

The culminating product: Portfolio of evidences of having met the Professional Level Benchmarks

I. Common products (evidences) that can be used to demonstrate competencies for the Professional Level Benchmarks.

(This list is not comprehensive and other products may be employed if approved by the candidate's Professional Growth Team)

- Individual Assessment Evaluation
- Case Study
- Audiotape, videotape or notes from meeting or instruction (proper consents/permissions must be secured by all participants in case of audio or video-tape)
- Outline of presentation/workshop/in-service (e.g. Power Point slides)
- Newsletter contribution (e.g. school or district newsletter column)
- Development/Analysis of needs assessment or survey information
- Research paper that can be used to disseminate knowledge among staff/colleagues
- Curriculum of instructional experience with individual or group
- Transcription of interview, observation, meeting
- Survey completed by consultees (teachers, parents, students)
- Notes of committee involvement (clearly identifying candidate's contribution)
- Evidence of advocacy role with agencies or persons in decision-making position (e.g. meeting with state legislator or school board)

***Please note:** Attending a class, conference, or workshop is not equivalent to demonstrating the “application of the knowledge” which is the cornerstone of the Professional Certificate, and attendance within a group is not equivalent to ‘active participation’, hence the request for ‘clear identification of applicant’s contribution’.

It should also be noted that an applicant's current practices (given a specific school district expectation or job description), might limit opportunity to demonstrate one or several of the standards/competencies. In this case, it is the expectation that the candidate will seek out the opportunity by collaborating with a colleague and/or team from a neighboring school district. There is also the expectation that the candidate's employing school district acknowledges this requirement and will support the candidate's efforts by providing the necessary time release. Such commitment will be formally recognized in a partnership agreement between the university providing the Professional Certification Program and the applicant's employing school district.

II. Specific Professional-Level Benchmarks with corresponding examples or evidences

Standard 1: Data-Based Decision-Making and Accountability

Certified school psychologists have 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; and data-based decision-making permeates every aspect of professional practice.

Example of evidence

Assessment instruments are selected appropriately based on referral information and learner characteristics.	<ol style="list-style-type: none"> 1) A paper explaining why specific evaluation instruments were chosen. 2) Individual report identifying rationale for instrument choice 3) A paper explaining how testing reflects APA/AERA Code of Fair Testing Practices
Individual reports reflect best practices in interpretation and intervention recommendations.	<ol style="list-style-type: none"> 1) Written evaluation reports providing rationale for recommendations in evaluation report 2) Provide research evidence/references for evidenced-based interventions
Utilizes data obtained for decision-making in developing interventions, which lead to positive student outcomes	<ol style="list-style-type: none"> 1) A written example of progress monitoring data and its link to the IEP. 2) Case study showing revisions to intervention based on data including post-intervention data 3) Video tape of problem solving meeting with accompanying description paper of how decision making processes took place
Outcomes of problem-solving are evaluated	<ol style="list-style-type: none"> 1) Show data relating to specific interventions. 2) Review of supplemental program(s) and paper showing program effectiveness. 3) Case study showing revisions to intervention based on data including post-intervention data
Utilizes state learning goals and essential academic learning requirements and grade level expectation in evaluation report and	<ol style="list-style-type: none"> 1) Within evaluation report, identified the link between recommendations and EALRs or State Learning Goals

student recommendations	2) Descriptions of Grade Level Expectations (GLEs) demonstrated in eligibility reports.
Utilizes various modes and methods of assessment that yield information useful in identifying strengths and needs, understanding problems and measuring progress and accomplishments	1) Provided three eligibility reports using ability/achievement discrepancy; patterns of strengths/weaknesses; RTI 2) Demonstration of the utilization of nonstandard assessments used for progress monitoring or diagnostic purposes

STANDARD 2: Consultation and Collaboration

Certified school psychologists have knowledge of behavioral, mental health, collaborative, and/or other consultation models and methods and of their application to particular situations; collaborate effectively with others in planning and decision-making processes at the individual, group, and system levels.

	Example of evidence
Utilizes input to consult and collaborate.	1) Case study which identified collaboration 2) Include the form/format that is used for your student assistance (RTI) team.
Actively encourages and facilitates all to participate in discussions	1) Videotape of a student staffing showing leadership style of candidate 2) Include an audiotape of a problem-solving session. 3) Survey of consultees indicating effectiveness of skills
Conveys information clearly at system level	1) Power point workshop on RTI delivered to staff or school board 2) Include an audiotape of a debriefing with a general education teacher or an outside agency.
Provides leadership in groups and systems	1) Coordinated effort to analyze RTI needs assessment survey in one school 2) Submit an audiotape of a meeting run by you. 3) Two case studies that emphasize differing collaborative roles e.g. teacher; agency

Utilizes knowledge of behavioral, mental health, and collaborative consultative models as well as their application to particular situations	1) Submit a written FBA to BIP and/or aversive therapy plan 2) Submit a tape of a consultation meeting
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STANDARD 3: Effective Instruction and Development of Cognitive/Academic Skills

Certified school psychologists have knowledge of human learning processes, techniques to assess these processes, and direct and indirect services applicable to the development of cognitive and academic skills; collaborate with others, develop 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, including, but not limited to, instructional interventions and consultation.

Example of evidence

Develops and implements interventions that positively impact student learning by: <ol style="list-style-type: none"> a. using cognitive and academic skills of students b. using alternative instructional methodologies for students with diverse strengths and needs 	1) IEP that identified a role for the School Psychologist either as a service provider or related service. 2) Intervention plan that identified a role for the School Psychologist based on recommendations in evaluation.
Utilizes variety of techniques to assess progress toward student’s educational goals	1) A workshop delivered to the Special Education department on the development of local Academic norms for establishing benchmarks. 2) Submit a problem-solving document that utilizes evaluation data to develop and implement an intervention. Include progress-monitoring data. This might include an FBA/BIP or reinforcement plan.

STANDARD 4: Socialization and Development of Life Skills

Certified school psychologists have 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; collaborate with others, develop 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, including, but not limited to, consultation, behavioral assessment/intervention, and counseling.

	Example of evidence
Assess student population needs and design counseling programs to meet needs	Conducted a student needs assessment re. participation in a group whose parents are currently deployed overseas
Use of understanding of human development Processes in the design and implementation of individual behavior change and classroom management programs	Assisted and consulted with a first-year teacher as instructional aide in classroom
Participate in development of programs to enhance pro-social skill development	Facilitated a small group in active listening skills
Support the integration of students into academic and non-academic programs	Facilitated a panel discussion using veteran teachers, on effective ways to differentiate math instruction in class
Participation in development of school-work transition programs	1) Coordinated a parent-education meeting with agencies such as SSI, and DVR present along with potential employers. 2) Document a transition and/or behavior plan that encompasses all of the points above.

STANDARD 5: Student Diversity in Development and Learning

Certified school psychologists have 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.

	Example of evidence
Participates in programs that heighten awareness of bias and influence of diversity on student learning	Assisted special education director in analyzing dis-proportionality data
Participates in school-wide practices that increase feeling of appreciation of all students and families	Self-reflection of a counseling/assessment session that emphasized need for cultural sensitivity

Participates in trainings on culturally appropriate academic and social/behavioral interventions	<ol style="list-style-type: none"> 1) Workshop to colleagues on comparison of several ‘culturally blind’ cognitive assessment tools. 2) Submit documentation of participation in committees/programs. 3) Submit documentation of trainings 4) Submit documentation of an evaluation of a culturally diverse student.
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STANDARD 6: School and Systems Organization, Policy Development, and Climate

Certified school psychologists have knowledge of general education, special education, and other educational and related services; 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.

Example of evidence

Active participant in developing polices and practices that promote and maintain a safe and effective school climate	Submitted a building’s school improvement plan with evidence of the psychologist’s input and role in implementation
Participates in building and district-wide systemic efforts	<ol style="list-style-type: none"> 1) Presented to the school board on best practices in utilizing the various screening data collected by the district. 2) Provide documentation of participation in a school-wide or district-wide committee that demonstrates the above.

STANDARD 7: Prevention, Crisis Intervention, and Mental Health

Certified school psychologists have knowledge of human development and psychopathology and of associated biological, cultural, and social influences on human behavior; provide or contribute to prevention and intervention programs that promote the mental health and physical well-being of students.

Example of evidence

Active participant in development of prevention and intervention programs	Assessed the effectiveness of a school or district’s current crisis intervention plan (e.g. in case of suicide)
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Assists in design of interventions focused on student learning	<p>1) Designed an academic intervention plan for a student dealing with chronic illness</p> <p>2) Participation in the building CARE Team or in other inter-agency teams.</p>
Assists in design of interventions focused on student mental health	<p>1) Developed a community resource brochure identifying regional mental health options.</p> <p>2) Participation in the building CARE Team or in other inter-agency teams.</p>
Assists in design of interventions focused on student physical well-being	<p>1) Conducted an in-service with special education colleagues on how a student's physical health needs should best be represented on the IEP</p> <p>2) Participation in the building CARE Team or in other inter-agency teams.</p>

STANDARD 8: Home/School/Community Collaboration

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

Example of evidence

Designs and implements programs to promote school-family partnerships	Wrote a column in school newsletter on best way for parents to help with math homework even when parents unsure of own math skills
Helps create linkages between schools, families and community agencies, and helps to coordinate services for children served by multiple agencies	Developed local resource fair for families of special education children
Helps educate school and community groups regarding influence of family involvement on student achievement	<p>1) Promoted and evaluated the impact of a 'share newspaper article before bed' program.</p> <p>2) Create a log of inter-agency contact that have a positive impact upon student learning.</p>

STANDARD 9: 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.

Example of evidence

Implement effective research-based measures, evaluations and interventions	Delivered a workshop to colleagues on how to turn interventions into 'research-based interventions' through systematic data collection techniques
Determine outcome of interventions and programs through statistical analysis	<p>1) Assisted the district in determining the effectiveness of their ELL program by comparing data of students who have gone through their ELL program to those whose families have refused ELL services.</p> <p>2) Provide documentation of involvement on an RTI committee or, document through a report that meets the above criteria.</p>

STANDARD 10: School Psychology Practice and Development

Certified school psychologists have 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, including the Washington Administrative Code; 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.

Example of evidence

Seeks professional growth opportunities based on self-evaluation	<p>1)Submitted a professional growth plan to special education director that was based on a self-evaluation.</p> <p>2)Continuing education credits</p> <p>3)Peer review courses</p> <p>4)Professional Workshops</p>
Provides training to other professionals	Conducted a workshop to colleagues on the advantages and disadvantages of using various benchmark options during universal reading screening

Participates in professional associations	Met with local state representative on pending legislation regarding funds for school mental health services
Develops a career-long professional growth plan with review by a team or supervisor	<p>1) Developed a follow-up to the current pro-cert growth plan that reflected a long-term commitment to professional growth.</p> <p>2) Provide documentation that you have presented information to other school psychologists or building teams.</p> <p>3) Provide documentation of your participation in a professional school psychology organization or committee.</p> <p>4) Provide survey data from other staff members or evaluators.</p>

STANDARD 11: Information Technology

Certified school psychologists have knowledge of information sources and technology relevant to their work; access, evaluate, and utilize information sources and technology in ways that safeguard or enhance the quality of services.

Example of evidence

Utilizes technological resources to access, evaluate and deliver services to children	The candidate developed a template for the management of individual data from screening, diagnostic testing and progress monitoring along with the interventions attempted during the year.
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Letter of agreement between Eastern Washington University and partnering School District

This letter of agreement acknowledges the roles of Eastern Washington University and the _____ School District in a program of study for the purpose of the awarding of a Professional Level Certificate in School Psychology.

_____, an employee of the above School District, has been admitted to the Eastern Washington University School Psychology Pro-Cert program. As a result, **the university will provide:**

- An entry seminar that will help the candidate familiarize themselves with the Professional level benchmarks which must be met for the certificate to be awarded. The seminar will also assist the candidate (through the development of a Professional Growth Plan) in identifying those activities that, upon successful completion, will fulfill the requirements of each benchmark.
- Assistance in the formation of a Professional Growth Team that will guide the candidate in the development of the Professional Growth Plan.
- A Professional Growth seminar (at the state conference) that will encourage the candidate to address the current issues in the field with colleagues.
- Ongoing supervision by the Professional Growth Team with university representative as the candidate pursues the requirements of the program
- Evaluation of a culminating portfolio of evidences

It is the expectation that the **partnering school district** provide the candidate with:

- Sufficient flexibility in schedule to allow attendance at the entry seminar and attendance at the fall School Psychology conference to attend the Professional Growth seminar

- Support in the form of time and appropriate resources for the candidate to formulate his or her Professional Growth Team and to complete his or her growth plan
 - o Such resources may include additional assessment instruments; and additional software to develop or statistically analyze tools developed by the candidate
- Opportunity and encouragement to ‘stretch’ the candidate’s job description in such a way as to meet the Professional Level Benchmarks
- Sufficient release time to seek out and engage in activities that are not available in the partnering school district but are available in neighboring districts
- The necessary support for the candidate to attend those conferences, workshops etc. that are part of their Professional Growth Plan. The extent and nature of the

Assessment instrument choice reflects referral	
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support shall be a result of discussion between candidate and partnering district.

Portfolio Evaluation

Standard 1: Data-Based Decision-Making and Accountability

Certified school psychologists have 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; and data-based decision-making permeates every aspect of professional practice.

Interpretation/Intervention recommendations reflect Best Practices	
Data dictates decision-making and intervention	
Outcomes of problem-solving are evaluated	
State learning goals and EALRs are used in evaluation and recommendations	
Various models of assessment used including identifying strengths and weaknesses and measuring progress	

Evidence

Met?

STANDARD 2: Consultation and Collaboration

Certified school psychologists have knowledge of behavioral, mental health, collaborative, and/or other consultation models and methods and of their application to particular situations; collaborate effectively with others in planning and decision-making processes at the individual, group, and system levels.

Evidence

Met?

Utilizes input to consult and collaborate	
Encourages and facilitates participation	
Conveys information clearly at system level	
Provides leadership in groups and systems	
Utilizes knowledge of behavioral, mental health, and collaborative consultative models	

STANDARD 3: Effective Instruction and Development of Cognitive/Academic Skills

Certified school psychologists have knowledge of human learning processes, techniques to assess these processes, and direct and indirect services applicable to the development of cognitive and academic skills; collaborate with others, develop 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, including, but not limited to, instructional interventions and consultation.

	Evidence	Met?
Develops and implements interventions that positively impact student learning by: c. using cognitive and academic skills of students d. using alternative instructional methodologies for students with diverse strengths and needs		
Utilizes variety of techniques to assess progress toward student's educational goals		

STANDARD 4: Socialization and Development of Life Skills

Certified school psychologists have 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; collaborate with others, develop 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, including, but not limited to, consultation, behavioral assessment/intervention, and counseling.

	Evidence	Met?
Assess student population needs and design counseling programs to meet needs		
Use of understanding of human development to help with classroom management		
Participate in development of programs to enhance pro-social skill development		
Support the integration of students into academic and non-academic programs		
Participation in development of school-work transition programs		

STANDARD 5: Student Diversity in Development and Learning

Certified school psychologists have 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.

	Evidence	Met?
Participates in programs that heighten awareness of bias and influence of diversity		
Participates in practices that increase feeling of appreciation of all students		
Participates in trainings on culturally		

appropriate academic and social/behavioral interventions	
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STANDARD 6: School and Systems Organization, Policy Development, and Climate

Certified school psychologists have knowledge of general education, special education, and other educational and related services; 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.

	Evidence	Met?
Active participant in developing polices and practices that promote safe and effective school climate		
Participates in building and district systemic efforts		

STANDARD 7: Prevention, Crisis Intervention, and Mental Health

Certified school psychologists have knowledge of human development and psychopathology and of associated biological, cultural, and social influences on human behavior; provide or contribute to prevention and intervention programs that promote the mental health and physical well-being of students.

	Evidence	Met?
Active participant in development of prevention and intervention programs		
Assists in design of interventions focused on student learning		
Assists in design of interventions focused on student mental health		
Assists in design of interventions focused		

on student physical well-being	
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STANDARD 8: Home/School/Community Collaboration

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

	Evidence	Met?
Designs and implements programs to promote school-family partnerships		
Helps create linkages between schools, families and community agencies		
Helps educate school and community groups regarding influence of family involvement on student achievement		

STANDARD 9: 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.

	Evidence	Met?
Implement effective research-based measures, evaluations and interventions		
Determine outcome of interventions and programs through statistical analysis		

STANDARD 10: School Psychology Practice and Development

Certified school psychologists have 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, including the Washington Administrative Code; 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.

	Evidence	Met?
Seeks professional growth opportunities based on self-evaluation		
Provides training to other professionals		
Participates in professional associations		
Develops a career-long professional growth plan with review by a team or supervisor		

STANDARD 11: Information Technology

Certified school psychologists have knowledge of information sources and technology relevant to their work; access, evaluate, and utilize information sources and technology in ways that safeguard or enhance the quality of services.

	Evidence	Met?
Utilizes technological resources to access, evaluate and deliver services to children		