychoeducational or cultural events.</td>
<td></td>
</tr>
</tbody>
</table>

**Standard 8. Diversity in Development and Learning (NASP Domain 2.8)**

<table>
<thead>
<tr>
<th>Competencies</th>
<th>Example Behavioral Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrates knowledge of…</td>
<td></td>
</tr>
<tr>
<td>8. 1 The diverse nature of characteristics related to individuals’ abilities and disabilities;</td>
<td>a. Addresses strengths in evaluations.</td>
</tr>
<tr>
<td></td>
<td>b. Uses existing students information to choose appropriate assessments.</td>
</tr>
<tr>
<td>8.2 Principles and research related to culture, linguistic development, context, individual and role differences;</td>
<td>a. Consults with SLP and other specialists to plan comprehensive language/learning assessment.</td>
</tr>
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<td></td>
<td>b. Uses tools/assessment to help differentiate difference from disability (e.g. Acculturation Quick Screen, SOLOM, BVAT)</td>
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<td></td>
<td>c. Uses interpreters.</td>
</tr>
<tr>
<td>8.3 Evidence-based strategies designed to enhance services and address potential influences related to diversity.</td>
<td>a. Effectively use community resources to understand local diversity issues</td>
</tr>
<tr>
<td></td>
<td>b. Demonstrate advocacy for interventions specific to diverse students, i.e. LBGT training staff; race awareness, language development</td>
</tr>
<tr>
<td>Demonstrates skills that…</td>
<td></td>
</tr>
<tr>
<td>8.4 Provide effective professional services across multiple contexts that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds;</td>
<td>a. Being involved in/supportive of/aware of community outreach and support programs for families i.e. school based off time meal programs</td>
</tr>
<tr>
<td></td>
<td>b. Makes referral for families to community resources</td>
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</tbody>
</table>
c. Helps to develop, implement and/or evaluate programs, e.g. character education (social/emotional team); cultural nights for families; no name calling week, Check and Connect.  
d. Demonstrates cultural sensitivity in all aspects of practice.

8.5 Recognize, understand and respect that advocacy for social justice is essential for children, families and schools and affect all aspects of service delivery.

<table>
<thead>
<tr>
<th>Competencies</th>
<th>Example Behavioral Indicators</th>
<th>Mid-Year Rating</th>
<th>Final Rating</th>
</tr>
</thead>
</table>
| Demonstrates knowledge of…                                                   | a. Analyzes test results in evaluation reports.  
b. Chooses sensitive data collection methods when observing students. |                 |              |
| 9.1 Research design, statistics, measurement, varied data collection and analysis techniques; and |                                                                                  |                 |              |
| Demonstrates skills to…                                                      | a. Uses District data storehouse  
b. Uses available software for progress monitoring i.e. SWISS discipline data, AIMSWeb; DIBELS  
c. Uses district student information data base and understands access, confidentiality and communication |                 |              |
| 9.3 Use data and average yearly progress information (HSP, MSP, School Youth Surveys) to identify program/system strengths and needs, and monitor program effectiveness. | a. Uses research and evidence-based critical thinking when determining service models |                 |              |
| 9.4 Evaluate and apply research as a foundation for service development and delivery. |                                                                                  |                 |              |
### Standard 10. Legal, Ethical, and Professional Practice (NASP Domain 2.10)

<table>
<thead>
<tr>
<th>Competencies</th>
<th>Behavioral Indicators</th>
<th>Mid-Year Rating</th>
<th>Final Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>10.1 The history and foundations of school psychology;</td>
<td><strong>Evidence:</strong> Discussion, sharing papers and course work demonstrating foundations, passing Praxis</td>
<td></td>
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</tr>
</tbody>
</table>
| 10.2 Multiple service models and methods;                                    | a. Shows understanding of different service models for special education  
   b. Demonstrates understanding of how is one determined eligible for Special Education, Title I or LAP support.  
   c. Demonstrates understanding of how SDI is delivered (pull-out, within gen. ed. classroom, etc.) and by whom.  
   **Evidence:** Sharing background knowledge of service models and fill in gaps in knowledge; effective communication with parents regarding services models; recommendations in consultations and evaluation reports. |                 |              |
| 10.3 Ethical, legal, and professional standards;                             | **Evidence:** Observed throughout internship. Review NASP ethical/legal position statement and professional standards with supervisor; Praxis exam.                                                                     |                 |              |
| 10.4 The impact of one’s own culture and linguistic background in practice;  | a. Understands one's cultural and linguistic influences on one's own practice, including gaps in knowledge.                                                                                                           |                 |              |
b. Asks appropriate questions re. background information to determine how to proceed in multicultural cases.  
**Evidence**: Portfolio

<table>
<thead>
<tr>
<th>10.5 State and federal accountability legislation.</th>
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</thead>
<tbody>
<tr>
<td><strong>Demonstrates skills to…</strong></td>
<td><strong>Evidence</strong>: Praxis, portfolio, Sped class, collaborating with supervisor on questions about the law</td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>10.6 Provide services consistent with ethical, legal, and professional standards;</th>
<th><strong>Evidence</strong>: Effective counseling sessions, testing sessions, student interactions, participation and information sharing in meetings.</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>10.7 Engage in responsive ethical and professional decision-making; and</td>
<td><strong>Evidence (same as above)</strong>: Effective counseling sessions, testing sessions, student interactions, participation and information sharing in meetings. Engages in district level ethics trainings</td>
<td></td>
</tr>
<tr>
<td>10.8 Apply professional work characteristics.</td>
<td><strong>Evidence</strong>: On time, dresses appropriately, organized, professional interactions, builds relationships in school community; maintains confidentiality.</td>
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</tbody>
</table>

### Standard 11. Emerging and Assistive Technologies (a Washington State standard; no equivalent NASP domain)

<table>
<thead>
<tr>
<th>Competencies</th>
<th>Behavioral Indicators</th>
<th>Mid-Year Rating</th>
<th>Final Rating</th>
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</thead>
<tbody>
<tr>
<td>Demonstrates knowledge of…</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>11.1 Information sources and technology relevant to their work;</td>
<td>a. Accesses and uses technology.</td>
<td></td>
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</tbody>
</table>
| 11.2 Technology resources for students, including instructional software and adaptive technology for students with disabilities. | a. Demonstrates knowledge of district technology resources and how to access them.  
  b. Requests consultation from district resources when applicable. |  |  |
| 11.3 Ethical, legal and access issues related to the use of technology in order to ensure responsible use. | a. Demonstrates awareness and knowledge of relevant policies  
  b. Assesses students’ technology needs. |  |  |
<table>
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<tr>
<th>c. Consults with OT/PT and SLP regarding technology opportunities.</th>
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**Demonstrates skills to…**

<table>
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<tr>
<th>11.4 Access, evaluate, and utilize information sources and technology in ways that safeguard and enhance the quality of services;</th>
</tr>
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<tbody>
<tr>
<td>a. Completes requests for assistive technology referrals, as appropriate.</td>
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<tr>
<td>b. Uses technology to enhance communication (e.g. email; report writing software)</td>
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<tr>
<td>c. Accesses district data bases to enhance services.</td>
</tr>
<tr>
<td>d. Uses web-based information sources to enhance services.</td>
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<tr>
<td>e. Uses technology to collect, analysis and present data (e.g. computer scoring software, data spreadsheets, graphs)</td>
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<tr>
<th>11.5 Utilize available technologies to address individual student learning needs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Uses technology to access and evaluate student data.</td>
</tr>
<tr>
<td>b. Assesses student needs for technology resources (e.g. augmented communication, assistive technology).</td>
</tr>
<tr>
<td>c. Recommends technologies that address individual student learning needs.</td>
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</tbody>
</table>

**SUPPLEMENTAL EVALUATION: PROFESSIONAL BEHAVIORS AND DISPOSITIONS**

Please evaluate the intern’s **professional behaviors** according to the following criteria:

1. **Unsatisfactory:** Intern does not display the required behaviors to the degree necessary for successful performance 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 behaviors but engages in exemplary conduct appropriate for modeling by other professionals.
School Psychology Program
Form
Seattle University

Internship Evaluation

Date ______  Date ______

1. Solicitation of feedback from others regarding his/her work

2. Reaction to feedback concerning his/her work

3. Acceptance of responsibility for tasks/assignments and ability to follow through in a timely fashion

4. Management of professional interpersonal relationships

5. Ability to assume leadership roles

6. Progress toward independence as a school psychologist

Date ______  Date ______

Please evaluate the intern's **professional dispositions** according to the criteria listed for professional behaviors above:

Date ______  Date ______

1. Commitment to knowing, understanding, and applying the professional standards and ethics of the profession

2. Commitment to advocating and making professional decisions based on the best interests of those being served (students, etc.)

3. Commitment to reflecting on, learning from, and/or integrating newly acquired knowledge, developing professional skills, and analysis of professional experience into professional practice

4. Commitment to meeting the highest professional standards
<p>| | |</p>
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<tbody>
<tr>
<td>5.</td>
<td>Commitment to serving students/clients according to the highest professional standards</td>
</tr>
<tr>
<td>6.</td>
<td>Value and respect for the intrinsic worth and diverse contributions of each person</td>
</tr>
<tr>
<td>7.</td>
<td>Belief in the fundamental potential of every individual to grow and learn</td>
</tr>
<tr>
<td>8.</td>
<td>Commitment to the belief that all students can learn</td>
</tr>
<tr>
<td>9.</td>
<td>Commitment to positively impacting the learning of all students</td>
</tr>
</tbody>
</table>
COMMENTS: (include specific expectations/goals for improvement):

<table>
<thead>
<tr>
<th>Supervisor’s initials</th>
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</table>

70

70
| Intern’s initials |  |  |
SIGNATURES PAGE

FIRST REVIEW AND APPROVAL  (ENTRY)
Student ________________________________________________________  Date __________________________
District Supervisor _______________________________________________  Date __________________________
University Supervisor _____________________________________________  Date __________________________

MID-YEAR REVIEW AND APPROVAL  (by February 10)
Student ________________________________________________________  Date __________________________
District Supervisor _______________________________________________  Date __________________________
University Supervisor _____________________________________________  Date __________________________

FINAL REVIEW AND APPROVAL  (EXIT)
Student ________________________________________________________  Date __________________________
District Supervisor _______________________________________________  Date __________________________