

# **CENTRAL WASHINGTON UNIVERSITY**

## **SCHOOL PSYCHOLOGY**

### **PROGRAM**

**(Ed.S. and Certification)**

#### **STUDENT HANDBOOK**

**2016-2017**

#### **SCHOOL PSYCHOLOGY PROGRAM COMMITTEE**

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**Fully Approved by the National Association of School Psychologists (NASP)  
Approved By the Washington Office of the Superintendent of Public Instruction**

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## INTRODUCTION

Welcome to the School Psychology Program (the Program) at Central Washington University. We hope that the experience will bring to you a deepened sense of self-worth, self-direction, and a body of functional skills to prepare you for steady employment as a school psychologist. Our Program is approved by the Professional Educator Standards Board for the State of Washington and fully approved by the National Association of School Psychologists (NASP). Our Program reflects the philosophies of these institutions. While the large majority of our graduates serve as school psychologists within the State of Washington and other states, others also teach in colleges and universities, serve in mental health agencies, administer special education programs and are in private practice.

The School Psychology Program at Central Washington University is committed to training professionals who have expertise in both psychology and education and are committed to enhancing the strengths of critical socialization institutions such as families and schools. This training is accomplished through a competency based, scientist-practitioner model, which emphasizes comprehensive school psychological services and recognizes the individual differences of children.

The School Psychology Program at Central Washington University is the oldest in the State of Washington, developed in the early 1960s. Standards for the certification of school psychologists in the State of Washington, adopted by the State Board of Education, require that every program preparing educational professionals be developed by a Professional Education Advisory Board (PEAB). The PEAB is a collaborative partnership made up of representatives from school districts, specialized professional organizations, and colleges/universities. The Central Washington University School Psychology PEAB advises the Program regarding the development, implementation, and revision of the professional preparation program for school psychologists, and includes representation from the Washington State Association of School Psychologists; the Association of Washington School Principals; the Washington Education Association; the Washington State School Director's Association; other specialized professional education organizations; and CWU. The PEAB is a legally constituted body with operating bylaws. Program approval requirements outlining specific knowledge and skills for certification as a school psychologist have been established by the State Board of Education and the Central Washington University School Psychology PEAB.

There are two levels of certification for school psychologists in the State of Washington; Residency and Professional. Successful completion of the program at CWU leads to the granting of the Specialist in Education and Residency Certification as an Educational Staff Associate (ESA)-School Psychologist. While Washington-certified School Psychologists are often certifiable as School Psychologists in other states, professional reciprocity is not always immediate or guaranteed. Whenever possible, faculty will help students plan programs which may result in certification in other states. In most cases, the Program at CWU will satisfy the certification requirements of most other states.

Residency Certification in school psychology is recommended by the PEAB upon demonstration of required role competencies. Upon completion of all degree program requirements, students are orally interviewed by the PEAB. Students are also required to submit professional work samples to the PEAB. Information from the oral review and work sample are used to assist students in obtaining their Residency Certificate. The Residency Certification allows one to be employed full-time in the public schools of Washington as a school psychologist. The Professional Certificate in school psychology is obtained upon further demonstration of competencies following a period of directed and supervised professional development. This occurs while the applicant is employed by a school district as a school psychologist. However, the alternative, and suggested route to gain the Professional Certificate is to obtain the NCSP credential, which all CWU graduates are eligible for. Upon completing two years of service in the same school district and renewing your NCSP for the first time, the Professional Certificate will be granted by the state.

## **CONCEPTUAL FRAMEWORK**

The School Psychology Program at Central Washington University is dedicated to preparing school psychologists of the highest quality to serve the psychological and developmental needs of children and adolescents within the contexts of school, family and community. The scientist-practitioner model of graduate education guides our NASP accredited Ed.S. Program and comprises an integrated philosophy of professional education derived from the conceptualization of school psychologists as data-oriented problem solvers and transmitters of psychological knowledge and skills. The Program is committed to the synthesis of science with practice, providing academic and experiential opportunities throughout the course of study. The Program strives to instill the philosophy that the research and scholarly roles of school psychologists are closely linked to their clinical and applied roles.

Although students receive preparation relevant to current school psychologist job proficiency, the philosophy that guides the scientist-practitioner model is that of education for professional competency and continued future development. Most didactic courses include research and applied components, including techniques relevant to field research and quasi-experimentation as well as more traditional and classical experimental designs. Moreover, the scientist-practitioner model is fostered through student participation in faculty sponsored research, supervised practice and completion of a research thesis.

The Program recognizes the growing importance of understanding and serving the needs of individuals of all ages, from diverse cultural, linguistic, lifestyle and ethnic groups, and of all abilities and disabilities. Consistent with the scientist-practitioner model articulated by the Program, the overriding emphasis is on theoretically and empirically based problem solving and decision making skills.

## **OUR MISSION**

The mission of the School Psychology Program is to promote the healthy psychological development of all children through the preparation of school psychologists who are scientist-practitioners, competent to enhance the functioning of individuals and systems within the diverse

and inter-related social contexts of school, family and community. The Program strives to provide a quality graduate education guided by high standards and sound pedagogy, and based on a curriculum requiring mastery of the most current knowledge in psychological science, empirically supported professional practices, and research methodologies. Graduates are prepared to serve as scientific problem solvers who apply their skills to address the educational, social and emotional needs of school aged children and adolescents.

## **PROGRAM GOALS**

The goals of the Central Washington University School Psychology Program are:

1. *Data-Based Decision Making and Accountability:* School psychology graduate students will develop knowledge of varied models and methods of assessment that yield information useful in identifying strengths and needs, in understanding problems, and in measuring progress and accomplishments. School psychology graduate students will use such models and methods as part of a systematic process to collect data and other information, translate assessment results into empirically based decisions about service delivery, and evaluate the outcomes of services. Data based decision-making permeates every aspect of professional practice.
2. *Consultation and Collaboration:* School psychology graduate students will develop knowledge of varied methods of consultation, collaboration, and communication applicable to individuals, families, groups, and systems used to promote effective implementation of services. Students will demonstrate these skills as a part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery.
3. *Interventions and Instructional Support to Develop Academic Skills:* School psychology graduate students will develop knowledge of biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curriculum and instructional strategies. Students will, 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.
4. *Interventions and Mental Health Services to Develop Social and Life Skills:* School psychology graduate students will develop 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. Students will, 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.
5. *School-Wide Practices to Promote Learning:* School psychology graduate students will develop knowledge of school and systems structure; general and special education; technology resources; and evidence-based school practices that promote academic outcomes, learning, social development, and mental health. Students will, 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.

6. *Preventive and Responsive Services:* School psychology graduate students will develop knowledge of principles and research related to resilience and risk factors in learning and mental health, services in schools and communities to support multi-tiered prevention, and evidence-based strategies for effective crisis response. Students will, 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.
7. *Family-School Collaboration Services:* School psychology graduate students will develop 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. Students will, 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.
8. *Diversity in Development and Learning:* School psychology graduate students will develop knowledge 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. Students will, in collaboration with others, 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.
9. *Research and Program Evaluation:* School psychology graduate students will develop 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. Students will 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.
10. *Legal, Ethical, and Professional Practice:* School psychology graduate students will develop 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. Students will

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

The basic objective of the Program is to train psychologists to function optimally in the public schools with a commitment to understanding and responsiveness to human diversity. Candidates for the Specialist degree and for certification must not only provide evidence that they have developed the competencies necessary to work effectively with school systems and families, but they must also demonstrate their ability to function with public school personnel, parents, and other public and privately employed professionals with whom they come in contact in order to meet the unique needs of critical socialization institutions such as families and schools.

## **NATIONAL ASSOCIATION OF SCHOOL PSYCHOLOGIST (NASP) CERTIFICATION**

In the fall of 1988, the School Psychology Program applied for, and was granted, provisional certification as a NASP approved training program in school psychology. Full Approval was granted in the spring of 1993. As a result of the 2013-2014 NASP program review, the program is fully approved until the next review in 2022. NASP certification allows Central's graduates to become nationally certified as school psychologists, and obtain the NCSP.

## **APPLICATION AND ADMISSION TO GRADUATE STUDY**

For application and admission procedures, you are referred to the University catalog. It is your responsibility to read all procedures and operations found therein. If you are unclear about any procedures, please contact Dr. Marrs for assistance.

## **PROGRAM POLICIES**

### *PROFESSIONAL IDENTITY*

In order for graduate students in the School Psychology Program to begin to develop their professional identity as a school psychologist, all students will be required to join two professional organizations that represent school psychologists. These organizations are the National Association of School Psychologists and the Washington State Association of School Psychologists. By joining these organizations as a student member, you will be provided with a wide variety of materials pertaining to the profession of school psychology including newsletters and the journal, *School Psychology Review*. You will also be expected, as a result of organization membership, to follow the ethical codes of the profession as you are in training.

### *BACKGROUND CHECK*

During the first two weeks of the fall quarter, all students are required to be fingerprinted as part of a comprehensive background check. Materials and information must be obtained at the clinic desk.

### *PROFESSIONAL LIABILITY INSURANCE*

While in the Program, all students are required to purchase professional liability insurance. This can be obtained through the University or from other organizations. Information and materials may be obtained at the clinic desk.

### *GRADE POINT AVERAGE*

Based on CWU graduate school policy, you must maintain certain performance standards in order to continue enrollment and progress towards the Specialist degree. The current University Undergraduate/Graduate Catalogue should be consulted for specific information on scholastic standards. Any graduate student in the Specialist program who receives a grade point average of less than 3.0 in any quarter will be placed on probation. You can be removed from probation by attaining a 3.0 for at least 10 credits during the next quarter enrolled and a cumulative grade point average of 3.0 upon Program completion. Credit will not be accepted for courses on the course of study in which a grade lower than "C" is earned.

### *ACADEMIC APPEALS*

Academic grievances are defined as the following:

1. A claim by you that an assigned grade is the result of arbitrary and capricious application of otherwise valid standards of academic evaluation; or
2. A claim by you that the standards for evaluation are arbitrary or capricious; or
3. A claim by you that the instructor has taken an arbitrary or capricious action which adversely affects your academic progress; or
4. A claim by you that a university department, program, or office has made a decision not in keeping with university policy or taken an arbitrary, capricious, or discriminatory action which adversely affects your academic progress. Those of you wishing to pursue an academic grievance must take the following steps to try to resolve the grievance prior to the filing of an official academic appeal:
  1. You shall first attempt to resolve the matter with the instructor.
  2. If resolution is not achieved between you and the instructor, you shall ask the Program Director or Department Chair to resolve the grievance.

3. If resolution is not achieved at the Program Director or Department Chair level, the Chair shall forward a written summary to the Dean of the School or College in a further effort to achieve resolution.

4. If resolution is not achieved at this point, you may petition for a hearing before the Board of Academic Appeals. (An appointment should be made to meet with the Associate or Assistant V.P. for Student Affairs to obtain the necessary forms and information relative to filing the petition.)

## **PROGRAM DESCRIPTION**

The School Psychology Program consists of 104-quarter hours of coursework including two years of study on campus and a one full year, full-time, internship in a public school district. Coursework and both practicum and internship experiences have been designed and selected to insure that the candidate meets all program goals and objectives. Two undergraduate background courses also are required in the areas of descriptive and inferential statistics. If you enter the program without the required background courses or their approved equivalents, you must complete them during the course of the program. However, these prerequisite courses do not count toward your degree or certification. Program requirements exclude credit for undergraduate study, study that is remedial, or study which is designed to remove deficiencies in meeting requirements for admission.

The School Psychology Program at Central Washington University is offered through the Psychology Department that is housed in the College of the Sciences. The Program has been designed specifically for training in School Psychology, and has been developed to meet the training standards of the Office of the Superintendent of Public Instruction (OSPI) in the state of Washington and is approved by the National Association of School Psychologists (NASP).

To insure Program continuity, those individuals working toward a degree or certification in school psychology shall maintain full-time continuous residency status throughout the course of the Program. If for some reason you cannot maintain full-time residency status, you will need to meet with Dr. Marrs. Together, you will specify, in writing, an alternate plan for program completion.

## **DOMAINS OF TRAINING AND PRACTICE**

Program courses are designed to provide instruction in the following domains as specified by the Office of Superintendent of Public Instruction and the National Association of School Psychologists.

- 2.1 Data-Based Decision-Making and Accountability
- 2.2 Consultation and Collaboration
- 2.3 Interventions and Instructional Support to Develop Academic Skills

- 2.4 Interventions and Mental Health Services to Develop Social and Life Skills
- 2.5 School-Wide Practices to Promote Learning
- 2.6 Preventive and Responsive Services
- 2.7 Family-School Collaboration Services
- 2.8 Diversity in Development and Learning
- 2.9 Research and Program Evaluation
- 2.10 Legal, Ethical, and Professional Practice

\*See Matrix in Appendix A

\*\*See Appendix B for Residency Certificate Benchmarks

### **COURSE DESCRIPTIONS**

**PSY 501.** Professional Seminar in School Psychology (3). Prerequisite, admission to the school psychology program or permission of instructor. An introduction to the activities of school psychologists and the conditions under which they function. (Must be taken during the fall quarter of the first year).

**EDSE 512.** Educational Rights of Individuals with Disabilities (3). Designed to prepare graduate students to use legal decisions to assist individuals with disabilities and their families in creating an appropriate educational environment. Prerequisite: EDSE 501. (Substitution for EDSE 523).

**EDSE 523.** Curriculum for Students with Special Needs (3). Focuses on advanced curriculum development including evaluation design and implementation. Correlation between major teaching strategies and learning theories is included. (May substitute EDSE 512, Educational Rights of Individuals with Disabilities).

**PSY 525.** Psychology of Reading (3). Prerequisites, a reading methods course, a basic psychology of learning course, or permission of the instructor. Principles of learning and readiness, perception, psychological, and physiological aspects of reading. PSY 525 and ED 525 are equivalent courses. Students may not receive credit for both.

**PSY 551.** Applied Behavior Analysis (4). This course will familiarize students with basic behavior analytic principles and how they are applied with a variety of populations in a wide range of professional settings. Acceptance into ABA/School Psych. Programs or by permission.

**PSY 552.** Human Growth and Development, Advanced (3). Developmental theories, multicultural differences, exceptionality, related research, and implications for education and guidance.

**PSY 553.** Single-subject Design (3). Course will address single-subject designs and methods common to behavior analytic assessments and interventions. Focus will be on behavioral assessment, experimental evaluation, and the measurement, display, and interpretation of single-subject data sets. Includes both lecture and laboratory activities. By permission. Prerequisite: PSY 551.

**PSY 554.** Behavioral Assessment and Observation (4). This course will familiarize students with measurement and observational recording techniques used in the context of behavioral interventions. Various behavioral assessment techniques will also be covered (e.g. preference assessments, functional assessments). Acceptance into ABA/School Psych programs or by permission.

**PSY 555.** Design and Statistical Analysis for Applied Research (4). Design and statistical analysis of experimental and quasi-experimental research with an emphasis on applied settings. Prior coursework in inferential statistics highly recommended.

**PSY 556.** Academic Assessment (5). Prerequisite, admission to the school psychology program. Instruction in the use and administration of academic assessment procedures and instruments for school psychologists. (Must be taken during the fall quarter of your first year.)

**PSY 557.** Behavioral Interventions (3). Prerequisites: PSY 551 and PSY 554. This course will familiarize students with evidence-based interventions based on the principles of behavior analysis. A variety of interventions will be covered as well as methods for working with consumers of applied behavior analysis.

**PSY 559.** Advanced Educational Psychology (4). Investigation of current research about human learning/behavior in educational settings, including major learning theories, effective school-wide practices to promote academic and social/emotional learning, classroom management, and the impacts of diversity on learning and development.

**PSY 560.** Theories and Practice of Counseling (4). Prerequisite, by permission only. Survey of counseling theories with an introduction to counseling skills and practices.

**PSY 561.** Group Counseling (3). Prerequisite, PSY 560. Theoretical approaches to group counseling, and introductory laboratory/demonstration experience.

**PSY 564.** Intellectual Assessment (5). Prerequisite, admission to the school psychology program. Administration of intellectual assessment instruments, early childhood through adult. Variables affecting test performance, interpretation and report writing are emphasized. (Must be taken during the winter quarter of your first year.)

**PSY 566.** Behavioral and Social-Emotional Assessment (5). Prerequisite, admission to the school psychology program. Attainment of competencies in the use of behavioral and social-emotional assessment techniques, with a focus on school-age children. (Must be taken during the spring quarter of your first year.)

**PSY 567.** Counseling and Assessment: Children and Adolescents (5). Prerequisites, PSY 560 and PSY 593A. Basic counseling assessment and treatment strategies for common problems presented by child and adolescent clients.

**PSY 574.** Multicultural Counseling (3). Multicultural counseling theories and implications for research, training, and practice. By permission.

**PSY 575.** School-Based Interventions (4). The understanding of the foundations and procedures for the implementation of response to intervention and the applications of response to intervention within schools and individual classrooms.

**PSY 577.** Interviewing Skills for School Psychologists (4). An introduction to interviewing and assessment for school psychologists, with an emphasis on developing skills for interviewing children, parents and other caregivers, and school personnel. Prerequisite: admission to the School Psychology Program.

**PSY 578.** Applied Clinical Neuroscience (4). Neurological and physiological bases of various psychological disorders, brain injury and repair, and pharmacological treatment of clinical disorders. Acceptance into a Masters program at CWU or permission of the instructor.

**PSY 583.** Consultation (3). Role of the consultant, stages of consultation, application of principles to school and mental health settings.

**PSY 584.** Behavior Disorders and Psychopathology (4). Prerequisite, PSY 449 or permission of instructor. Major systems of classification for normal and abnormal child/adult behavior.

**PSY 592A.** Practicum in School Psychology (3). Prerequisite, admission to the school psychology program. Attainment of competence in the use of observational techniques, anecdotal reports, rating scales, behavioral analyses, and developmental interviews. Formerly 592.1. Students may not receive credit for both. Grade will be S or U. (Must be taken during the winter quarter of your second year.)

**PSY 592B.** Practicum in School Psychology (3). Prerequisite, PSY 592.A. Experience in complete case workups within state and federal requirements. Includes assessments, interpretation of results, treatment plans and educational programs. Emphasis on developing consultation skills. May be repeated for credit. Formerly PSY 592.2. Students may not receive credit for both. Grade will be S or U. (Must be taken during the spring quarter of your second year.)

**PSY 683.** School Psychology Internship (5-15). Prerequisite, permission of Department Chair. A full-time placement in school district (K-12). Grade will be S or U.

**PSY 700S.** Graduate Thesis/Project in School Psychology (1-6). Prerequisite, permission of student's thesis chair. Designed to credit and record supervised study for the graduate thesis or project in the School Psychology Program. Grade will be either S or U. May be repeated for up to 6 credits.

## **DEGREE AND CERTIFICATIONS**

The degree and certification program in school psychology consists of 104-quarter hours of coursework, practica and internship. All coursework must be completed, the ETS Praxis-II, Exam in School Psychology passed at the NASP passing level, and the Specialist degree obtained, before a student will be recommended to the Office of the Superintendent of Public Instruction for a Residency Certificate in School Psychology. If a student does not pass the ETS Praxis-II Exam, it is possible to obtain a Specialist degree, but not be recommended for the Residency Certificate.

Some students who enter the program may already have completed a Master's Degree in a related field that includes coursework equivalent to that required in our Program. You will need to have your transcripts reviewed by the Program Director to determine what remaining coursework will be required to obtain the Residency Certificate.

## **PROGRAM ADVISING**

The Director of the School Psychology Program (Dr. Marrs) will be every student's official Program advisor during the first year. The Program advisor will meet individually with new students to discuss and plan an appropriate course of study for the Program. The Program advisor will also be responsible for submitting programs of study to the Office of Graduate Studies and Research. During the remainder of the program, students may select another program faculty member to be their advisor should they desire.

## **COURSE SEQUENCE**

The course sequence is organized to provide foundational professional knowledge in the first year, followed by practicum experiences in the 2<sup>nd</sup> year and internship in the third year.

Courses specific to school psychology are sequenced during the first and second years of the Program. Psychology 501 is taken during your first fall quarter, while assessment courses including Psychology 556, 564 and 566 are taken during the first year during the fall, winter, and spring quarters respectively. Prior to beginning Psychology 556, students should purchase a good quality stopwatch to use in this, and future classes. Practicum courses, Psychology 592A and 592B, are taken during the winter and spring quarters of the second year respectively. Your third year is devoted to the internship, which is a full year, full-time experience within a public school district. All assessment courses must be completed before enrolling in practica, and all coursework must be completed before the initiation of the internship.

## **YEAR – 1 – Foundational Professional Knowledge and Skill Development**

### **Fall**

PSY 501, Professional Seminar in School Psychology	3
PSY 556, Academic Assessment	5
PSY 560, Theories and Practice of Counseling	4
**PSY 593A, Practicum in Counseling I: Interviewing	4
	<hr/>
	16 (or 12)

### **Winter**

EDSE 512, Educational Rights of Individuals with Disabilities	3
PSY 564, Intellectual Assessment	5
PSY 584, Behavior Disorders and Psychopathology	4
***PSY593 A, Pract in Couns I: Interviewing (if needed)	(4)
***PSY363, Intermediate Statistics (if needed)	(5)
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	12 (16 or 17)

### **Spring**

PSY 555, Design and Statistical Analysis for Applied Research	4
PSY 525, Psychology of Reading	3
PSY 566, Behavioral and Social-Emotional Assessment	5
PSY 575, School-Based Interventions	4
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	16

### **Summer**

PSY 552, Human Growth and Development, Advanced	3
PSY 559, Advanced Educational Psychology	4

## **YEAR – 2 – Advanced Skill Development and Applications**

### **Fall**

PSY 551, Applied Behavior Analysis	4
PSY 554, Behavioral Assessment and Observation	4
PSY 567, Counseling and Assessment: Children and Adolescents	5
PSY 574, Multicultural Counseling	3
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	16

### **Winter**

PSY 557, Behavioral Interventions	3
PSY 578, Applied Clinical Neuroscience	4
PSY 592A, Practicum in School Psychology I	3
PSY 700s, Graduate Thesis / Project in School Psychology	3
	<hr/>
	13

### **Spring**

PSY 561, Group Counseling	3
PSY 583, Consultation	3
PSY 592B, Practicum in School Psychology	3
PSY 700S, Graduate Thesis/Project in School Psychology	3
	<hr/>
	12

## **YEAR – 3 - Internship**

PSY 683, School Psychology Internship	12-15 credits
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## **STUDENT EVALUATION AND FEEDBACK**

Throughout the Program, students will continually be observed and evaluated through a variety of methods, and will receive formal programmatic feedback from faculty at least once per year during the Spring Quarter. The primary purpose of these evaluations is to monitor a student's progress and growth and assist students to develop the necessary competencies to become a school psychologist.

As you have been accepted into the School Psychology Program, your first assessment has already been completed. Your credentials were thoroughly evaluated by the Psychology Department Graduate Committee to determine eligibility for the program. Application materials consisting of undergraduate transcripts, GRE scores, letters of recommendation and your personal statement were reviewed for quality. Also, a background check was completed. The evaluation was performed to insure your suitability for the program and the profession of school psychology.

Shortly, you will be asked to undergo fingerprinting and a more thorough background check by the Washington State Patrol and the FBI. These checks are performed to further insure your program suitability. These checks must be completed before you work with clinic clients or enter the public school. Students who do not successfully complete all background checks will be immediately removed from the Program.

A student's subject knowledge will be evaluated through coursework, dispositions assessments, practica experiences, internship experiences, a comprehensive examination, the thesis experience and the PEAB review. Students will also be evaluated on their ability to operationalize school psychological knowledge into practice. While some skills may be evaluated through coursework, especially through the completion of case studies, the majority will be assessed through practica and internship experiences. Final grades in courses that are associated with the completion of various activities involved in those courses will be the primary method for evaluating a student's knowledge base. These grades will likely reflect the student's ability to perform specific professional skills in an appropriate and effective manner. Students must maintain a grade point average of at least 3.0 to remain in good standing.

During practicum and internship, a student's ability to practice school psychology is assessed by evaluating their ability to provide any service which impacts, directly or indirectly, on school age students, on school staff and personnel, and on school, family, and community systems. Specific areas that will be looked at include motivation, adaptability, productivity, personal stability, professional image, knowledge of ethics, conscientiousness and communication skills. Practicum and internship students also complete in depth case studies that evaluate their ability to analyze, synthesize and integrate skills over various domains including consultation, assessment and intervention. In some situations, these areas may also be evaluated as part of a course grade.

## *PORTFOLIO*

Students are also required to maintain a portfolio of materials related to their program experiences that demonstrate the competencies that they have developed. This material will be presented to the Program Director at the end of the internship in a three-ring binder as well as electronically (CD- USB). Information obtained from the portfolio review will be combined with coursework, case studies, practica and internship evaluations. If needed, more feedback sessions could be held throughout the school year at the request of faculty members. For internship students, quarterly faculty feedback sessions with the student and internship supervisor will be substituted for the annual meeting. (See the Internship Handbook for Portfolio Requirements.)

Upon completion of the internship experience and all degree requirements, portfolio materials will be reviewed by School Psychology Program faculty and by PEAB members during a face-to-face session. Based on this information, and information provided by the Program Director, the PEAB will make the recommendation for or against the issuance of a Residency Certificate in School Psychology.

## *FEEDBACK DURING THE PROGRAM*

Each evaluation during the course of the Program is designed to assist the student in progressing towards their goal of becoming a school psychologist. In most cases, the spring quarter meeting will focus on student's professional strengths and weaknesses, while also informing the student if his or her progress is at an expected level. In some cases, faculty may identify specific student weaknesses that are troubling and that may put the student at risk for future advancement in the Program. These weaknesses may be related to coursework, grades, and progress, but they may also relate to non graded student characteristics such as social skills, confidence, or interpersonal skills. In most cases, if such problems exist, they will be addressed immediately without waiting for the spring quarter meeting.

The goal of these evaluations is to insure that graduates of the Program are appropriately trained and able to demonstrate the competencies and skills necessary to successfully provide services within the public schools. This is a proactive process and it is expected that every student accepted into the Program will be successful. However, there are times when students have inaccurately or inappropriately chosen school psychology as their future vocation. Further, there are times when students are not suited professionally, academically and/or interpersonally for the field. It is in these latter cases that Program faculty will assume it's responsibility to the field, the students, parents, school staff and school systems whom our graduates serve, moving professionally and sensitively, yet directly, while always providing the student his or her right of due process.

## **COURSE OF STUDY**

Every graduate student must complete a Course of Study. The Course of Study Form should be completed upon entering the Program. The Director of the School Psychology Program must sign the Course of Study as Committee Chair. The form will then be forwarded to the

Psychology Department Office to be signed by the Department Chairperson and finally to the Dean of Graduate Studies for approval. This document is a contract that specifies exactly which courses are required for your degree and certification in school psychology

## **THESIS/PROJECT REQUIREMENTS**

All school psychology students are required to complete a thesis/project. The thesis/project includes independent research generated, conducted, and described by the graduate student. The Office of the Dean of Graduate Studies and Research provides a packet of materials that informs students of the university wide requirements for the thesis (available on the CWU Graduate School webpage). These guidelines include deadlines, required thesis formats, and necessary forms that you will need to be aware of if you wish to successfully complete the requirements of the thesis/project. Students should be aware that if they choose the Thesis option, they will not graduate until the copy of the thesis has been reviewed and accepted by the graduate school. This needs to be completed before an ESA certificate (needed for employment) can be issued. If the project option is chosen, then the final requirement is submission of the project in a three-ring binder to the Psychology department.

### *THESIS/PROJECT COMMITTEE*

Every Specialist candidate will designate a three-member thesis committee. Students earning the degree of Specialist in Education in School Psychology must have a committee including a chair and two other faculty members. The chair of the committee must be from the Department of Psychology. Other committee members may come from other departments. Only those faculty members who hold Graduate Faculty status may participate on a thesis committee. You are responsible for establishing your own graduate faculty thesis/project committee, although both the Department Chair and the Dean of Graduate Studies and Research must approve assignments. A good rule of thumb is to select a chair whose interests are in line with the thesis/project topic you wish to pursue. Then, work with that individual to select other members of your committee. Generally, it is in your best interest to begin working on your thesis/project as soon as possible after entering the program.

### *THESIS/PROJECT MEETINGS*

The Psychology Department requires that all faculty and students be notified of two formal meetings related to the thesis/project: the proposal meeting (sometimes called prospectus meeting), and the final evaluation (sometimes called orals or thesis/project defense). The proposal meeting is the meeting during which your committee meets to approve your thesis proposal. The final evaluation is the meeting during which you are given an opportunity to defend your thesis/project research and respond to any questions your committee may have regarding the thesis or your coursework. You are responsible for scheduling these two meetings at the convenience of your committee members. You should work with the department secretary to determine an available location for the meetings. You are also responsible for notifying faculty of your meetings by posting a notice on the designated bulletin boards outside the Psychology Office wing on the 4th floor. The announcement should be posted at least one week prior to the meeting.

## *THESIS/PROJECT GUIDELINES*

The following guidelines have been developed by the Psychology Department for thesis/project writing. Please read them carefully.

- A) The thesis/project idea, however generated, is refined via interaction with the Committee Chair and, possibly informally, with others.
- B) A rough draft of the proposal is generated and rewritten by the student interacting with the Chair until the Chair decides that the product is sufficiently well advanced to be sent to other committee members for their input.
- C) Members' comments are integrated into the draft, and when the Chair is satisfied with the new draft, it is recirculated.
- D) The process continues until the Chair and the committee has agreed that the draft is ready for a proposal meeting.
- E) Note that faculty members differ in the type of proposal they favor: some prefer short introductions, some prefer an introduction approximating the final thesis introduction. The proposal style is determined by the Chair.
- F) In scheduling a proposal meeting, notice should be given to all faculty members at least one week prior to the meeting. Announcements should be posted on the 4th floor bulletin board designated for such announcements. Please do not affix announcement to walls, elevator doors, outside doors, etc.
- G) The proposal meeting is considered a helping or working meeting and as a final check on the design, data-gathering procedures, compliance with ethical guidelines, etc. The committee may decide to implement changes in the thesis or simply to approve the proposal as it stands.
- H) Following the proposal meeting, signed Problem Approval and Questionnaire Approval (if applicable) forms are to be submitted for the Department Chair's signature and forwarded to the Graduate Office. Theses involving human subjects require a completed Protection of Human Subjects Clearance Form, which is submitted after the proposal meeting. This form may be examined by your committee to ensure compliance with legal and ethical standards. If approved, the form will be forwarded to the Institutional Review Board of the University that has final authority; the Department's statement is a recommendation to that Board.
- I) You conduct the research after the proposal meeting and after approval of the forms noted above.

- J) The process of writing the thesis/project is similar to the process of writing the proposal. When the Chair is satisfied with the draft, it is sent to other committee members and their comments are integrated. The process is repeated until the committee is satisfied.
- K) Once the committee is satisfied that the thesis is ready, the thesis defense is scheduled. The manuscript is then written in final form and copies are submitted to the members of the Committee at least two weeks prior to the thesis defense. (See the quarterly schedule for the final date for oral exams.) Any changes now should be limited to typographical errors or minor changes in wording.
- L) The faculty should be notified of the upcoming thesis defense two weeks in advance.
- M) The process of preparing, executing, writing, and defending the thesis is time-consuming. If your goal is to be elsewhere by a certain date, be sure to leave yourself enough time to do the job right. A lack of sufficient time is never a justification for lowering standards. It is highly unlikely that an adequate thesis can be done in less than two quarters.
- N) Please note that many faculty members do not work during the summer, and those who do are on reduced schedules. As a general Department policy, faculty members will not be available to work with you on your project during the summer. Please plan accordingly.

## **PRACTICA**

Practica experiences are designed to familiarize you with the public school setting so that you may complete the objectives of the Program specified on pages six and seven of this document. The school psychology student will be involved in two school psychology practica situations which are supervised by program faculty: Psychology 592A and Psychology 592B. Both experiences take place in the public school setting and are supplemented with university classroom sessions. However, requirements for each differ significantly. Psychology 592A, the initial practicum in school psychology, is designed to provide an overview of the operation of the public schools and occurs during the winter quarter of your second year. A School Psychology faculty member provides supervision during weekly classroom sessions. Psychology 592B is designed to provide the student with a more in-depth experience working with, and functioning as, a school psychologist in the public schools. Psychology 592B occurs during the spring quarter of your second year. Supervision for the 592B practicum is provided by a Continuing or Professional level school psychologist in the school setting, and by a Program faculty member during weekly classroom sessions.

Those enrolled in either practicum course are reminded that strict legal and ethical standards must be adhered to while working in our clinic or public school setting. Washington Administrative Codes (WAC) as well as the ethical practices specified by the Washington State Association of School Psychologists and NASP should be referenced as guidelines. Evaluation of the practicum placements will be ongoing and take place during the weekly, three-hour, classroom sessions. During this time, students share their experiences, discuss possible outcomes, relate experience pertaining to specific course criteria and receive feedback and direction from the instructor. Feedback, both written and verbal, is also solicited from the field

base supervisor during the 592B experience. Both practica are designed to help you to achieve earlier mentioned Program goals and objectives and include extensive case study evaluations of students referred from the local public schools.

## **INTERNSHIP GUIDELINES**

The Internship in School Psychology, Psychology 683, is designed to be a full year, full-time experience in the public schools that occurs during fall, winter and spring quarters of your third year. This experience is a collaborative effort between the University program and the site school district to provide an effective learning experience for you. It is your responsibility to identify to the Program Director several desired internship settings. The Program Director will then contact these school districts to determine their willingness and ability to participate. The Program Director will also recommend sites to students that meet the intern's specific needs. All sites must be approved by the Program Director.

Districts may have a formal interview process prior to agreeing to host the intern. It is the policy of the Program that when a district offers to host an intern and the intern verbally agrees, this is a binding commitment to the district. The program will not allow the intern to pursue another internship once a verbal agreement with a district has been made. Negotiations for monetary reimbursement are made directly by the intern and the participating district. Twelve credits are awarded for the successful completion of the internship, although many students choose to sign up for 15 credits. While a minimum of 1200 clock hours is required to complete the internship satisfactorily, most CWU internships are in excess of 1400 clock hours.

Credits for the internship may be paid for, and documented, during the fall quarter. However, a grade of IP (in process) will be given for the fall and winter quarters, and the actual course grade assigned at the end of the spring quarter. This procedure is used because the University does not have an internal mechanism for recording yearlong courses. It is also possible to take 5 credits in the fall, winter, and spring quarters if needed for financial aid purposes.

Prior to beginning the internship, an internship plan must be developed by you and the Program Director in conjunction with the site school district. The plan is designed to incorporate the desired experiences for each individual intern while specifying experiences that must be completed in 10 areas. The internship is a contract between the school district, intern and the University. Supervision for the internship will be provided both by the hosting school district and the University. A Professional level school psychologist within the host district is identified as the site supervisor. This individual is required to provide a minimum of 2 hours of direct supervision each week to the intern. This supervision does not necessarily need to be in one block or during one day. However, a regular meeting time is strongly recommended. Experience suggests that intern and supervisor meet irregularly, but for much more than the minimum number of hours. Each supervisor may have a maximum of two interns.

The University Supervisor visits each intern once each quarter for a total of three visits during the year. For those students interning within the State of Washington, site visitations are provided at University expense. Interns who choose to leave the state will be responsible for the University Supervisor's travel expenses. The University Supervisor collaborates with the intern

and the site supervisor individually, and then as a group. At the completion of each quarter, the site supervisor completes an evaluation of the intern that is used by the faculty supervisor to determine intern progress.

The University Supervisor will conduct at least one supervision meeting each quarter, although more frequent meetings may be scheduled if needed. It is the intern's responsibility to inform the University Supervisor if he or she is unhappy with the internship experience. If situations arise that cannot be dealt with within the school district, then the University Supervisor must be informed. It is to the intern's benefit to truthfully provide information to the University Supervisor.

It is expected that during all facets of the Program, including the internship, students will conduct themselves in an ethical manner. Students should consult the ethical standards provided by WSASP and NASP. Students will also follow all WAC Codes while on internship.

Additional information regarding internship requirements is available in the Internship Handbook.

### **COMPREHENSIVE EXAMINATION**

Those of you receiving a Residency certification as a school psychologist must successfully complete the ETS Praxis-II Examination in School Psychology. This examination is completed during the internship year. You must submit a paper copy of your passing score report to the Program Director and University.

### **PEAB ORAL REVIEW**

Upon completion of all Program requirements, including the internship and the Praxis-II examination, the Central Washington University School Psychology Professional Education Advisory Board (PEAB) will interview you. This review generally takes place during the last week in May, or the first week of June, and normally takes one half day. During the review, PEAB members will ask you a series of questions over course, practica and internship content. Successful completion of the PEAB interview will lead to recommendation for the Residency Certificate in School Psychology.

## FACULTY

The following is a list of school psychology program faculty members in the Department of Psychology along with their educational background and areas of expertise. Please see the Psychology Department webpage for a list of other department faculty.

NAME	EDUCATIONAL BACKGROUND	AREAS OF EXPERTISE
Heidi Bogue	Assistant Professor of Psychology B.A. California State University Fullerton; M.A. Humboldt State University; Ph.D. Northern Arizona University	Educational Psychology, Social/Emotional Interventions, Behavioral Interventions, School Psychology Assessment Practices
Heath Marrs	Associate Professor of Psychology B.A. Tabor College; M.S. Fort Hays State University; Ed.S. Fort Hays State University; Ed.D. Kansas State University	Educational Psychology, School Psychology Assessment Practices, Gender Issues in Education, Response to Intervention
Richard Marsicano	Assistant Professor of Psychology B.A. Arcadia University; M.A. Arcadia University; M.Ed. University of Cincinnati; Ph.D. University of Cincinnati	School Psychology, Applied Behavior Analysis, Math Milieu Teaching, Academic and Behavioral Interventions
Stephanie Stein	Professor of Psychology B.A. University of California, Santa Cruz; M.A. University of California, Santa Barbara; Ph.D. University of Oregon	School Psychology, Counseling, Psychological Assessment of Children, Life-Span Development, Abnormal Psychology

### APPENDIX A: School Psychology Course Matrix

	501	574	512	525	551	552	554	555	556	557	559	560	561	564	566	567	575	578	583	584	592 A	592 B	593 A	683	700
2.1 Data-based decision-making and accountability	X		X	X	X		X	X	X	X	X		X	X	X		X		X	X	X	X		X	X
2.2 Consultation and collaboration	X				X				X	X	X	X	X	X	X	X	X		X		X	X	X	X	
2.3 Intervention and Instructional Support to Develop Academic Skills	X		X	X	X	X	X		X		X			X			X	X	X		X	X		X	
2.4 Interventions and Mental Health Services to Develop Social and Life Skills		X	X		X	X	X			X		X	X		X	X		X	X	X	X	X	X	X	
2.5 School-Wide Practices to Promote Learning	X	X	X	X							X					X	X					X		X	
2.6 Prevention and Responsive Services				X	X		X			X			X		X	X				X	X	X	X	X	
2.7 Family-School Collaboration Services		X				X						X				X			X		X	X	X	X	
2.8 Diversity in Learning and Development	X	X				X					X	X							X	X	X	X	X	X	
2.9 Research and program evaluation	X							X		X							X							X	X
2.10 Legal, Ethical, and Professional Practice	X	X	X									X	X						X		X	X		X	

## APPENDIX B: PESB School Psychologist Residency Certificate Benchmarks

Available at <http://program.pesb.wa.gov/program-review/standards/standard-5/psychologist/school-psychology-benchmarks>

### School Psychologist Standard 5 Benchmarks

**STANDARD 5.A:** Data-based decision making and accountability: Certified school psychologists have knowledge of varied models and methods of assessment as part of a systematic process of data-based decision making that permeates every aspect of professional practice.

1. Residency Level: The school psychologist demonstrates knowledge of:

A. Varied models and methods of assessment and data collection for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes.
B. Common core standards and state assessments.
C. The roles and duties of the school psychologist as part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery.

2. The school psychologist, in collaboration with others, demonstrates skills to:

	Residency Level	Professional Level	Career Level
A. Decision-making processes	Implement a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery.	Lead the problem-solving process for multi-disciplinary teams and participates in decision-making that permeates all aspects of service delivery across multiple levels.	Influence the policies and procedures for decision-making and problem-solving that permeates all aspects of service delivery across multiple levels.

B. Data driven decision-making	Use psychological and educational assessment, data collection strategies, and technology resources and apply results to design, implement, and evaluate response to services and programs.	Lead groups to plan for individual and group interventions based on student data, common core standards, and state assessments.	Influence the policies and procedures for building and district data-driven decision-making.
C. Culturally responsive decision-making	Apply knowledge of the impact of family background, cultural and linguistic diversity, early life experiences, and disabilities on learning and performance in order to inform decision making.	Lead groups to integrate knowledge of the impact of family background, cultural and linguistic diversity, early life experiences, and disabilities on learning and performance in order to inform decision making.	Influence policies, procedures, and practices of colleagues to apply knowledge of the impact of family background, cultural and linguistic diversity, early life experiences, and disabilities on learning and performance in order to inform decision making.

**STANDARD 5.B: Consultation and collaboration:** Certified school psychologists have knowledge of behavioral, mental health, collaborative, and other consultation models and methods and of their application to individual and contextual situations; collaborate effectively with others in planning and decision-making processes at the individual, group, and system levels.

1. Residency Level: The school psychologist demonstrates knowledge of:

A. A variety of models, strategies and methods related to consultation, collaboration, and communication applicable to individuals, families, groups, and systems to promote effective implementation of services.

2. The school psychologist, in collaboration with others, demonstrates skills to:

	Residency Level	Professional Level	Career Level
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A. Collaborative processes	Apply a variety of models, strategies and methods related to consultation, collaboration, and communication for individuals, families, and groups.	Effectively facilitate a collaborative consultative approach to ensure effective services at the individual or group level.	Lead others to implement models, strategies and methods in collaborative consultation activities to promote effective service deliveries school and/or district wide.
B. Impact of collaboration	Recognize the impact these experiences have on the delivery of services.	Assess the positive impact of collaborative consultation activities on the delivery of services.	Assess the positive impact of collaborative consultation service activities at the school and or district level.

**STANDARD 5.C: Interventions and Instructional Support to Develop Academic Skills.** Certified school psychologists have knowledge of the influence of biological, cultural, linguistic, and early life experiences on academic development and collaborate with others to access, implement, and evaluate services at universal, targeted, and intensive levels using a variety of culturally and developmentally appropriate assessments.

1. Residency Level: The school psychologist demonstrates knowledge of:

A. Influence of biological, cultural, linguistic, and early life experiences on academic skills
B. Human learning, cognitive, and developmental processes
C. Evidence-based curricula, instructional strategies, and differentiation to meet the needs of the learner

2. The school psychologist, in collaboration with others, demonstrates skills to:

	Residency Level	Professional Level	Career Level
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A. Evaluating appropriate assessments	Use a variety of culturally and developmentally appropriate assessment and data-collection methods.	Discriminate and choose academic assessment and data-collection methods that are appropriate for the individual.	Contribute and lead the school team to evaluate assessment and data collection methods to serve the school building and district.
B. Evaluating appropriate collaborative services	Implement and evaluate services that contribute to measurable impact on academic achievement.	Facilitate choosing, access, and evaluation of appropriate services and resources; collaborate with a variety of service providers that support academic achievement.	Lead others to develop a continuum of services and evaluate their effectiveness.
C. Positive impact of services on learning	Access, implement, and assess services at universal, targeted, and intensive levels for positive impact on student learning.	Facilitate choosing, access, and evaluation of appropriate services at universal, targeted, and intensive levels for positive impact on student learning.	Lead others to develop a continuum of services at the universal, targeted, and intensive levels for positive impact on student; lead others to evaluate the resources necessary for delivery; evaluate their effectiveness.

**STANDARD 5.D: Interventions and Mental Health Services to Develop Social and Life Skills:** Certified School Psychologists have knowledge of biological, cultural, developmental, and social influences on behavior and mental health; collaborate with others, to develop implement, and evaluate services that support socialization, cultural competence, learning, and mental health for positive impact on student learning.

1. Residency Level: The school psychologist demonstrates knowledge of:

A. Biological, cultural, developmental, and social influences on behavior and mental health.
B. Behavioral and emotional impacts on learning and life skills.
C. Evidence-based strategies to promote social–emotional functioning and mental health.

2. The school psychologist, in collaboration with others, demonstrates skills to:

	Residency Level	Professional Level	Career Level
A. Mental health assessments	Use assessment and data-collection methods.	Discriminate and choose social-emotional, behavioral, and mental health assessments and data-collection methods that are appropriate for the individual.	Contribute and lead the school teams to evaluate social-emotional, behavioral, and mental health assessments and data collection methods to serve the school building and district.
B. Collaboration with mental health providers	Implement and evaluate services that support socialization, cultural competence, learning, and mental health.	Facilitate choosing, access, and evaluation of appropriate social-emotional, behavioral, and mental health services and resources; collaborate with a variety of service providers that support socialization, cultural competence, learning, and mental health.	Lead others to develop a continuum of social-emotional, behavioral, and mental health services and evaluate their effectiveness.
C. Mental health services	Access, implement, and assess services at universal, targeted, and intensive levels for positive impact on student learning.	Facilitate choosing, access, and evaluation of appropriate social-emotional, behavioral, and mental health services universal, targeted, and intensive levels for positive impact on student learning.	Lead others to develop a continuum of social-emotional, behavioral, and mental health services at the universal, targeted, and intensive levels for positive impact on student; lead others to evaluate the resources necessary for delivery; evaluate their effectiveness.

**STANDARD 5.E: School-wide Practices to Promote Learning** Certified school psychologists have knowledge of general and special education, evidence-based practices, and equity pedagogy that responds to the needs of the learners; demonstrate skills to manage time effectively, respond to the learning needs of the individual students, and plan and measure positive impact on student learning.

1. The school psychologist, in collaboration with others, demonstrates skills to:

A. School and systems structure, organization, and theory.
B. General and special education.
C. Technology resources.
D. Equity pedagogy.
E. Evidence-based school practices that promote learning and mental health.

2. The school psychologist, in collaboration with others, demonstrates skills to:

	<b>Residency Level</b>	<b>Professional Level</b>	<b>Career Level</b>
A. Learning environment	Implement practices and strategies to create and maintain effective and supportive learning environments for children and others.	Find innovative solutions to create and maintain the learning environment through collaboration with other educators; participate in professional learning communities.	Participate in district-level committee work and influence district level decisions through analysis of organization and system structures that create and maintain support learning environments for children and others.
B. Time/service management	Manage time and services effectively.	Review and revise systems of time and service management to better serve students and families.	Lead others to evaluate data on time and revise building and district policies and procedures for effective management of school psychologist work.

C. Focus on Positive Impact	Plan and measure positive impact on student learning at universal, targeted, and intensive levels.	Explain decisions, parameters, and laws to staff and families regarding general and special education and student learning needs that affect positive impact on student learning.	Advocate for program structures, supports, and parameters that effectively support students in general and special education at the universal, targeted, and intensive levels.
D. Consulting role	Applies knowledge of specialized instruction to inform multi-disciplinary teams.	Broaden knowledge and specializes in areas of evidence-based practice; Consults with multidisciplinary teams.	Guide and provide input to curriculum and other education decisions; consults with leadership to provide analysis of system-wide variables affecting learning and mental health.

**STANDARD 5.F: Prevention and Responsive Services** Certified school psychologists have knowledge of principles of resilience and risk factors and demonstrate skills in multi-tiered delivery of services that respond to crisis and promote learning and mental health across cultures.

1. Residency Level: The school psychologist demonstrates knowledge of:

A. Principles and research related to resilience and risk factors in learning and mental health across cultures.
B. Services in schools and communities to support multi-tiered prevention.
C.. Evidence-based strategies for effective crisis response.

2. The school psychologist, in collaboration with others, demonstrates skills to:

	<b>Residency Level</b>	<b>Professional Level</b>	<b>Career Level</b>
A. Prevention services	Promote services that enhance learning, mental health, safety, and physical well-being through protective and adaptive factors.	Facilitate effective choice, application, and assessment of prevention services.	Lead review and revision of building and district prevention services.

B. Responsive services	Implement effective crisis preparation, response, and recovery.	Facilitate effective crisis preparation, response, and recovery.	Lead review and revision of crisis preparation and response services.
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**STANDARD 5.G: School Collaboration Services** Certified school psychologists have knowledge of family systems, including family strengths and influences on student development, learning, and behavior, and of methods to involve families in education and service delivery; facilitate family and school partnerships and interactions with community agencies for enhancement of academic and social-behavior outcomes for children.

1. Residency Level: The school psychologist demonstrates knowledge of:

A. Principles and research related to family systems inclusive of family, economic and social strengths and needs, cultural norms, and linguistic development.
B. Evidence-based strategies to support family influences on children’s learning and mental health and can identify and employ strategies to develop successful collaboration models between families and schools.

2. The school psychologist, in collaboration with others, demonstrates skills to:

	<b>Residency Level</b>	<b>Professional Level</b>	<b>Career Level</b>
A. Family-school partnerships	Work effectively as a team member in daily practice to facilitate family and school partnerships and interactions with community agencies for enhancement of academic and social-behavioral outcomes for children.	Facilitate family and school partnerships and interactions with community agencies for enhancement of academic and social-behavioral outcomes for children.	Influence the policies and procedures that facilitate family and school partnerships and interactions with community agencies for enhancement of academic and social-behavioral outcomes for children.

B. Cross-cultural community collaboration	Respond appropriately to culture, linguistic, socio-economic background in family and community collaboration.	Facilitate stakeholders to implement, and evaluate services that respond to culture, linguistic background, and context.	Leads and influences district-wide activities addressing evidence-based strategies to support family influences on children’s learning and mental health and can identify and employ strategies to develop successful collaboration models between families and schools.
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**STANDARD 5.H: Diversity in Development and Learning:** Certified school psychologists have knowledge of the principles and research related to culture, linguistic development, context, individual and role differences; work collaboratively to provide professional services that respond to the diverse needs of individuals and families; advocate for social justice and equity pedagogy.

1. Residency Level: The school psychologist demonstrates knowledge of:

A. The diverse nature of characteristics related to individuals’ abilities and disabilities.
B. Principles and research related to culture, linguistic development, context, individual and role differences.
C. Evidence-based strategies designed to enhance services and address potential influences related to diversity.

2. The school psychologist, in collaboration with others, demonstrates skills to:

	Residency Level	Professional Level	Career Level
A. Culturally responsive services	Provide effective professional services to meet the diverse characteristics, cultures, and backgrounds of students and families.	Facilitate culturally competent and responsive services to meet the diverse needs of students and families.	Lead collegial, building and/or district awareness of effectiveness of services for historically marginalized students and families.

B. Culturally appropriate services	Evaluate and apply research as a foundation for service delivery to meet the diverse needs and backgrounds of students and families.	Facilitate the evaluation and choice of research-based services to meet the needs of historically marginalized students and families.	Lead analysis of the effectiveness of services designed to meet the needs of historically marginalized students and families.
C. Advocating for equity	Recognize and advocate for social justice for children, families and schools in all aspects of service delivery.	Model advocacy for social justice to influence equity pedagogy and delivery of services.	Facilitate colleagues to reflect on their own practice in equity pedagogy; Provides in-service to colleagues to integrate equity pedagogy throughout system.

**STANDARD 5.I: Research and Program Evaluation:** Certified school psychologists have knowledge of research, statistics, and evaluation methods; evaluate research, translate research into practice, and understand research design and statistics in sufficient depth to plan and conduct investigations and program evaluations for improvement of services at individual, group, and systems levels.

**1. Residency Level: The school psychologist demonstrates knowledge of:**

A. Research design, statistics, measurement, varied data collection and analysis techniques.
B. Program evaluation sufficient for understanding research and interpreting data in applied settings.

**2. The school psychologist, in collaboration with others, demonstrates skills to:**

	Residency Level	Professional Level	Career Level
A. Data driven program evaluation	Use data and school accountability requirements to identify program and	Facilitate teams to understand data and school accountability requirements to monitor program effectiveness.	Lead teams to conduct data-driven program evaluation and planning.

	system strengths and needs and to monitor program effectiveness.		
B. Research-driven services	Evaluate and apply research as a foundation for service delivery.	Choose and explain appropriate research applicable to delivery of services.	Conduct, analyze, and communicate building, district, or community research in collaboration with university partners.
C. Data collection systems and analysis	Apply various techniques and technology resources for data collection, measurement, and analysis to support effective practices at the individual, group, and/or systems levels.	Facilitate teams to choose and apply various techniques and technology resources for data collection, measurement, and analysis to support effective practices at the individual, group, and/or systems levels.	Analyze the choices and applications of techniques and technology resources for data collection, measurement, and analysis.

**STANDARD 5.J: Legal Ethical, and Professional Practice:** Certified school psychologists have knowledge of the history and foundations of their profession; of multiple service models and methods; of ethical, professional, and legal standards, including the Washington Administrative Code and federal and state accountability legislation; practice in ways that are consistent with applicable standards; engage in responsive ethical and professional decision-making; and apply professional work characteristics.

1. Residency Level: The school psychologist demonstrates knowledge of:

A. The history and foundations of school psychology.
B. Multiple service models and methods.
C. Ethical, legal, and professional standards.
D. The impact of one’s own culture and linguistic background in practice.

E. State and federal accountability legislation.

2. The school psychologist, in collaboration with others, demonstrates skills to:

	<b>Residency Level</b>	<b>Professional Level</b>	<b>Career Level</b>
A. Ethical, legal, and professional standards	Provide services consistent with ethical, legal, and professional standards.	Collaborate with others to assure adherence to ethical and legal standards in school services.	Lead in the design of curriculum, structures, and policy to assure adherence to ethical and legal standards.
B. Modeling ethical decision-making	Engage in responsive ethical and professional decision-making.	Model responsive ethical and professional decision-making.	Lead others in the practice of responsive ethical and professional decision-making.
C. Professional growth planning	Apply professional work characteristics.	Engage in professional growth planning as a habit of practice, accessing the expertise of peers and professional associations.	Lead others to build systems of professional learning.

**STANDARD 5.K: Emerging and Assistive Technologies:** Certified school psychologists have knowledge of and access, implement, and evaluate technology relevant to their work and to the instructional needs of individuals with disabilities.

1. Residency Level: The school psychologist demonstrates knowledge of:

A. Information sources and technology relevant to their work.

B. Technology resources for children, adolescents, and families including instructional software and adaptive technology for individuals with disabilities.

C. Ethical, legal and access issues related to the use of technology in order to ensure responsible use.

2. The school psychologist, in collaboration with others, demonstrates skills to:

	<b>Residency Level</b>	<b>Professional Level</b>	<b>Career Level</b>
A. Information and technology resources	Access, evaluate, and utilize information sources and technology in ways that safeguard and enhance the quality of services.	Facilitate teams to effectively access, evaluate, and utilize information and technology resources.	Lead others to critically assess the quality of application of technology.
B. Technology for student learning	Utilize available technologies to improve assessed individual student learning needs.	Candidates seek, use, and evaluate additional technologies; candidates help educators to understand and incorporate available technologies.	Lead others to explore innovative uses of technologies; evaluates effectiveness; articulate research on innovations.

