

## SP PEAB - 04/22/2005

PEAB Members in attendance: Gene Johnson, Al Albertson, Steve Gill, Keith Mars, Cindy Jacobsen, Mike Jacobsen, Kay Beise, Gretchen Jefferson, Tim Smith, Jim Mazza, Eric Andreassen, Steve Hirsch, and Justin Bush.

1. **Introductions:** Gene discussed the agenda items for the day and all participants introduced themselves.
2. **University Program Reports:**
  - Seattle University: Kay indicated that SU currently has 25 interns placed and 23 next year. The College of Education is currently going through NCATE certification, which is requiring a great deal of documentation. SU currently has an open position for Kristin's position. Kay stated that she would continue as program director for the next couple of years if an appropriate replacement could not be found.
  - Eastern Washington University: Gretchen Jefferson is the current director of the program. Mahlon Dalley is now focusing on the WSU program. Uhma Tomes is also leaving to go to Virginia and his position will need to be replaced. They are also looking for a half-time position. They have a fairly stable student population. They will have 13 interns next year. They are getting many requests from students who live out of state. Their students are also doing some of their internships out of state in such places as Arizona. The joint program will graduate 199 this year, with another five continuing to next year, with about 25 interns for next year.
  - University of Washington: has 10 students in the program this year and just hired a fourth faculty member, Janine Jones. Many of the school psych students go into their doctorate program. UW just went through the OSPI review including the school psychology program.
  - Central Washington University: They have 11 first year students in the program this year and will have 9 new students next year. CWU just found a faculty member here in Ellensburg who has previously taught in a school psych program, Michelle Montgomery. Gene will submit the papers for the State Board of education review in June. Guidelines for review are included in the packet provided today.
  - Washington State University: WSU just did their NCATE review and Steve is looking to have NASP assist him with program development, although they cannot get NASP certification because they are not a Master's program. OSPI is now looking at WSU as a separate program, with their own certification. The students all have Masters' degrees and the program is one of primarily re-specialization. Steve indicated that next year the program is hiring an internship supervisor for western Washington.
3. **School Psychology Shortage:** In discussions, it was mentioned that many of the paid internships are drying up due to money shortages in the districts. Many of these interns

are also getting emergency certification. Jim reported that this state is losing many of our school psychologists to other states who pay more, such as Nevada and Arizona. Gretchen indicated that Spokane School District might be going to educational specialists as opposed to school psychologists. Kay reported that one large school district is having many of their senior school psychologists doing more than one FTE and getting paid to cover the overload. Therefore, the districts are not taking interns and/or paying them. This would be considered shortsighted, as the interns could provide full-service by the end of their internship for little money, with the potential for hiring. Steve reported that Thursday night of the next conference, he will host a panel discussion regarding internships and training internship supervisors. This will be accomplished through determination of the needs of possible internship supervisors. Kay asked whether the programs could nominate an effective internship supervisor. Steve nominated Valerio Ray and Benaya Alison. Other names included Mark Hamilton. Jim indicated that he would nominate a current intern to be on the panel.

Steve and Kay indicated that internship supervisors could now get 10 clock hours for supervision. It was suggested that someone approach OSPI to ask regarding the clock hours and Kay volunteered to talk to John McDonald about this. It was suggested that the state association include an internship supervisor of the year award. Steve said that each person who participates on the panel could receive a discount on the conference registration to about \$100. It was suggested that a better system of tracking the school psych shortage be instituted. However, the state has already received and published the data, identifying school psychology as a “substantial need” area.

Keith suggested that another panel or training be included on continuing certification. However, most of the current school psychologists are not under the new certification standards yet.

4. **New OSPI Certification Standards:** Gene had passed out copies of the new certification standards for school psychologists in this state, which essentially reflect the NASP standards. These include the current residency level benchmarks for school psychologists. Included in the packet are Seattle University’s approved standards for their counseling program. Gene indicated that CWU has responded to these requirements. Gene stated that the standards included questions of how the PEAB is involved in the selections of candidates for the school psychology programs, and he responded that the PEAB is not involved. Steve and Gretchen discussed how they have dealt with this in their programs. They have the PEAB review the criteria for admission, not the individual candidates. This way the applicant’s files remain confidential.

Performance-based evaluation was also addressed and what OSPI was after within and without the internship. Kay suggested that perhaps the benchmarks were being used as internship competencies. It was the recommendation of several of the programs that this be so, although Jim suggested that these benchmarks were considerably more vague than what is currently required in the University of Washington’s internship evaluation/requirements. He said that they use a checklist which is much more comprehensive than the presented benchmarks. Gretchen indicated that she has materials from the NASP conference which were quite helpful and said that she would mail copies to the other training programs. She also indicated that there is a clause in the WAC that indicates that you can substitute NASP approval for the state approval, but currently, this option does not appear to be available. The OSPI representative had indicated that this was so because the role of the PEAB is not reflected in the NASP standards, and this is

why they cannot be used for program certification. All the training programs will be going through the state certification procedures this August, with CWU getting them done in June.

5. **Discussion of IDEA Reauthorization:** There was discussion regarding the State's response to the reauthorization. The formation of the committees was discussed, with who might be included on the Specific Learning Disability and the Response to Intervention committees. Mike indicated that perhaps if the RTI committee could come up with a viable model, then perhaps the state could use this. Steve indicated that Heartland School District in Iowa has a published manual which could be adopted or utilized. A common model needs to be proposed to make school psychologists and other educational staff comfortable with the process. Steve said that Dave Tilly will be doing a whole-day workshop on the Heartland model at the fall conference. Steve is also making it a point to invite special education directors to this conference. The conference will be the 14<sup>th</sup> and 15<sup>th</sup> of October at Skamania. The focus of the conference will be RTI and other intervention programs. Steve indicated that perhaps the state association could provide training cadres to the districts for the RTI model. It was suggested that an OSPI summer institute focus on the RTI model.
  
6. **School Psychology Rubrics:** The school psychology rubrics were included in the packets. Keith discussed the NCSP as the distinguished level of certification. Gene suggested that this group needs to review the Distinguished competencies. Keith talked about the history of the development of the rubrics. That is, that they were developed in light of the coming changes in certification in the state for all in the education profession. They were developed to respond to the coming changes before the state put school psychologists within the expectancies of teachers. Keith indicated that this group needs to develop the benchmarks for the professional level. The new standards imply demonstration of knowledge in performance situations. The professional and distinguished certificate levels incorporate a higher level of skills in these areas than at the residency level. Gene suggested that we break down into four groups to handle eleven standards. This was done with each group taking two to three rubrics. When completed, they were to email these to Gene who would compile the responses.

The meeting was adjourned.

Here are our standards for review:

Standard 7

1 & 2 Influences evaluation methods, practical and individualistic recommendations, and counseling goals that reflect developmental or coping levels involved with the psychopathology and social factors of the individual child.

3. The school psychologist needs to actively participate in programs which contribute to the mental health and physical well being of students.

4. The school psychologist engages in continuing education regarding psychopharmacology or demonstrates a current knowledge-base regarding medications used for children and their implications from an educational or health perspective.

Standard 8

1. Provides evidence through reports or case study presentation that they have worked with families in decision-making and implementation of interventions.
2. Demonstrates evidence that they have linked families and community resources to work in concert to provide comprehensive services for children.