



**Washington State Association of School Psychologists**

# **2022 WSASP Census Results**

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## Washington State Association of School Psychologists

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### WSASP Guiding Principles

#### **Mission**

Uniting school psychologists to support all students through advocacy, leadership, and professional development.

#### **Vision**

School psychologists are an integral and dynamic force in fostering student success.

#### **Values**

- Social Justice\*
- Problem Solving
- Whole Student Focused
- Collaborative Communication
- Integrity
- Advocacy
- Courageous Leadership
- Continuous Improvement

*\*WSASP endorses and operates from the National Association of School Psychologists' (NASP) [definition of social justice](#)*

### Land Acknowledgement

WSASP acknowledges the commitment of all Pacific Northwest Tribes to the resurgence of their traditional ways and their respect and protection of all peoples, not only those who are living but also those who have gone before and who are yet to be born. We pay our respect to the elders both past and present and to a valued resource the Tribes have defined as their children. They are the Tribes' future. They are the future for us all. We raise our hands to all sovereign Tribes who have stewarded these beautiful lands throughout the generations. We ask each of you to show gratitude to the Tribal Nations where you are currently located.



**Washington State Association of School Psychologists**

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## Washington State Association of School Psychologists

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# Introduction

Every three years, WSASP conducts a 'reevaluation' of the state of school psychology in Washington state. We are the only organization to collect and analyze detailed information about the role of school psychologists in Washington. The information provided supports advocacy efforts at the district, state, and federal levels.

For the 2022 Census, over 2,500 pre-established WSASP contacts received a link to complete the survey. 488 recipients completed the survey, a 20% increase from the number of respondents in 2019! More than half of our respondents reported being within their first 10 years of practice. The school psychologist population in Washington continues to be overwhelmingly female (74%) and white (approximately 83%), but this year's data set has diversified somewhat compared to 2019 results.

Our results reflect a school psychologist role heavily burdened by assessment, report writing, and other clerical tasks that prevent the provision of direct services to children. Census data shows that less than 40% of respondents are actively engaged with data, systems, or practices within a multi-tiered system of supports (MTSS) in their role. Those who are engaged participate most with data processes and least with practice and implementation.

School psychologists and other educational partners are encouraged to review this data and reflect on systemic changes that can be implemented as Washington state continues to implement MTSS and move toward more inclusionary practices. The National Association of School Psychologists' (NASP) [\*Model for Comprehensive and Integrated School Psychological Services\*](#) reflects a comprehensive and robust role for school psychologists including a variety of direct and indirect services targeting learning, mental health, and behavior in support of students, educators, and community members.

WSASP remains committed to continued advocacy, leadership, and professional development to support and empower school psychologists to fulfill their unique and dynamic role in Washington's public schools and communities. Additional WSASP resources to support advocacy efforts include the [\*WSASP Self-Advocacy Toolkit\*](#) and the [\*ESA Behavioral Health Professionals' Roles Specific to Social and Emotional Health and Wellness\*](#).

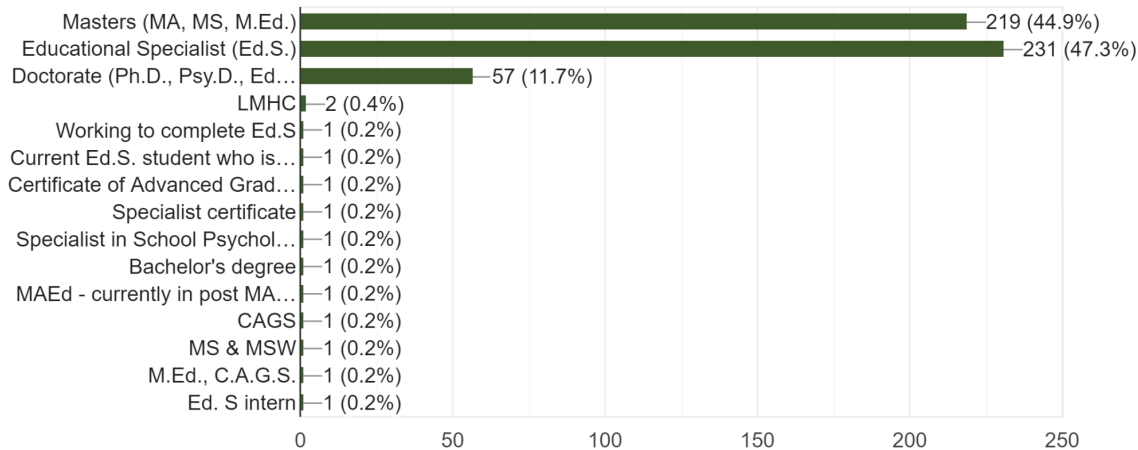


## Washington State Association of School Psychologists

# Who are WA School Psychologists?

What is your degree level?

488 responses



★ **Key Takeaway:** A majority of school psychologist practitioners in Washington hold a degree at the Masters or Educational Specialist level; approximately one in 10 WA school psychologists has a doctoral degree.

Which best describes your graduate training focus?

488 responses



★ **Key Takeaway:** Virtually all respondents focused their graduate work on school psychology. Next most common was school counseling.

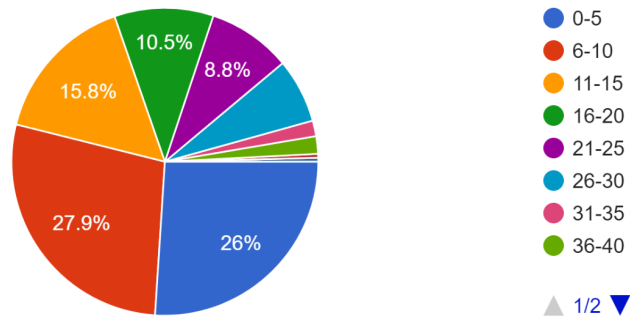


## Washington State Association of School Psychologists

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How many years have you practiced school psychology?

488 responses

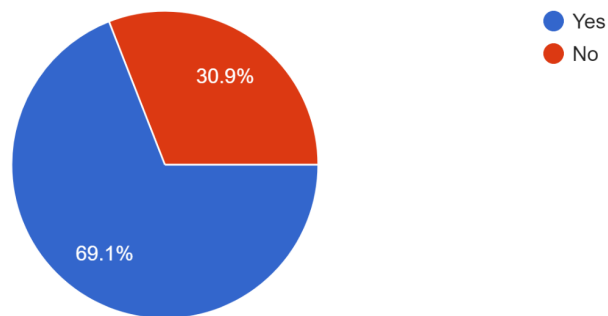


★ **Key Takeaway:** Over half of respondents are within their first 10 years of practice.

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Are you a Nationally Certified School Psychologist (NCSP)?

488 responses



★ **Key Takeaway:** Seven in ten WA school psychologists have their NCSP credential, reflecting a high standard of continued professional development throughout their career.

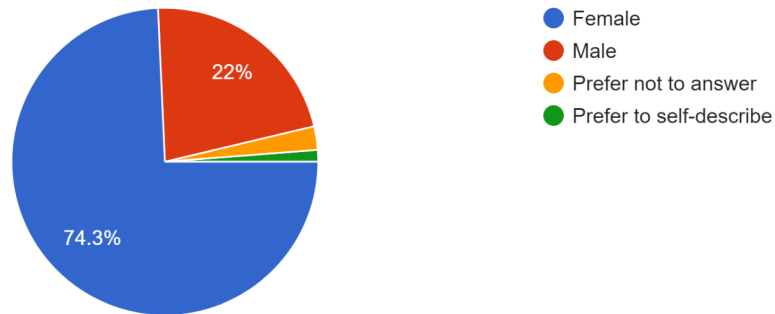


## Washington State Association of School Psychologists

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What is your gender?

486 responses

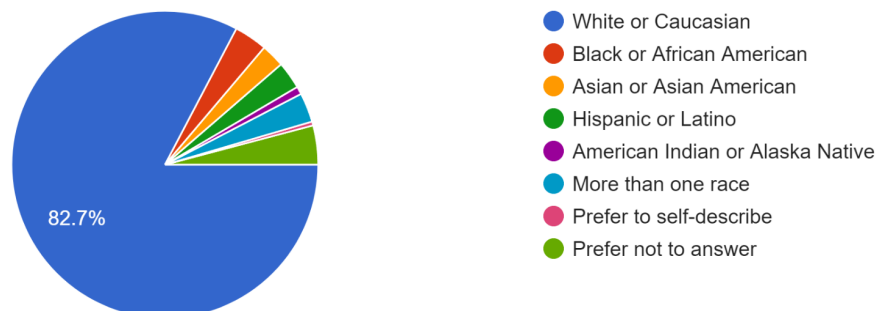


★ **Key Takeaway:** One in four school psychologists describe their gender as not female. This is an increase from 2019 results, where 81% identified as female and 16% identified as male.

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What is your race?

486 responses



★ **2019 Comparison:** 85.1% of respondents identified as white or Caucasian. 2.3% identified as Black or African American, 2.3% identified as Asian or Asian American, 3% identified as more than one race, and 0.3% identified as American Indian or Alaska Native.

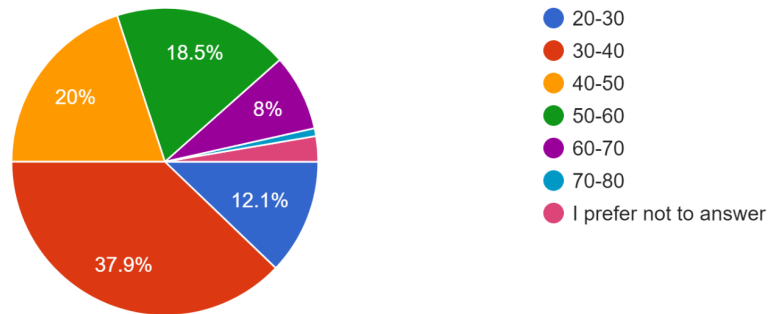


## Washington State Association of School Psychologists

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What is your age range?

486 responses



- ★ Key Takeaway: 25% of school psychologists are over 50, while only 12% are under 30. Our field is currently understaffed. If these numbers are representative and not the result of sampling error, (biased towards older practitioners), the urgency of recruiting younger people into our field is even greater.



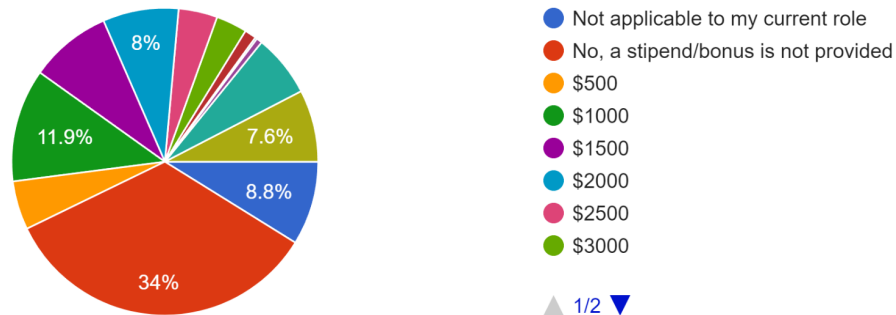


## Washington State Association of School Psychologists

### Working Conditions

Does your district provide a stipend or bonus for those who have the NCSP?

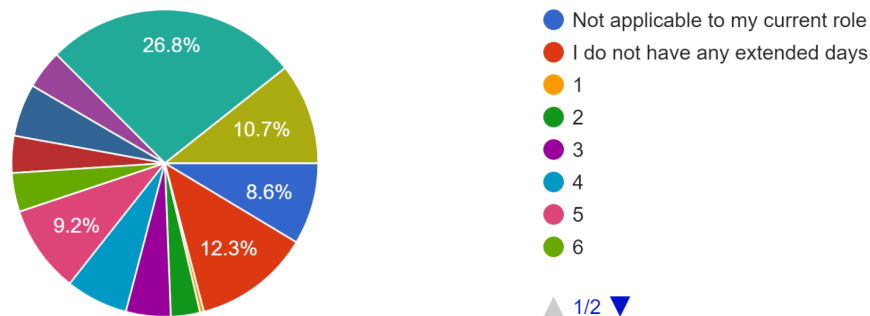
488 responses



★ **Key Takeaway:** Half of the respondents receive a NCSP stipend or bonus between \$1000 and \$2500; one in three respondents receive no stipend or bonus. Fewer respondents indicated that they receive a higher bonus, reflecting wide disparities among financial incentives for school psychologists to maintain their NCSP credential.

How many extended days do you receive as a school psychologist through your collective bargaining agreement (CBA)?

488 responses



★ **Key Takeaway:** 80% of respondents have extended day contracts as part of their local bargaining, reflecting the additional work required by school psychologists outside of the school day.

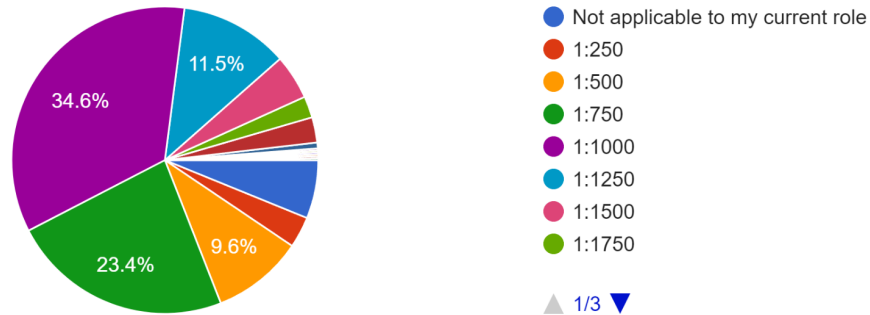


## Washington State Association of School Psychologists

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What is your school psychologist to general education student ratio? Please round to the nearest number.

488 responses



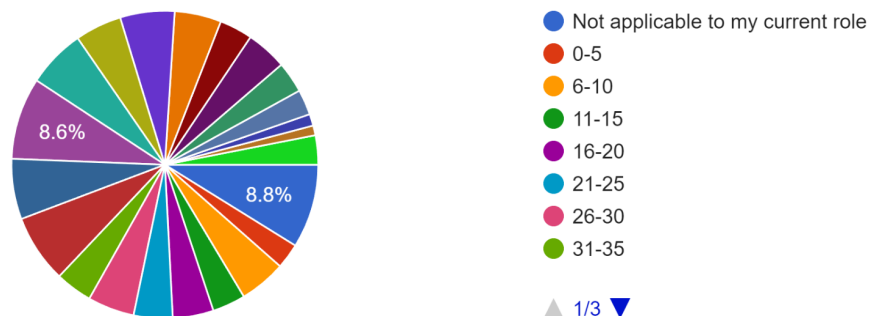
★ **Key Takeaway:** One in ten WA school psychologists meets the NASP recommended ratio of 1:500

★ **Key Takeaway:** 70% of school psychologists are below the national average of 1:1162 (Source: [NASP State Shortages Data Dashboard](#)).

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How many special education evaluations did you complete in the 2021-22 school year?

488 responses



★ **Key Takeaway:** 40% of school psychologists completed more than 50 psychoeducational evaluations in the 2021-22 school year.

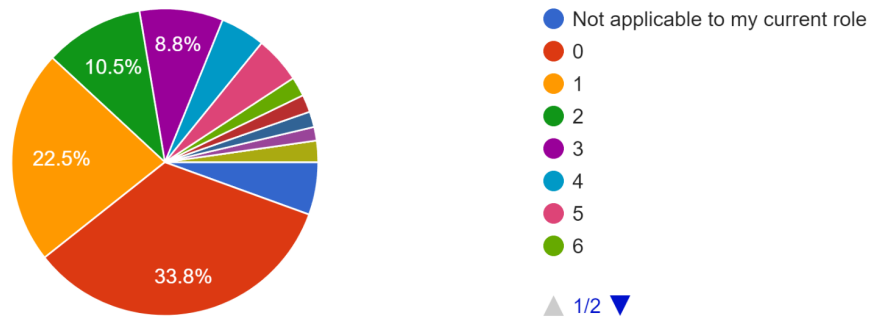


## Washington State Association of School Psychologists

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How many full-time equivalent (FTE) school psychologist positions are currently unfilled in your district or ESD? Please round up to the nearest FTE.

488 responses

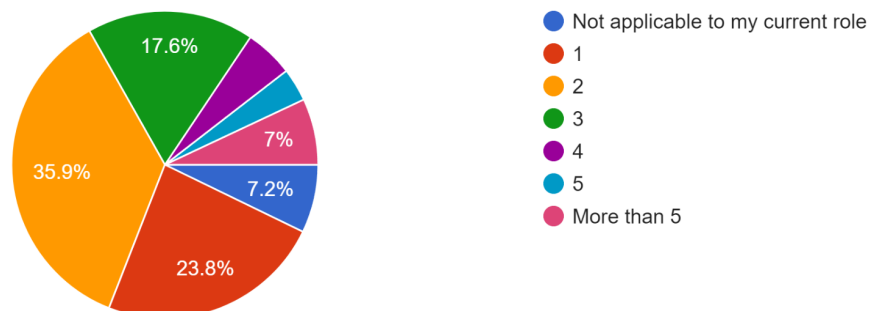


★ **Key Takeaway:** Seven in ten school psychologists report at least one unfulfilled position in their current district.

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How many school buildings do you currently support?

488 responses



★ **Key Takeaway:** One in three respondents support three or more school buildings as part of their assignment, resulting in less time to create and sustain meaningful partnerships to support systems change at a building level.

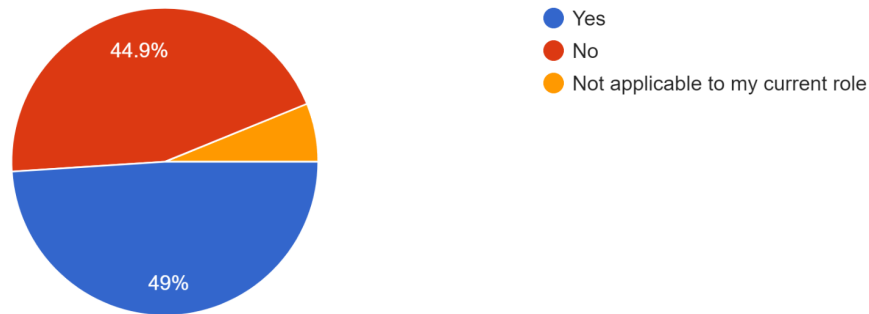


## Washington State Association of School Psychologists

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Does your district have a structured mentorship program for new school psychologists?

488 responses

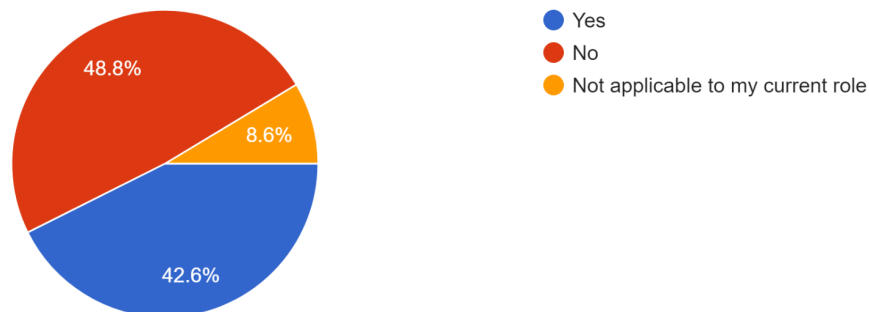


★ **Key Takeaway:** In-district formal mentorship for school psychologists is inconsistently available.

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Did you receive structured mentorship when you began at your most recent school district?

488 responses



★ **Key Takeaway:** Half of respondents do not receive mentorship support when transitioning to a new school district. NASP's Guidance for Postgraduate Mentorship and Professional Support states that "These interactions can provide emotional support and serve as a protective factor against burnout (Newman, 2020) and help with time management, establishing professional boundaries, identifying or changing a career trajectory, managing relationships, and fostering professional skills and competencies, as well as creating a foundation to become supervisors or mentors in the future (Harvey & Struzziero, 2008)."

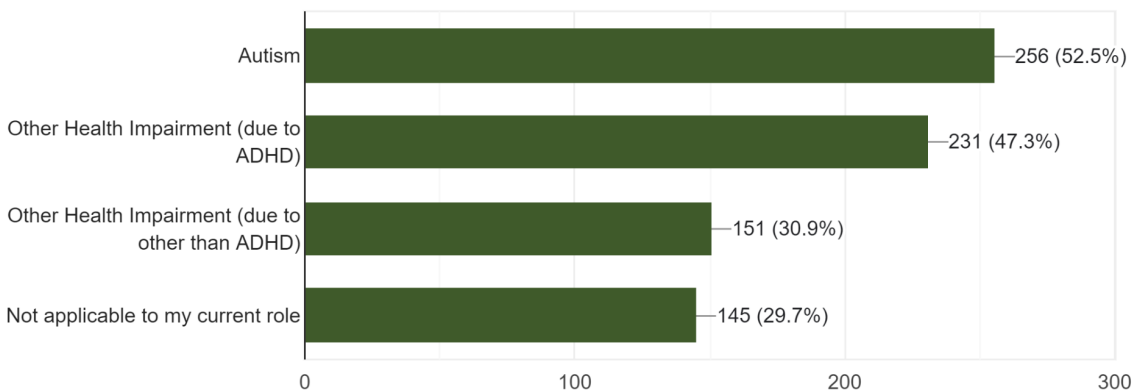


## Washington State Association of School Psychologists

### Assessment Practices

Please check any educational classifications your teams are permitted to make in your district  
WITHOUT A MEDICAL DIAGNOSIS.

488 responses



★ **Key Takeaway:** WAC 392-172a-01035 does not require medical documentation for any eligibility category to be used by an educational team. Some internal district procedures are adding unnecessary barriers to educational teams to support students with suspected educational disabilities.

*Note: Due to a formatting error on this survey question, there was no option for respondents to indicate that they are not able to use any of these classifications or categories without medical documentation. Many of those respondents selected 'Not applicable to my current role.'*

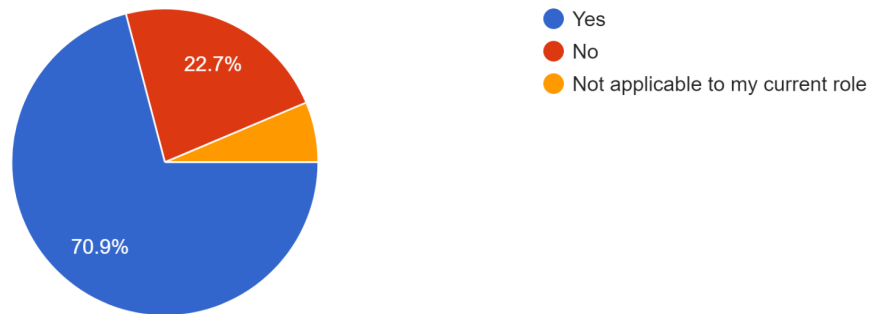


## Washington State Association of School Psychologists

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Do you complete academic achievement standardized assessment for special education evaluations?

488 responses

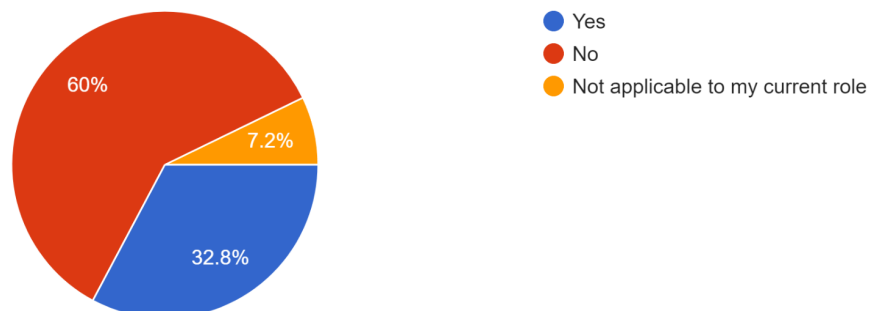


★ **Key Takeaway:** A significant majority of respondents complete academic achievement assessments as part of a child's evaluation process, rather than a special education teacher or other professional.

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Are you required by your district to re-establish discrepancy for SLD reevaluations?

488 responses



★ **Key Takeaway:** One in three respondents are required to reestablish cognitive-academic achievement discrepancy for reevaluations, which is not legally required. This practice may remove a student from multiple hours of educational instruction and take time away from other school psychologist duties.

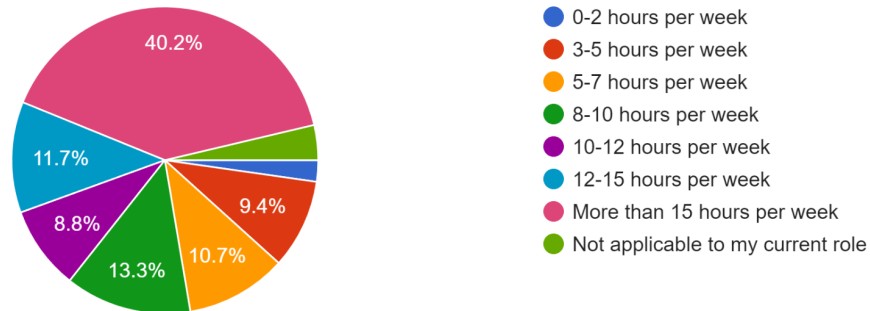


## Washington State Association of School Psychologists

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Approximately how many hours per week do you spend on clerical tasks (report writing, scheduling meetings, making copies, faxing, etc.)?

488 responses



★ **Key Takeaway:** Two in three respondents report spending eight or more hours per week on clerical tasks, with 40% of respondents spending more than 15 hours per week. These responsibilities take away time for school psychologists to provide direct support to students.



## Washington State Association of School Psychologists

# Expanded Role

The Center for PBIS defines **Data**, **Systems**, and **Practices** as three key elements to support students' behavioral, academic, social, emotional, and mental health.

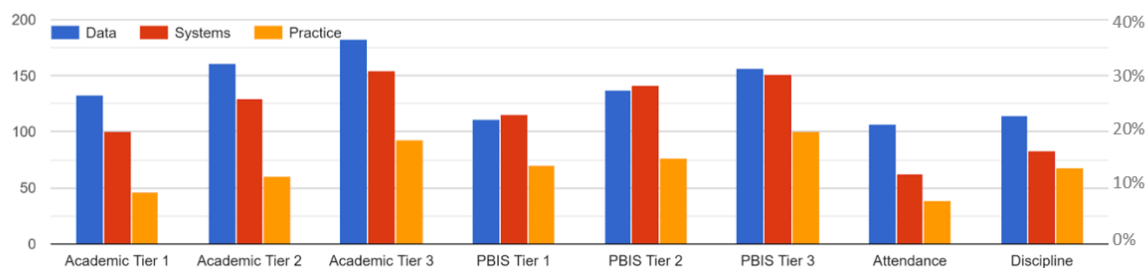
**Data** refers to selecting, monitoring, and evaluating data related to systems and interventions.

**Systems** refers to establishing operating systems for a school or district.

**Practices** refers to implementation of evidence-based strategies and interventions.

Please indicate if you are engaged with any of these three elements within the individual aspects of a multi-tiered system of supports (MTSS) listed below.

If you are not involved in any process, please leave all checkboxes blank.



- ★ **Key Takeaway:** Less than 40% of respondents are actively engaged with data, systems, or practices within a multi-tiered system of supports (MTSS) in their role. Those who are engaged participate most with data processes, and are least engaged with practice and implementation.



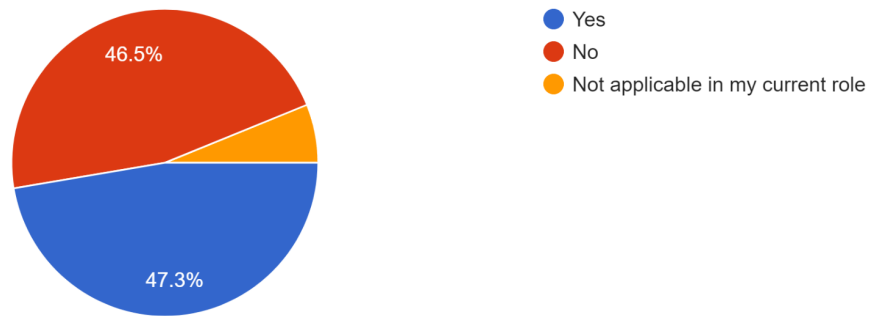


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Have you received formal district-level team training on MTSS?

488 responses

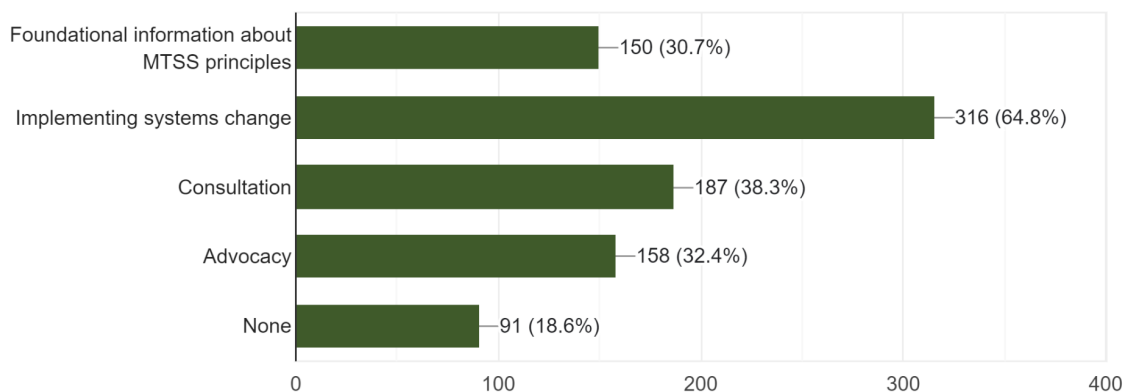


★ **Key Takeaway:** Respondents were split on whether they received formal MTSS training from their district. Additional questioning would be needed to learn if districts are not providing formal MTSS training, or if school psychologists are not included in formal MTSS training.

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What further training would you need to participate in MTSS?

488 responses



★ **Key Takeaway:** Seven in ten respondents have foundational information about MTSS principles, but would like more training in implementing systems change in their buildings.