
ED.S. SCHOOL PSYCHOLOGY INTERNSHIP GUIDEBOOK

2023 - 2024



SCHOOL PSYCHOLOGY (EdS)

UNIVERSITY *of* WASHINGTON | TACOMA

School of Education

INTRODUCTION	3
BEST PRACTICES AND POLICIES FOR SCHOOL PSYCHOLOGY INTERNSHIPS	4
NASP STANDARD 1.3	4
NASP STANDARD 3 - INTERNSHIP IN SCHOOL PSYCHOLOGY	5
<i>Standard 3.1</i>	5
<i>Standard 3.3</i>	6
<i>Standard 3.4</i>	6
NASP STANDARD 4	7
<i>Standard 4.1</i>	7
<i>Standard 4.3</i>	7
<i>Standard 4.4</i>	7
UWT ED.S. SCHOOL PSYCHOLOGY PROGRAM INTERNSHIP POLICIES, ROLES, AND RESPONSIBILITIES	8
THE OFFICE OF FIELD PLACEMENTS & PARTNERSHIPS AND THE INTERNSHIP	9
INTERNSHIP LETTER OF AGREEMENT	13
LETTER OF AGREEMENTS FOR CULMINATING INTERNSHIP, UW TACOMA ED.S. SCHOOL PSYCHOLOGY PROGRAM	13
INTERNSHIP ELIGIBILITY	18
UWT ED.S. SCHOOL PSYCHOLOGY INTERNSHIP CANDIDACY	18
UWT SCHOOL PSYCHOLOGY INTERNSHIP CANDIDACY FORM	19
DOCUMENTATION OF REQUIRED ELEMENTS	19
COURSEWORK	19
WORK CHARACTERISTICS	19
PRACTICUM	20
UWT ED.S SCHOOL PSYCHOLOGY CANDIDACY DECISION	20
INTERNSHIP ACKNOWLEDGEMENT	20
INTERNSHIP REQUIREMENTS	21
COURSE INFORMATION	22
<i>Instructor Information</i>	22
<i>Course Description</i>	22
COURSE OBJECTIVES	22
FORMAT	27
MATERIALS	28
RESOURCES AND RECOMMENDED TEXTS	28
EXPECTATIONS	28
GRADING	33
<i>GPA Table</i>	33

<i>Skills Progression Table</i>	34
<i>Internship Schedule</i>	36
UW TACOMA/UW POLICY STATEMENTS & STUDENT RESOURCES	38
DISABILITY SUPPORT SERVICES.....	38
RELIGIOUS ACCOMMODATIONS.....	39
CONDUCT.....	39
INFANTS/CHILDREN IN CLASS POLICY.....	40
CONFLICT RESOLUTION, REPORTING BIAS, AND UW SAFECAMPUS	40
UW SAFECAMPUS.....	40
TITLE IX OFFICE- SEX AND GENDER-BASED HARASSMENT AND VIOLENCE	41
UW TACOMA SCHOOL OF EDUCATION PROCESS FOR REPORTING CONCERNS	41
UW OFFICE OF THE OMBUD	41
UW TACOMA BIAS INCIDENT REPORTING	41
UW UNIVERSITY COMPLAINT INVESTIGATION AND RESOLUTION OFFICE	42
STUDENT RESOURCES	42
COVID-19 RESOURCES	42
COUNSELING CENTER	42
CHILD CARE & FAMILY ASSISTANCE.....	42
EQUITY & INCLUSION.....	43
FINANCIAL AID	43
<i>Short-Term Loan Program</i>	43
<i>Emergency Aid</i>	43
LIBRARY	43
MILITARY-CONNECTED STUDENT STATEMENT	44
PANTRY.....	44
STUDENT HEALTH SERVICES.....	44
STUDENT ADVOCACY AND SUPPORT	44
TEACHING AND LEARNING CENTER	45
TECHNOLOGY RESOURCES AND SUPPORT	45
UW TACOMA CAMPUS SAFETY INFORMATION	45
ESCORT SERVICE.....	45
IN CASE OF EMERGENCY	45
INCLEMENT WEATHER POLICY	46
RETENTION AND DISMISSAL POLICY	47
DOCUMENTATION AND VERIFICATION OF INTERNSHIP ACTIVITIES AND HOURS	49
UWT ED.S. SCHOOL PSYCHOLOGY ACTIVITIES AND HOURS TRACKING SHEET	49
INTERNSHIP EVALUATION	50
UWT Ed.S. SCHOOL PSYCHOLOGY PROFESSIONAL WORK CHARACTERISTICS.....	51
PROFESSIONAL GROWTH.....	53
UWT Ed.S. SCHOOL PSYCHOLOGY INTERNSHIP RUBRIC (SPIR)	54
SUPERVISION SESSION PLANNER	68

SUPERVISOR’S SUPERVISION NOTES	69
INTERN EVALUATION OF FIELD-BASED SUPERVISOR	70
CULMINATING PORTFOLIO.....	77
PORTFOLIO EVALUATION	85
OUTCOME.....	86

INTRODUCTION

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

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

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

Your internship placement must align with the UWT SOE and Ed.S. School Psychology program’s mission, values, and goals. The School of Education’s mission is to “prepare ethical and reflective educators, practitioners, and leaders who

transform learning, engage with communities, exemplify professionalism, and promote diversity.” Ed.S. School Psychology student learning goals and outcomes include the 10 Practice Domains (see <https://www.nasponline.org/standards-and-certification/nasp-2020-professional-standards-adopted/nasp-2020-domains-of-practice>) set forth by the National Association of School Psychologists (NASP) and the Washington State Professional Educators Standards Board (PESB) pursuant to RCW 28A.410.044 (see <https://app.leg.wa.gov/RCW/default.aspx?cite=28A.410.044>).

Upon successful completion of this program, you will have the knowledge and skills to:

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

BEST PRACTICES AND POLICIES FOR SCHOOL PSYCHOLOGY INTERNSHIPS

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

NASP STANDARD 1.3

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

NASP STANDARD 3 - INTERNSHIP IN SCHOOL PSYCHOLOGY

The program ensures that all candidates complete supervised and sequenced internship experiences consistent with program goals and objectives. Specific competency outcomes are clearly articulated for the internship. Outcome measures comprehensively assess all NASP domains and their integration. The internship experiences contribute to the preparation of candidates who demonstrate the professional competencies needed to effectively deliver school psychological services to children and youth, families/caregivers, and schools. The following components are apparent in the school psychology program.

Standard 3.1

The internship allows candidates to develop, practice, demonstrate, and reflect upon evidence-based practices in a graduated manner that increases in complexity. Internships must include the following:

- Settings relevant to the program objectives and the development of candidate competencies.
- Program oversight to ensure identification and appropriateness of placements, diverse activities that address the breadth and scope of the NASP Practice Model, supervision, and collaboration with the placement sites and internship supervisors.
- Collaboration between the program and placement agencies to demonstrate a commitment to candidate learning that is consistent with program goals and ensures the development of professional competencies.
- Structured, specific activities that are consistent with the goals/objectives of the program and foster the development of competency in advocating for the understanding of human diversity and social justice. Internship is a comprehensive experience with a primary emphasis on providing breadth and quality of experiences, attainment of comprehensive school psychology competencies, and integration and application of the full range of NASP domains of school psychology practice.
- Field experiences that are completed for academic credit or are otherwise documented by the institution, with practica preceding and in preparation for internships. Performance-based evaluations that are systematic and designed to ensure that candidates demonstrate professional work

characteristics and attain competencies with clearly articulated methods to identify and address concerns regarding candidate performance.

Standard 3.3

The school psychology program requires a comprehensive, supervised, and carefully evaluated internship in school psychology that includes the following:

- A commitment to a diversified learning experience that includes a variety of professional roles and functions for the intern to attain professional competencies through carefully supervised activities. Internship experiences comprehensively address all NASP domains of school psychology practice.
- A culminating experience in the program's course of study. Although one or two advanced seminar classes that correspond to internship requirements may be taken during internship, foundation and/or practica courses must be completed prior to internship.
- A written agreement that specifies the period of appointment and any terms of compensation for the intern.
- Similar support services for the intern as provided to the agency school psychologist(s).
- Provision for the intern's participation in continuing professional development activities.

Standard 3.4

The school psychology program requires that each intern receive appropriate and regularly scheduled field-based supervision, including the following:

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

NASP STANDARD 4

Performance-Based Program Assessment and Accountability

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

Standard 4.1

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

Standard 4.3

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

Standard 4.4

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

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

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

The Ed.S. School Psychology candidate is primarily responsible for securing their internship.

Candidate responsibilities include:

- informing the Office of Field Placements & Partnerships in of the intent to pursue an internship by January prior to the internship year,
- sending letters of interest and resumes to potential internship districts,
- maintaining current fingerprint and ESA Certification application forms,
- contacting school districts and follow district application and interviewing procedures,
- updating the Office of Field Placements & Partnerships of progress, and
- notifying the Office of Field Placements & Partnerships when a placement is offered and accepted.

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

The Office of Field Placements & Partnerships and the Internship

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

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

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

The school district is responsible for providing its educational program facilities to be used by the intern for educational purposes; desirable learning experiences for the intern, including classroom experience, staffings, multidisciplinary team meetings, assessment experience, counseling experience, in-service sessions, and parent conferences where appropriate; educational settings allowing the intern experiences with a variety of abilities, identities, developmental levels, and

linguistic, neuro, cognitive and cultural diversities; and release time for the school district supervisor to provide two hours per week of direct supervision of the intern.

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

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

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

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

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

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

10. Communicate with other staff members (e.g., administrators, teachers, school staff) to solicit feedback regarding intern's progress.

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

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

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

We ask that our interns adhere to the following 10 guidelines:

1. Keep up to date about current methodology, assessments, and intervention strategies and collaborate/consult with supervisor(s).
2. Be proactive in guiding and structuring your own learning. Ask for additional practice in growth areas.
3. Your internship supervisor is your primary source of support for your cases. Your university supervisor/internship instructor is also a source of support.

4. Interns will adhere to district/school expectations of professional conduct, including dressing professionally and being on time (both will vary by school site/supervisor).
5. Contact supervisor/site if there is a change in schedule.
6. Complete duties by expected dates/deadlines.
7. Demonstrate respect to those in the school community.
8. Demonstrate flexibility and culturally responsive practices.
9. Be willing to learn and receive corrective feedback.
10. Adhere to crisis guidelines as indicated below.

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

INTERNSHIP LETTER OF AGREEMENT

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

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

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

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

Intern: (print name) _____ (signature) _____

Internship School District: _____

Overview: The University of Washington Tacoma (UWT) Ed.S. School Psychology Internship is a full-time, culminating educational experience, and integrates all 10 NASP practice domains. This program adheres to the standards set forth by Washington State and the National Association of School Psychologists (NASP). The internship placement must align with the UWT SOE and Ed.S. School Psychology Program’s mission, values, and goals (<https://www.tacoma.uw.edu/soe/conceptual-framework>). This program ensures that all candidates complete supervised and sequenced internship experiences consistent with program goals and objectives. Specific competency outcomes are clearly articulated for internship, as indicated in the UWT School Psychology Internship Rubric, Internship course objectives, and UWT School Psychology Work Characteristics. The internship experiences contribute to the preparation of candidates who demonstrate the professional competencies needed to effectively deliver school psychological services to children and youth, families/caregivers, and schools. For paid internships, terms of compensation are stipulated in a separate district-initiated contract. The UWT Ed.S. School Psychology Program requires that each intern receive appropriate and regularly scheduled field-based supervision, including the following:

- Provision of field-based supervision by a school psychologist holding the appropriate state school psychologist credential for practice in a school setting (if a portion of the internship is conducted in another setting, provision of field supervision from a psychologist holding the appropriate state psychology credential for practice in the internship setting).
- At least weekly, individual, field-based supervision with structured mentoring focused on the intern’s attainment of competencies.
- Field-based internship supervision must occur an average of at least 2 hours of supervision per full-time week or the equivalent for part-time placement.
- Interns must receive supervision by a supervisor with at least three years of field-based experience.

The internship consists of a full-time academic year (1,200) hours and is supervised by a school psychologist who meets the standards set forth by NASP and the

Washington Professional Educators Standards Board (PESB; <https://www.pesb.wa.gov/current-educators/assignment/educational-staff-associate/>) as well as UWT School Psychology Program faculty.

The university program maintains contact with interns through a minimum of one individualized contact per quarter. Additionally, the internship seminar offers a space for interns to reflect and discuss experiences and receive mentorship from faculty and peers. The internship offers interns a variety of quality experiences. The primary purpose of the internship is to educate interns and provide a range of appropriate and comprehensive experiences in the school setting, and service to a school district is secondary to training. During the internship, the candidate will also be required to complete case studies that are included in their portfolio. The university assumes responsibility of providing instructors who are qualified in course instruction and supervision for the internship experience and assumes the responsibility for all classroom instruction of the students. The university communicates specific objectives related to selected learning experiences to be gained in the internship to the district supervisors. The university facilitates cooperative implementation and evaluation each quarter, and the university instructor/supervisor meets with district partners each quarter. The university supervisor maintains regular communication with the intern and field supervisor. Such communication may occur through face-to-face meetings and/or faculty supervisor visits to the internship site, telephone or video conferencing, and e-mails.

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

The internship site must provide opportunities for a range of services that align with NASP standards for preparation (see Standards 3 and 4; <https://www.nasponline.org/standards-and-certification/nasp-2020-professional-standards-adopted> and NASP Practice Model <https://www.nasponline.org/standards-and-certification/nasp-practice-model/about-the-nasp-practice-model>). Internship sites must provide the intern

with opportunities to integrate and apply all NASP domains of practice and knowledge, including opportunities to demonstrate (and provide evidence of) direct, measurable, impact on children, families, and schools. The majority of the intern's time must be spent providing direct services with students and indirect services through consultation. No one function or service (e.g., testing) may require the majority of the intern's time. The intern site must provide opportunities for the intern to work with students of diverse ages, backgrounds, abilities, identities, characteristics, and needs. The intern site must also recognize the internship as an educational experience. The internship site must provide expense reimbursement, a safe and secure work environment, adequate office space, and support services for the intern consistent with those afforded to school psychologists in the district/agency and the organizational principles in the [NASP Practice Model](https://www.nasponline.org/standards-and-certification/nasp-2020-professional-standards-adopted/nasp-2020-practice-model-organizational-principles) (<https://www.nasponline.org/standards-and-certification/nasp-2020-professional-standards-adopted/nasp-2020-practice-model-organizational-principles>). The internship site must also offer interns opportunities for continuing professional development comparable to those provided to school psychologists in the district/agency.

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

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

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

When concerns arise, they are proactively addressed whenever possible by the internship course instructor/ university supervisor, field supervisor, and the intern. Otherwise, the administration of the site and university should meet to respond to the concerns in a good-faith effort to resolve them, arriving at mutually respectful agreements in the best interests of all parties, understanding that all applicable state laws and policies must be followed and supersede the preferences of any party. All parties also agree to abide by FERPA, HIPAA, and other relevant privacy laws. When either party wishes to modify or terminate this agreement, they must notify the other party in writing with at least 30 days of written notice, or as soon as possible.

The Internship Field Supervisor will provide the intern and faculty with formative and summative evaluations of intern performance that are systematic, comprehensive, and ensure that interns demonstrate professional work characteristics and attain competencies needed for effective practice as school psychologists. These practices will be applied across the level of the student, classroom, and school, and must include all 10 NASP Practice domains. At the conclusion of the internship, the field supervisor verifies both the completion of required internship hours and activities and the quality of intern performance.

School District Representative

Internship duration: _____ Start Date: _____ End Date: _____

(role)

(print name)

(signature)

Internship Field Supervisor

Certificate #: _____ # years in practice: _____

(role)

(print name)

(signature)

UW Tacoma Office of Field Placements & Partnerships

Manager, Field Placements &
Partnerships
(role)

Tom Hathorn
(print name)

(signature)

INTERNSHIP ELIGIBILITY

UWT Ed.S. School Psychology Internship Candidacy

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

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

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

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

UWT SCHOOL PSYCHOLOGY INTERNSHIP CANDIDACY FORM

Date: MMM/DD/YYYY

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

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

DOCUMENTATION OF REQUIRED ELEMENTS

COURSEWORK

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

Coursework completed successfully:

- Yes
- No

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

WORK CHARACTERISTICS

Demonstrate required competency in the UWT School Psychology Work Characteristics. Students must be rated at or above "3's" in all Work Characteristic domains and indicators in the rubric to be granted internship eligibility. Domains include dispositions and skills in the following domains:

Commitment to Equity & Justice
Interpersonal & Intrapersonal Skills
Professional Behaviors and Skills
Ethical Decision Making.

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

Minimum competencies met:

- Yes
- No

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

PRACTICUM

Successfully completed Autumn, Winter, and Spring School Psychology Practicum sequence. Obtained minimum number hours required.

- Yes
- No

Total practicum hours obtained:

Autumn: #
Winter: #
Spring: #

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

UWT ED.S SCHOOL PSYCHOLOGY CANDIDACY DECISION

- Approval: Eligibility for UWT Ed.S. School Psychology Internship attained. Congratulations!
- Deferral: Internship has been deferred; reasons for deferral and a remediation plan are to be documented in attachments.
- Denial: Internship has been denied; reasons for denial are to be documented in attachments.

INTERNSHIP ACKNOWLEDGEMENT

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

Candidate's Name (Print): _____

Candidate's Signature: _____

Date: _____

Conditional ESA Certification During Internship

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

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

INTERNSHIP REQUIREMENTS

Successful internship requires the completion of internship coursework during each quarter the internship takes place. This includes one 5 credit course (TSPSY 601; Internship Seminar and Portfolio) during the Autumn, Winter, and Spring Quarters. This section includes a description of the course and the syllabus comprising expectations, policies, and student resources.

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

School of Education Mission

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

School of Education at UW Tacoma's Land Acknowledgment

The School of Education community here at UW Tacoma acknowledges that we learn, live, reflect, and teach on the ancestral lands of the Coast Salish people. As our campus is specifically situated on the traditional homeland of the Puyallup Tribe of Indians, we will make intentional efforts to create inclusive and respectful partnerships that honor Indigenous cultures, histories, identities, and sociopolitical realities.

COURSE INFORMATION

Course offerings: Autumn, Winter, and Spring

Meeting Times: Monday 4:30-7 pm

Location: TPS 301

Instructor Information

Name: Miranda Kucera, PhD, NCSP

Email: mkkucera@uw.edu

Office Location: WCG 314

Course Description

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

COURSE OBJECTIVES

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

1. Create, monitor, and evaluate a data-based professional growth plan.
2. Demonstrate, under supervision, proficiency in performance-based competencies in field settings. Competency domains include social, emotional, and behavioral supports; schoolwide practices to promote learning; services to promote safe and supportive schools; family, school, and community collaboration; equitable and culturally responsive/sustaining

practices; research and evidence-based practices; and legal, ethical, and professional practices.

3. Develop a portfolio that demonstrates the ability to integrate knowledge and skills in school psychology practice domains using case studies and other artifacts of learning. Case studies must demonstrate the ability to measure service impact.
4. Consistently apply professional work characteristics (e.g., intra and interpersonal skills; ethical and professional decision-making; commitment to equity, diversity, and social justice) needed for effective practice as a school psychologist. Note: Specific UWT Ed.S. SPSY work characteristics are assessed throughout internship.

National Association of School Psychologists (NASP) Program Standard 3: Supervised Field Experiences in School Psychology

The program ensures that all candidates complete supervised and sequenced internship experiences consistent with the NASP Standards listed below and our UWT Ed.S. School Psychology program goals and objectives.

3.1. The school psychology program includes clinical field experiences that allow candidates to develop, practice, demonstrate, and reflect upon evidence-based practices in a graduated manner that increases in complexity. The candidates are expected to develop their level of independent practice as the year progresses. Supervised field experiences must include the following:

- Settings relevant to program objectives and the development of candidate competencies.
- Program oversight to ensure identification and appropriateness of placements, diverse activities that address breadth and scope of the NASP Practice Model, supervision, and collaboration with the placement sites and internship supervisors.
- Collaboration between the school psychology program and placement agencies that demonstrates a commitment to candidate learning, is consistent with program goals, and ensures the development of professional competencies.
- Structured, specific activities that are consistent with the goals/objectives of the program and foster the development of competency in advocating for understanding of human diversity and social justice.
- Field experiences that are completed for academic credit or are otherwise documented by the institution, with practica preceding and in preparation

for internships. Performance-based evaluations that are systematic and designed to ensure that candidates demonstrate professional work characteristics and attain competencies with clearly articulated methods to identify and address concerns regarding candidate performance.

3.3. The school psychology program requires a comprehensive, supervised, and carefully evaluated internship in school psychology that includes the following:

- A commitment to a diversified learning experience that includes a variety of professional roles and functions for the intern to attain professional competencies through carefully supervised activities. Internship experiences comprehensively address all NASP domains of school psychology practice.
- A culminating experience in the program's course of study. Although one or two advanced seminar classes that correspond to internship requirements may be taken during internship, foundation and/or practica courses must be completed prior to internship.
- A written agreement that specifies the period of appointment and any terms of compensation for the intern.
- Similar support services for the intern as provided to the agency school psychologist(s).
- Provision for the intern's participation in continuing professional development activities.

3.4. The school psychology program requires that each intern receive appropriate and regularly scheduled field-based supervision, including the following:

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

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

Culminating Portfolio includes comprehensive case studies, and these are assessed via NASP Case Study Rubrics.

Domain 1: Data-Based Decision Making

School psychologists understand and utilize assessment methods for identifying strengths and needs; developing effective interventions, services, and programs; and measuring progress and outcomes within a multitiered system of supports. School psychologists use a problem-solving framework as the basis for all professional activities. School psychologists systematically collect data from multiple sources as a foundation for decision-making at the individual, group, and systems levels, and they consider ecological factors (e.g., classroom, family, and community characteristics) as a context for assessment and intervention.

Domain 2 Consultation & Collaboration

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

Domain 3: Academic Interventions and Instructional Supports

School psychologists understand the biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curricula and instructional strategies. School psychologists, in collaboration with others, use assessment and data collection methods to implement and evaluate services that support academic skill development in children.

Domain 4: Mental and Behavioral Health Services and Interventions

School psychologists understand the biological, cultural, developmental, and social influences on mental and behavioral health; behavioral and emotional impacts on learning; and evidence-based strategies to promote social-emotional functioning. School psychologists, in collaboration with others, design, implement, and evaluate services that promote resilience and positive behavior, support socialization and adaptive skills, and enhance mental and behavioral health.

Domain 5: School-Wide Practices to Promote Learning

School psychologists understand systems structures, organization, and theory; general and special education programming; implementation science; and evidence-based, school-wide practices that promote learning, positive behavior, and mental health. School psychologists, in collaboration with others, develop and implement practices and strategies to create and maintain safe, effective, and supportive learning environments for students and school staff.

Domain 6: Services to Promote Safe and Supportive Schools

School psychologists understand principles and research related to social-emotional well-being, resilience and risk factors in learning, mental and behavioral health, services in schools and communities to support multitiered prevention and health promotion, and evidence-based strategies for creating safe and supportive schools. School psychologists, in collaboration with others, promote preventive and responsive services that enhance learning, mental and behavioral health, and psychological and physical safety and implement effective crisis prevention, protection, mitigation, response, and recovery.

Domain 7 Family, School, and Community Collaboration

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

Domain 8 Equitable Practices for Diverse Student Populations

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

Domain 9 Research & Evidence-Based Practice

School psychologists have knowledge of research design, statistics, measurement, varied data collection and analysis techniques, and program evaluation methods sufficient for understanding research and interpreting data in applied settings. School psychologists demonstrate skills to evaluate and apply research as a foundation for service delivery and, in collaboration with others, use various techniques and technology resources for data collection, measurement, analysis, and program evaluation to support effective practices at the individual, group, and/or systems levels.

Domain 10: Legal, Ethical, and Professional Practice

School psychologists have knowledge of the history and foundations of school psychology; multiple service models and methods; ethical, legal, and professional standards; and other factors related to professional identity and effective practice as school psychologists. School psychologists provide services consistent with ethical, legal, and professional standards; engage in responsive ethical and professional decision-making; collaborate with other professionals; and apply professional work characteristics needed for effective practice as school psychologists, including effective interpersonal skills, responsibility, adaptability, initiative, dependability, technological competence, advocacy skills, respect for human diversity, and a commitment to social justice and equity.

FORMAT

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

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

MATERIALS

The Canvas site is an integral part of this course.

Resources and Recommended texts

Harrison, P.L., Proctor, S.L., Thomas, A. (Ed.S.). (2023). *Best practices in school psychology, seventh edition*. National Association of School Psychologists.

Kovaleski, J.F., VanderHeyden, A.M., Runge, T.J., Zirkel, P.A., & Shapiro, E.S. (2023). *The RTI approach to evaluating learning disabilities*. Guilford Press.

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

EXPECTATIONS

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

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

Culminating Portfolio

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

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

Selected artifacts that demonstrate competency across all 10 NASP practice domains

For each of the 10 NASP domains of practice, candidates are required to provide **two** artifacts that provide evidence for and adequately demonstrate competency. For each artifact, please address the following information within a few sentences (or record your audio responses):

1. How does the artifact address the identified NASP domain(s)?
2. Reflecting on the process, what were the strengths and challenges within the work necessary for the artifact?
3. How will the experience shape your future practice (professional growth)?

Examples of *suggested* artifacts for each NASP domain are as follows:

Domain	Potential Artifacts
1. Data-Based Decision Making	Psychoeducational assessment with recommendations, CBM assessments with progress monitoring, systems change project, FBA/BIP, behavior consultation case
2. Consultation & Collaboration	Consultation cases, systems change project, teaming analysis, FBA/BIP, professional development project from TEDSP 539, classroom and/or schoolwide behavior support project

3. Academic Interventions and Instructional Supports	Academic case study, academic focused consultation, Individual Education Program project, Reading and/or Math Interventions projects
4. Mental and Behavioral Health Services and Interventions	Behavioral case study, FBA/BIP, SEL program evaluation, therapeutic game, counseling synthesis paper, group interventions program guide, synthesis and reflection paper from TSPSY 554
5. School-Wide Practices to Promote Learning	Systems change project, MTSS team analysis, SEL program evaluation, trauma-informed crisis preparedness and response plan, schoolwide behavior support plan from TEDUC 542
6. Services to Promote Safe and Supportive Schools	Trauma-informed crisis preparedness and response plan, schoolwide behavior support plan from TEDUC 542, school discipline project, group interventions project, synthesis and reflection paper from TSPSY 554
7. Family, School, and Community Collaboration	Collaborative consultation case, parent/family interview from TSPSY 501, interview and/or professional development project from TEDSP 539, systems change project, team analysis project
8. Equitable Practices for Diverse Student Populations	Child and adolescent development research and/or resources projects, specially designed instruction project, school discipline project, Since Time Immemorial project, gender and race/ethnicity in youth media analysis
9. Research & Evidence-Based Practice	SEL program evaluation, literature review from 504, applied research design project, final project from TEDUC 503
10. Legal, Ethical, and Professional Practice	Ethical dilemma project, federal law project, continuum of service delivery project, Washington Administrative Code exercise

Professional Growth Plan

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

reasons you have for selecting these goals; discuss how each goal will be evaluated, and how you expect your practice to change accordingly. You must also include action steps to achieve goal(s) identified and include specific activities as action steps, timeline, and resources needed.

Psychoeducational evaluation with recommendations

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

Case Studies

Your portfolio will also include case studies that demonstrate integration of all practice domains in school psychology. These case studies will be used as a comprehensive, performance-based assessment of your abilities and demonstrate knowledge, skills, and dispositions as applied in field placements. One case study must have an academic focus, another a behavioral consultation focus, and another a social-emotional/counseling focus. All case studies must include outcome data and your analysis of the positive impact of services/the intervention through goal attainment scale, effect size, percent nonoverlapping data, or percent of data points exceeding the median of baseline data points.

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

All case studies must be completed and submitted prior to the completion of internship. The case studies are included in your portfolio that will be evaluated by faculty prior to the completion of the program.

The case studies will be assessed by program faculty using the *NASP Case Study Rubric*. Criteria are summarized below and discussed throughout this course.

1. Problem Identification: identify and define the problem
 - a. The process or avenue by which problem was identified is described (e.g., parent/teacher referral).
 - b. The problem is collaboratively and operationally defined.
 - c. A baseline for the student behavior/academic skill is established using sufficient data from more than one source (e.g. direct behavior observation, teacher rating, interview, standardized measure, etc.).
 - d. Discrepancy between current and desired level of performance is explained.
 - e. Student behavior is identified as a skill and/or performance deficit.

2. Problem Analysis: identify measurable goals
 - a. Hypotheses are generated through collaboration with teacher and/or parent.
 - b. There are multiple sources of "data" that converge on each proposed hypothesis.
 - c. Hypotheses reflect an awareness of issues of diversity (e.g., physical, social, linguistic, cultural).
 - d. Goals are specifically linked to evidence-based instructional strategies

3. Intervention: develop & implement intervention (directly or indirectly)
 - a. Intervention(s) selected is based on data from problem analysis, hypothesis testing, and review of research.
 - b. Intervention(s) selected is evidence-based.
 - c. Intervention(s) is developed in collaboration with school and family partners.
 - d. Intervention(s) reflects sensitivity to individual differences, resources, classroom, practices & other system issues.
 - e. Intervention integrity and fidelity of implementation is monitored and data are provided to ensure that it is implemented as designed.
 - f. Acceptability of intervention is considered and measured

4. Evaluation: Use appropriate ongoing assessment & progress monitoring
 - a. Progress monitoring data is charted and includes student performance trend lines, and/or goal lines.

- b. The effectiveness of the intervention is clearly analyzed and articulated using Percent Non-overlapping Data (PND) technique (or other indicator of effect size).
- c. Data are used to inform further problem solving and decision-making (i.e., continuation of intervention, modification of intervention, maintenance of intervention).
- d. Recommendations for future intervention (based upon collaborative examination of effectiveness data) are discussed.

GRADING

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

GPA Table

Grade	Grade Point	Percent	Grade	Grade Point	Percent
A	4.0	98-100	B-	2.8	81
	3.9	97		*2.7	80
A-	3.8	95-96		2.6	79
	3.7	94		2.5	78
	3.6	92-93	C+	2.4	77
	3.5	91		2.3	76
B+	3.4	89-90		2.2	75
	3.3	88		2.1	74
	3.2	86-87	C	2.0	73
	3.1	85		1.9	72
B	3.0	83-84		1.8	71
	2.9	82		1.7	70

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

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

As required by NASP, your internship is structured to develop, practice, demonstrate, and reflect upon evidence-based practices in a graduated manner that increases in complexity and autonomy as the year progresses. Some examples of this skill progression are included in the table below. These topics are connected to the categories present in your Internship Activities and Hours tracking worksheet.

Skills Progression Table

Skill/Topic	Fall	Winter	Spring
Assessment	<ul style="list-style-type: none"> Upcoming LD eligibility changes in WACs Supporting data collection for supervisors 	<ul style="list-style-type: none"> Developing assessment plans Collaborating on instrument selection, data collection methods Participating in eligibility meetings 	<ul style="list-style-type: none"> Independently selecting instruments, gathering necessary data Differentiating categories Independently leading eligibility meetings
Intervention	<ul style="list-style-type: none"> Gathering data on interventions Assisting supervisor with intervention selection, data gathering 	<ul style="list-style-type: none"> Analyzing intervention data Collaborating with supervisor on intervention selection and implementation for specific students at your site(s) 	<ul style="list-style-type: none"> Independently selecting, implementing, and analyzing interventions for specific students at your site(s)
Consultation/ Collaboration	<ul style="list-style-type: none"> Attending team meetings and noting roles, structure, group dynamics Presenting case studies for collaboration with peers 	<ul style="list-style-type: none"> Participating in team meetings Facilitating joint conversations with peers around specific topics (e.g., Title 1, LAP, etc.) Presenting case studies for 	<ul style="list-style-type: none"> Facilitating team meetings Facilitating and choosing topics for collaborative conversations with peers (e.g., differentiating disability,

		collaboration with peers	advocating for change, etc.) <ul style="list-style-type: none"> Presenting case studies for collaboration with peers
Program Evaluation, Research, Systems Change	<ul style="list-style-type: none"> Attending schoolwide support meetings (observe dynamics, structures) Understanding structures of schoolwide supports at site(s) through a social justice lens Observing formative evaluation practices 	<ul style="list-style-type: none"> Participating in schoolwide support meetings with cultural humility Recognizing areas of strength and growth at school site(s) through a social justice lens Participating in formative evaluation practices 	<ul style="list-style-type: none"> Discussing independent practice and facilitating school support meetings with cultural humility Integrating formative evaluations into practice Critically considering social justice practices within your sites and advocating for change where needed
Professional Growth and Development	<ul style="list-style-type: none"> Collective Bargaining Agreements applying for positions letters of recommendation resumes Praxis Professional organizations and affiliations Create, monitor, and evaluate a data-based professional growth plan 	<ul style="list-style-type: none"> Interview prep/practice job offers contracts Praxis Monitor and evaluate a data-based professional growth plan 	<ul style="list-style-type: none"> Organizing practical tools to transition to independent practice Monitor and evaluate a data-based professional growth plan Create a support and development plan for your first years as a school psychologist

Classes may include supplemental readings that will be posted within Canvas.

Proposed Course Outline. Changes are likely. Additional topics will be included and determined by student, supervisor, and community need.

Internship Schedule

WEEK/DATE OF CLASS	SEMINAR TOPICS	WORK DUE
9/14/2023	Supervisor Orientation	
Fall Quarter		
Week 1 10/2/2023	Expectations (logs, portfolio, case studies) Supervision and reflective consultation Internship Rubric and Work Characteristics Professional Growth Plans	NASP Professional Growth Plan September monthly hour log with reflection
Week 2 10/9/2023	Asynchronous-See Canvas Cultural humility vs. cultural competence Reflective practice	
Week 3 10/16/2023	LD eligibility differences across districts Participating in school teams as a new member	Bring procedures from your internship district on LD eligibility
Week 4 10/23/2023	Thinking about the Praxis-study plan, scheduling exam Case presentation(s)	
Week 5 10/30/2023	Mid quarter check in-asynchronous	Mid-quarter reflection
Week 6 11/6/2023	Case/topic presentation(s) Case study/portfolio support Consultation with peers	October monthly hour log with reflection
Week 7 11/13/2023	Collaborate with Year 2 practicum for Internship prep support	
Week 8 11/20/2023	Asynchronous-See Canvas	
Week 9 11/27/2023	Preparing for job applications, asking for letters of recommendation, how to read Collective Bargaining Agreements	Draft resumes and cover letters
Week 10 12/4/2023	Case study/topic presentations	November monthly log with reflection
Finals Week 12/11/2023	No class	Professional Growth Plan goal reflection and check-in December log with reflection Case study #1 due 12/11 1st quarter evaluation from supervisor and self-assessment

		Internship Rubric and Work Characteristics
Winter Quarter		
Week 1 1/8/2024	Job searches, fine-tuning resumes, portfolio check-in	
Week 2 1/15/2024	No Class-Martin Luther King Jr. Day	
Week 3 1/22/2024	Case study #2 planning Building autonomy, expanded role of school psych Mock interviews, WSASP job fair	
Week 4 1/29/2024	Asynchronous-See Canvas	
Week 5 2/5/2024	Case/topic presentations Case study and portfolio support/planning Reflecting on internship as you shift into more responsibility	January log with reflection
Week 6 2/12/2024	Navigating job offers-look fors, best fit, role of school psych in various districts, NASP practice models	
Week 7 2/19/2024	No Class-President's Day	
Week 8 2/26/2024	Continuing cultural humility with advancing skills and responsibility, how participation looks on team as you advance in your internship, formative evaluations as social justice	
Week 9 3/4/2024	Embedding social justice in everyday practices (guest speaker)	February log with reflection
Finals Week 3/11/2024	No Class	Professional Growth plan reflection and check-in Case study #2 2nd quarter evaluation from supervisor and self-assessment Internship Rubric and Work Characteristics
Spring Quarter		

Week 1 3/25/2024	Increasing your independence with Case Study #3	
Week 2 4/1/2024	Facilitating team meetings-the role of the team members, managing conflict	
Week 3 4/8/2024	Asynchronous-see Canvas	March log with reflection
Week 4 4/15/2024	Imagining your role as you shift from intern to practitioner, recommitting to move away from deficit language as practitioner Checking in on Professional Growth Plan Case study support	
Week 5 4/22/2024	Supporting immigrant families (guest speaker) Case study and portfolio support	
Week 6 4/29/2024	Asynchronous-see Canvas	
Week 7 5/6/2024	Differentiating disability categories Providing recommendations to IEP team	April log with reflection
Week 8 5/13/2024	Asynchronous-see Canvas	
Week 9 5/20/2024	Final class-wrapping up portfolio and case study, reimagining Professional Growth Plan as an independent practitioner	
Week 10 5/27/2023	No Class-Memorial Day	--
Finals Week 6/3/2023	No class	May log with reflection Final case study and portfolio due Final Internship Rubric and Work Characteristics

UW TACOMA/UW POLICY STATEMENTS & STUDENT RESOURCES

Disability Support Services.

UW is committed to making physical facilities and instructional programs accessible to students with disabilities. Disability Support Services (DSS) functions as the focal

point for coordination of services for students with disabilities. In compliance with Title II of the Americans with Disabilities Act, any enrolled student at UW Tacoma who has an appropriately documented physical, emotional, or mental disability that "substantially limits one or more major life activities [including walking, seeing, hearing, speaking, breathing, learning and working]," is eligible for services from DSS. If you are wondering if you may be eligible for accommodations on our campus, please contact the DSS reception desk at 253-692-4522 or visit <https://www.tacoma.uw.edu/drsuwt>

Religious Accommodations

Washington state law requires that UW develop a policy for accommodation of student absences or significant hardship due to reasons of faith or conscience, or for organized religious activities. The UW's policy, including more information about how to request an accommodation, is available at [Religious Accommodations Policy](#).

Accommodations must be requested within the first two weeks of this course using the [Religious Accommodations Request form](#).

Conduct

UW Tacoma behaviors and expectations for all students are described here: http://www.tacoma.washington.edu/studentaffairs/SS/conduct_about.cfm.

Those enrolled in a certification program in the School of Education may be held to additional expectations that align with accreditation mandates, professional standards, and/or state law. Contact your academic advisor or faculty director for more information.

Electronic devices including, but not limited to, cell phones, pagers, laptops, and personal digital assistants) may only be used in the classroom with the permission of the instructor. Activities that are non-relevant to the course, such as checking/sending email, playing games, and surfing the web, are considered disruptive activities when class is in session.

Academic Dishonesty and Misconduct

At UW, academic dishonesty is a violation of the student conduct code; the consequences may be serious. Academically dishonest behaviors include but are

not limited to the following group or individual behaviors: cheating, falsifying/modifying documents, plagiarism, and misrepresenting one's or others' work. View UW Tacoma's statement on Academic Honesty here:

<https://www.tacoma.uw.edu/uwt/registrar/academic-policies>

To plagiarize is to use the ideas, or unique phrasing of those ideas, without acknowledging that they originate from someone or someplace other than you. Attributing where you get your information builds your own authority to speak on that topic and provides valuable backing to the arguments you make. Additionally, plagiarism can be understood differently in various disciplines. For instance, the ways in which one summarizes others' ideas in texts, or attributes information from texts in one's own paper, are not the same in the sciences as they are in the humanities, or the social sciences. This means it is vital that you understand the specific expectations and guidelines for writing that will help you avoid plagiarizing in this class. If you have questions about what amounts to plagiarism, seek guidance from faculty and the UW Tacoma Teaching and Learning Center as soon as possible.

Infants/Children in Class Policy

Mothers who are breastfeeding an infant, or expressing milk, may do so in class without the permission of the instructor. Or if you prefer to breastfeed or breast-pump outside of class, you may take time out of class to use a lactation room (GWP 410 and MAT 204-A). However, in either case, it is a good idea to communicate with the instructor ahead of time. If you want to bring an older infant or child(ren) to class, you must get permission from the instructor ahead of time. If permission is granted, you are responsible for seeing that the child or children are not disruptive to the class and for ensuring that all additional University policies and rules are followed by those that you bring. There are some classes where it may not be safe for an infant, child or children to be present, and in those cases an instructor may restrict an infant, child or children from being present in class. Approved by the Executive Council on 02/17/17.

CONFLICT RESOLUTION, REPORTING BIAS, AND UW SAFECAMPUS

UW SafeCampus

Call UW SafeCampus anytime — no matter where you work or study — to anonymously discuss safety and well-being concerns for yourself or others. SafeCampus is available 24 hours/7 days a week. Call 206-685-7233. Please call 911 for emergency and urgent situations.

Title IX Office- Sex and Gender-Based Harassment and Violence

UW, through numerous policies (<https://www.washington.edu/titleix/policies/>), prohibits sex- and gender-based violence and harassment, and we expect students, faculty, and staff to act professionally and respectfully in all work, learning, and research environments. For support, resources, and reporting options related to sex- and gender-based violence or harassment, visit UW Title IX's webpage (<https://www.washington.edu/titleix/>), specifically the Know Your Rights & Resources (available via the Support & Help page).

If you disclose information to me about sex- or gender-based violence or harassment, I will connect you (or the person who experienced the conduct) to confidential and/or private resources who can best provide support and options. Please note that some senior leaders and other specified employees have been identified as "Officials Required to Report" (<https://www.washington.edu/titleix/title-ix-officials-required-to-report/>). If an Official Required to Report learns of possible sex- or gender-based violence or harassment, they are required to call UW SafeCampus and report all the details they have in order to ensure that the person who experienced harm is offered support and reporting options but your situation will be handled with great care.

UW Tacoma School of Education Process for Reporting Concerns

Students who have concerns about another faculty, staff, or student should attempt to resolve the issue at the most direct and informal level. Contact your academic advisor and/or view our process "Raising Concerns and Meeting with School of Education Leadership" for more information: <https://www.tacoma.uw.edu/uwt/soe/current-students> (this page also includes university resources, such as how to file a Bias Incident Report at UW Tacoma, seek support from the UW Office of the Ombud, etc.- these resources also described and linked below).

UW Office of the Ombud

Students may seek guidance on resolving interpersonal conflicts in a confidential and neutral manner. For more information, visit: <https://www.washington.edu/ombud/>

UW Tacoma Bias Incident Reporting

A student who needs to report an incident of bias or wants to explore and better understand issues like bias and discrimination, and how to effectively respond, may file a Bias Incident Report. For more information, visit:
<https://www.tacoma.uw.edu/reportbias>

UW University Complaint Investigation and Resolution Office

UCIRO investigates complaints that a university employee, which includes any administrator, faculty, staff, or student worker, has violated the University's non-discrimination and/or non-retaliation policies. For more information, visit:
<https://www.washington.edu/compliance/uciro/>

STUDENT RESOURCES

COVID-19 Resources

Until the pandemic ends or we receive additional guidance from UW's Office of the President, this statement remains valid. The School of Education at UW Tacoma will regularly update our COVID-19 statement, which you may view at:
<https://www.tacoma.uw.edu/uwt/soe>

To learn more about campus-wide services and support for students during the pandemic, visit: <https://www.tacoma.uw.edu/chancellor/coronaviruscovid-19-facts-resources> (you may also contact your academic advisor for specific help).

Counseling Center

Offers short-term, problem-focused counseling to UW Tacoma students who may feel overwhelmed by the responsibilities of college, work, family, and relationships. The service is provided confidentially and without additional charge to currently enrolled undergraduate and graduate students. To schedule an appointment, please call 253-692-4522, email uwtshaw@uw.edu, or stop by the Student Counseling Center (SCC), located in MAT 354. Additional information may also be found by visiting: www.tacoma.uw.edu/counseling

Child Care & Family Assistance

Students who are parents and with other caregiving responsibilities are encouraged to take advantage of the resources provided on campus. These resources include the Huskies and Pups RSO, the Childcare Assistance Program, on-campus Family

Friendly Spaces, priority access at the MUSE, and back-up/sick care at one of these locations Bright Horizons and KinderCare. On campus resources include lactation rooms and baby changing stations. For more detailed information, visit: <https://www.tacoma.uw.edu/uwt/cfss>

Equity & Inclusion

Resources and support for students regarding diversity, equity, inclusion, and social justice issues: <https://www.tacoma.uw.edu/equity/center-equity-inclusion>

Financial Aid

You may contact UW Tacoma's Office of Student Financial Aid at any time with questions about your account, billing, and funding opportunities. For more information, visit: <https://www.tacoma.uw.edu/uwt/finaid>

Short-Term Loan Program

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

Emergency Aid

Unexpected costs and needs can cause significant stress and impact student academic success and personal well-being. UW has an Emergency Aid Fund to support currently enrolled UW students. Contact your academic advisory and/or visit this page for more information: <https://www.washington.edu/emergencyaid/tacoma/>

Library

The UW Tacoma Library provides services and tools to support students at all levels of expertise. You can: check out books and videos, borrow technology, including

laptops, graphing and scientific calculators, cables, phone chargers, headphones, and more, check out many required textbooks, book rooms for group study, and do 3D printing, and more. For more information, visit:

<https://www.tacoma.uw.edu/uwt/library>

Military-Connected Student Statement

If you are a veteran, on active duty, in the reserves or national guard, or a military spouse or dependent, stay in contact with your instructor if any aspect of your present or prior service or family situation makes it difficult for you to fulfill the requirements of a course or creates disruption in your academic progress. It is important to make your instructor aware of any complication to allow faculty to work with you and, if needed, put you in contact with university staff who are trained to assist you. Campus resource for veterans, service members, and families are located in the Veteran and Military Resource Center, TLB 307-A. You may reach out to uwtva@uw.edu or 253-692-4923; you may also visit:

<https://www.tacoma.uw.edu/uwt/vmrc>

Pantry

Providing supplemental, nutritional, and culturally relevant food as well as hygiene items to all UW Tacoma students and their families. Visit this page for updated hours and ordering information: <https://www.tacoma.uw.edu/thepantry>

Student Health Services

Committed to providing compassionate, convenient, and affordable health care for UW Tacoma students, from care for illness and minor injury to women's health and preventative medicine, including vaccination services. Insurance is not required. Funded by UW Tacoma student fees, office visits are provided free of charge. Treatment plans may incur costs, such as medications, labs, or vaccines, most of which are offered at discounted rates. For more information, visit www.tacoma.uw.edu/shs or email at uwtshs@uw.edu. If you have questions or would like to schedule an appointment, please call (253) 692-5811 or stop by SHS at the Laborer's Hall on Market Street.

Student Advocacy and Support

Provides referral and support services to students. The purpose of this office is to assist student in developing strategies to overcome and address barriers that prevent them from achieving their educational goals. The student and staff work

together to establish a set of goals and action steps to address barriers in the student's life. We help students navigate on and off campus resources that can address issues such as housing insecurity, food, safety and security, relationship issues, physical and mental health care, and financial hardships. You may set up an appointment by filling out a referral form: www.tacoma.uw.edu/help, sending an email to stusupt@uw.edu, calling 205-692-5934, or stop by our office MAT 203.

Teaching and Learning Center

The Teaching and Learning Center offers free academic support for students at all levels, including in the areas of ESL, quantitative skill building, Spanish, tutoring, and writing. We offer one-on-one consultations and group workshops in writing, math, statistics, science, and Spanish. We also work with students on questions about English grammar and vocabulary, reading, and learning strategies. We are located on the 2nd floor of the Snoqualmie building (Suite 260) and online. For special needs or subject tutoring requests, please email uwtteach@uw.edu or call 253-692-4417.

Technology Resources and Support

"How to be a successful digital learner: To do well, your technology should be reliable and fast. Your hardware should be up-to-date. Your machine should be protected from viruses. You should use secure passwords and know the site and sender when being asked to download a file. These are your responsibilities, as your instructor may not be able to help you with your own, unique technology problems." Visit the UW Tacoma IT Essentials for Students website for more information: <https://www.tacoma.uw.edu/uwt/it/it-essentials-students>

UW TACOMA CAMPUS SAFETY INFORMATION

Escort Service

Campus Safety Officers are available to escort students to walk with you to any campus destination or your vehicle 24 hours a day. The service is free of charge. During busy periods, Campus Security Officers may ask you to meet in a common location to facilitate escorting multiple people. Dial 253-692-4416 to request a Security Escort. Note: Campus Security Officers cannot leave the UW Tacoma campus boundaries (between S. 17th and S. 21st Streets and Pacific and Tacoma Avenues). For more information, visit: <https://www.tacoma.uw.edu/uwt/fa/safety/safety-escorts>

In case of emergency

In case of a fire alarm...

Take your valuables and leave the building. Plan to return to class once the alarm has stopped. Do not return until you have received an all-clear from somebody "official," the web or email.

In case of an earthquake...

DROP, COVER, and HOLD. Once the shaking stops, take your valuables and leave the building. Do not plan to return for the rest of the day. Do not return to the building until you have received an all-clear from somebody "official," the web or email.

For more information, please refer to the Emergency and Safety Plan prepared by the UWT Safety Committee:

http://www.tacoma.washington.edu/safety/emergency/Emergency_plan.pdf

Inclement Weather Policy

Call 253-383-INFO to determine whether campus operations have been suspended. You may also sign up for UW Alert, which will notify you by e-mail and text of emergency information: <https://www.washington.edu/safety/alert/>

If the campus is open but you cannot get to campus safely, please stay at home. Please contact your instructor(s) as soon as possible to discuss options about making up class time. Visit the Suspended Operations page for more information, including updated information about when courses and events are cancelled or delayed due to inclement weather:

<https://www.tacoma.uw.edu/uwt/fa/safety/suspended-operations>

In the event of inclement weather conditions or another situation severe enough for a district to determine a late start or school closure, refer to the district policy.

Candidates must follow their practicum site's protocols for reporting absences or requesting support. Please keep in mind that schools may not close when the University closes and the opposite can also occur. If your internship site and/or UW Tacoma campus have different messages about canceling operations, and if your own neighborhood presents other obstacles, you can follow these guidelines:

1. First, follow your placement site protocols and messages for reporting to your internship.
2. Next, follow UW Tacoma protocols and messages for reporting to classes.

3. Third, make safe & sensible travel decisions from your neighborhood to your site(s).
4. Finally, notify all affected people as soon as possible (e.g., supervisors, internship site staff, instructors, and any calendar appointments).

RETENTION AND DISMISSAL POLICY

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

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

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

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

In the unusual event that the intern's performance is of serious concern, the school district and the UWT School Psychology Program will collaborate to discuss concerns and develop a plan for improvement. If the problems persist despite efforts to improve, the school district/internship site provides due process consistent with existing policies. If an intern's continuance in the UWT Ed.S. School Psychology program is questionable, then the Program faculty will review the case

and determine if termination from the program is the best course of action. If the intern is expelled from the university or withdraws from the internship, this terminates contractual obligations to the district.

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

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

A process will be followed for areas of concern.

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

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

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

Step 4. (Opting for a Formal Plan) When/if the Intern shows minimal or no progress, a Formal Plan of improvement will be designed by the Field Supervisor, the Internship Instructor/University Supervisor, the Director of Field Placements, and the Program Director. Note: In some circumstances, observed concerns or

timing within the Internship may indicate a need to move directly to a formal process and/or a district-initiated process.

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

DOCUMENTATION AND VERIFICATION OF INTERNSHIP ACTIVITIES AND HOURS

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

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

What you do during your internship and the amount of time you spend on these activities are important to track as they inform us of your breadth and depth in your internship experience, help you officiate your internship experiences, and help structure your supervision sessions/conversations. You will track your activities and hours from the first day of your internship until the last, and you are responsible for maintaining your own records of your verified activities and hours.

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

Major categories of internship activities include: professional development; program evaluation; individual and/or group assessments; interpretation of individual and/or group data; review of records, policies, and/or procedures; observations of students, classrooms, and/or schools; interviews with students,

educators, and/or families/caregivers; reporting assessment results; multidisciplinary (IEP, eligibility), MTSS, and other schoolwide meetings (e.g., DEI, SEL, PBIS); consultation with individuals and/or teams; counseling with individuals and/or groups; and direct academic, social, emotional, and/or behavioral intervention with individuals and/or groups. You may engage in other activities that fall outside these major categories, and you will report those in a separate category.

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

Student:
Site:
Supervisor's Name:
*primary supervisor for the month
Activity Description
PROGRAM EVALUATION, RESEARCH, SYSTEMS CHANGE
Formative evaluation of individual data
Formative evaluation of class data
Formative evaluation of school data
Formative evaluation of district data
Research
MTSS support/meetings
Schoolwide Social, Emotional, and Behavioral support/meetings (e.g., SEL, PBIS, Restorative Practices)
Schoolwide Crisis Prevention & Response support/meetings
DEI/Equity support/meetings
Miscellaneous, other
PROFESSIONAL GROWTH & DEVELOPMENT
School staff workshop (presenting)
School staff workshop (attending)
District School Psychologist training/meetings
District Professional Development workshop
Internship class
SUPERVISION
Direct supervision from field supervisor (minimum of 2 hours/week required)
Direct/Group supervision from University supervisor
▶ Instructions Activity Log August Daily August SUMMARY September Daily

INTERNSHIP EVALUATION

The UWT Ed.S. School Psychology Internship is evaluated no less than three times a year using the UWT School Psychology Professional Work Characteristics and the

UWT Ed.S. School Psychology Internship Rubric (SPIR). The information in these two forms is included below.

UWT Ed.S. School Psychology Professional Work Characteristics

**A rating of 3: Most times; frequently is the minimum required for all field settings, all quarters.*

1: Not at all; rarely	2: Occasionally; Sometimes	3: Most times; frequently	4: Nearly always	5: Always
Commitment to Equity & Justice				
Candidate Skill, Mindset, or Competency		Instructor Rating	Supervisor or Instructor Comments	Candidate Self-Rating
Demonstrates value for diversity (not deficit-focused)				
Demonstrates cultural humility.				
Demonstrates a willingness to engage in continued learning in this area.				
Engages in ongoing and active reflection.				
Demonstrates an awareness of their own positionality and power (and does not use power-under or power-over dynamics).				
Takes responsibility for both the intent and impact of their statements & behaviors				
Shares space in conversations.				
Demonstrates advocacy skills for students who are BIPOC and those marginalized.				

Additional comments and/or observations from supervisor or instructor:

Additional comments and/or reflections from candidate:

1: Not at all; rarely	2: Occasionally; Sometimes	3: Most times; frequently	4: Nearly always	5: Always
Interpersonal Skills				
Candidate Skill, Mindset, or Competency		Instructor Rating	Supervisor or Instructor Comments	Candidate Self-Rating

Communicates effectively with others.			
Collaborates effectively with others.			
Demonstrates effective leadership skills.			
Demonstrates effective conflict management (e.g., does not avoid or seek out)			

Additional comments and/or observations from supervisor or instructor:

Additional comments and/or reflections from candidate:

1: Not at all; rarely	2: Occasionally; Sometimes	3: Most times; frequently	4: Nearly always	5: Always
Intrapersonal Skills				
Candidate Skill, Mindset, or Competency		Instructor Rating	Supervisor or Instructor Comments	Candidate Self-Rating
Engages in ongoing and active self-reflection.				
Demonstrates self-awareness.				
Uses effective methods for regulating stress & strong emotions.				
Demonstrates initiative.				
Demonstrates adaptability.				
Demonstrates patience.				
Demonstrates a willingness to keep trying/growth mindset.				

Additional comments and/or observations from supervisor or instructor:

Additional comments and/or reflections from candidate:

1: Not at all; rarely	2: Occasionally; Sometimes	3: Most times; frequently	4: Nearly always	5: Always
Professional Behaviors & Skills				
Candidate Skill, Mindset, or Competency		Instructor Rating	Supervisor or Instructor Comments	Candidate Self-Rating
Demonstrates reliability & dependability.				
Demonstrates accountability & responsibility.				

Demonstrates receptiveness to feedback.			
Works to develop professional identity & autonomy.			

Additional comments and/or observations from supervisor or instructor:

Additional comments and/or reflections from candidate:

1: Not at all; rarely	2: Occasionally; Sometimes	3: Most times; frequently	4: Nearly always	5: Always
Ethical Decision-Making				
Candidate Skill, Mindset, or Competency	Instructor Rating	Supervisor or Instructor Comments	Candidate Self-Rating	
Demonstrates integrity.				
Demonstrates sound reasoning.				
Demonstrates respect for confidentiality.				
Engages in effective self-care.				

Additional comments and/or observations from supervisor or instructor:

Additional comments and/or reflections from candidate:

Professional Growth

Domains/area(s) of strength & ways to build on these strengths:

Domains/area(s) for reflection & growth, and ways to attain this growth:

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

Directions:

This tool assesses the UWT Ed.S. School Psychology Intern’s growth and competency. It is expected that interns will obtain a minimum score of 3 (Competent) on all items by the end of the first quarter and a minimum score of 4 (Proficient) by the end of the internship. Evaluation is based on supervisor observations, with supplemental inputs including self-reports, reports from teachers and/or other school staff, and students and families. In rare cases, there may be no opportunity for the candidate to demonstrate competency in the placement. In these cases, the candidate must be proactive by consulting with the university supervisor/course instructor and field supervisor.

- After the first quarter, ratings of less than “3” will result in a remediation plan.
- A rating of “1” may indicate a lack of opportunity, but this should be limited and only applied during the first quarter.
- If, at the final evaluation, the intern still needs to demonstrate the required competencies, the candidate and field supervisor will submit statements indicating whether the candidate has met the standard at a level sufficient to enter the profession. In some cases, a rating below the criterion may result in an internship extension to provide more opportunities for the intern to demonstrate competencies.
- If unsatisfactory ratings continue after remediation plans, the program or the supervisor may terminate the internship.

To complete this form, enter the number rating (1-5) that best describes the intern’s current competence in each practice area. Please provide comments whenever possible.

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

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

Domain 1: Data-based Decision Making					
School psychologists have knowledge of varied methods of assessment and data collection methods for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes. As part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery, school psychologists demonstrate skills to use psychological and educational assessment, data collection strategies, and technology resources and apply results to design, implement, and evaluate response to services and programs. <i>These practices must permeate all services.</i>					
Candidate Skill	Example(s) of ways in which interns may demonstrate competency.	Q1 Rating	Q2 Rating	Q3 Rating	Q4 Rating
Systematically collects data from multiple sources as foundation for decision making at the group and/or system level	Collects and analyzes school needs assessment data, student improvement plan data, MTSS teaming decisions such as reviewing data for the selection tier two/supplemental services				
Considers ecological factors (e.g., classroom, family, and community characteristics) as a context for assessment and intervention	Includes contextual data and ecological factors when making intervention decisions and identifying strengths and needs. This includes evaluating factors in implementation (e.g., adherence, dosage, participant responsiveness).				
Systematically collects data from multiple sources as a foundation for decision making at the individual level	Collects and reviews student data during consultation cases, to guide the implementation of tier three interventions, to guide the development and review of an FBA/BIP, for psychoeducational evaluations, and to guide recommendations for specially designed instruction				
Uses a problem-solving framework as the basis for all professional activities	Before attempting to solve a problem, collects and analyzes data, assesses the implementation of solution-focused strategies, and evaluates outcomes; follows a problem-solving sequence (problem identification, problem analysis, implementation, evaluation) across multiple contexts (school, classroom, program, individual).				

Relies on sound data sources for making decisions	Selects reliable and valid assessments, selects and utilizes culturally and linguistically responsive assessment methods				
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Comments and/or observations from the supervisor:

Comments and/or reflections from the intern:

<p>Domain 2: Consultation & Collaboration</p> <p>School psychologists have knowledge of varied methods of consultation, collaboration, and communication applicable to individuals, families, groups, and systems and used to promote effective implementation of services. As part of a systematic and comprehensive process of effective decision-making and problem-solving that permeates all aspects of service delivery, school psychologists demonstrate skills to consult, collaborate, and communicate with others during the design, implementation, and evaluation of services and programs. These practices must permeate all services.</p>					
Candidate Skill	Example(s) of ways in which interns may demonstrate competency.	Q1 Rating	Q2 Rating	Q3 Rating	Q4 Rating
Demonstrates knowledge of models of consultation, collaboration, and communication applicable to individuals, families, groups, and systems	Adjusts models of consultation as appropriate; reflects, discusses, and intentionally applies diverse approaches to collaboration and communication				
Effectively communicates with others in designing, implementing, and evaluating services and/or programs (e.g., effectively communicates assessment findings to a problem-solving team)	Uses effective listening and questioning skills, reflection, paraphrasing, and respect for different perspectives; listens to understand, leads with empathy/compassion, and applies curiosity; communicates with school staff using strength-based language and honors limits of confidentiality.				
Effectively applies collaborative consultation models and strategies with individuals, promoting the implementation of	Selects and effectively uses a problem-solving consultation model with a teacher, family, community providers, and/or other staff member; consultation includes consultee-identified goal, a co-created intervention plan, and				

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

Comments and/or observations from the supervisor:

Comments and/or reflections from the intern:

<p>Domain 3: Academic Interventions & Instructional Supports School psychologists have knowledge of biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curriculum and instructional strategies. School psychologists, in collaboration with others, demonstrate skills to use assessment and data-collection methods and to implement and evaluate services that support cognitive and academic skills. These are direct services to students.</p>					
Candidate Skill	Example(s) of ways in which interns may demonstrate competency.	Q1 Rating	Q2 Rating	Q3 Rating	Q4 Rating
Demonstrates knowledge of evidenced-based academic programming and instructional strategies	Offers accurate and up-to-date information about evidence-based academic and cognitive programming and instructional strategies in psychoeducational reports, during consultation, in making recommendations for specially designed instruction, and during meetings				
Considers biological, cultural, and social	Includes contextual, biological, and cultural information in decisions related to academic recommendations				

influences when selecting and implementing evidence-based academic instructional programming and strategies	and programming/strategy selection (e.g., reports, meetings); recommends culturally and contextually responsive academic practices				
Considers cognitive and developmental processes in selecting evidence-based curricula and instructional strategies that support academic skills	Includes cognitive and developmental information in decisions related to academic recommendations and programming/strategy selection (e.g., reports, meetings); recommends developmentally and age-appropriate academic practices				
Assessments and data collection methods are used to identify and/or create effective strategies that support academic skills	Collects and uses data effectively to inform and develop academic interventions or strategies				
Uses assessment and data collection methods to guide the implementation of services that support academic skills	Collects and uses data effectively to inform the implementation of academic interventions or strategies				
Assessments and data collection methods are used to effectively evaluate and/or modify services that support academic skills	Collects and uses data effectively to assess response to academic interventions or strategies and, when necessary, modify supports				

Comments and/or observations from the supervisor:

Comments and/or reflections from the intern:

Domain 4: Mental & Behavioral Health Services and Interventions

School psychologists have knowledge of biological, cultural, developmental, and social influences on behavior and mental health; behavioral and emotional impacts on learning and life skills; and evidence-based strategies to promote social-emotional functioning and mental health. School psychologists, in collaboration with others, demonstrate skills to use assessment and data-collection methods and to implement and evaluate services that support socialization, learning, and mental health. These are direct services to students.					
Candidate Skill	Example(s) of ways in which interns may demonstrate competency.	Q1 Rating	Q2 Rating	Q3 Rating	Q4 Rating
Demonstrates knowledge of practices that promote social-emotional functioning and mental health	Makes evidence-based recommendations for promoting resilience and wellbeing (e.g., evidence-based mental health and counseling strategies, effective SEL programming)				
Demonstrates an understanding of the impact of trauma on social, emotional, and behavioral functioning	Recommends trauma-informed and healing-centered practices. Consider trauma's impact in evaluations, during consultation, and in direct service with students and families (e.g., offering counseling services such as CBITs, mental and behavioral health screening)				
Considers biological, cultural, developmental, and social influences when selecting strategies to promote SEL and mental & behavioral health	Considers students' and families/caregivers' backgrounds and identities in selecting mental and behavioral health supports; recommends culturally responsive counseling and behavior support practices (e.g., solutions-focused)				
Considers biological, cultural, developmental, and social influences when implementing strategies to promote mental & behavioral health	Attends to identity (e.g., race, culture, gender, neurodiversity) in implementing mental and behavioral health strategies; seeks participant feedback (acceptability) and monitors participant responsiveness; modifies implementation accordingly.				
Demonstrates skills related to behavior analysis, including antecedents, consequences, and functions of	Conducts effective FBAs and BIPs; effectively communicates knowledge and recommendations during consultation and meetings (e.g., Intervention Teams, IEP, 504, Manifestation Determination).				

behavior challenges					
Effectively implements evidence-based individual counseling or social-emotional interventions	Meets with students and effectively applies culturally responsive counseling skills to support their mental health, wellbeing, and resilience; applies micro skills such as active listening, validation, reflection, mindfulness/presence, and compassion				
Effectively implements evidence-based group interventions	Effectively facilitates groups to support their mental health, wellbeing, and resilience; uses culturally responsive group facilitation techniques.				
Helps implement and evaluate services that promote resilience and enhance mental and behavioral health; uses data to evaluate mental and behavioral health intervention outcomes	Works with other mental health practitioners, community providers, and/or school teams to develop, implement, and evaluate research-based mental health, behavioral, and/or SEL strategies; promotes coordination and collaboration with families/caregivers and community providers in applying and evaluating interventions				

Comments and/or observations from the supervisor:

Comments and/or reflections from the intern:

<p>Domain 5: Schoolwide Practices to Promote Learning School psychologists have knowledge of school and systems structure, organization, and theory; general and special education; technology resources; and evidence-based school practices that promote academic outcomes, learning, social development, and mental health. School psychologists, in collaboration with others, demonstrate skills to develop and implement practices and strategies to create and maintain effective and supportive learning environments for children and others. These are systems-level services.</p>					
Candidate Skill	Example(s) of ways in which interns may demonstrate competency.	Q1 Rating	Q2 Rating	Q3 Rating	Q4 Rating
Demonstrates knowledge of evidence-based school practices that promote academic	Participates as an effective and active member of a schoolwide team (e.g., MTSS); makes sound recommendations for MTSS practices. Provides education for others in this				

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

Comments and/or observations from the supervisor:

Comments and/or reflections from the intern:

Domain 6: Services to Promote Safe and Supportive Schools

<p>School psychologists have knowledge of principles and research related to resilience and risk factors in learning and mental health, services in schools and communities to support multitiered prevention, and evidence-based strategies for effective crisis response. School psychologists, in collaboration with others, demonstrate skills to promote services that enhance learning, mental health, safety, and physical well-being through protective and adaptive factors and to implement effective crisis preparation, response, and recovery. These are systems-level services.</p>					
Candidate Skill	Example(s) of ways in which interns may demonstrate competency.	Q1 Rating	Q2 Rating	Q3 Rating	Q4 Rating
Demonstrates knowledge of principles and research related to resilience and risk factors	Reflects on and discusses high-impact protective factors and scientific strategies that support healing and flourishing				
Demonstrates understanding of multiple strategies that create safe, equitable, and supportive schools	Discusses, identifies, and recommends evidence-based practices for safe, inclusive, and supportive schools that can be applied across levels of prevention and support (e.g., effective crisis planning, school climate assessments, evidence-based restorative practices, student and family voice, focus groups)				
Demonstrates knowledge of evidence-based strategies for effective crisis preparation, response, and recovery	Analyzes and promotes effective practices at the school and district level for trauma-informed crisis preparation, response, and recovery (e.g., emergency operations plan, safety and crisis teams, procedures for communication, family/student reunification); effectively evaluates existing crisis plans and makes sound recommendations for modifications as necessary				
Helps promote preventive services that enhance learning, mental and behavioral health, and psychological and physical safety	Advocates for policies that promote safe and inclusive school environments (e.g., culturally responsive PBIS, inclusive school/classroom norms, effective crisis planning, school climate assessments, evidence-based restorative practices, student and family voice, focus groups)				
Demonstrate skills to promote services that	Participates in school/district crisis prevention and response teams; assists in the use of screening data;				

enhance learning, mental health, safety, and physical well-being through protective and adaptive factors and to implement effective crisis preparation, response, and recovery	evaluates and engages in activities that reduce risk and promote resilience (e.g., SEL, district/school policies and procedures)				
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Comments and/or observations from the supervisor:

Comments and/or reflections from the intern:

<p>Domain 7 Family, School, and Community Collaboration</p> <p>School psychologists have knowledge of principles and research related to family systems, strengths, needs, and culture; evidence-based strategies to support family influences on children’s learning, socialization, and mental health; and methods to develop collaboration between families and schools. School psychologists, in collaboration with others, demonstrate skills to design, implement, and evaluate services that respond to culture and context and facilitate family and school partnership/ interactions with community agencies for enhancement of academic and social-behavioral outcomes for children. These are systems-level services.</p>					
Candidate Skill	Example(s) of ways in which interns may demonstrate competency.	Q1 Rating	Q2 Rating	Q3 Rating	Q4 Rating
Demonstrates knowledge of principles and research related to family systems, strengths, needs, and culture	In discussions (e.g., team meetings) and written products (e.g., reports), demonstrates knowledge of family systems and the importance of understanding their strengths, cultures, and needs				
Demonstrates understanding of culturally and contextually appropriate family, school, and/or community collaboration	Advocates for and seeks to develop culturally responsive, bi-directional partnerships with families and community agencies; uses strengths-based perspectives and values funds of knowledge				
Understands evidence-based strategies to	In discussions (e.g., team meetings) and written products (e.g., report recommendations), demonstrates				

support families influences on children's learning, socialization, and mental health	knowledge of evidence-based strategies to support families and promote children's learning, socialization, and mental health				
Helps to develop, implement, and evaluate strategies that facilitate culturally and contextually appropriate collaboration and partnerships between families and schools	Collaborates with team members to help create bi-directional partnerships with families and caregivers (e.g., needs assessments, focus groups, surveys, and family events); analyzes existing practices (e.g., family voice surveys) and makes culturally responsive recommendations for more engaged partnerships; uses effective and culturally responsive collaboration and communication with diverse families/caregivers				
Helps to develop, implement, and evaluate strategies that facilitate culturally and contextually appropriate collaboration and partnerships between community agencies and schools	Collaborates with team members to help create bi-directional partnerships with community agencies (e.g., needs assessments, focus groups, surveys); analyzes existing relationships with communities (e.g., relationships with tribal communities) and makes culturally responsive recommendations for enhanced partnerships; uses effective and culturally responsive collaboration and communication with communities and school staff				

Comments and/or observations from the supervisor:

Comments and/or reflections from the intern:

Domain 8 Equitable Practices for Diverse Student Populations
 School psychologists have knowledge of individual differences, abilities, disabilities, and other diverse characteristics; principles and research related to diversity factors for children, families, and schools, including factors related to culture, context, and individual and role differences; and evidence-based strategies to enhance services and address potential influences related to diversity. School psychologists demonstrate skills to provide professional services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds and across multiple contexts, with recognition that an understanding and respect for diversity in development and learning and advocacy for social justice are

foundations of all aspects of service delivery. These competencies are foundational to all service delivery.					
Candidate Skill	Example(s) of ways in which interns may demonstrate competency.	Q1 Rating	Q2 Rating	Q3 Rating	Q4 Rating
Demonstrates an understanding of the principles and research related to diversity in children, families, schools, and communities, including factors related to child development, culture and cultural identity, race, sexual orientation, gender identity and expression, and other variables	Demonstrates knowledge of individual differences, abilities, disabilities, and other diverse characteristics and utilizes this knowledge to make appropriate recommendations to support and advocate for students (e.g., promotes GLSEN strategies/materials)				
Demonstrates an understanding of individual differences, abilities, disabilities, and other diverse characteristics and their impact on development and learning	In discussions and in written products (e.g., reflections, reports, team meetings), demonstrates an awareness of diversity factors in risk and prevention practices				
Helps promote effective functioning for individuals, families, and/or schools with diverse characteristics, cultures, and backgrounds, with a recognition that an understanding and respect for diversity in development and learning	Employs a strengths-based approach to address the learning needs of multilingual students; includes funds of knowledge in instructional planning and recommendations				
Demonstrates skills to provide professional services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds and across multiple contexts	Provides culturally responsive services in different settings (e.g., meetings, classroom) and with diverse racial and ethnic groups (e.g., AAPI, Latinx)				
Advocacy for social justice is a foundational aspect of service delivery	Promote fairness and social justice in school policies and programs (e.g., discipline practices/policies, dress				

	code/bathroom policies that impact LGBTQIA+ students)				
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Comments and/or observations from the supervisor:

Comments and/or reflections from the intern:

<p>Domain 9 Research & Evidence-Based Practice</p> <p>School psychologists have knowledge of research design, statistics, measurement, varied data collection and analysis techniques, and program evaluation methods sufficient for understanding research and interpreting data in applied settings. School psychologists demonstrate skills to evaluate and apply research as a foundation for service delivery and, in collaboration with others, use various techniques and technology resources for data collection, measurement, analysis, and program evaluation to support effective practices at the individual, group, and/or systems levels. These competencies are foundational to all service delivery.</p>					
Candidate Skill	Example(s) of ways in which interns may demonstrate competency.	Q1 Rating	Q2 Rating	Q3 Rating	Q4 Rating
Demonstrates ability to accurately read, understand, and interpret research	In written products and in discussions, discusses research in a way that conveys an understanding of the value and limitations of research studies (e.g., does not attribute causal relationships when discussing nonexperimental studies)				
Demonstrates knowledge of research design, statistics, measurement, and varied data collection and analysis techniques for interpreting data in applied settings	In discussion and in written products, demonstrates knowledge of appropriate study design (e.g., single case design) and data analysis techniques (e.g., percent nonoverlapping data, effect size)				
Demonstrates knowledge of program evaluation methods	Demonstrates an understanding of how to design a valid program evaluation study, implement the research plan, and analyze the data in a way that addresses confounds (e.g., lack of fidelity) and ultimately assess the effect of a program				
Applies various techniques and technology resources for data collection, measurement, and analysis to support	Uses technology appropriately so that it supports data gathering and/or analysis of group or systemic interventions (e.g., group intervention data tracking, climate survey analysis, disaggregating data				

effective and evidence-based practices at the group and systems level	across populations to assess disproportionality in discipline)				
Uses various techniques and technology resources for data collection, measurement, and analysis to support effective and evidence-based practices at the individual level	Uses technology appropriates so that it supports data gathering and/or analysis of individual interventions (progress monitoring); demonstrates proficiency in visual supports to aid in understanding of data (e.g., tables, trend lines)				

Comments and/or observations from the supervisor:

Comments and/or reflections from the intern:

<p>Domain 10 Legal, Ethical, & Professional Practice School psychologists have knowledge of the history and foundations of school psychology; multiple service models and methods; ethical, legal, and professional standards; and other factors related to professional identity and effective practice as school psychologists. School psychologists demonstrate skills to provide services consistent with ethical, legal, and professional standards; engage in responsive ethical and professional decision-making; collaborate with other professionals; and apply professional work characteristics needed for effective practice as school psychologists, including respect for human diversity and social justice. These competencies are foundational to all service delivery.</p>					
Candidate Skill	Example(s) of ways in which interns may demonstrate competency.	Q1 Rating	Q2 Rating	Q3 Rating	Q4 Rating
Demonstrates knowledge of the foundations of school psychology and multiple service models	Understands the varied roles school psychologists can serve/have served in schools; understands the problematic and colonial underpinnings of the field and works to destabilize these practices				
Demonstrates knowledge of legal standards	In written and verbal communications, and in practice, demonstrates knowledge and understanding of IDEA, WACs, and NASP Professional Standards				
Engages in ethical and professional decision-making	Does not agree to take on high-stakes practices/services in areas lacking in skills/preparation (e.g., engaging in specific counseling				

	models and administering tests without preparation)				
Seeks out consultation and supervision as needed	Engages in self-study and consultation to learn and strengthen practice according to the law, due process findings, etc. Proactively asks supervisor for help when it is needed. Engages in self-study and consultation to learn and strengthen professional ethics across situations				
Engages in advocacy and conveys respect for human diversity and a commitment to social justice and equity	Advocates for student dignity during team meetings and in conversations; advocates for antiracist policy changes; serves on DEI teams; seeks opportunities for ethnic study				
Provides services consistent with professional standards	Demonstrates professional practice in 1:1 conversations, in team meetings, in work with students, and in consultations with families/caregivers				

Comments and/or observations from the supervisor:

Comments and/or reflections from the intern:

The UWT Ed.S. School Psychology Internship Rubric is also used to guide supervision sessions. Session planners (an example follows) will be used to guide productive supervision meetings grounded in reflective consultation and practice models.

Session planners by Simon, D. J., & Swerdlik, M. E. (2022). Supervision in School Psychology: The Developmental, Ecological, Problem-solving Model. 2nd Edition.

SUPERVISION SESSION PLANNER

Date: Supervisor: Supervisee:

Last supervisory session follow-up:

Activity summary since last supervision:

(How time spent)

Cases/Activities to review:

Questions/Concerns/Feedback requested of Supervisor:

Self-assessment of Progress:

([Not completed every time] Include strengths and areas of need)

SUPERVISOR'S SUPERVISION NOTES

Date:

Supervisee:

Supervisor:

1. Content Summary:

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

2. Process Summary:

(Supervisee presentation, session dynamics, supervisory strategies employed)

3. Feedback/Recommendations Summary:

(Skill/work feedback, intervention/activity recommendations)

4. Next Steps/Future Action:

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

5. Developmental Status Summary:

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

Offering feedback and raising concerns

UWT Ed.S. School Psychology interns have opportunities to provide feedback on the field experience including concerns about internship placements and supervisors. The UWT School of Education offers guidelines and processes for scheduling meetings with leadership, addressing concerns, and reporting instances of bias, discrimination, or retaliation. Your voice matters. <https://www.tacoma.uw.edu/soe/raising-concerns-and-questions>

Also, interns are asked to complete UWT School of Education course evaluations and offer their own ratings of their internship experiences. An example of a form for collecting an intern’s perspectives of field-based supervision is below.

INTERN EVALUATION OF FIELD-BASED SUPERVISOR

Intern:

Supervisor:

District:

Directions: Please complete the form based on your interactions with your field-based supervisor. Thanks in advance for taking the time to provide this valuable information.

Professional Practice	1 Rarely	2 Occasionally	3 Frequently	4 Always
1. Adheres to ethical standards				
2. Explains and adheres to state and federal regulations				
3. Abides by school/clinic rules and procedures				
4. Demonstrates awareness of level of competency and does not accept responsibilities beyond this level				
5. Presents a professional appearance				
6. Consistently follows through on commitments				
7. Establishes work priorities and manages time efficiently				
8. Is punctual for appointments and meetings				
9. Is prepared and organized for meetings				
10. Communicates and listens effectively				
11. Is tolerant and respectful of others’ values and viewpoints				

12. Relates well to students, parents, and colleagues				
13. Interacts comfortably with individuals of diverse backgrounds				

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

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

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

behavioral, emotional) across a variety of settings (individual, group, classroom)					
8. Provides opportunities for indirect intervention (student support/IEP team, staff and parent consultation)					

Assessment	1 Unsatisfactory	2 Improvement Needed	3 Satisfactory	4 Outstanding	Not Observed
1. Identifies the nature of referral problems and plans assessment accordingly					
2. Conducts broad-based assessments in order to gather data across multiple domains and from multiple sources (records, interviews, observations, rating scales, etc.)					
3. Knows strengths and weaknesses of assessment instruments and techniques					
4. Is sensitive to sources of bias when selecting, administering, and interpreting assessment results.					
5. Appropriately administers and scores assessment instruments.					
6. Integrates assessment data to					

generate hypotheses and conclusions that are supported by multiple pieces of evidence.					
7. Appropriately utilizes assessment data to identify eligibility for educational services					
8. Uses assessment data to help develop and implement evidence-based instructional strategies					
9. Integrates assessment results into useful and readable reports.					
10. Communicates the results of assessments in a clear and concise manner to students, parents, and colleagues					
11. Demonstrates knowledge of curriculum-based assessment.					
12. Conducts appropriate functional behavior assessments to determine causes of behavioral difficulties and inform appropriate interventions.					

Direct Intervention	1 Unsatisfactory	2 Improvement Needed	3 Satisfactory	4 Outstanding	Not Observed
1. Demonstrates knowledge of					

common affective and behavioral difficulties encountered by students.					
2. Links assessment data (e.g., CBA, FBA, and psychoeducational) to appropriate interventions and facilitates their implementation.					
3. Demonstrates knowledge of evidence-based interventions and chooses interventions accordingly.					
4. Chooses interventions that are appropriate to the presenting problem and situation.					
5. Implements interventions that are sensitive to individual differences and diverse backgrounds.					
6. Monitors the client's progress and adjusts intervention strategies accordingly.					
7. Demonstrates knowledge of crisis response and applies this knowledge as appropriate.					

Indirect Intervention	1 Unsatisfactory	2 Improvement Needed	3 Satisfactory	4 Outstanding	Not Observed
1. Participates effectively in problem solving/IEP team					

meetings by contributing suggestions for accommodations, modifications and interventions.					
2. Works with and advocates for families to promote positive home/school collaboration.					
3. Demonstrates knowledge of effective consultation strategies that address presenting problem.					
4. Uses a systematic approach when consulting that includes problem identification and analysis, clear task designation, and progress monitoring.					
5. Evaluates the effectiveness of consultation strategies used.					
6. Demonstrates knowledge of program evaluation.					
7. Understands, systematically assesses and works toward improving organizational/system variables.					
8. Demonstrates an awareness of available community agencies, programs and resources, and facilitates collaboration with schools and families.					

9. Works collaboratively with other school personnel to create and maintain a multitiered continuum of services to support students' academic, social, emotional, and behavioral success.					
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What do you believe are your supervisor's greatest strengths as a practitioner and supervisor?

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

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

Please provide general comments about the supervisor's performance:

CULMINATING PORTFOLIO

Your Culminating Portfolio is a carefully selected collection of evidence that highlights your best work and demonstrates competency across the 10 NASP Practice Domains. We emphasize quality over quantity. The portfolio provides an opportunity for you to showcase your evidence of field-based experiences and professional competencies organized around the 10 NASP Practice domains. Your portfolio will include:

- Resumé/CV,
- Praxis Exam in School Psychology (5403) score (a score of 155 or above is required for graduation),
- Practicum and Internship activities & verified hours,
- Practicum and Internship Candidacy forms,
- Practicum Rubrics (Autumn, Winter & Spring),
- Internship Rubrics (Autumn, Winter & Spring),
- UWT School Psychology Work Characteristics and Reflection,
- Professional Philosophy & Identity Statement,

- Selected assignments/artifacts that demonstrate competency across all 10 NASP practice domains,
- Professional Growth Plan (guided by the NASP Self-Assessment),
- Psychoeducational evaluation with recommendations, and
- Case studies (academic, behavioral, counseling/SEL).

Selected artifacts that demonstrate competency across all practice domains

For each of the 10 NASP domains of practice, candidates are required to provide **two** artifacts that provide evidence for and adequately demonstrate competency. For each artifact, please address the following information within a few sentences (or record your audio responses):

1. How does the artifact address the identified NASP domain(s)?
2. Reflecting on the process, what were the strengths and challenges within the work necessary for the artifact?
3. How will the experience shape your future practice (professional growth)?

Examples of *suggested* artifacts for each NASP domain are as follows:

Domain	Potential Artifacts
1. Data-Based Decision Making	Psychoeducational assessment with recommendations, CBM assessments with progress monitoring, systems change project, FBA/BIP, behavior consultation case
2. Consultation & Collaboration	Consultation cases, systems change project, teaming analysis, FBA/BIP, professional development project from TEDSP 539, classroom and/or schoolwide behavior support project
3. Academic Interventions and Instructional Supports	Academic case study, academic focused consultation, Individual Education Program project, Reading and/or Math Interventions projects
4. Mental and Behavioral Health Services and Interventions	Behavioral case study, FBA/BIP, SEL program evaluation, therapeutic game, counseling synthesis paper, group interventions program guide, synthesis and reflection paper from TSPSY 554
5. School-Wide Practices to Promote Learning	Systems change project, MTSS team analysis, SEL program evaluation, trauma-informed crisis preparedness and response plan, schoolwide behavior support plan from TEDUC 542

6. Services to Promote Safe and Supportive Schools	Trauma-informed crisis preparedness and response plan, schoolwide behavior support plan from TEDUC 542, school discipline project, group interventions project, synthesis and reflection paper from TSPSY 554
7. Family, School, and Community Collaboration	Collaborative consultation case, parent/family interview from TSPSY 501, interview and/or professional development project from TEDSP 539, systems change project, team analysis project
8. Equitable Practices for Diverse Student Populations	Child and adolescent development research and/or resources projects, specially designed instruction project, school discipline project, Since Time Immemorial project, gender and race/ethnicity in youth media analysis
9. Research & Evidence-Based Practice	SEL program evaluation, literature review from 504, applied research design project, final project from TEDUC 503
10. Legal, Ethical, and Professional Practice	Ethical dilemma project, federal law project, continuum of service delivery project, Washington Administrative Code exercise

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

Professional Growth Plan

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

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

School Psychology Program Psychoeducational Evaluation

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

Psychoeducational Evaluation Rubric

Section 1: Reason for referral and background information

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

Section 2: Observations

Component	Needs Improvement (0)	Satisfactory (1)	Excellent (2)	Points
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Observation in the instructional environment or other educational setting	Observation is missing, extremely disorganized, or incomplete	Observation is objective and offers a picture of the time observed	Observation uses an intentionally selected observation technique(s) and includes time observed, peer comparisons, and the setting. Observation section may include additional observations to provide additional context.	
Evaluation Observation	Evaluation observation is missing, extremely disorganized, or incomplete	Evaluation observation is objective, includes information about attention, focus, and general behaviors, and includes a validity statement	Evaluation observation is comprehensive, objective, includes detailed information about attention, focus, behaviors, and includes a clear validity statement	
Overall Rating for Section 2 (Mean score of all rows)				/2

Section 3: Assessment procedures, results, and interpretation

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

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

Section 4: Eligibility determination and recommendations

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

			others to immediately apply them	
Overall Rating for Section 4 (Mean score of all rows)				/2

Section 5: Overall evaluation of report

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

Case Studies

Your portfolio will also include case studies that demonstrate integration of all practice domains in school psychology. These case studies will be used as a comprehensive, performance-based assessment of your abilities and demonstrate knowledge, skills, and dispositions as applied in field placements. One case study must have an academic focus, another a behavioral consultation focus, and another a social-emotional/counseling focus. All case studies must include outcome data and your analysis of the positive impact of services/the intervention

through goal attainment scale, effect size, percent nonoverlapping data, or percent of data points exceeding the median of baseline data points.

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

The case studies will be assessed by program faculty using the *NASP Case Study Rubric*. Criteria are summarized below and discussed throughout this course.

1. Problem Identification: identify and define the problem
 - a. The process or avenue by which problem was identified is described (e.g., parent/teacher referral).
 - b. The problem is collaboratively and operationally defined.
 - c. A baseline for the student behavior/academic skill is established using sufficient data from more than one source (e.g. direct behavior observation, teacher rating, interview, standardized measure, etc.).
 - d. Discrepancy between current and desired level of performance is explained.
 - e. Student behavior is identified as a skill and/or performance deficit.
2. Problem Analysis: identify measurable goals
 - a. Hypotheses are generated through collaboration with teacher and/or parent.
 - b. There are multiple sources of "data" that converge on each proposed hypothesis.
 - c. Hypotheses reflect an awareness of issues of diversity (e.g., physical, social, linguistic, cultural).
 - d. Goals are specifically linked to evidence-based instructional strategies
3. Intervention: develop & implement intervention (directly or indirectly)
 - a. Intervention(s) selected is based on data from problem analysis, hypothesis testing, and review of research.

- b. Intervention(s) selected is evidence-based.
 - c. Intervention(s) is developed in collaboration with school and family partners.
 - d. Intervention(s) reflects sensitivity to individual differences, resources, classroom, practices & other system issues.
 - e. Intervention integrity and fidelity of implementation is monitored and data are provided to ensure that it is implemented as designed.
 - f. Acceptability of intervention is considered and measured
4. Evaluation: Use appropriate ongoing assessment & progress monitoring
- a. Progress monitoring data is charted and includes student performance trend lines, and/or goal lines.
 - b. The effectiveness of the intervention is clearly analyzed and articulated using Percent Non-overlapping Data (PND) technique (or other indicator of effect size).
 - c. Data are used to inform further problem solving and decision-making (i.e., continuation of intervention, modification of intervention, maintenance of intervention).
 - d. Recommendations for future intervention (based upon collaborative examination of effectiveness data) are discussed.

Portfolio evaluation

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

Component	<input checked="" type="checkbox"/>
Resumé/CV	
Praxis Exam in School Psychology (5403)	
Practicum activities & verified hours	
Internship activities & verified hours	
Practicum Candidacy form	
Internship Candidacy form	
Autumn Practicum Rubric	
Winter Practicum Rubric	
Spring Practicum Rubric	
Autumn Internship Rubric	
Winter Internship Rubric	
Spring Internship Rubric	
Final UWT School Psychology Work Characteristics & Written Reflection	

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

OUTCOME

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

Cordially,



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



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