**UWT School Psychology Professional Educators Advisory Board (PEAB)**

**MEETING AGENDA**

**Date:** November 3, 2023

**Time:** 12:00-1:30 US Pacific Time

**Place:** Pinkerton (PNK) 212

**Online** via Zoom:[https://washington.zoom.us/j/96949969058](https://urldefense.com/v3/__https%3A/washington.zoom.us/j/96949969058__;!!K-Hz7m0Vt54!kzq7S2qbufxUMsC_DZdsDVgbrbL3gx_-ytQlcEzxDb8uBIlQKUdEz0YKNZih1WHEKGstjSnewCw$)

[PEAB Member Handbook](https://docs.google.com/document/d/1PXBbskREU5GpYHdwmgBGGqkhQPzWRL8M/edit?usp=sharing&ouid=106200512682573938658&rtpof=true&sd=true)

1. **Opening & framing activities**
	1. [Land Acknowledgment](https://www.tacoma.uw.edu/soe/land-acknowledgment), [Working agreements](https://drive.google.com/file/d/1IyV4vS7_65HyN6lKuyUjfUxmSVwq5Rhg/view?usp=sharing)
	2. Introductions and sharing
	3. Review [5/23/23 Minutes](https://docs.google.com/document/d/1BJ9YOgcD3o7GV1GntpReHs5f_9Zjm7eJ/edit) & meeting feedback
2. **Ed.S. School Psychology Program Updates**
	1. Student update- Diversity Scholarship, funding for NASP, social events
	2. Guidebooks for [Practicum](https://drive.google.com/drive/folders/1mT7PfHxc37wJ8InS_RgVDjBTlRQAEie_) and [Internship](https://drive.google.com/drive/folders/1mT7PfHxc37wJ8InS_RgVDjBTlRQAEie_)
3. **Data review**
	1. Cohort 3 Demographics
	2. Practicum feedback 2022-2023
4. **Focus for 2023-2024**
	1. Last year’s focus – **NASP Program 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.
		1. ***NASP Program Standard 4.2*** *The assessment of practicum outcomes must include a formal evaluation process of all* *candidates conducted by field supervisors and/or program faculty. Such assessment is expected to focus* *on specific competencies and professional work characteristics and be based on observations and/or other* *evaluation methods (practica experiences do not need to comprehensively address all NASP domains).* *The evaluation criteria or benchmark is expected to be relevant to the professional developmental stage of* *the candidate at the particular level of the practica*
			1. Updated [rubric for practicum](https://docs.google.com/document/d/1-8EFpDDIOUGAvPC4VaVgLP45Tp_aKBnB/edit) developed over the summer in response to PEAB recommendations and guidance last year
	2. Candidates now in internship
		1. ***NASP Program 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.*
			1. [Internship rubric](https://docs.google.com/document/d/1j8Ho3AXttc0Neqb2U30zmWJE-EwwmsUk/edit) developed
	3. Performance-based products
		1. ***NASP Program 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.*
5. **Schedule meetings for winter & spring**
6. **Closing &** [**meeting feedback**](https://docs.google.com/forms/d/e/1FAIpQLSfTQ2MmyNM0MrjkcAh85yuJ-IPnkrG8rqX8WU7G7T4LZpPqOQ/viewform?usp=sf_link)

Questions? Please contact Kawena Begay begayka@uw.edu