CENTRAL WASHINGTON UNIVERSITY

SCHOOL PSYCHOLOGY

PROGRAM

(Ed.S. and Certification)

PROGRAM HANDBOOK
2025-2026

SCHOOL PSYCHOLOGY PROGRAM COMMITTEE

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Fully Accredited 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 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 is conditionally accredited by the National Association of School Psychologists (NASP). Our Program reflects the philosophies of these institutions. While most 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 behavioral, social-emotional, and academic development of students while supporting families and schools. This training is accomplished through a competency based, scientist-practitioner model of training, which emphasizes the ability to understand scientific findings to implement evidence-based practices for serving children in the schools.

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 of Washington Professional Educator Standards Board, require that every program preparing educational professionals be advised 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 Association of School Administrators; 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 Professional Educator Standards Board 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 Educational Specialist (EdS) degree 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. However, because CWU is a NASP – conditionally accredited program and graduates earn the Nationally Certified School Psychologist (NCSP) credential, certification in other states is more easily attained, with many states accepting the NCSP for automatic granting of a state certificate. 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 a professional Portfolio completed during the internship year. The Residency Certification allows one to be employed full-time in the public schools of Washington as a school psychologist and is the first level of certification in Washington. Upon completing two years of service after graduation in the schools 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, educational, 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 EdS Program and consists 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.

As a program conditionally accredited by the National Association of School Psychologists, the Program is guided by the NASP Practice Model as a framework for training school psychologists. The NASP Practice Model identifies the components of comprehensive school psychological services, and the Program provides a course of study that prepares prospective school psychologists to practice in accordance with the NASP Practice Model. The components of the Practice model are reflected in the Program goals and the courses and applied experiences required for graduation.

NASP 2020 Practice Model

Although students receive preparation relevant to the current roles of school psychologists, the philosophy that guides the scientist-practitioner model is that of education for professional competency and continued future development. The scientist-practitioner model is fostered by an emphasis on the review and application of research findings to the problems of professional practice as well as the research requirements for graduation. Students develop research skills in courses and through participation on faculty research teams or completion of an independent research thesis.

The Program recognizes the growing importance of understanding and serving the needs of individuals of all ages, from diverse backgrounds, 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, who are committed to social justice and culturally-responsive practices, and who are 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 from all backgrounds.

PROGRAM GOALS (PROGRAM LEARNER OUTCOMES)

Upon successful completion of this program, students will be able to:

- Synthesize 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.

- 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.

- Evaluate knowledge of behavioral, mental health, collaborative, and/or other consultation models and methods and of their application to situations.

- Collaborate effectively with others in planning and decision-making processes at the individual, group, and system levels.

- Develop knowledge of human learning processes, techniques to assess these processes, and direct and indirect services applicable to the development of cognitive and academic skills.

- In collaboration with others, create appropriate cognitive and academic goals for students with different abilities, disabilities, strengths, and needs; implement interventions to achieve those goals; and evaluate the effectiveness of interventions. Such interventions include, but are not limited to, instructional interventions and consultation.

• Evaluate knowledge of human developmental processes, techniques to assess these processes, and direct and indirect services applicable to the development of behavioral, affective, adaptive, and social skills.

• In collaboration with others, create appropriate behavioral, affective, adaptive, and social goals for students of varying abilities, disabilities, strengths, and needs; implement interventions to achieve those goals, and evaluate the effectiveness of interventions. Such interventions include, but are not limited to, consultation, behavioral assessment/intervention, and counseling.

• Synthesize knowledge of individual differences, abilities, and disabilities and of the potential influence of biological, social, cultural, ethnic, experiential, socioeconomic, gender-related, and linguistic factors in development and learning

• Demonstrate the sensitivity and skills needed to work with individuals of diverse characteristics and to implement strategies selected and/or adapted based on individual characteristics, strengths, and needs.

• Summarize knowledge of general education, special education, and other educational and related services. They understand schools and other settings as systems.

• Work with individuals and groups to facilitate policies and practices that create and maintain safe, supportive, and effective learning environments for children and others.

• Develop knowledge of human development and psychopathology and of associated biological, cultural, and social influences on human behavior.

• Evaluate prevention and intervention programs that promote the mental health and physical well-being of students.

• Develop 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.

• Work effectively with families, educators, and others in the community to promote and provide comprehensive services to children and families.

• Develop 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.

• Develop knowledge of the history and foundations of their profession; of various service models and methods; of public policy development applicable to services to children and families; and of ethical, professional, and legal standards.

• Practice in ways that are consistent with applicable standards, are involved in their profession, and have the knowledge and skills needed to acquire career-long professional development.

The <u>basic</u> objective of the Program is to train psychologists to function optimally in the public schools with a commitment to 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 effectively with public school personnel, parents, and other public and privately employed professionals with whom they come in contact to meet the unique needs of students, 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. NASP is currently transitioning from "Approval" to "Accreditation" as the model for program review. The Program pursued accreditation during the 22-23 academic year, and because of that review, the program is conditionally accredited until the follow-up review which will begin in Fall 2024. With conditional accreditation, graduates of the program are granted the National Certification in School Psychology (NCSP) upon graduation from the program.

PROGRAM POLICIES

APPLICATION AND ADMISSION TO GRADUATE STUDY

For application and admission procedures, you are referred to the websites of the Department of Psychology and the School of Graduate Studies as well as the University Catalog. If you are unclear about any procedures, please contact Dr. Marrs for assistance.

PROFESSIONAL IDENTITY

To help graduate students begin to develop their professional identity as school psychologists, all students are strongly encouraged 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*. As members of these organizations, you are required to follow the ethical codes of the profession while in training and during your professional practice.

In addition to joining professional associations, the program occasionally schedules guest speakers and gatherings beyond the typical requirements of courses. These meetings are scheduled to provide opportunities for further professional development and graduate student attendance is expected.

BACKGROUND CHECK AND PRE-RESIDENCY CLEARANCE

During the first two weeks of entry to the program, all students are required to be fingerprinted as part of a comprehensive background check. Procedures for completing the background check will be provided at the beginning of the program. Students also complete a process of "pre-residency clearance" through OSPI and the CWU Teacher Certification office prior to beginning Practicum and Internship experiences.

PROFESSIONAL LIABILITY INSURANCE

While in the Program, all students are required to purchase professional liability insurance. Procedures for completing the insurance requirement will be provided at the beginning of the program.

GRADE POINT AVERAGE

Based on CWU graduate school policy, you must maintain certain performance standards 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.

In addition to the standards of the School of Graduate Studies, the Program evaluates grade point average on an on-going basis. A grade of C+ is unsatisfactory for continued enrollment in the Program. If a student receives a C+ or lower in any course, the school psychology program committee will review the student's performance, with possible outcomes ranging from dismissal from the program or a plan of improvement. If a second C+ is received, the student may be dismissed from the program.

If a student receives a C+ or lower in any course and the graduate committee recommends a plan of improvement, the specific conditions of the plan of improvement will be outlined in a letter to the student. In addition, the Program Coordinator will discuss other areas of needed support and will discuss ways to access this support in the upcoming quarter.

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 related to filing the petition.)

ACCOMODATIONS AND ACADEMIC SUPPORTS

Students with disabilities who need accommodations should consult with the Office of Disability Services to access legally required accommodations. Faculty will work with students to access these accommodations and support the student as possible. Should a student be unable to attend class or miss instruction/supervision, the student and faculty member should consult to determine an alternative plan. The faculty member will work to accommodate the student within reason. If a plan acceptable to both parties is not developed, the Program Coordinator should be consulted to assist with planning.

If at any time during the program a student is struggling to meet program expectations, the student should consult with the program coordinator to develop a plan for support. Various university, departmental, and program support can be accessed to assist the student.

USE OF AI (Artificial Intelligence) IN ACADEMIC AND CLINICAL WORK

(This policy was adapted with permission from Ryan Farmer, University of Memphis)

Purpose and Scope

This policy outlines expectations for the ethical, appropriate, and legally compliant use of artificial intelligence (AI) tools by students in the EdS program. These expectations apply across all domains of training, including academic work, clinical practice, and research. While the program recognizes the educational potential of AI tools—particularly large language models (LLMs) such as ChatGPT, Claude, or Gemini—student use must reflect the professional values of school psychology and comply with ethical and legal standards, particularly those related to client confidentiality and academic integrity.

Students are responsible for the content of all academic, clinical, and research work they submit, regardless of whether AI tools were used. Any work supported by AI must be critically reviewed, edited, and appropriately attributed. AI tools must not replace the student's own academic writing, clinical reasoning, or research decision-making. Students are encouraged to consult with faculty or supervisors before using AI tools in any new or uncertain context.

Confidentiality and Client Information

Under no circumstances should students enter information about real clients into AI tools that are not institutionally approved. This includes both identified and de-identified clinical material. Most publicly available AI tools (e.g., ChatGPT) are not HIPAA- or FERPA-compliant, and their use to process clinical information constitutes a serious breach of ethical and legal standards. Students may not use AI tools to draft psychological reports, treatment plans, clinical notes, or emails involving client material.

Academic Use

AI tools may be used in coursework with instructor permission and within the following guidelines:

- Permitted uses include outlining, grammar checking, brainstorming, or reviewing APA formatting.
- Students may not submit AI-generated content as their own.
- When AI tools are used to assist with academic work, students must include a brief note of disclosure indicating when and how the tools were used. For example:

    > "Portions of this paper were assisted using ChatGPT on July 7, 2025 for outlining and grammar checking. All written content reflects the student's own original work."

- Use of AI tools during in-class assessments or exams is not permitted unless explicitly approved by the instructor.

Clinical Use

Given the ethical and legal responsibilities associated with practicum and internship placements, students may not use AI tools to support clinical casework. Specifically:

- Students may not input clinical, client-related, or school-based case material into AI tools.
- AI tools may not be used to write, revise, or summarize psychological reports or clinical notes.
- AI tools may not be used to simulate counseling, create behavior management plans, or generate diagnostic impressions, even hypothetically, unless part of a structured educational activity involving no real client data.

Students may use AI tools to explore academic content related to school psychology (e.g., reviewing intervention strategies or theoretical frameworks), provided that no client information is included. Students may also use AI to help them improve templates or to generate suggestions related to a general referral concern (e.g., identifying evidence-based reading fluency interventions), but they must not include specific case details.

Research Use

Students may use AI tools in research for specific, transparent purposes, though they should consult with the research advisor prior to using AI on a project:

- Appropriate uses include summarizing existing literature, checking grammar, outlining ideas, or assisting with coding tasks after human review.
- Students should not replace their own critical thinking processes, including integrating content, with AI.
- AI tools must not be used to fabricate, manipulate, or analyze data.
- Any use of AI in theses, papers, or presentations must be disclosed.
- Students may not enter identifiable or sensitive data into AI systems.

Violations

Misuse of AI tools may result in remediation, academic discipline, or removal from practicum or internship settings, depending on the severity of the situation. Repeated or serious violations may lead to dismissal from the program.

PROGRAM DESCRIPTION

The School Psychology Program consists of 104 quarter units of coursework. Coursework and applied experiences (practicum and internship) have been designed so that the candidate meets all program goals and objectives. Two undergraduate background courses in the areas of descriptive and inferential statistics are required prior to entry to the program. If you enter the program without the required background courses or their approved equivalents, you must complete them during 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.

Up to 20 quarter credits earned as part of a previous graduate degree may be accepted towards the EdS degree if coursework is equivalent to the required course of study as determined by the CWU School Psychology graduate program committee. If an applicant desires to transfer in previously earned graduate degree credits, the coordinator of the school psychology program will review the transcript and/or syllabus of the potential transfer credits. If they are equivalent as determined by the coordinator, the coordinator will present these to the graduate program committee for final approval. If approved, the accepted courses can be listed on the course of study as taken, thus reducing the total number of credits needed to earn the EdS degree.

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 the National Association of School Psychologists (NASP).

To ensure 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 2020 Standards.

    2.1   Data-Based Decision-Making and Accountability

    2.2   Consultation and Collaboration

    2.3   Academic Interventions and Instruction Supports

2.4   Mental and Behavioral Health Services and Interventions

2.5   School-Wide Practices to Promote Learning

2.6   Services to Promote Safe and Supportive Schools

2.7   Family, School, and Community Collaboration

2.8   Equitable Practices for Diverse Student Populations

2.9   Research and Evidence-Based Practice

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).

PSY 526. *Learning Disorders* (3). Prerequisite: admission to the EdS program in school psychology. Examination of the theoretical and empirical literature in the field of learning disorders, including developments in the assessment of learning disorders for school psychology practice.

PSY 535. *Home, School, and Community Collaboration* (2). This course is designed to foster learning collaboration strategies in order to work with parents, families, and communities within and beyond the school environment, and foster positive relationships and partnerships among various educational stakeholders.

PSY 545. *Law and Ethics for School Psychologists* (3). This course focuses on the role of the school psychologist in implementing relevant laws and ethics to school systems. In addition, students will learn the theories and application of models of legal and ethical decision-making. Course will be offered every year.

PSY 546. *Advanced Child and Adolescent Development* (3). Examination of the theoretical and empirical literature in the field of human development encompassing physical, cognitive, social-emotional, and moral attributes from parental development through childhood and adolescence as well as applications for youth wellness.

PSY 553. *Single-subject Design* (3). This course will address single-subject design methodology. The focus will be on measurement, experimental evaluation, and interpretation of single-subject data. Acceptance into ABA/School Psy/Exp Psy program or permission. Prerequisite: PSY 551.

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 is highly recommended.

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

PSY 562. *Applied Behavior Analysis and Intervention* (5). This course will provide an understanding of the basic principles of behavior, conducting functional behavioral assessments, and using assessment data to select and implement function-based behavioral interventions in the school setting. Permission of department. Prerequisite, admission to EdS School Psychology program.

PSY 564. *Introduction to Cognitive Assessment* (3). Administration of intellectual tests, including learning about the variables affecting test performance, interpretation, and report writing are emphasized. Permission of department.

PSY 566. *Introduction to Behavioral and Social-Emotional Assessment* (2). Introduction to the assessment of behavior and social-emotional functioning, including administration of rating scales, interviewing, and/or behavioral observations. Permission of department.

PSY 567. *Counseling and Assessment: Children and Adolescents* (4). This course will provide students with a foundation for working with children and adolescents. This foundation will include knowledge of childhood psychopathology, and models of assessment and treatment unique to working with children, adolescents, and their families. Prerequisites, PSY 560 and PSY 593A.

PSY 569. *Advanced Behavioral and Social-Emotional Assessment* (2). Advanced application of behavioral and social-emotional assessment, including administration of behavior rating scales, interviewing, and behavioral observations. Use of behavioral and social-emotional assessment to enhance prevention and intervention efforts including exposure to multi-tiered support systems. Permission of department.

PSY 570. *Advanced Cognitive Assessment* (2). Advanced development in cognitive assessment, including culturally and linguistically diverse students evaluated for special education will be undertaken. Students will gain skill in understanding the implications of and presentation of assessment results. Permission of department.

PSY 574. *Multicultural Counseling and Assessment* (4). 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 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 master's program at CWU or permission of the instructor.

PSY 581A. *Practicum: Academic Assessment and Intervention* (1-3). Supervised experience administering academic assessment. Grade will be either S or U. May be repeated up to 3 credits. Permission of department.

PSY 581B. *Practicum: Psychoeducational Assessment* (1-3). Supervised experience providing psychoeducational assessment services. Services include administering cognitive, academic, social-emotional, adaptive behavior, and other instruments and writing assessment reports and providing feedback. Grade will be either S or U. May be repeated up to 3 credits.

PSY 581C. *Practicum: School-based Interventions* (1-3). This course will have students provide intervention services in the school setting. Services include meetings with students to provide intervention, collecting progress monitoring data, analyzing intervention data, and communicating student progress to parents and teachers. Grade will be either S or U. May be repeated up to 3 credits.

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

PSY 585. *Behavior Disorders and Psychopathology in Children and Adolescents* (3). This course will provide students with a broad overview of the major systems of classification of psychopathology/behavioral health disorders in childhood and adolescence. Prerequisite: Admitted to a graduate program.

PSY 592A. *Practicum in School Psychology* (1-3). Attainment of knowledge and competence in school psychology practice. Grade will be either S or U. May be repeated up to 3 credits. Permission of department. Courses will be offered every year. The course will not have an established scheduling pattern.

PSY 592B. *Practicum in School Psychology* (1-3). Experience providing school psychology services under supervision in the school and psychological services clinic setting. Services include psychoeducational evaluation, consultation, and intervention. Grade will be either S or U. May be repeated up to 3 credits. Permission of department. Courses will be offered every year. The course will not have an established scheduling pattern. Prerequisite: PSY 592A.

PSY 594. *Practicum in Child Counseling* (1-5). Supervised provision of counseling services for children and adolescents. May be repeated up to 5 credits. Grade will be either S or U. Department permission. Prerequisites: admission to graduate programs in either mental health

counseling or school psychology, passing grades in PSY 567, and PSY 585.

PSY 595. *Graduate Research* (1-10). Students using faculty and department resources for thesis development must register for PSY 595, PSY 595CHCI, of PSY 700. May be repeated. Not more than 10 credits of PSY 595 and PSY 595CHCI combined may be on the master's degree course of study.

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

PSY 685. *Internship Seminar* (2). This course will focus on the role of the school psychologist in implementing delivery of educational support services during internship and will require students to complete a portfolio of their work.

PSY 700S. *Graduate Thesis/Project in School Psychology* (1-6). Designed to credit and record supervised study for the graduate thesis or project in the School Psychology Program. Prerequisite, permission of student's thesis chair. 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 units 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.

PROGRAM ADVISING

The Coordinator of the School Psychology Program (Dr. Marrs) will be every student's official Program advisor during the first year. The Program advisor will meet 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.

COURSE SEQUENCE

The course sequence is organized to provide foundational professional knowledge in the first year, followed by practicum experiences in the 2nd year and internship in the third year. Adjustments to the schedule printed in this handbook may be made.

Courses specific to school psychology are sequenced during the first and second years of the Program. A series of Practicum experiences begin in the first year and culminate with Practicum in School Psychology (PSY 592A and 592B) during the final two quarters of the second year.

The third year is devoted to the internship, which is a full year, full-time experience within a public school district. All coursework and Practicum experiences must be completed before the initiation of the internship.

COURSE OF STUDY

Year 1 – Foundational Professional Knowledge and Skill Development				
Fall		*Instructor*	*Mode*	
PSY585	*Behavior Disorders and Psychopathology for Children and Adolescents*	Bender	online	3
PSY501	*Professional Seminar in School Psych*	Marrs	MW 1:30-2:45	3
PSY556	*Academic Assessment*	Marsicano	MW 9:30-11:45	5
PSY595	*Graduate Research*	Marrs	TBD	1
				12
Winter	PRACT: RIC TUES/THURS 2:30-4:30			
PSY574	*Multicultural Counseling and Assessment*	Nolte	TR 11-12:50	4
PSY562	*Applied Behavior Analysis and Intervention*	Marsicano	online	5
PSY564	*Intro to Cognitive Assessment*	Marrs	M 12-2:40	3
PSY581A	*Practicum: Acad Assess and Inter*	Marsicano	M 4-4:50	1
PSY595	*Graduate Research*			1
				14 26
Spring	PRACT: RIC TUES/THURS 2:30-4:30			
PSY526	*Learning Disorders*	Marrs	MW 1:30-2:50	3
PSY566	*Intro to Behav, Soc, & Emotional Assessment*	Marrs	T 11-12:50	2
PSY555	*Design and Analysis for Applied Research*	Buchanon	MW 10-11:50	4
PSY581B	*Practicum: Psychoeducational Assessment*	Marrs	M 3-3:50	1
PSY595	*Graduate Research*		Arranged	1
				11 37
Summer 1				
PSY546	*Advanced Child and Adolescent Development*	Pereira	online	3
PSY535	*Home, School, and Community Collaboration*		online	2
PSY363	*Intermediate Statistics (IF NEEDED) Online*		*online*	*(5)*
	Optional Elective (Need 3 credits) (Can take Summer 1 or 2)			42

Practicum Times:
1st year: Winter & Spring – Tues/Thurs 2:30-5 at school district sites or RIC
2nd year: Fall – Afternoon/evenings at RIC, Monday or Wednesdays at CCPAC
Winter & Spring – All day Tuesdays and Thursdays at School District Sites, Afternoon/evening hours in Community Counseling and Psychological Assessment Center, Monday mornings (8-30-9:15) at Morgan Middle School.

	Year 2 – Advanced Skill Development and Applications			
Fall				
PSY569	*Advanced Beh/Soc/Emo Assessment*			2
PSY567	*Couns and Assess: Children and Adolescents*			4
PSY570	*Advanced Cognitive Assessment*			2
PSY575	*School-based Interventions*	Marsicano		4
PSY581C	*Practicum: School-based Interventions*	Marsicano		1
PSY594	*Practicum in Child Counseling*			1
				14 56
Winter	PRACT: DISTRICTS TUES/THURSDAY PRACT: CCPAC MON/WED			
PSY578	*Applied Clinical Neuroscience*	Greenwald		4
PSY583	*Consultation*			3
PSY592A	*Practicum in School Psychology I*	Marrs		3
PSY594	*Practicum in Child Counseling*			2
				12 68
Spring	PRACT: DISTRICTS TUES/THURSDAY PRACT: CCPAC MON/WED			
PSY545	*Law and Ethics for School Psychologists*			3
PSY553	*Single Subject Design*	Marsicano		3
PSY592B	*Practicum in School Psychology II*	Marsicano		3
PSY594	*Practicum in Child Counseling*			2
				11 79
Summer 2				
PSY550	*Crisis Management (ONLINE)*			3 82
	Optional Elective (Need 3 credits) (Can take Summer 1 or 2)			3 85

	Year 3 – Integration and Culmination			
PSY683	Internship (5 credits per quarter (15))	2 Sections: Marrs (7 students) Marsicano (6 students)		15
PSY685	Internship Seminar (1-2 credits per quarter (4))	Marsicano		4
				19 104
		Total		104

EVALUATION AND FEEDBACK

Throughout the Program, students will be evaluated through a variety of methods and will receive formal 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 in developing 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, 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.

When you begin the program, you will be asked to undergo fingerprinting, and a background check administered by the WA Office of Superintendent of Public Instruction. These checks are performed to further ensure your program's suitability. These checks must be completed before you work with clinic clients or enter the public schools. 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, professional work characteristics and dispositions assessments, a first-year comprehensive exam, practicum experiences, internship experiences, internship portfolio, a comprehensive examination, the thesis experience/research team participation and the PEAB review. Students will also be evaluated on their ability to apply school psychological knowledge in the field. While some skills may be evaluated through coursework, especially through the completion of case studies, the majority will be assessed through practicum and internship experiences. Course grades will be a 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. Other assessments embedded within courses will also be used to assess knowledge and skills. During practicum and internship, a student's ability to practice school psychology is assessed by evaluating their ability to provide services which impacts, directly or indirectly, school age students, school staff and personnel, and school, family, and community systems. Specific areas that will be looked at include skills in assessment, intervention, and consultation, and professional dispositions such as 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 complete a portfolio during internship which shows their competencies. Information obtained from the portfolio review will be combined with

coursework, case studies, practicum 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).

For students completing the research experience requirement rather than the thesis/project, the Portfolio will be considered the final culminating experience in the program. Students will defend their portfolio to the school psychology graduate program committee in the spring of the internship year.

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 a recommendation for or against the issuance of a Residency Certificate in School Psychology.

FEEDBACK DURING THE PROGRAM

Each evaluation during 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 a 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 troubling student weaknesses that may put the student at risk for future Program advancement. 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 ensure 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 its responsibility to the field, the students, parents, school staff and school systems whom our graduates serve. In these situations, students may be dismissed from the program.

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 must complete a thesis/project or participate on a school psychology research team. For those participating on research teams, an additional 3 credit elective course is also required. Descriptions of the two are listed below:

1) *Thesis/Project*: The thesis/project includes independent research generated, conducted, and described by the graduate student. For the school psychology program, there are no differences in the content requirements between the thesis/project. The only difference is that the thesis is submitted to the graduate school/library and is archived in the library, while the project is submitted to the psychology department. Students must complete 6 units of PSY 700S credit for completion of the thesis/project. The Office of the Dean of Graduate Studies and Research provides a packet of materials that informs students at 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.

2) *Research Team Experience*: The research team experience consists of students participating in a faculty-led research experience for 3 units of PSY 595 Graduate Research credit. In addition, students must take an additional 3 credit graduate elective approved by the program. Students on research teams participate in various research activities such as literature reviews, project conceptualization, data collection, data analysis, and writing and presentation of research. Students will typically complete research team hours during the first year of the program. During the first quarter in the program, all students will be enrolled in 1 unit of PSY 595 to learn about research opportunities and foundations of research. Future quarters of PSY 595 credit will be under the direction of faculty leading research teams.

POLICY ON CHANGING OPTIONS

Once a student selects the thesis/project option, it is generally expected that the student will complete the thesis/project to graduate from the program. If a student selects the *research team* option, they may change their initial decision at any time. If a student selects the *thesis/project option*, they need to make the change before completing more than two credits of PSY700 to receive a passing grade (as determined by the supervising faculty member). If they complete more than 2 credits, it is expected that the student will complete the thesis in order meet graduation requirements.

If students choose to complete a thesis, students must take PSY595 credits with their thesis supervisor during the winter and spring quarters of their first year. The six required PSY700S

credits should be taken beginning in the fall of the second year. The actual number of credits taken per quarter should be discussed with your thesis supervisor.

THESIS/PROJECT COMMITTEE

Every Specialist candidate will designate a three-member thesis/project 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. For students completing the Research Team Experience, the committee will consist of the school psychology graduate committee, with the Internship/portfolio supervisor serving as the chair.

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 <u>one week</u> 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 have 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.

O) Students who do not successfully defend the thesis/project during the regular course of the program must enroll in at least one credit of PSY 700S (or PSY 595 if 5 units of PSY 700S has already been taken) in the Fall, Winter, and Spring quarters until the thesis/project has been successfully defended.

PRACTICA

*Please consult the Practicum Handbook for additional information regarding internship. Practicum experiences are designed to familiarize you with school psychology so that you may complete the Program's objectives. The school psychology student will complete several practicum experiences, including PSY581A, B, C, and PSY 592A and B. PSY581 A, B, and C provide introductory experiences in which students practice skills gained in courses in applied settings. Psychology 592A is designed to give an overview of the public schools' operation and which 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 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 practicum courses are reminded that legal and ethical standards must be adhered to while working in our clinic or public-school setting. <u>Washington Administrative Codes (WAC) and the ethical practices specified by the Washington State Association of School Psychologists and NASP should be referenced as guidelines.</u> In PSY592A and B, 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 experiences pertaining to specific course criteria and receive feedback and direction from the instructor. Feedback, both written and verbal, is also solicited from the field-based supervisor during the practicums. 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

*Please consult the Internship Handbook for more additional information regarding internship. 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 assist you in finding an appropriate internship placement. The Program Director may 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 take place directly between 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. In addition, interns take PSY685 Internship Seminar for 2 credits per quarter during the internship year. While a minimum of 1200 clock hours is required to complete the internship satisfactorily, most CWU internships are between 1200 and 1300 clock hours.

Before starting the internship, you and the Program Director must develop an internship plan in consultation 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 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 must provide at least 2 hours of direct supervision each week to the intern. This supervision does not necessarily need to occur in one block of time or for one day. However, a regular meeting time is strongly recommended. Each supervisor may have a maximum of two interns.

The University Supervisor will meet with each intern and supervisor at least twice during the year. These visits may be in-person or virtual. 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. 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.

It is the intern's responsibility to inform the University Supervisor if he or she is unhappy with the internship experience. If situations cannot be dealt with within the school district, the University Supervisor must be informed.

During all facets of the Program, including the internship, students will behave ethically. 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.

In addition, a comprehensive exam for the degree is also required. This requirement is met by successfully completing a graduate thesis or by successfully presenting the portfolio case study to the graduate committee.

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 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 regarding your knowledge of school psychology and your experiences in the program and during internship. Successful completion of the PEAB interview will lead to recommendation for the Residency Certificate in School Psychology.

FULL-TIME 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. In addition to full-time faculty, several adjunct faculty members also teach in the program. Please see the Psychology Department webpage for a list of other department faculty.

NAME	EDUCATIONAL BACKGROUND	AREAS OF EXPERTISE
Heidi Perez	Associate 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	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	Associate 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

APPENDIX A: School Psychology Course Matrix

	501	526	535	545	546	550	553	555	556	562	564	566	567	569	570	574	575	578	581 ABC	583	585	592 A/B	594	683	685	700/595
1 Data-based decision-making	X	X					X	X	X	X	X	X			X		X		X		X	X	X	X	X	X
2 Consultation and collaboration			X	X		X				X		X	X	X		X		X	X	X	X	X	X	X	X	
3 Academic Interventions and Instructional Supports		X	X		X		X		X								X	X	X	X		X		X	X	
4 Mental and Behavioral Health Services and Interventions		X	X		X	X	X			X	X	X	X	X	X	X	X	X		X	X	X	X	X	X	
5 School-wide practices to promote learning	X	X			X				X			X		X			X					X		X	X	
6 Services to promote safe and supportive schools	X		X	X	X							X	X	X							X	X		X	X	
7 Family, school, and community collaboration			X		X	X							X			X	X	X				X		X	X	
8 Equitable practices for diverse student populations	X		X	X	X				X		X	X		X		X	X				X		X		X	X	
9 Research and evidence-based practice		X			X	X	X	X			X						X	X								X
10 Legal, Ethical, and Professional Practice	X		X	X				X		X	X		X		X		X	X				X		X	X	

501 (Pro Sem in Sch Psy); 526 (Learn Dis); 535 (Home, Sch, Com Collabor); 545 (Law & Ethics for SP); 546 (Adv Chil & Adol Dev); 550 (Cris Mngt); 553 (Single-Sub Dsn); 555 (Des & Stat Anal for App Res); 556 (Acad Assmt); 562 (App Beh Anal & Invn); 564 (Intro Cog Asst); 566 (Intro Beh Soc Emo Asst); 567 (Couns and Asst: Chil & Adol); 569 (Adv Beh Soc Emo Asst); 570 (Adv Cog Asst); 574 (Multicultural Couns & Asst); 575 (School-based Invn); 578 (Appl Clin Neuroscience); 581 A,B,C (Practicum); 583 (Consult); 585 (Behav Dis & Psych in Chil & Adol); 592 A,B (Pract in Sch Psy); 594 (Pract in Child Couns); 683 (Sch Psy Intern); 685 (Intern Sem); 700 (Thesis); 595 (Grad Research)

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 participate 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

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.
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 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:

	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.
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	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:

	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.
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.