



CENTRAL WASHINGTON UNIVERSITY

SCHOOL PSYCHOLOGY

PROGRAM

(Ed.S. and Certification)

INTERNSHIP HANDBOOK

2024-2025

SCHOOL PSYCHOLOGY PROGRAM COMMITTEE

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INTRODUCTION

The Internship is the culminating professional training experience prior to granting of the Ed.S. degree and professional certification. The internship requires a minimum of 1200 clock hours over a period of one year working under supervision of a qualified school psychologist in a K-12 school district.

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 in the program. This experience is a collaborative effort between the University program and the site school district to provide an effective learning experience for you. Negotiations for monetary reimbursement are made directly by the intern and the participating district. All sites must be approved by the Program Coordinator. While a minimum of 1200 clock hours is required to complete the internship satisfactorily, most CWU internships are more than 1200 clock hours.

Credits for the internship (15) are earned by enrolling in 5 credits of PSY683 in each of the Fall, Winter, and Spring quarters. In addition to PSY683, interns enroll in a total of 6 credits of PSY685 Internship Seminar (2 credits each for Fall, Winter, and Spring).

Prior to beginning the internship, an internship plan must be developed by you and the Program Coordinator in conjunction with the field supervisor and site school district. The plan is designed to incorporate the desired experiences for each individual intern while specifying experiences that must be completed in the 10 NASP domains. The internship is a contract between the school district, intern, and the University. Supervision for the internship will be provided both by the host school district and the University. A certified 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, scheduled meeting time is strongly recommended. Each supervisor may have a maximum of two interns. Supervision is a vital component of the Internship experience. Supervision of psychological services in the schools has been defined as:

“an interpersonal interaction between two or more individuals for the purpose of sharing knowledge, assessing professional competencies, and providing objective feedback with the terminal goals of developing new competencies, facilitating effective delivery of psychological services, and maintaining professional competencies (McIntosh & Phelps, 2000, p. 33-34).”

The University Supervisor will conduct at least two supervision meetings over the course of the year. Additional meetings may be scheduled by video conferencing or phone conferencing as

warranted. At the completion of each quarter, the site supervisor completes an evaluation of the intern that is used by the faculty supervisor as a primary indicator of intern progress towards successfully meeting internship requirements.

It is the intern's responsibility to inform the University Supervisor if there are concerns with the internship experience. It is expected that during all facets of the Program, including the internship, students will conduct themselves in an ethical and legal manner. Students should consult the ethical standards provided by NASP and the APA as well as relevant state and federal regulations.

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 of individual differences, abilities, disabilities, and other diverse characteristics; principles and research related to diversity factors for children, families, and schools, including factors related to culture, context, and individual and role differences; and evidence-based strategies to enhance services and address potential influences related to diversity. 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 developing culturally responsive practices. 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 meet. Although interns will provide services to the host district, the primary purpose of internship is training rather than service provision.

Although the intern will provide services to the district, to provide an internship experience that is consistent with NASP standards, the intern should be assigned no more than 75% of the evaluation load that is typically assigned for a fully certified school psychologist. This limitation will allow interns to develop skills and provide services in other areas such as intervention, consultation, collaboration, and mental health/behavior support.

PROGRAM POLICIES RELEVANT TO INTERNSHIP

BACKGROUND CHECK

During the internship students need to have an updated background check through an ESD or law enforcement agency for OSPI. The initial background check completed at CWU is good for two years, so many students will need to redo their background check prior to or during the internship year. This will meet district and future first employer requirements. In addition, a currently valid background check is needed for CWU to issue your ESA School Psychologist certificate upon graduation. Background checks can be completed at any ESD office in the state. It is best to complete this requirement as soon in the school year as possible.

PROFESSIONAL LIABILITY INSURANCE

While in the Program, all interns are required to purchase professional liability insurance from the University. Policies renew on September 1 of each academic year. Interns should renew their insurance prior to September 1 to be covered.

RESPONSIBILITIES OF THE FIELD-BASED INTERNSHIP SUPERVISOR

The Field-Based Internship Supervisor will:

- Have at least three years of experience and hold a valid ESA School Psychologist certificate (or equivalent if placed out of the state of Washington).
- Be responsible for no more than two interns at any given time.
- Arrange experiences for the intern in compliance with the Internship Agreement between the district and CWU School Psychology Program.
- Provide at least two hours per week of direct supervision for the intern.
- Complete the Field-Based Supervisor Evaluation Form each quarter (in approximately December, March, and June) and review with the Intern.
- Contact the University Supervisor if any significant problem occurs with the intern's assignment.
- Conduct supervision in a manner that is consistent with current legal/ethical standards of the profession.

RESPONSIBILITIES OF THE UNIVERSITY-BASED SUPERVISOR

The University-Based Internship Supervisor will:

- Ensure that the district has a commitment to the internship as a training experience.
- Monitor and ensure that the internship plan is consistent with Program goals and objectives.
- Be responsible for no more than 12 interns at any given time.
- Maintain an ongoing relationship with the intern and the intern's field-based supervisor and schedule and hold at least two meetings for each intern over the course of the year.
- Be available to provide mediation of difficulties, technical assistance, and any additional services deemed appropriate by the field-based supervisor and/or intern.
- Document that the intern is meeting University Program objectives in a manner that is consistent with current legal/ethical standards of the profession.
- Document to the University when the student has completed all requirements of the internship.
- Utilize a syllabus to document expectations and provide feedback, including grades of completion/non-completion of expectations.

STUDENT EVALUATION AND FEEDBACK

During internship, an intern's ability to practice school psychology is assessed continuously through observation and supervision by the field supervisor. In addition, the university supervisor evaluates performance through consultation with the field supervisor and other school personnel, performance in PSY685 Internship Seminar, and evaluation of submitted products in the portfolio.

A primary formal evaluation of internship performance is the *School Psychology Intern Evaluation for Training and Practice* (See Appendix C) that is completed by the field supervisor 3 times over the course of the internship year. The "Intern Evaluation" is both a formative and a summative evaluation that documents growth over the internship year in various skills and knowledge areas. Four competence ratings are listed on the Evaluation, including 4 (Exceptional), 3 (Competent), 2 (Developing), and 1 (Unsatisfactory). Also included is N/A (Not applicable), which may be selected in the first 2 quarters if interns have not had the opportunity to display the specific knowledge or skills listed in the item.

Although ratings below 3 (Competent) may be attained in the early evaluations, the rating of 3 (Competent) is designated as the indicator of successful internship performance by the completion of the internship. It is expected that interns will achieve ratings of 3 (Competent) on the final Intern Evaluation to be considered "passing" the internship. Some ratings of individual items below 3 may be accepted in consultation with the Field and University supervisor. However, it is expected that the intern will average 3 for all sections (NASP domains) of the instrument to successfully pass the internship and be recommended for certification.

In addition to the "Internship Evaluation," another primary indicator of performance is the Internship Portfolio. Interns must successfully complete the portfolio and associated case studies to successfully pass the internship. Please consult the *Portfolio Guidelines* for a description of tasks and expected performance.

If interns demonstrate performance deficits during the internship, the Field Supervisor, University Supervisor, and intern will develop a plan to address needed areas of development.

REQUIRED DOCUMENTS TO BE SUBMITTED TO UNIVERSITY SUPERVISOR DURING INTERNSHIP

INTERNSHIP LOG (See at End of Document)

Interns need to log total hours and hours in various activities to document they have met the 1200-hour requirement. Interns will track their hours in an Excel Internship Log and each month the Excel file and a signed copy of the "Output" page will be turned in through the CANVAS site.

In addition, interns will log their total hours each week through MyCWU. Details for logging hours through MyCWU are available here <http://www.cwu.edu/teacher-certification/student->

[resources](#) under “Field Experience Requirements.” For MyCWU, Intern hours are considered “Field Experience.”

An example of the Excel Intern Log is provided at the end of this document. The example includes definitions of the various tasks recorded on the Intern Log. The Excel Intern Log requires more detail than the MyCWU log, which merely records total hours.

The demographics of all students an intern has evaluated also need to be recorded in the Excel Internship Log.

Each month, interns also need to submit a Log Summary signed by the Intern and the Field Supervisor. This Summary will need to be scanned and uploaded to the CANVAS site.

QUARTERLY FIELD-BASED SUPERVISOR EVALUATIONS

Each quarter the Field-Based Supervisor will complete an evaluation form (*School Psychology Intern Evaluation for Training and Professional Practice*) that is available in Appendix C. This form should be completed and signed by the Field Supervisor and then the intern and Field-Based Supervisor should discuss the ratings together prior to the form being sent to the University Supervisor. The Intern will scan the document to a PDF file and then upload it to CANVAS.

PORTFOLIO

Students are required to maintain a portfolio of materials related to their program experiences that demonstrate the competencies that they have developed. The portfolio documents will be submitted in the CANVAS site for the Internship. Details about Portfolio requirements are included in the *Portfolio Guidelines* document.

Upon completion of the internship experience and all degree requirements, portfolio materials will be reviewed by School Psychology Program faculty. 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.

COMPREHENSIVE EXAMINATION

To qualify for an ESA Residency certificate in WA as a school psychologist you must successfully complete the ETS Praxis-II Examination in School Psychology. This examination is completed prior to or during the internship year. You must submit a paper copy of your passing score report to the Program Director by the end of internship. The program will not receive the electronic version of your results even if you elect to send them while taking the Praxis exam.

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 to two hours. During the review, PEAB members will ask you a series of questions about NASP domains, course, practica and internship experiences.

CERTIFICATION

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 Education Specialist 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. 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. Both the Residency and Professional certification are obtained through the Office of Superintendent Public Instruction's e-cert system (see below for further information).

PEAB and ESA Certification

ESA Residency Certification Check List

For those seeking WA ESA School Psychologist certification, the initial certification is processed through the CWU Teacher Certification office. As procedures vary from year to year, there may be adjustments to the instructions below.

HERE IS A LIST OF WHAT YOU NEED TO COMPLETE FOR YOUR INTERNSHIP REQUIREMENTS:

_____Your Portfolio (electronically submitted)

_____ Complete NCSP forms and submit to CANVAS: Internship Verification form and Program Approval form ONLY

_____ Send PDF copy of your PRAXIS School Psychology test scores to Dr. Marrs.

_____ Make sure you have a current OSPI fingerprint clearance. Each intern completed these at the beginning of the program but they need to be re-taken each two year period.

_____ Completed Internship Logs

_____ Signed copy of the "Intern Evaluation" for Spring

TO RECEIVE YOUR WA CERTIFICATE

1. Go online to the OSPI Certification page and make an eCert account. Information about Certification is available here: <https://www.cwu.edu/teacher-certification/student-resources>. In addition, you must have an OSPI background check completed that is less than two years old at the time the certificate is issued.
2. When your degree has been posted to your CWU transcript (typically a week after degree completion), the Certification office at CWU will recommend you through eCert for the certificate. She will then send you an email with directions on how to claim the recommendation. Be sure to watch your CWU email during the Internship year for correspondence from Teacher Certification.
3. The application process through OSPI can take 4-8 weeks or longer if you are missing documentation, which may be an important timeline if you need to have the certification for your district before you begin working in your role as a school psychologist. It is important to begin the application as soon as your transcript is posted by CWU with your degree reflected on the transcript. You can review your records on MyCWU through the unofficial transcript function.
4. After OSPI issues the certificate, they will send you an email letting you know that you can view and print your certificate through your eCert account.
5. Once you receive your WA certificate, you may submit your documents for the NCSP.

Appendix A: 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	Apply knowledge of the impact of family background, cultural and linguistic diversity, early	Lead groups to integrate knowledge of the impact of family background, cultural and linguistic diversity,	Influence policies, procedures, and practices of colleagues to apply knowledge of the impact of family background,

decision-making	life experiences, and disabilities on learning and performance in order to inform decision making.	early life experiences, and disabilities on learning and performance in order to inform decision making.	cultural and linguistic diversity, early life experiences, and disabilities on learning and performance in order to inform decision making.
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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.
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2. The school psychologist, in collaboration with others, demonstrates skills to:

	Residency Level	Professional Level	Career Level
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
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.
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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:

	Residency Level	Professional Level	Career Level
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	Broaden knowledge and specializes in areas of evidence-based practice;	Guide and provide input to curriculum and other education decisions;

	inform multi-disciplinary teams.	Consults with multidisciplinary teams.	consults with leadership to provide analysis of system-wide variables affecting learning and mental health.
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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:

	Residency Level	Professional Level	Career Level
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.

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.
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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:

	Residency Level	Professional Level	Career Level
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.

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 system strengths and needs and to monitor program effectiveness.	Facilitate teams to understand data and school accountability requirements to monitor program effectiveness.	Lead teams to conduct data-driven program evaluation and planning.
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:

	Residency Level	Professional Level	Career Level
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:

	Residency Level	Professional Level	Career Level
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.

<p>B. Technology for student learning</p>	<p>Utilize available technologies to improve assessed individual student learning needs.</p>	<p>Candidates seek, use, and evaluate additional technologies; candidates help educators to understand and incorporate available technologies.</p>	<p>Lead others to explore innovative uses of technologies; evaluates effectiveness; articulate research on innovations.</p>
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Appendix B: Internship Log

Central Washington University School Psychology Program Internship Log

Directions:

1. Record the dates of each week.
2. Record the total number of hours per week in each activity under the appropriate column. Definitions of each activity are included on the following page.
3. The number of hours for the week should be automatically calculated on the excel sheet.
4. At the end of the month, you should have the automatically calculated totals on the output page for the month.
5. Obtain your supervisor's signature.
6. Submit a PDF file of the signature page to your University Supervisor on CANVAS at the end of each month. Also submit the current Excel file.

School Psychology Internship Log

CWU Student: 0

Week Ending (MM/DD/YY)	Description	Number/ Count	Time (in minutes)
Psychoeducational Assessment			
Monthly Totals		0	0

Curriculum Based Assessment Activities (e.g., Universal and Progress Monitoring)			
Monthly Totals		0	0

Report Writing			
Monthly Totals		0	0

Classroom Observations/Activities			
Monthly Totals		0	0

Review of Cumulative Files			

		Monthly Totals	0	0
Multidisciplinary Conferences (and Other Student-Oriented Meetings)				
		Monthly Totals	0	0
Consultation				
		Monthly Totals	0	0
Counseling				
		Monthly Totals	0	0
Other Intervention Activities				
		Monthly Totals	0	0
Professional Development				
		Monthly Totals	0	0
Supervision				
		Monthly Totals	0	0
Functional Behavior Assessments				

Monthly Totals		0	0

Other Activities (Paperwork, Phone Calls, Faculty Meetings, Misc.)			
Monthly Totals		0	0

Definitions of Internship Log Activities:

- **Psycho-educational Assessment** – Activities with a primary focus on gathering of information to answer specific referral questions. May include but is not limited to behavioral observations, administering tests, reviewing records, interviews, etc.
- **Curriculum-based Assessment Activities**- Curriculum-based activities such as conducting DIBELS or other progress monitoring.
- **Report Writing** – Writing of evaluation reports and other activities related to producing the evaluation report.
- **Classroom Observation/Activities**- Observations of a specific student or school environment.
- **Review of Cumulative Files**- Any review of school records or special education files
- **Multidisciplinary Conferences- Evaluation Team Meetings** – Any student-oriented meeting including attendance at initial and reevaluation eligibility meetings, yearly IEP meetings, and student conferences or planning meetings.
- **Consultation**- Includes consultation and other activities involving planning interventions.
- **Counseling (and Interventions)** – Provision of counseling or other mental health interventions to individual students or interventions in a group setting.
- **Other Intervention Activities**- Whole school or class intervention delivery or planning meetings
- **Professional Development**- Any conferences, trainings or workshops that you attend to gain skill or knowledge in school psychology or education.
- **Supervision**- Individual supervision with field-based supervisor. Supervision of psychological services in the schools has been defined as:
 - **“an interpersonal interaction between two or more individuals for the purpose of sharing knowledge, assessing professional competencies, and providing objective feedback with the terminal goals of developing new competencies, facilitating effective delivery of**

psychological services, and maintaining professional competencies (McIntosh & Phelps, 2000, p. 33-34)."

- **Functional Behavioral Assessments-** Observations to create a behavior plan, interviewing, writing the plan and hypothesis-testing would be included in this category.
- **Other** – Any other activities not included in the above categories including family and community contacts.

Below is the page from the Excel log that you will need to have signed each month by your supervisor. Turn in the signed copy on CANVAS

Department of Psychology School Psychology Internship Log

Student:

Class:

Dates (Month YYYY)

From:

To:

Area	Number/Count	Time (in minutes)	Number of Hours
Psychological Assessment	0	0	0.00
Curriculum Based Assessment	0	0	0.00
Report Writing	0	0	0.00
Classroom Observations/Activities	0	0	0.00
Review of Cumulative Files	0	0	0.00
Multidisciplinary Conferences	0	0	0.00
Consultation	0	0	0.00
Counseling	0	0	0.00
Other Intervention Activities	0	0	0.00
Professional Development	0	0	0.00
Supervision	0	0	0.00
Functional Behavior Assessment	0	0	0.00
Other Activities	0	0	0.00
Total Hours For Current Month:			0.00
Total Hours Accumulated to Date:			0.00

Student's Signature

Date

Supervisor's Signature

Date

University Supervisor's Signature

Date

Appendix C: Intern Evaluation for Training and Professional Practice

CENTRAL WASHINGTON UNIVERSITY
SCHOOL PSYCHOLOGY INTERN EVALUATION
FOR
TRAINING AND PROFESSIONAL PRACTICE

Please submit by Dec 1,
March 1, and June 1,
unless a specific date is
noted by university
supervisor

Intern: _____ Placement: _____

Date: _____ Quarter: _____

Site Supervisor: _____ Title: _____

This evaluation is intended to guide the intern and the CWU School Psychology Program in evaluating the intern's readiness for independent practice as a school psychologist. This document details the supervised experiences and activities that CWU interns are expected to engage in and reflects both the NASP Graduate Preparation Standards (NASP, 2020) and the CWU School Psychology program goals. Please use the following keys in evaluating the intern:

Competence:

- 4 **Exceptional** – the intern demonstrates unusually exceptional skill when compared to what is expected
- 3 **Competent*** – the intern demonstrates skill at a level expected for an intern
- 2 **Developing** – the intern's skill is still developing
- 1 **Unsatisfactory** – the intern lacks critical knowledge and/or is unable to demonstrate the skill
 - *If a rating of 1 is used please notify the university supervisor*
- N/A **Not applicable** – the intern has not had the opportunity to demonstrate the skill

** The most common rating for an intern at the completion of training is a 3 (competent). A rating of 4 (exceptional) would be reserved for an intern demonstrating unusually exceptional skills.*

The intern is expected to demonstrate increased competence through the internship experience. As such, a score indicating the intern is developing competence (2) in a particular area is to be expected early in the internship experience. However, ample experience and a failure to evidence growth across quarters in a particular area is cause for concern and should be addressed by the intern, field supervisor, and university supervisor.

Over the course of the year, it is expected that ALL items will be rated at least once (i.e., not rated N/A). This ensures that the intern has demonstrated competence in all areas.

This form is formatted so that you can use the same form each quarter to easily reference previous ratings.

Listed below are individual items to be rated. In parentheses below each item, examples of indicators that demonstrate the skill or knowledge described in the item are presented. Although there are many possible indicators for each item, those listed provide the supervisor with guidance on what to observe/discuss with the intern when rating their development on a particular item.

Domain 1: Data-Based Decision-Making

		<u>Fall</u>	<u>Winter</u>	<u>Spring</u>
1.	Clearly and accurately defines student referral concerns before conducting an evaluation. <i>(Indicators: articulates evaluation questions in discussion with supervisor; designs evaluations that address evaluation questions; evaluations are comprehensive and target needed areas)</i>	N/A 1 2 3 4	N/A 1 2 3 4	N/A 1 2 3 4
2.	Administers and scores standardized tests. <i>(competently administers and scores standardized tests; if errors are made documents and makes appropriate adjustments; competently engages with students during testing)</i>	N/A 1 2 3 4	N/A 1 2 3 4	N/A 1 2 3 4
3.	Uses a variety of assessment and data collection methods to progress monitor and evaluate academic interventions. <i>(is aware of various progress monitoring instruments; understands important issues regarding the validity of progress monitoring; interprets data on effectiveness of academic interventions)</i>	N/A 1 2 3 4	N/A 1 2 3 4	N/A 1 2 3 4
4.	Selects and uses appropriate assessment methods to identify behavioral difficulties and select behavioral interventions. <i>(is aware of various methods for assessing behavior; understands/develops appropriate progress monitoring tools; targets tools for specific behaviors)</i>	N/A 1 2 3 4	N/A 1 2 3 4	N/A 1 2 3 4
5.	Integrates assessment data into well-developed recommendations that are linked to assessment results. <i>(in verbal recommendations, or in psychoeducational reports, offers recommendations tailored to specific needs identified in the evaluation; clear links between the need and the specific recommendation).</i>	N/A 1 2 3 4	N/A 1 2 3 4	N/A 1 2 3 4
6.	Interprets assessment data in a professional written format that integrates data from multiple methods and multiple sources. <i>(when discussing skills or behaviors in reports, data from various methods are discussed; summaries/recommendation sections demonstrate skillful integration of data; reports show how multiple data sources were used to draw significant conclusions)</i>	N/A 1 2 3 4	N/A 1 2 3 4	N/A 1 2 3 4
7.	Effectively communicates assessment results to consumers of psychoeducational reports (parents, teachers, etc.). <i>(reports are written in a parent-friendly and teacher-friendly manner; in meetings, translates findings so they are understandable for parents and teachers; uses parent-friendly language when discussing results)</i>	N/A 1 2 3 4	N/A 1 2 3 4	N/A 1 2 3 4

Domain 2: Consultation and Collaboration

		<u>Fall</u>	<u>Winter</u>	<u>Spring</u>
8.	Includes students in decision-making when selecting, implementing, and evaluating services. <i>(develops effective rapport with students; engages students in their evaluation/educational program; considers student perspectives)</i>	N/A 1 2 3 4	N/A 1 2 3 4	N/A 1 2 3 4
9.	Collaborates with parents/caregivers in selecting, implementing, and evaluating services. <i>(develops effective rapport with parents/caregivers; engages parents/caregivers throughout the evaluation and/or provision of services; considers parent/caregiver perspectives; develops effective collaborative relationship with parents/caregivers)</i>	N/A 1 2 3 4	N/A 1 2 3 4	N/A 1 2 3 4
10.	Collaborates with teachers and support staff in selecting, implementing, and evaluating services.	N/A 1 2 3 4	N/A 1 2 3 4	N/A 1 2 3 4

	<i>(develops effective rapport with teachers and support staff; engages teachers throughout the evaluation and/or provision of services; considers teacher perspectives; develops effective collaborative relationship with teachers)</i>			
11.	Collaborates with administrators in selecting, implementing, and evaluating services. <i>(develops effective collaborative relationship with principals and other administrators; anticipates issues and concerns relevant to effective services; engages with administrators on systems-level as well as individual services issues)</i>	N/A 1 2 3 4	N/A 1 2 3 4	N/A 1 2 3 4
12.	Demonstrates skill in leading team meetings. <i>(communicates effectively; manages time and team discussion; addresses needed issues as they arise; effectively engages all relevant parties at meetings).</i>	N/A 1 2 3 4	N/A 1 2 3 4	N/A 1 2 3 4

Domain 3: Academic Interventions and Instructional Supports

		Fall	Winter	Spring
13.	Interpret curriculum-based measures. <i>(knows strengths and weaknesses of CBM; uses CBM data to augment other evaluation data)</i>	N/A 1 2 3 4	N/A 1 2 3 4	N/A 1 2 3 4
14.	Uses data to recommend a variety of evidence-based interventions for academics. <i>(recommendations are clearly linked to data; interprets data appropriately; integrates data to identify targets for intervention)</i>	N/A 1 2 3 4	N/A 1 2 3 4	N/A 1 2 3 4
15.	Demonstrates skill in setting developmentally appropriate goals for academic interventions. <i>(translates evaluation data so it is useful for other team members; knows academic expectations for grade-level)</i>	N/A 1 2 3 4	N/A 1 2 3 4	N/A 1 2 3 4
16.	Evaluates instructional strategies in the classroom and can provide instructional support for teachers. <i>(observes and identifies instructional factors in classroom; considers instructional factors in evaluations and consultation; collaborates with teachers through instructional consultation)</i>	N/A 1 2 3 4	N/A 1 2 3 4	N/A 1 2 3 4
17.	Monitors interventions for fidelity. <i>(helps identify and/or develop strategies for assessing fidelity; considers fidelity in evaluation and consultation; addresses issues of fidelity in various situations)</i>	N/A 1 2 3 4	N/A 1 2 3 4	N/A 1 2 3 4

Domain 4: Mental and Behavioral Health Services and Interventions

		Fall	Winter	Spring
18.	Uses data collection techniques to conduct systematic observations. <i>(operationally defines behavior; competent in narrative as well as systematic behavior observation techniques)</i>	N/A 1 2 3 4	N/A 1 2 3 4	N/A 1 2 3 4
19.	Develops social and behavioral interventions based on observations and other behavioral data <i>(intervention recommendations clearly link to behavioral data; interventions are appropriate for identified behavioral needs)</i>	N/A 1 2 3 4	N/A 1 2 3 4	N/A 1 2 3 4
20.	Understands the community referral process for mental and behavior health services in the community. <i>(has knowledge of community services; collaborates with community services as needed)</i>	N/A 1 2 3 4	N/A 1 2 3 4	N/A 1 2 3 4
21.	Develops group or individual counseling plans. <i>(provides group and/or individual counseling services; develops solution-focused counseling plans)</i>	N/A 1 2 3 4	N/A 1 2 3 4	N/A 1 2 3 4

22.	Follows-up with students, parents, teachers, administrators and community stakeholders in supporting students with mental health needs. <i>(engages students, families and school staff to support mental health; makes appropriate referrals for mental and behavioral health services)</i>	N/A 1 2 3 4	N/A 1 2 3 4	N/A 1 2 3 4
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Domain 5: School-Wide Practices to Promote Learning

		Fall	Winter	Spring
23.	Utilizes knowledge of the school’s multi-tiered supports in school-based service delivery. <i>(shares knowledge of MTSS principles with school teams; collaborates in developing more effective MTSS)</i>	N/A 1 2 3 4	N/A 1 2 3 4	N/A 1 2 3 4
24.	Problem solves with school teams regarding school-wide practices that enhance or impede student learning. <i>(identifies system needs in discussion with supervisor and other school personnel; identifies possible systems-levels barriers for individual students)</i>	N/A 1 2 3 4	N/A 1 2 3 4	N/A 1 2 3 4
25.	Uses strength-based approaches in school-wide intervention planning. <i>(identifies strengths of students, families, and communities when planning interventions; focuses on strengths in evaluations and recommendations for intervention)</i>	N/A 1 2 3 4	N/A 1 2 3 4	N/A 1 2 3 4
26.	Models and facilitates practices for positive school climate. <i>(engages with staff in discussions of school climate; supports teachers and administrators; offers best practices for improving school climate)</i>	N/A 1 2 3 4	N/A 1 2 3 4	N/A 1 2 3 4
27.	Develops and/or delivers training activities for staff and parents/caregivers. <i>(shares knowledge with school staff; delivers effective professional development; collaborates with parents/caregivers when providing services)</i>	N/A 1 2 3 4	N/A 1 2 3 4	N/A 1 2 3 4

Domain 6: Services to Promote Safe and Supportive Schools

		Fall	Winter	Spring
28.	Identifies typical or atypical features of child & adolescent development to facilitate case problem solving. <i>(demonstrates knowledge of child/adolescent development in discussions with supervisor, staff, and caregivers; develops evaluations that address developmental issues)</i>	N/A 1 2 3 4	N/A 1 2 3 4	N/A 1 2 3 4
29.	Identifies risk factors associated with student safety and contributes to team discussions related to intervention. <i>(able to contribute to threat assessment situations; conducts suicide risk assessments; competent in intervention planning for safety concerns)</i>	N/A 1 2 3 4	N/A 1 2 3 4	N/A 1 2 3 4
30.	Identifies and/or recommends additional prevention and risk reduction programs to assist school teams. <i>(contributes to planning for prevention and risk reduction; anticipates needs for at-risk students)</i>	N/A 1 2 3 4	N/A 1 2 3 4	N/A 1 2 3 4
31.	Responds to crisis situations in the school setting. <i>(provides support for behavior and mental health concerns; able to serve on/contribute to crisis response teams)</i>	N/A 1 2 3 4	N/A 1 2 3 4	N/A 1 2 3 4
32.	Identifies the appropriate tier for student needs for academic and behavioral and social-emotional support. <i>(fluent in MTSS principles; contributes to student support/student intervention teams in intervention planning; knowledgeable to Tier 2 supports)</i>	N/A 1 2 3 4	N/A 1 2 3 4	N/A 1 2 3 4

Domain 7: Family, School and Community Collaboration

		Fall	Winter	Spring
33.	Understands how family characteristics and practices and their influence on development and behavior affect the student experience. <i>(takes family characteristics into account in evaluation, intervention, and consultation; evaluations reflect consideration of family factors)</i>	N/A 1 2 3 4	N/A 1 2 3 4	N/A 1 2 3 4
34.	Promoting home-school collaboration permeates school-based service delivery. <i>(initiates and develops rapport with families and caregivers; attempts to enhance home-school collaboration)</i>	N/A 1 2 3 4	N/A 1 2 3 4	N/A 1 2 3 4
35.	Engages parents in interactions relative to students' intervention needs and education process. <i>(develops positive rapport with parents/caregivers; engages parents/caregivers throughout service delivery)</i>	N/A 1 2 3 4	N/A 1 2 3 4	N/A 1 2 3 4
36.	Displays a supportive attitude towards families of all kinds. <i>(seeks to address the unique needs of diverse families; advocates for diverse families if barriers exist in school or district; welcomes diverse families)</i>	N/A 1 2 3 4	N/A 1 2 3 4	N/A 1 2 3 4
37.	Effectively communicates how diversity may (or may not) influence their course of action in cases. <i>(reflects on diversity concerns in supervision; addresses diversity concerns in team and professional consultation)</i>	N/A 1 2 3 4	N/A 1 2 3 4	N/A 1 2 3 4

Domain 8: Equitable Practices for Diverse Students

		Fall	Winter	Spring
38.	Identifies and incorporates both within- and between-group differences when working with diverse student populations. <i>(notes relevant diversity-related issues in evaluations; takes differences into account in intervention and consultation)</i>	N/A 1 2 3 4	N/A 1 2 3 4	N/A 1 2 3 4
39.	Demonstrates awareness of the subtle racial, class, gender, cultural, and other biases and personal beliefs one may bring to their work and the impact these may have on their professional decisions, interactions, and activities. <i>(engages in self-reflection on development of culturally responsive practice; considers impact of possible bias and personal beliefs; actively seeks out additional information to enhance service to diverse students)</i>	N/A 1 2 3 4	N/A 1 2 3 4	N/A 1 2 3 4
40.	Use a strengths-based approach to address all aspects of service delivery when working with English learners. <i>(highlights strengths in evaluation reports; helps identify strengths in intervention and consultation)</i>	N/A 1 2 3 4	N/A 1 2 3 4	N/A 1 2 3 4
41.	Applies understanding of the influence of culture, background, and individual learner characteristics when providing intervention. <i>(seeks out research on culturally-responsive intervention; considers how diversity may impact intervention design; addresses diversity issues as they arise)</i>	N/A 1 2 3 4	N/A 1 2 3 4	N/A 1 2 3 4
42.	Uses inclusive language and provides culturally responsive and equitable practices in all domains of service delivery for diverse individuals, families, schools, and communities.	N/A 1 2 3 4	N/A 1 2 3 4	N/A 1 2 3 4

	<i>(uses inclusive language in verbal and written communications; is culturally responsive in all domains of service)</i>			
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Domain 9: Research and Evidence-Based Practice

		Fall	Winter	Spring
43.	Interprets peer-reviewed journal articles. <i>(seeks out peer-reviewed research for professional challenges; draws appropriate conclusions from the research literature; recognizes strengths and limitations of current research on various topics)</i>	N/A 1 2 3 4	N/A 1 2 3 4	N/A 1 2 3 4
44.	Uses research to guide practical applications in the schools. <i>(consults professional literature/best practices for problem-solving; references professional literature when providing consultation)</i>	N/A 1 2 3 4	N/A 1 2 3 4	N/A 1 2 3 4
45.	Uses a problem-solving model for data-based decision-making. <i>(analyzes problems, gathers data, and evaluates effectiveness)</i>	N/A 1 2 3 4	N/A 1 2 3 4	N/A 1 2 3 4
46.	Assists school staff in understanding whether a program is working for students. <i>(develops data-gathering processes; consults on intervention fidelity and progress monitoring)</i>	N/A 1 2 3 4	N/A 1 2 3 4	N/A 1 2 3 4
47.	Utilizes single-subject design to determine the impact of a program for individuals in the schools. <i>(constructs graphs to analyze progress monitoring data; incorporates best practices in single-subject design for evaluating intervention effectiveness)</i>	N/A 1 2 3 4	N/A 1 2 3 4	N/A 1 2 3 4

Domain 10: Legal, Ethical and Professional Practice

		Fall	Winter	Spring
48.	Provides services consistent with local, state, and federal rules and regulations (e.g., WAC; ESSA; FERPA).	N/A 1 2 3 4	N/A 1 2 3 4	N/A 1 2 3 4
49.	Applies knowledge of WAC special education eligibility categories (or the applicable state regulations) when making educational decisions.	N/A 1 2 3 4	N/A 1 2 3 4	N/A 1 2 3 4
50.	Provides service consistent with NASP Principles for Professional Ethics.	N/A 1 2 3 4	N/A 1 2 3 4	N/A 1 2 3 4
51.	Demonstrates professional behavior through language.	N/A 1 2 3 4	N/A 1 2 3 4	N/A 1 2 3 4
52.	Demonstrates professional behavior through dress.	N/A 1 2 3 4	N/A 1 2 3 4	N/A 1 2 3 4
53.	Accepts constructive criticism from supervision in a professional manner.	N/A 1 2 3 4	N/A 1 2 3 4	N/A 1 2 3 4
54.	Incorporates constructive criticism into professional practice.	N/A 1 2 3 4	N/A 1 2 3 4	N/A 1 2 3 4
55.	Demonstrates flexibility and adaptability in professional practice.	N/A 1 2 3 4	N/A 1 2 3 4	N/A 1 2 3 4
56.	Demonstrates dependability in meeting deadlines and responding to stakeholders.	N/A 1 2 3 4	N/A 1 2 3 4	N/A 1 2 3 4
57.	Demonstrates appropriate time management.	N/A 1 2 3 4	N/A 1 2 3 4	N/A 1 2 3 4
58.	Demonstrates a friendly demeanor and gets along with students, colleagues, and family members.	N/A 1 2 3 4	N/A 1 2 3 4	N/A 1 2 3 4
59.	Engages in self-evaluation and self-improvement.	N/A 1 2 3 4	N/A 1 2 3 4	N/A 1 2 3 4

60.	Demonstrates professional independence commensurate with experience.	N/A 1 2 3 4	N/A 1 2 3 4	N/A 1 2 3 4
61.	Demonstrates enthusiasm and initiative.	N/A 1 2 3 4	N/A 1 2 3 4	N/A 1 2 3 4
62.	Demonstrates self-control and uses effective interpersonal communication strategies (e.g., perspective taking; active listening; de-escalation) during crises.	N/A 1 2 3 4	N/A 1 2 3 4	N/A 1 2 3 4

FALL QUARTER COMMENTS AND SIGNATURES

Please complete this section by the end of FALL quarter (Dec. 1).

➤ Please comment on the intern’s current strengths as a school psychologist:

➤ Please comment on areas for growth as a school psychologist:

Internship Field Supervisor: _____ Date: _____

By signing on the above line, the internship supervisor attests reviewing this document with the intern

Internship Field Supervisor: _____ Date: _____

By signing on the above line, the internship supervisor attests to providing a minimum of two hours of direct supervision per week.

Intern: _____ Date: _____

By signing on the above line, the intern attests to having discussed this document with the supervisor. A signature does not denote agreement with the above comments or ratings.

University Supervisor: _____ Date: _____

WINTER QUARTER COMMENTS AND SIGNATURES

Please complete this section by the end of WINTER quarter (March 1).

➤ Please comment on the intern's current strengths as a school psychologist:

➤ Please comment on areas for growth as a school psychologist:

Internship Field Supervisor: _____ Date: _____

By signing on the above line, the internship supervisor attests reviewing this document with the intern

Internship Field Supervisor: _____ Date: _____

By signing on the above line, the internship supervisor attests to providing a minimum of two hours of direct supervision per week.

Intern: _____ Date: _____

By signing on the above line, the intern attests to having discussed this document with the supervisor. A signature does not denote agreement with the above comments or ratings.

University Supervisor: _____ Date: _____

SPRING QUARTER COMMENTS AND SIGNATURES

Please complete this section by the end of SPRING quarter (June 1).

➤ Please comment on the intern's current strengths as a school psychologist:

➤ Please comment on areas for growth as a school psychologist:

Internship Field Supervisor: _____ Date: _____

By signing on the above line, the internship supervisor attests reviewing this document with the intern

Internship Field Supervisor: _____ Date: _____

By signing on the above line, the internship supervisor attests to providing a minimum of two hours of direct supervision per week.

Intern: _____ Date: _____

By signing on the above line, the intern attests to having discussed this document with the supervisor. A signature does not denote agreement with the above comments or ratings.

University Supervisor: _____ Date: _____