



CSULB School Psychology Program Handbook

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CSULB School Psychology Program

The CSULB School Psychology program is accredited by the National Association of School Psychologists (NASP), Commission on Teacher Credentialing (CTC), and the National Council for the Accreditation of Teacher Education (NCATE). Students completing this program are employed in Prek-12 educational settings and provide direct and indirect psychological and academic support to students. The Educational Specialist degree (EdS) is based on 60 units of course work (plus 6 prerequisites), and includes 4-units of practicum and 6-units of fieldwork/internship. Students entering the EdS in School Psychology program concurrently fulfill requirements for the Pupil Personnel Services Credential in School Psychology (PPS/SP). The PPS/SP is required by the California Commission on Teacher Credentialing (CTC) for persons employed in public schools as a School Psychologist. In addition to satisfactorily completing coursework and field experiences while maintaining a 3.0 GPA, candidates are expected to demonstrate personal competencies and professional work characteristics necessary for a successful and effective career in education (see CSULB School Psychology Personal Competencies Review form in the Appendix). A culminating activity (e.g., thesis or comprehensive exam) is also required. Finally, all candidates are required to take the National School Psychology Examination (PRAXIS II # 0401) prior to completion of the program.

Training Philosophy

The CSULB School Psychology program is based on an ecological theoretical perspective (Brofenbrenner, 1979). By promoting an ecological model, candidates learn to understand that student achievement and behavioral difficulties result from a discrepancy between the developing capabilities of the student and the multiple demands of his/her environment (Ogbu, 1981; Sroufe, 1979). Accordingly, candidates are well-versed in the varied conditions of risk and sources of resilience that impact child development, with a particular emphasis on manipulable rather than static conditions (Wang, Haertel, & Walberg, 1993). For example, beginning at the center of an ecological system with the child, the program teaches future school psychologists to assess a student's prior learning, and cognitive, social, emotional, and behavioral skills to make recommendations for accommodations, interventions, and services (Gresham, & Noell, 1999; Kamphaus, Reschly, 1997; Reynolds, & Imperato-McCammon, 1999). Additionally, the program prepares future school psychologists to assist in developing personal competencies such as confidence, perseverance, conflict resolution, and organization for students at-risk of school failure (Bernard, 2000).

An ecological model does not solely focus on the learner. Recognizing that learning is a transactional process in which the learner is affected and affects the learning environment and the learning process, the program emphasizes the proximal and distal environmental influences of the family, home-school relationship, peers, neighborhoods, communities, world of work, public policies, and culture. For example, degree of home-school collaboration is related to student academic competence, self-concept, behavior, attendance, academic engagement, and suspension rates (Christenson, Rounds, Gorney, 1992; Comer, 1984). CSULB candidates receive extensive preparation in consulting and collaborating with parents and teachers on modifying the learning environment so that the effectiveness of both parents and teachers is maximized (Gutkin & Curtis, 1999; Zins & Erchul, 1995). Recognizing that teacher preparation and competency is as influential on student outcomes as home environment and student characteristics (Darling-Hammond, 1997), the program teaches future school psychologists to identify and promote best

practices in instruction and curriculum for all students, including those with exceptional needs (Gersten & Baker, 2000; Rosenshine, 1997; Swanson, 2000).

School psychologists are often called on during times of crises. Therefore, our program trains candidates to respond to crises according to best practices (Poland, Pitcher & Lazarus, 1995), and more importantly, to be actively involved in crisis prevention programs (Domitrovich & Greenberg, 2000; Meyers & Nastasi, 1999). Training in crisis prevention and intervention is based on the theoretical tenets described above – increasing personal competency and resiliency among students, forging strong school/home/community partnerships, and preparing teachers to respond to student need. Additionally, candidates are taught within a scientist-practitioner model to apply evidence-based practices, current legal mandates, and established standards of ethical practice (e.g., AERA, APA, NASP) in making decisions about assessment, intervention, and prevention for students with and without disabilities. In summary, the program relies on a variety of knowledge bases to prepare candidates for the ever changing role of the school psychologist.

Program Goals

The following goals of the school psychology program are based on the Philosophy, Values and Beliefs statement presented above, and support the Theme and Mission Statement of the College of Education.

The school psychology program is designed to:

1. provide competent instruction in all areas related to the practice of school psychology;
2. advance the knowledge base in school psychology through candidate research, and the research and writing of faculty;
3. develop in school psychology candidates a sense of the necessity for life-long independent study as well as an appreciation of the value of collaborative interactions;
4. serve the needs of the community by training school psychology candidates to provide professional services to students, schools and the community;
5. prepare school psychology candidates to meet all entry-level and continuing education standards for credentialing and licensure appropriate to their future work settings.

Candidate Outcomes

The program is designed to foster the following candidate outcomes based on the National Association of School Psychologists' *Standards for Graduate Preparation of School Psychologists* (NASP, 2010). Please see the Appendix for an illustration of how coursework maps onto the NASP domains ("Matrix of Courses by Name Domain").

1. *Data-Based Decision Making and Accountability*: School psychologists have knowledge of varied methods of assessment and data collection methods for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes.
2. *Consultation and Collaboration*: School psychologists have knowledge of varied methods of consultation, collaboration, and communication applicable to individuals, families, groups, and systems and used to promote effective implementation of services.
3. *Interventions and Instructional Support to Develop Academic Skills*: School psychologists have knowledge of biological, cultural, and social influences on academic skills; human learning,

cognitive, and developmental processes; and evidence-based curriculum and instructional strategies.

4. Interventions and Mental Health Services to Develop Social and Life Skills: School psychologists have knowledge of biological, cultural, developmental, and social influences on behavior and mental health; behavioral and emotional impacts on learning and life skills; and evidence-based strategies to promote social-emotional functioning and mental health.

5. Diversity in Development and Learning: School psychologists have knowledge of individual differences, abilities, disabilities, and other diverse characteristics; principles and research related to diversity factors for children, families, and schools, including factors related to culture, context, and individual and role differences; and evidence-based strategies to enhance services and address potential influences related to diversity.

6. School-Wide Practices to Promote Learning: School psychologists have knowledge of school and systems structure, organization, and theory; general and special education; technology resources; and evidence-based school practices that promote academic outcomes, learning, social development, and mental health.

7. Preventive and Responsive Services: School psychologists have knowledge of principles and research related to resilience and risk factors in learning and mental health, services in schools and communities to support multi-tiered prevention, and evidence-based strategies for effective crisis response.

8. Family-School Collaboration Services: School psychologists have knowledge of principles and research related to family systems, strengths, needs, and culture; evidence-based strategies to support family influences on children's learning, socialization, and mental health; and methods to develop collaboration between families and schools.

9. Research and Program Evaluation: School psychologists have knowledge of research design, statistics, measurement, varied data collection and analysis techniques, and program evaluation methods sufficient for understanding research and interpreting data in applied settings.

10. Legal, Ethical, and Professional Practice: School psychologists have knowledge of the history and foundations of school psychology; multiple service models and methods; ethical, legal, and professional standards; and other factors related to professional identity and effective practice as school psychologists.

School Psychology Program Information – Students Entering Prior to Fall 2012

Prior to fall 2012, the School Psychology program at CSULB was credential only program. Students entering the program without an earned master's degree in a behavioral science from an accredited university were admitted to the Joint School Psychology Credential and Educational Psychology Masters' Degree Program. A master's degree in a behavioral science is required to earn the Pupil Personnel Services Credential in School Psychology. The pre-2012 program consists of 9 prerequisite units and 48 units of core coursework, along with 12 units of coursework for completion of the Educational Psychology MA degree. A culminating activity, thesis or comprehensive exam, is required. Typically, the Master's Degree in Educational

Psychology is completed the year before candidates begin their final fieldwork/internship experience.

Students entering the program prior to fall 2012 with an earned master's degree in a behavioral science from an accredited university were admitted to the School Psychology Credential Only program consisting of 9 prerequisite units and 48 units of core coursework. Table 1 below is a summary of school psychology course requirements for students entering the program prior to fall 2012. Table 2 summarizes additional course requirements for completion of the MA degree in Educational Psychology.

Table 1. School Psychology Program Course Requirements for Students Entering Prior to Fall 2012

PREREQUISITES		
EDP Course	Units	Course Title
301/302	3	Child (or Adolescent) development and learning.
405	3	Positive strategies for classroom management
419	3	Educational statistics
SCHOOL PSYCHOLOGY CORE COURSE WORK		
517	3	Seminar in school counseling
520	3	Research methods in education
524A	3	Psychoeducational Assessment I - Seminar
524B	2	Psychoeducational Assessment I - Lab
525A	3	Psychoeducational diagnosis in multicultural settings II - Seminar
525B	2	Psychoeducational diagnosis in multicultural settings II - Lab
527	3	Advanced assessment for intervention
528	3	Orientation to professional school psychology
536	3	Collaborative consultation in the schools
560	3	Behavioral analysis and positive behavioral interventions
579	4	Curriculum-based academic assessments and interventions
COUN 601	3	Trauma and grief counseling
605	3	Learning, motivation, cognition, and social development theories
641A/641 B	2/2	School psychology practicum
642A/642B	3/3	School psychology fieldwork/internship
Plus 12 units in a related field of study = 60 units.		

Table 2. Additional Courses for Students in the Joint School Psychology/Educational Psychology Master's Degree Program Entering Prior to Fall 2012

EDP Course	Units	Course Title
519	3	Quantitative educational data analysis I (comps requirement only)
541	3	Seminar in educational measurement and assessment (comps requirement/thesis elective)
595	3	Qualitative research methods (thesis elective only)
596	3	Program evaluation (comps requirement/thesis elective)
604	3	Seminar in human development (comps and thesis requirement)
696	3	Directed research (thesis elective only)
698	6	Thesis (thesis requirement)

Note: comps requirement = course requirement for candidates electing to take comprehensive exams; thesis elective = course option for candidates electing to complete a thesis. Thesis candidates must complete 6 units of EDP 698 and a 3-unit elective to fulfill the master's requirement.

Please note that the School Psychology Credential Only and Joint School Psychology/Educational Psychology programs are no longer offered. Beginning fall 2013, all students who are accepted into the CSULB School Psychology program are required to complete the EdS program requirements to be recommended for the PPS School Psychology Credential.

School Psychology Program Information – Students Entering Fall 2012 and After

Students who apply to and are accepted into the CSULB School Psychology Program in fall 2012 or thereafter complete the Educational Specialist Degree (EdS) program in School Psychology. The program is a 60-unit course of study that leads to an advanced terminal degree (EdS) beyond a master's degree, and the Pupil Personnel Services Credential in School Psychology. Students entering the EdS program with an earned master's degree in a behavioral science from an accredited university typically transfer 9-units from their master's degree for a specialization. Up to an additional 9 units may be waived for courses taken at another university that are considered equivalent, upon approval of the Associate Dean. All students, regardless of holding a master's degree upon entering the program, are required to complete a degree culminating activity (e.g., thesis or comprehensive exam). Table 3 below summarizes EdS course requirements.

Table 3: EdS in School Psychology Coursework Requirements

PREREQUISITES		
EDP Course	Units	Course Title
301/302	3	Child (or Adolescent) development and learning.
405	3	Positive strategies for classroom management
SCHOOL PSYCHOLOGY CORE COURSE WORK		
419	3	Educational statistics
517	3	Seminar in school counseling
518	3	School Crisis Response
520	3	Research methods in education
524A	3	Psychoeducational Assessment I - Seminar
524B	2	Psychoeducational Assessment I - Lab
525A	3	Psychoeducational diagnosis in multicultural settings II - Seminar
525B	2	Psychoeducational diagnosis in multicultural settings II - Lab
527	3	Advanced assessment for intervention
528	3	Orientation to professional school psychology
536	3	Collaborative consultation in the schools
560	3	Behavioral analysis and positive behavioral interventions
579	4	Curriculum-based academic assessments and interventions
603	3	Developmental Risk & Resilience
641A/641 B	2/2	School psychology practicum
642A/642B	3/3	School psychology fieldwork/internship
SCHOOL PSYCHOLOGY SPECIALIZATION AND CULMINATING ACTIVITY		
Students with MA: Transfer 9 units in a related field of study (i.e., specialization area) PLUS Comprehensive Exam OR EDP 698 (6 units) and EDP 519 or EDP 595 (or equivalent) PLUS Thesis		

Students without MA:

Choose 3 of the following: EDP 519, 541, 595, 596, 604, 605 **PLUS** Comprehensive Exam

OR

Choose 1: EDP 595 or 519 **PLUS** Thesis (and 6 units of EDP 698)

In the table below is the recommended course sequence for the EdS program. Please note that many courses have prerequisites; if you deviate from this schedule, check the prerequisite requirements for each course listed in the CSULB Undergraduate & Graduate Catalogue. Due to budget restrictions, all courses listed below may not be offered in the semester indicated every year, and most courses are offered only once per year.

Table 4. EdS in School Psychology Program Recommended Course Sequence

Semester	Year 1	Year 2	Year 3
Fall	301/301 (if not in summer) 405 (if not in summer) 419 524A/B 528 Units: 11-17	(517) (536) 579 641A 519 or 596 or 595 (comps) Or 519 <u>and</u> 698 (thesis) Units: 9-15	642A 560 Units: 6
Spring	520 525A/B 603 604 (comps) Units: 11-14	(517) (536) 527 641B 596 or 595 (comps) Or 698 (thesis) Units: 11-14	642B 518 Units: 6

Registering for Classes

Register and confirm your class schedule at www.MyCSULB.edu. Do not wait to register. Classes with low enrollment will be cancelled. You may register and wait as long as a month to pay the tuition so do not let finances deter you from enrolling. You must be admitted as a graduate student to the University prior to registering for fall and spring courses. Once the University has admitted you, you will receive information on registering via MyCSULB.edu. Please be advised that **candidates may not choose the Credit/No Credit grading option for required program coursework.**

Course Waivers

For information on petitioning for course equivalency, please go to <https://www.ced.csulb.edu/graduate/petition-course-equivalency>. All approved petitions for course equivalency must be on file in the Graduate Studies Office and the Credential Center. A maximum of 18 graduate-level semester units, not including equivalencies for prerequisite courses, may be transferred into the program upon approved course equivalencies. Please note: four quarter units is equal to 2.67 semester units.

Advancement to Candidacy

All candidates must file for Advancement to Candidacy which represents the formulation of an official program of study for a master's degree in the College of Education. It is the process that establishes candidates' catalog rights and forms the basis of your degree audit when you are ready to graduate. While there is no specific deadline to advance to candidacy, it is important to advance to candidacy as soon as possible. Prior to having advanced to candidacy, students are subject to any new CSULB Catalog requirements that may go into effect while enrolled.

Advancement to candidacy is a prerequisite to enrolling in thesis coursework (EDP 698) or applying for comprehensive exams, and must occur at least one semester prior to the semester in which you enroll in EDP 698 or complete comprehensive exams. Applications may be found at <http://www.ced.csulb.edu/graduate/advancement-candidacy-information-and-forms>

Culminating Activity: Thesis or Comprehensive Exams

All students must complete a culminating degree activity of either thesis or comprehensive exams. The comprehensive exam includes a written, in-house exam (administered in winter) and the National School Psychology Examination (typically taken in late fall or spring). Although all School Psychology candidates must take the National School Psychology Examination (Praxis II Exam #0401) before completing the program, students who opt to take comprehensive exams must obtain a passing score of 165 on the exam, as well as pass the written exam to successfully meet the requirements of the culminating activity. A passing score on the National School Psychology Examination allows candidates to obtain certification as a Nationally Certified School Psychologist (NCSP). For additional information regarding the National School Psychology Examination, please go to <http://www.ets.org/praxis/nasp/requirements>.

Recommendations, references, and study tips may be found on the National Association of School Psychologists' website at <http://www.nasponline.org/certification/etsinfo.aspx>.

Candidates must submit a request to take comprehensive exams to the Graduate Studies Office by **October 1st** prior to sitting for the exam in winter. Applications and additional information regarding comprehensive exams may be found on the Graduate Studies Office website at <https://www.ced.csulb.edu/graduate/comprehensive-examination-information-and-forms>.

The second option for completing the culminating activity is thesis, a written document of an independent research study. A thesis committee is formed by the candidate which includes a "Chair" (a full-time, tenured or tenure-track CED faculty) and 2-3 "Readers," faculty members in the program, department, College or University. A third reader may be a member of the community with relevant knowledge and experience of the thesis topic. Although candidates typically enroll in thesis units (EDP 698) in both fall and spring (3 units) of their second year, solidifying a thesis topic and reviewing the literature should occur in the spring and summer prior to enrolling in thesis units. Recruiting subjects, applying for Human Subjects Approval, and submitting drafts of chapters to your Chair are also encouraged. Candidates must submit a request to complete a thesis to the Graduate Studies Office by **March 1st** prior to enrolling in thesis units (EDP 698) in fall. Applications and additional information regarding thesis may be found on the website of the Graduate Studies Office at <https://www.ced.csulb.edu/graduate/ced-thesis-and-project-information-and-forms>.

Practica

Candidates must complete a practicum experience under the supervision of a credentialed and experienced (>2 years) school psychologist. Although candidates are required to find their own

practica site, program faculty may assist with practicum placement by providing candidates with leads; however, primary responsibility for securing a placement is the candidate's.

Candidates are required by CTC and NASP to complete a minimum of 450 practica hours prior to beginning fieldwork/internship. According to CTC, up to 150 practica hours may be completed in a setting other than a school. Candidates who wish to complete no more than 150 practica hours in a non-school setting must be supervised by an appropriately credentialed/licensed psychologist for that setting. Practica placements in a non-school setting, as well as the candidate's supervisor, must be approved by the EDP 641A/B University instructor.

At least 100 practica hours must be in a school setting that includes at least 50% ethnically, culturally, racially, and/or linguistically diverse students. CSULB school psychology candidates complete 185 practica hours during clinical experiences (EDP 524B, 525B, 579, 527, 517); 55 hours during school-based practica experiences that supplement a course (EDP 528, 517, 536); and 245 hours during the Practica courses (EDP 641A & B) for a total of 485 practica hours. Candidates are required to keep a log of all activities and the number of practica hours engaged each semester.

Prior to beginning practica, candidates must pass the CBEST and obtain a Certificate of Clearance from CTC. You will be required to show proof of filing for your certificate of clearance prior to beginning your practicum activities. For information regarding the CBEST, please go to http://www.ctcexams.nesinc.com/about_CBEST.asp. For information regarding applying for a Certificate of Clearance, please go to <http://www.ced.csulb.edu/credentials/certificate-clearancefingerprinting>.

The 2013-2014 practica policy and courses that include the completion of practica hours is summarized below.

Table 5. Summary of Practica Hours and Activities

Course	Hours	Activities
517	15 hrs. (clinic) 15 hrs. (school)	Engage in individual counseling in clinic; conduct group counseling at a school site; consult with parent, teacher(s), and administrator(s) regarding student needs and progress.
524A	54 hrs. (clinic)	Administration of published, norm-referenced assessments in clinic; report writing.
525A	50 hrs. (clinic)	Administration of published, norm-referenced assessments in clinic; report writing; consultation with parent.
528	20 hrs. (school)	Shadow a school psychologist and discuss observations as they relate to the NASP domains of training and practice; observe for 2 hours in at least two different special education programs on a school campus; visit and observe at a Non-Public School (NPS).
536	20 hrs. (school)	Consult with school staff regarding the academic and behavioral needs of students; consult on the implementation of an intervention based on the identified needs of an individual, group, or class.
527	25 hrs. (clinic)	Administration of a developmental assessment and early childhood curriculum-based assessments in clinic; report writing. Engage in transition assessment and planning with a secondary student with disabilities in the clinic; report writing.

579	41 hrs. (clinic)	Provide direct academic intervention services (10 wks x 2 times per week @60 min = 20 hrs) in clinic; prepare lesson plans and keep logs regarding results (15 hrs); write intervention plan and summary reports (6 hrs).
641 A & B	245 hrs. (school)	123 hours each semester; <u>245 school hours</u> needed to fulfill practica requirements.
Total	185 hrs.	Clinic
	300 hrs.	PreK-12 public school
	485 hrs.	Total Hours

With the exception of EDP 641A & B, the instructor of each course listed above primarily provides supervision of the practica activities. Candidate performance is evaluated through the completion of school-based and clinic-related course requirements. University instructors ensure that candidates meet course objectives by examining candidate work (permanent products), watching candidates' recorded performance via video, and observing through the one-way windows in the Community Clinic for Counseling and Educational Services. In addition to program faculty, a field-based school psychologist supervises candidates completing the Practicum courses (ED P 641A & B). Field-based supervisors are professionals who possess the background, training and credentials appropriate to the practicum experience and have at least two years of school psychological experience.

Two hundred and forty-five practica hours are met by completing EDP 641A & B for two units each. Candidates who concurrently work in public schools may complete the first 123 hours of EDP 641A while working at their school site, engaged in school psychology-related activities under the supervision of their site school psychologist. The remaining 123 hours must be completed in a formalized practicum wherein the candidate commits considerable time to learning the profession from an experienced school psychologist. These 123 hours cannot be completed in the school in which the candidate has or currently works. To ensure that this placement provides sufficient consistency to allow the candidate to manage cases, run counseling groups, etc. the contiguous placement (associated with 641B) must include:

- A minimum of one full day and a maximum of 5 full days per week.
- A minimum of 4 weeks and a maximum of 2 years.
- No more than two sites or two supervisors.

Candidates meet weekly as a group with their University supervisor (i.e., the instructor of EDP 641A & B) for supervision, and complete specific assignments at their practica site(s) based on the NASP standards for training and practice. In addition, candidates keep weekly logs of their activities and submit these (signed by their site supervisor) to their University supervisor.

Additional activities that enhance students' practica experiences but are not required include, but are not limited to:

- Provide direct academic intervention(s) to a student or group of students
- Co-facilitate a parent education group
- Participate in your school's student success team, grade-level meetings, and/or retention/promotion meetings

- Provide staff development trainings on class-wide behavior management, academic interventions, special education referral policy, etc.
- Draft a paper for submission and publication to *CASP Today* or the *Communiqué*, a paper or poster presentation proposal to CASP (California Association of School Psychologists) and/or NASP (National Association of School Psychologists) annual conventions.

Documentation and evaluation of each of the above required (and enhancing) activities and assignments will be maintained by you and your University-based supervisor (e.g., EDP 641A/B instructor). School-site supervisors also will evaluate practica candidates based on the NASP Domains for Training and Practice. Candidates who do not show evidence of successful completion of required practica activities and/or experiences, or who do not demonstrate professional and personal competencies may be required to complete additional practica hours, repeat a semester of practica, and/or may not be recommended for internship.

Fieldwork/Internship:

The school psychology program, CTC, and NASP require candidates to complete a minimum of 1200 hours of internship to demonstrate competency as a candidate for the school psychology credential. CTC requires at least 800 hours be accrued in a setting providing direct and indirect services to students in a school setting (PreK-12), and allows remaining hours to be acquired in another setting such as private schools, community agencies serving school-age children, or engagement in relevant research and evaluation experiences. The CSULB School Psychology program requires that at least 600 hours be accrued in a school setting that includes at least 50% ethnically, culturally, racially, and/or linguistically diverse students. Candidates who do not show evidence of successful completion of the internship based on University and/or fieldwork supervisor observations, completion of course and program requirements, and/or evaluations of personal competencies may be asked to complete additional hours, or repeat a semester of fieldwork.

Fieldwork application – TBA

Revision pending approval for Fall 2014. ~~For candidates desiring to complete their internship over 2 consecutive years (600 hours each year), continuous enrollment and university supervision is required. Thus, during the first year of internship candidates should enroll in EDP 642A in the fall for 3 units, and EDP 797 (Independent Individual Study) in the spring for 1 unit. The second year of internship, candidates should enroll in 1 unit of EDP 797 in the fall, and 3 units of EDP 642B in the spring. Please note that candidates will receive an “I” in EDP 642A their first year of internship until all requirements are met in EDP 797 in the spring.~~

CTC requires interns to have experience in at least two levels of schooling. The levels referred to are preschool (ages 3-5); elementary (grades K-6); middle (grades 6-8) or junior high (grades 7-8, or 7-8-9); and senior high (grades 9-12). Any two of those four levels are acceptable, as long as at least 200 hours are documented in at least one other level. Please see Internship Guidelines for Field-Based School Psychology Supervisors in the Appendix for additional internship requirements. A District-University Internship/Fieldwork Agreement must be agreed upon and signed by all involved parties (i.e., District Supervisor, University Supervisor, and Intern) before candidates may begin their internship. Additionally, interns are required to complete the Internship/Fieldwork Training Plan with their field supervisor at the beginning of EDP 642A

(fall semester) and B (spring semester) to ensure candidates receive training and experience in each of the NASP domains.

Candidates may complete up to 400 internship hours in a non-school setting. Candidates who wish to complete no more than 400 internship hours in a non-school setting must be supervised by an appropriately credentialed/licensed psychologist for that setting. Internship hours completed in a non-school setting, as well as the candidate's supervisor, must be approved by the EDP 642A/B University instructor.

Some candidates may be required to obtain an internship credential if the district in which they are completing their fieldwork hours is offering a paid internship experience. Intern credentials are district-specific and are awarded to the district in which the candidate works on behalf of the candidate. Candidates are responsible for securing their own fieldwork/internship positions and obtaining the proper internship credential paperwork from their district and CSULB Credential Office. Please note that some districts require the internship credential; most districts, offering either paid or unpaid internships, do not require the internship credential.

To ensure optimal training experiences, the CSULB School Psychology training program has established the following general guidelines for any student completing an internship.

1. Paid/Under Paid internships. Currently, there is a paucity of paid internships. It has become more common for students to complete the fieldwork requirement as unpaid or underpaid¹, yet many of the demands placed on them have remained the same. To provide un/under paid interns time to complete class assignments, reflect, and possibly obtain paid employment elsewhere, they now have the option to work 4 days a week at their internship sites.
2. Restricted Number of School Sites. Interns will be assigned to no more than 2 sites per semester. Interns should have an opportunity to develop meaningful connections with a small number of school staff, programs and students by focusing on one or two schools per semester. Itinerant assignments at more than two schools are inappropriate for interns.
3. Program Requirements Take Precedence. Completing the fieldwork/internship is one of many program requirements. Attending class, completing assignments, and participating in program events also are important requirements and should be supported and accommodated by fieldwork/internship sites.
4. Diverse Training Experiences. The intern should be provided opportunities to develop a broad and diverse role, including development of professional competence in, for example, assessment, intervention, counseling, consultation, research, and in-service, and develop professional competencies with a broad range of programs and populations, including but not limited to general education, special education, bilingual education, age, disabilities, and cultures. The intern is not to devote more than 40% of his/her time to one type of activity such as psychoeducational evaluations or counseling services.
5. Quality Supervision. The intern's primary supervisor should serve as a model school psychologist engaging in broad and diverse service delivery. The designation of a credentialed school psychologist as the intern's primary site supervisor is subject to the approval of the University program faculty.

¹ Underpaid is defined here as less than \$10,000 based on the 2008 Federal Register's definition of the poverty rate for a single person

6. Ongoing Communication. Training programs and school districts must work together to mutually enhance each other's work. Regular communication about training program policies and district practices should occur so that the best collaboration can occur in support of training practices.

Due to the potential for injury to the student, property damage and liability exposure for the university, prior to a student being placed with a school district or other community agencies or institutions for course-required work, an Affiliation Agreement must be in place. Agreements must be in writing and specify minimum insurance requirements applicable to the contracting parties and include appropriate hold harmless provisions based upon the needs of the contracting parties. Agreements are legally binding documents that commit the University and the district to explicit terms and conditions and thus, must be reviewed for legal requirements. Although most local districts have a current Affiliation Agreement with CSULB, smaller districts or those located outside the general Los Angeles and Orange County areas may not. Agreements typically require the written consent of a district's Board of Education as well as the University's Office of Risk Management thus, it is imperative that fieldworkers/interns inform the School Psychology program director of their intent to complete internship in a smaller or more remote district as soon as possible.

Personal Competencies

Candidates must demonstrate specific professional and personal competencies to ensure school psychology candidates possess the knowledge, skills, and dispositions required for successful careers in education. CTC- and NASP-approved programs are required to "employ a systematic, valid process to ensure that all candidates, prior to the conclusion of the internship experience, are able to integrate domains of knowledge and apply professional skills in delivering a comprehensive range of services evidenced by measurable positive impact on children, youth, families, and other consumers" (NASP Training Standard 4.3).

Program faculty meet each month and a designated time is devoted to discussing student issues or concerns. At that time, faculty consider whether an evaluation of a student's competencies is warranted. If program faculty agree a competency evaluation is warranted, the candidate will be immediately notified and requested to meet with the program director and/or faculty, and his/her advisor. Please see Appendix for a copy of the CSULB School Psychology Personal Competencies Evaluation. If a candidate is rated a '2' (minimal) or lower in any area, or receives a total score of 24 or less (minimal or unsatisfactory), an intervention plan and timeline for remediation will be developed. Please see Appendix for CSULB School Psychology Candidate Intervention Plan. Please be advised that candidates who fail two or more times to achieve satisfactory ratings on a personal competency review, despite the development, agreement, and implementation of a Candidate Intervention Plan, may not be recommended for internship and/or the PPS School Psychology credential.

Communication

Program announcements and requirements, job opportunities, professional development opportunities, and other communiqués throughout the year are sent via email by the program coordinator. University policy recognizes e-mail as an official form of communication; thus, most information is disseminated electronically and NOT through the U.S. mail. Candidates are responsible for checking their e-mail regularly and informing the program coordinator regarding changes to their e-mail address. Individual instructor course announcements and notifications are

typically sent through BeachBoard and thus, are sent to the email address listed on MyCSULB. It is the candidate's responsibility to ensure that the contact information on MyCSULB is current. Candidates are eligible for, but are not required to have, a CSULB email account. In addition, it is important that the Graduate Studies Office (ED1-7) and the Credential Office (ED1-42) have your current email and mailing addresses. If you move, alert University Admissions, College of Education Graduate Studies Office, and the Credential Office.

Credential Center <http://www.ced.csulb.edu/credentials/>

The Credential Center, located in ED1-42, evaluates and processes records for fulfillment of credential requirements and recommends candidates for the intern and/or full PPS School Psychology credentials to CTC. To be recommended to receive the PPS School Psychology Credential, candidates must open a file at the Credential Office. Please go to http://www.ced.csulb.edu/sites/default/files/documents/pps-psychology-eval-packet_2013-06-11.pdf for required documentation and an application. Opening a file should be completed immediately following advancement to candidacy. Do not wait to take the Praxis exam or complete the EdS degree to open a file. Once you begin a file with the Credential Center, the center periodically generates and sends to the candidate and program director individual candidate progress reports indicating course and other requirements that have been fulfilled, and those that need to be completed. All requirements for completion of the school psychology program (including Praxis Exam results) must be received by the Credential Center before a candidate is recommended for the PPS Credential in School Psychology to CTC.

Candidates must take the **CBEST** their first year in the program, and pass the CBEST prior to beginning practica. Proof of passing the CBEST must be provided to the Credential Center. Please go to http://www.ctcexams.nesinc.com/about_CBEST.asp for more information and to register to take the CBEST.

Candidates must obtain a **Certificate of Clearance** from CTC prior to beginning any school-based activities, including practica, fieldwork/internship, and coursework activities. You must obtain a certificate of clearance with the Credential Office at the beginning of your first semester in the program. You will be required to show proof of filing for your certificate of clearance prior to beginning your practicum activities. For information regarding applying for a certificate of clearance, please go to <https://www.ced.csulb.edu/credentials/certificate-clearancefingerprinting>.

Graduate Writing Assessment Requirement (GWAR)

Beginning Fall 2013, graduate students who have previously (1) received degrees from accredited colleges and universities in the United States; or (2) received degrees from accredited non-US institutions located in a country where English is a primary language of communication; or (3) attained a score of 4 or higher on the analytical writing test of the GRE or GMAT are exempt from the Writing Proficiency Exam (WPE). No further action is required by these students.

Beginning with graduate admissions for Fall 2013, Enrollment Services will determine at the time of admission whether students are exempt from the WPE and will indicate their exempt status on the student's Test Score Summary in MyCSULB. Graduate students admitted in prior years need to request an exemption by submitting a "Graduate Student Petition for Fulfilling the GWAR" to Testing, Evaluation & Assessment. The request form can be downloaded from www.csulb.edu/testing.

Credential Center <http://www.ced.csulb.edu/credentials/>

The Credential Center, located in ED1-42, evaluates and processes records for fulfillment of credential requirements and recommends candidates for the intern and/or full PPS School Psychology credentials to the California Commission on Teacher Credentialing (CTC). It is recommended that candidates open a credential file their first semester in the program and simultaneously obtain their certificate of clearance. Once you begin a file with the Credential Center, the center periodically generates and sends to the candidate and program director individual candidate progress reports indicating course and other requirements that have been fulfilled, and those that need to be completed. All requirements for completion of the school psychology program (including Praxis Exam results) must be received by the Credential Center before a candidate is recommended for the Pupil Personnel Services Credential in School Psychology to CTC.

Advisement

All candidates are required to meet with their advisor in the spring or summer prior to beginning the program in fall. In this meeting a 2- to 3-year schedule of courses will be drafted (see Initial Advisement Form in the Appendix). Every November, all candidates will receive an email from the program director regarding fall mandatory advising. Candidates will be required to complete and submit a course-taking plan (i.e., Calyx Memo; emailed by program coordinator to all candidates) to their advisor before the Thanksgiving holiday. Advisors will review the Memo, which details the candidate's plan for courses, practicum, and fieldwork/internship, and address any candidate questions or concerns. Advisors will respond to the candidate via e-mail if there are any concerns or questions that need to be addressed, and may request an in-person meeting with the candidate. Candidates also may request an in-person meeting with their advisor at any time. Advisors are available to meet during scheduled office hours or by appointment. Please see Calyx Memo in the Appendix.

Community Clinic for Counseling and Educational Services <http://www.ced.csulb.edu/clinic>

Candidates provide assessment and intervention services to preschool, elementary, secondary, and post-secondary students in the Community Clinic as part of their coursework. The CSULB Community Clinic is a training facility that includes 24 individual client rooms with one-way mirrored windows with speaker and headphone capability. Video recording and playback, and extensive assessment and intervention materials also are available. The school psychology program uses the clinic facilities for four of its courses: EDP 517, 524B, 525B, 527, and 579.

Additional Program Requirements

- To maintain your enrollment in the university and program, all candidates are required to take a minimum of one prerequisite or core program course per semester (excluding summer). Exceptions are made for medical or personal leave. Candidates requesting a leave must file a "leave of absence" with University Enrollment Services (BH-101) and the College Graduate Studies Office (ED1-7), and notify their school psychology advisor and the program coordinator. Candidates who fail to file a leave of absence will be dropped from the University and the program and will need to re-apply if they plan to return to the program. Information may be found at <http://www.ced.csulb.edu/graduate/university-forms-leave-absence-and-graduation>.
- Candidates may complete the program on a full-time or part-time basis. In accordance with University regulations governing Master's degree programs, the school psychology

program must be completed within seven years of the date the candidate's program was initiated.

- All candidates must maintain a 3.0 GPA to remain in good standing in the program. Failure to do so may place the candidate on academic probation.

Candidate Scholarships

Below is a partial list of candidate scholarships available through professional organizations and the College and University.

Awarding Institution	Amount	Deadline
NASP Graduate Minority Scholarship www.nasponline.org	\$5,0000.00	December 1
CASP Cultural and Linguistic Diversity Scholarship www.casponline.org	\$1,000.00 (renewable for 3 years)	January 31
Paul Henkin Scholarship www.casponline.org	Up to \$750.00 to attend CASP convention	January 31
CSULB College of Education Scholarships www.ced.csulb.edu	One application for 10 – 20 individual scholarships ranging from \$500 to \$2000	Second week in February

Nationally Certified School Psychologist (NCSP)

<http://www.nasponline.org/certification/becomeNCSP.aspx>

Candidates are encouraged to pursue the NCSP credential through NASP. This credential can facilitate obtaining licensure in other states, and some districts/states offer an additional stipend for school psychologists who hold the NCSP.

Professional Memberships

Joining the following professional organizations is highly recommended: National Association of School Psychologists (<http://www.nasponline.org/>); California Association of School Psychologists (<http://www.casponline.org/>); Council for Exceptional Children (<http://www.cec.sped.org/>), and American Educational Research Association (<http://www.aera.net/>). Student memberships are very economical and it is never too early to begin to build your professional library. In addition, local associations such as the Greater Long Beach Association of School Psychologists (GLBASP) provide candidates with useful local networking and leadership opportunities. Candidates are strongly encouraged to attend state and national conferences held by these and related professional organizations.

APPENDIX

Form	Procedure
ASEC Department Code of Civility (pg. 18)	Read prior to beginning coursework.
New Student Advising Forms EdS New Student Advising (pg. 19)	Completed with your advisor upon beginning the program; updated as needed.
EdS Calyx Memo (pg. 20)	Completed every November and returned to your advisor before Thanksgiving for approval.
Personal Competencies Review Form (pg. 22)	Completed as needed by the program director and faculty on identified candidates.
Candidate Intervention Plan (pg. 25)	Action plan to remediate areas of concern as noted on the Personal Competencies Review form.
Internship Guidelines for Field-Based School Psychology Supervisor (pg. 26)	Information regarding internship requirements for School Psychology Field Supervisors who are supervising interns.
Matrix of Courses by NASP Domain (pg. 31)	Coursework by NASP Domains for Training and Practice.
School Psychology Program-District Internship Contract (pg. 32)	Contract agreed upon and signed by Intern and Supervising School Psychologist. University Supervisor provides final approval.



CALIFORNIA STATE UNIVERSITY, LONG BEACH

COLLEGE OF EDUCATION Advanced Studies in Education and Counseling Department

Code of Civility:

Our Department values respect, responsibility, preparation, involvement, and work ethic.

We expect the following:

Faculty and students will come to class prepared to learn, teach and collaboratively engage with each other.

Students and faculty will actively serve the educational community.

Students and faculty will display professional ethical behavior and academic honesty (i.e., no plagiarism).

Students will come to class on time and prepared to learn with organized course materials and assignments.

Faculty will effectively manage class time by beginning and ending the class on time.

Students will honor and adhere to deadlines by completing assigned readings and submitting assignments as listed in the course syllabus.

Faculty will honor deadlines by returning assignments with constructive feedback within a reasonable time period (generally 1-2 weeks) of assignment submission.

Faculty, students, and staff will honor each other's perspectives, respect each other, and display common courtesy.

FALL 2013 NEW STUDENT ADVISING
Educational Specialist Degree Program in School Psychology

Name: _____ Advisor: _____
 Date of entry into school psychology program _____
 Date of expected completion of the program _____
 Phone: _____ E-mail: _____ Date: _____

Courses	Waived Or Sum 13	Fall 13	Spring 14	Summer 14	Fall 14	Spring 15
EDP 301/ 302 – child/adol dev.						
EDP 405 – classroom mgnt.						
EDP 419 – ed. statistics						
EDP 517 – counseling						
EDP 520 – research methods						
EDP 524A- psychoed. assmt I						
EDP 524B (2 units)– psychoed. lab						
EDP 525A-pscyhoed diag. II						
EDP 525B – (2 units) psychoed. lab						
EDP 527 – advanced assmt for int						
EDP 528 – introduction to Schl Psy						
EDP 536- consultation						
EDP 560 – behavior assmt & int						
EDP 579 -CBM & intervention						
EDP 518 – crisis response						
EDP 603 – risk & resilience						
EDP 641A/B (2 units each) practica						
EDP 642A/B (3 units each) intern						
Culminating Activity <i>Students with Existing M.A:</i> <ul style="list-style-type: none"> • Transfer 9 units for specialization PLUS Comprehensive Exam <u>OR</u> One elective from below or equivalent, 6 units of EDP 698 PLUS Thesis <i>Students without M.A:</i> <ul style="list-style-type: none"> • Three electives from below PLUS Comprehensive Exam <u>OR</u> One elective from below, 6 units of EDP 698 PLUS Thesis 						
EDP 519 (comps/thesis elective)					C T	
EDP 541 (comps elective)						
EDP 595 (comps/thesis elective)						C T ²
EDP 604 (comps elective)					C	Or C
EDP 605 (comps elective)						
EDP 596 (comps elective)					C	Or C
EDP 698 (6 units; thesis requirement)					T	T

² Comps and Thesis students take 519 or 595 – not both.

2013 CALYX MEMO

Mandatory School Psychology Advisement Survey

Please complete both pages and return to your advisor by **Thanksgiving**.

Name: _____ Advisor: _____ Date: _____

Date of expected completion of the program: _____

Phone: _____ E-mail: _____

Course code and abbreviation	Completed	Waived	Currently Enrolled Fall 2012	Plan to take Spring 2013	Plan to take AY 2013-14 (Fall - 'F'; Spring - 'S')
EDP 301/ 302 – child/adol dev.					
EDP 405 – classroom mgnt.					
EDP 419 – ed. statistics					
EDP 517 – school counseling sem					
EDP 520 – research methods					
EDP 524A - psychoed. assmt - sem					
EDP 524B – psychoed. assmt - lab					
EDP 525A -psychoed diag. - sem					
EDP 525B – psychoed diag. - lab					
EDP 527 – advanced assmt for int					
EDP 528 – orientation to the field					
EDP 536- consultation					
EDP 560 – behavior assmt & int					
EDP 579 -CBM & intervention					
EDP 518 – crisis response					
EDP 603 – risk & resilience					
EDP 641A/B - practica					
EDP 642A/B - fieldwork					
Culminating Activity <i>Students with MA:</i> <ul style="list-style-type: none"> • Transfer 9 units for specialization PLUS Comprehensive Exam OR • One elective from below or equivalent, 6 units of EDP 698 PLUS Thesis <i>Students without MA:</i> <ul style="list-style-type: none"> • Three electives from below PLUS Comprehensive Exam OR • One elective from below, 6 units of EDP 698 PLUS Thesis 					
Transfer 9 units from MA					
Circle One: YES NO					
EDP 519 (comps/thesis elective)					
EDP 541 (comps elective)					
EDP 595 (thesis elective)					
EDP 604 (comps elective)					
EDP 596 (comps elective)					
EDP 698 (6 units; thesis requirement)					

I _____ have/ _____ have not passed the CBEST.

I _____ have/ _____ have not obtained a certificate of clearance from the state.

Check one:

I plan to: Take comprehensive exams _____ Test Date: Spring 20__

OR Write a thesis _____ Defense Date: Fall/Spring/Sum 20__

OR I'm undecided _____

Practicum:

Semester/Year you plan to begin EDP 641A: _____

Semester/Year you plan to complete EDP 641B: _____

Plan (where, when, number of hours at each setting, who will supervise?):

Fieldwork/Internship:

When do you plan to begin EDP 642A? _____

When do you plan to complete EDP 642B? _____

Plan (where, when, number of hours at each setting, who will supervise?):

What comments, concerns or questions do you have at this time regarding your progress in the school psychology program?

Advisors comments:

Advisor Signature: _____ Date: _____

**CSULB School Psychology Program
Personal Competencies Review**

Candidate: _____

Date: _____

Raters: _____

Review Period:

- ☐ <30 units and/or prior to practicum
- ☐ Completion of MA and/or prior to internship
- ☐ Conclusion of internship and prior to graduation
- ☐ Other _____

Ratings:

- | | |
|---------------------------|---|
| 1 = <i>Unsatisfactory</i> | <i>Rarely demonstrates competency</i> |
| 2 = <i>Minimal</i> | <i>Occasionally demonstrates competency</i> |
| 3 = <i>Satisfactory</i> | <i>Usually demonstrates competency</i> |
| 4 = <i>Proficient</i> | <i>Consistently demonstrates competency</i> |

Competency	Unsatisfactory	Minimal	Satisfactory	Proficient	Points
	1	2	3	4	
Attendance	Numerous tardies/early departures OR 4+ absences.	Several tardies/early departures OR 3 absences.	Few tardies/early departures OR 2 absences.	Timely and consistent presence in class/supervision.	
Preparedness	Rarely, if ever, well prepared for class/supervision, e.g., evidence of reading & assignment completion; note taking; contributing to class discussion; asking questions.	Occasionally well-prepared for class/supervision; e.g., evidence of reading & assignment completion; note taking; contributing to class discussion; asking questions.	Usually well-prepared for class/supervision; e.g., evidence of reading & assignment completion; note taking; contributing to class discussion; asking questions.	Consistently well-prepared for class/supervision; e.g., evidence of reading & assignment completion; note taking; contributing to class discussion; asking questions.	
Continuous Learning	Rarely, if ever, demonstrates curiosity, creativity, & flexibility regarding course content, processes and tasks; sets high expectations.	Occasionally demonstrates curiosity, creativity & flexibility regarding course content, processes & tasks; sets high expectations.	Usually demonstrates curiosity, creativity & flexibility regarding course content, processes & tasks; sets high expectations.	Consistently demonstrates curiosity, creativity & flexibility regarding course content, processes & tasks; sets high expectations.	
Positive Climate	Rarely, if ever, views feedback & situations maturely; analyzes feedback & makes appropriate adjustments to enhance personal growth & learning; analyzes comments & interactions to make adjustments to promote a positive learning environ.	Occasionally views feedback & situations maturely; analyzes feedback & makes adjustments to enhance personal growth & learning; analyzes comments & interactions to make adjustments to promote a positive learning environment.	Usually views feedback & situations maturely; analyzes feedback and makes appropriate adjustments to enhance personal growth & learning; analyzes comments & interactions to make adjustments to promote a positive learning environment.	Consistently views feedback & situations maturely; analyzes feedback and makes appropriate adjustments to enhance personal growth & learning; analyzes comments & interactions to make adjustments to promote a positive learning environment.	

Competency	Unsatisfactory	Minimal	Satisfactory	Proficient	Points
	1	2	3	4	
Reflective	Rarely, if ever, willing to suspend initial judgments, receptive to critical examination of multiple perspectives, generates effective/productive options, makes reasoned decisions with supporting evidence, makes connections to previous reading, courses, and/or experiences.	Occasionally willing to suspend initial judgments, receptive to critical examination of multiple perspectives, generates effective/productive options, makes reasoned decisions, makes connections to previous reading, courses, experiences.	Usually willing to suspend initial judgments, receptive to critical examination of multiple perspectives, generates effective/productive options, makes reasoned decisions with supporting evidence, makes connections to previous reading, courses, and/or experiences.	Consistently willing to suspend initial judgments, receptive to critical examination of multiple perspectives, generates effective/productive options, makes reasoned decisions with supporting evidence, makes connections to previous reading, courses, and/or experiences.	
Thoughtful & Responsive Listener	Rarely, if ever, demonstrates ability to thoughtfully listen and respond to people's insights, needs, and concerns (e.g., asks questions, summarizes points)	Occasionally demonstrates ability to thoughtfully listen and respond to people's insights, needs, and concerns (e.g., asks questions, etc.)	Usually demonstrates ability to thoughtfully listen and respond to people's insights, needs, and concerns (e.g., ask questions, summarize points)	Consistently demonstrates ability to thoughtfully listen and respond to people's insights, needs, and concerns (e.g., asks questions, summarize points)	
Cooperative & Collaborative	Rarely, if ever, works to keep group on task, maximizes individual talents, evenly distributes responsibility, etc.	Occasionally works to keep group on task, maximizes individual talents, evenly distributes responsibility, etc	Usually works to keep group on task, maximizes individual talents, evenly distributes responsibility, etc	Consistently works to keep group on task, maximizes individual talents, evenly distributes responsibility, etc	
Respectful	Rarely, if ever, shows courtesy & consideration for people & ideas; demonstrates sensitivity with respect to appropriate use of language.	Occasionally shows courtesy & consideration for people & ideas; demonstrates sensitivity with respect to appropriate use of language.	Usually shows courtesy & consideration for people & ideas; demonstrates sensitivity with respect to appropriate use of language.	Consistently shows courtesy & consideration for people & ideas; demonstrates sensitivity with respect to appropriate use of language.	
Program Participation	Rarely, if ever, participates in program retreats/orientations; completes advising memos; seeks advisor input when appropriate; follows program handbook & catalogue (e.g., takes courses in sequence, completes fieldwork hours in required settings, etc.).	Occasionally participates in program retreats/orientations; completes advising memos; seeks advisor input when appropriate; follows program handbook & catalogue (e.g., takes courses in sequence, completes fieldwork hours in required settings, etc.).	Usually participates in program retreats/orientations; completes advising memos; seeks advisor input when appropriate; follows program handbook & catalogue (e.g., takes courses in sequence, completes fieldwork hours in required settings, etc.).	Participates in program retreats/orientations; completes advising memos; seeks advisor input when appropriate; follows program handbook & catalogue (e.g., takes courses in sequence, completes fieldwork hours in required settings, etc.).	

Unsatisfactory Level: 8-15 points
Minimal Level: 16-23 points
Satisfactory Level: 24-31 points
Proficient Level: 32 points

Total Score: _____

Comments:

Used with permission from the University of Wisconsin-Stout School Psychology program, 2007.

CSULB School Psychology Candidate Intervention Plan

Candidate:	Date:
Faculty:	
Area of concern: <input type="checkbox"/> Attendance <input type="checkbox"/> Preparedness <input type="checkbox"/> Continuous learning <input type="checkbox"/> Positive climate <input type="checkbox"/> Reflective <input type="checkbox"/> Thoughtful & responsive listening <input type="checkbox"/> Cooperative/collaborative <input type="checkbox"/> Respectful <input type="checkbox"/> Other	Identify and describe the specific competency that initiated the concern:
Candidate Input: <i>candidate response/action related to identified area(s) of concern.</i>	
1.	
2.	
3.	
4.	
Intervention: <i>course of action, person(s) responsible, and timeline to be accomplished.</i>	
1.	Date:
2.	Date:
3.	Date:
4.	Date:
Approval: <i>All parties agree to the course of action outlined above and agree to fulfill stated responsibilities.</i>	
Candidate's Signature:	Date:
Program Director's Signature:	Date:
Faculty Signature(s):	Date:
Other:	Date:
Next review scheduled for:	

CALIFORNIA STATE UNIVERSITY, LONG BEACH
College of Education
School Psychology Program

Internship Guidelines for Field-Based School Psychology Supervisor (Rev. 8/26/13)

California's Commission on Teacher Credentialing (CTC) and the National Association of School Psychologists (NASP) specifies that all programs of professional preparation for the school psychology credential require field experience that includes a minimum of 1200 hours of fieldwork/internship. Program candidates may fulfill their field experience requirement through either an unpaid (or minimal hourly salary) fieldwork, or through an internship in which the candidate is employed by a district or county office on a full or half time basis as a paid, contracted employee, similar to that of a paid beginning teacher.

The CSULB School Psychology program requires candidates to obtain a full-time (or part-time over 2 years) field experience in a local education agency where the candidate is exposed to a wide variety of students, is encouraged to participate in an array of activities (e.g., consultation, counseling, academic/behavioral intervention), and is supervised by an experienced school psychology credential holder.

Candidates may complete up to 600 internship hours in a non-school setting. Candidates who wish to complete no more than 600 internship hours in a non-school setting must be supervised by an appropriately credentialed/licensed psychologist for that setting. Internship hours completed in a non-school setting, as well as the candidate's supervisor, must be approved by the EDP 642A/B University instructor.

The *CSULB Fieldwork/Internship Evaluation* form must be completed at the end of each semester the candidate engages in fieldwork/internship by the field supervisor, and returned to the University fieldwork supervisor. In addition to evaluating the intern's professional activities, the *CSULB Fieldwork/Internship Evaluation* form is also used to evaluate the candidate's interpersonal skills (e.g., responsibility, timeliness, professionalism).

Eligibility: To engage in fieldwork/internship, a candidate must be enrolled in the program and in good standing with the program and University. EDP 642A and B are University fieldwork supervision courses taken twice (2 semesters) for 3 units each semester.

For district's requiring an internship credential, the credential is issued to a specific district only upon receipt of a letter from the district or county office affirming their desire to hire the candidate. The internship credential is valid for a maximum of two years.

An intern cannot be hired to replace a laid-off or "RIFFED" (Reduction in Force) school psychologist. CTC specifically prohibits training institutions from issuing intern credentials for districts or county offices that plan to hire an intern to take the place of a laid-off permanent employee. Candidates desiring intern credentials should confirm that they have completed all the requirements mentioned above before interviewing with prospective districts.

To ensure an optimal training experience, the CSULB school psychology training program has established the following general guidelines for any student completing an internship.

1. Paid/Under Paid internships. Currently, there is a paucity of paid internships. It has become more common for students to complete the fieldwork requirement as unpaid or underpaid³, yet many of the demands placed on them have remained the same. To provide un/under paid interns time to complete class assignments, reflect, and possibly obtain paid employment elsewhere, they now have the option to work 4 days a week at their internship sites.
2. Restricted Number of School Sites. Interns will be assigned to no more than 2 sites per semester. Interns should have an opportunity to develop meaningful connections with a small number of school staff, programs and students by focusing on one or two schools per semester. Itinerant assignments at more than two schools are inappropriate for interns.
3. Program Requirements Take Precedence. Completing the fieldwork/internship is one of many program requirements. Attending class, completing assignments, and participating in program events also are important requirements and should be supported and accommodated by fieldwork/internship sites.
4. Diverse Training Experiences. The intern should be provided opportunities to develop a broad and diverse role, including development of professional competence in, for example, assessment, intervention, counseling, consultation, research, and in-service, and develop professional competencies with a broad range of programs and populations, including but not limited to general education, special education, bilingual education, age, disabilities, and cultures. The intern is not to devote more than 40% of his/her time to one type of activity such as psychoeducational evaluations or counseling services.
5. Quality Supervision. The intern's primary supervisor should serve as a model school psychologist engaging in broad and diverse service delivery. The designation of a credentialed school psychologist as the intern's primary site supervisor is subject to the approval of the University program faculty.
6. Ongoing Communication. Training programs and school districts must work together to mutually enhance each other's work. Regular communication about training program policies and district practices should occur so that the best collaboration can occur in support of training practices.

District Responsibility: It is required that candidates receive on-site supervision from a person who currently holds, and has held for a least 2 years, a State of California School Psychologist Credential. Supervision must occur a minimum of 2 hours per week which may include mentoring, teaching, advising, coaching, providing corrective feedback, and reinforcing. The supervisor and the intern develop a close working relationship wherein the supervisor is aware of all the activities of the field worker, assigns responsibilities, checks the accuracy and value of the intern's work, and monitors the achievement of accreditation standards.

During the early part of the field experience, the fieldwork supervisor should be in daily contact with the intern. As time goes by and as the intern demonstrates his/her growing competence, daily interaction may be replaced with twice-weekly and then (at least) weekly meetings for the duration of the field experience. These meetings should be face-to-face or by phone, and must average at least two hours per week.

³ Underpaid is defined here as less than \$10,000 based on the 2008 Federal Register's definition of the poverty rate for a single person

During the first few weeks of fieldwork, the candidate must provide a copy of the following to their fieldwork supervisor:

- (1) *CSULB School Psychology Fieldwork/Internship Guidelines*;
- (2) *District-University Internship/Fieldwork Agreement*;
- (3) *CSULB Fieldwork/Internship Evaluation*.

It is expected that the fieldwork supervisor reads the above documents and, if he/she agree to the conditions described in the documents, sign the *District-University Internship/Fieldwork Agreement* and return it to the intern. By the third week of the semester, the intern and district supervisor will be expected to draft an *Intern Training Plan* as described in fieldwork/internship supervision seminar, EDP 642A. Each participant in the training plan (e.g., intern, district site supervisor, university supervisor) will sign the plan and return it to the university supervisor to keep on file.

Please note: It is the District's responsibility to ensure that the intern is provided the appropriate support for the internship experience, including (a) a written agreement specifying the period of appointment and any terms of compensation; (b) a schedule of appointments, expense reimbursement, a safe and secure work environment, adequate office space, and support services consistent with that afforded district school psychologists; (c) provision for participation in continuing professional development activities; (d) release time for internship supervision and other training program activities; and (e) a commitment to the internship as a diversified training experience.

We believe that interns should be expected to make contributions to students, teachers, administrators, and parents as soon as possible. At the same time, we would caution against expecting interns to handle difficult cases and complicated consultations early in their placements without the active support of their supervisor. Since each supervisor-intern relationship is somewhat different, depending on the parties and situations involved, it is difficult to be very specific about when certain expectations must be met. Interns vary in their speed of learning, background experiences, and also in the amount of time they are working in the field which may vary from two days a week to full-time. Nonetheless, interns are expected to meet the standards for training and practice as outlined by NASP and CTC. Standards not met during the first semester should be met during the second semester. Fieldwork supervisors are required to complete the *CSULB Fieldwork/Internship Evaluation* form at the end of each semester. The university supervisor will meet with the district supervisor a minimum of once per semester to discuss the intern's progress. Results of this site visit may include suggestions for revising the *Intern Training Plan* so that every opportunity is afforded the intern to develop competencies in each of the NASP Domains of Training and Practice. NASP Standards are provided below.

- (1) Data-Based Decision Making and Accountability
- (2) Consultation and Collaboration
- (3) Interventions and Instructional Support to Develop Academic Skills
- (4) Interventions and Mental Health Services to Develop Social and Life Skills
- (5) Diversity in Development and Learning
- (6) School-Wide Practices to Promote Learning
- (7) Preventive and Responsive Services
- (8) Family-School Collaboration Services
- (9) Research and Program Evaluation
- (10) Legal, Ethical, and Professional Practice

Experience at Different Grade Levels: CTC requires candidates to gain field experience in at least two levels of schooling. The levels referred to are elementary (K-6), junior high (7-8, or 7-8-9), and senior high. Any two of those three are acceptable, as long as at least 200 hours are documented in two different levels.

Experience with Students who are Culturally, Ethnically, Racially, and Linguistically Diverse: A requirement of the CSULB School Psychology program, and consistent with CTC and NASP standards for professional development, is that at least 600 fieldwork hours must be in a school setting that includes at least 50% ethnically, culturally, racially, economically, and/or linguistically diverse students.

Role of the University Supervisor: The university supervisor monitors university requirements for candidates, visits each intern at least once each semester, provides feedback regarding intern activities and professional behaviors, monitors candidates' fieldwork and supervision hours as well as field activities to ensure candidates are engaging in a wide variety of activities related to training standards, distributes and collects fieldwork evaluations by the site supervisors, and conducts fieldwork supervision seminars. At the conclusion of a intern's experience, the supervisor, if he/she is a person other than the program coordinator, reviews the field worker's evaluations with the program coordinator, who is responsible for approving each candidate's application for the school psychology credential.

Record-Keeping: It is important that persons entering the profession are aware of and accountable for how they are using their time. Thus, candidates are expected to (1) complete a weekly record or log of their activities by NASP Domain, (2) obtain approval from their site supervisor via signature, and (3) return the log to their university supervisor on a weekly basis. Please note that NASP requires accredited school psychology training programs to report intern activities and number of hours spent in each NASP Domain.

Additional Requirements: Interns are required to complete two activities related to coursework during their final fieldwork experience: (1) problem-solving case study, and (2) triennial evaluation. For further information regarding these activities, please contact the coordinator of the CSULB school psychology program.

For questions or concerns about this information, or about any aspect of the fieldwork/internship experience for CSULB school psychology candidates, please do not hesitate to call or email the program coordinator.

Kristi Hagans, Ph.D., School Psychology Program Coordinator
(562) 985-4435
kristi.hagans@csulb.edu

Matrix of Courses by NASP Domain

EDP Course	NASP DOMAIN									
	(1) Data-Based Decision Making/ Accountability	(2) Consultation and Collaboration	(3) Interventions/ Instructional Support to Develop Academic Skills	(4) Interventions and Mental Health Services to Develop Social and Life Skills	(5) Diversity in Development and Learning	(6) School- Wide Practices to Promote Learning	(7) Preventive and Responsive Services	(8) Family- School Collaboration Services	(9) Research and Program Evaluation	(10) Legal, Ethical, and Professional Practice
301/302				X	X		X			
419									X	
405	X	X		X		X				
517		X		X	X		X	X		X
520									X	
524A/B	X									X
525A/B	X		X		X					X
527	X	X	X		X	X				X
528	X	X	X	X	X	X	X	X	X	X
536	X	X		X		X		X		
560	X	X		X	X	X	X			X
579	X		X		X					X
518				X	X		X			
603				X	X		X			
641A/B	X				X	X			X	X
642A/B	X	X	X	X						X

CALIFORNIA STATE UNIVERSITY, LONG BEACH

SCHOOL PSYCHOLOGY PROGRAM-DISTRICT INTERNSHIP AGREEMENT

UNIVERSITY CONTACT: Kristi Hagans, School Psychology Program Coordinator
EMAIL: Kristi.hagans@csulb.edu
PHONE: 562-985-4435

ADDRESS:

California State University, Long Beach
College of Education
Department of Advanced Studies in Education and Counseling
1250 N. Bellflower Boulevard.
Long Beach, CA 90840-2201

The following are agreements between the school psychology program at California State University, Long Beach (UNIVERSITY), school district/internship site and supervisor (DISTRICT); and school psychology graduate student/intern (INTERN) for completion of the school psychology internship/fieldwork experience (INTERNSHIP).

The DISTRICT will provide supervised field experiences to the INTERN in accordance to the INTERNSHIP requirements set forth by the California Commission on Teacher Credentialing (CTC) leading to the Pupil Personnel Services Credential in School Psychology.

Is so doing, the UNIVERSITY and DISTRICT agree to the following:

RESPONSIBILITIES OF THE UNIVERSITY

1. The UNIVERSITY shall designate in writing a faculty member (i.e., “University Supervisor”) to collaborate with the DISTRICT in coordinating the INTERNSHIP experience.
2. The UNIVERSITY shall complete periodic evaluations of the INTERN while engaged in internship-related activities at the DISTRICT (e.g., observations and interviews) or, if a site visit is precluded due to excessive distance, as arranged by the UNIVERSITY and DISTRICT. Alternate evaluations of the INTERN may be conducted via phone, email, or other web-based communication. UNIVERSITY priority however, is on-site observation of the INTERN and in-person interview with the DISTRICT.
3. The UNIVERSITY shall provide, at a minimum, four (4) hours of face-to-face supervision per month to the INTERN.
4. The UNIVERSITY will assure that the INTERN shall be eligible for INTERNSHIP as evidenced by recommendation of the UNIVERSITY.
5. The UNIVERSITY and DISTRICT expect the INTERN to participate in internship-related activities at the DISTRICT for the duration of the academic or school year.

6. The UNIVERSITY and DISTRICT agree that selection and placement of the INTERN shall not be for reasons of race, sex, creed, color, or age.

RESPONSIBILITIES OF THE INTERN

1. If the Internship Credential is required for employment with the DISTRICT, the INTERN will notify the CSULB school psychology program director regarding his/her eligibility to obtain the Internship Credential. Thereafter, it is the responsibility of the INTERN and DISTRICT to contact the CSULB Credential Office regarding obtaining the Internship Credential from CTC, the issuer of the Internship Credential.
2. The INTERN will conform to the administrative policies, standards, and practices of the DISTRICT, as well as the ethical and legal standards of the school psychology profession.
3. In both written and verbal forms, the INTERN shall identify himself/herself to the public (i.e., school personnel, students, parents, community agencies, etc.) as "School Psychology Intern."
4. The INTERN will provide his/her own transportation to and from the DISTRICT.
5. The INTERN will obtain prior written approval from the DISTRICT and the UNIVERSITY before publishing any materials relating to INTERNSHIP.
6. Prior to the start of INTERNSHIP, the INTERN, in collaboration with the DISTRICT and UNIVERSITY, will establish INTERNSHIP (a) dates and locations, (b) responsibilities, and (c) anticipated activities in accordance to the National Association of School Psychologists Standards for Training and Practice.
7. The INTERN, in collaboration with the supervising DISTRICT school psychologist and UNIVERSITY supervisor, will engage in specific coursework activities at the DISTRICT under the supervision of the University Supervisor and DISTRICT.
8. The INTERN will obtain written evaluation of performance from the DISTRICT supervisor at least once each semester and submit that written evaluation according to the paperwork and schedule established by the UNIVERSITY supervisor. This written evaluation is required prior to posting a grade for the internship course.
9. The INTERN will notify the DISTRICT of illness, accident, or any other situation that would preclude the INTERN from participating in agreed upon INTERNSHIP activities at the DISTRICT.
10. The INTERN will inform the UNIVERSITY of any changes to dates, times, and locations of the INTERNSHIP.

RESPONSIBILITIES OF THE INTERNSHIP SITE (DISTRICT)

1. The DISTRICT will provide opportunities for the INTERN to develop a broad and diverse role, including development of professional competence in, for example, assessment, intervention, counseling, consultation, and research.
2. The DISTRICT will provide opportunities for the INTERN to develop professional competencies in a broad range of programs and populations, including but not limited to general education, special education, bilingual education, migrant education, ages, disabilities, cultures, languages, socioeconomic, and ethnicities.
3. The DISTRICT will advise the UNIVERSITY of any personal safety issues, concerns or requirements that are pertinent to the location or specific area in which the INTERN will be assigned.
4. The DISTRICT will accept no more INTERNS or graduate students than DISTRICT staff, space, and program permit; and except in pre-negotiated circumstances, any one supervisor will provide concurrent supervision for no more than two INTERNS or graduate students.
5. The DISTRICT will provide the INTERN with a thorough orientation to DISTRICT administrative policies, standards, and practices.
6. The DISTRICT will assure that the INTERN will be free to participate in UNIVERSITY activities and spend at least one day (20%) each week to pursue individual professional goals and development. This may be waived in the case of interns receiving salary and benefits commensurate with a professional support service provider.
7. The DISTRICT will designate one school psychologist who has at least two years experience as a school psychologist to serve as the INTERN's primary supervisor. After the first few months, the INTERN may also work with other experienced school psychologists for specific activities.
8. The DISTRICT will assure that the designated supervisor will serve as a model school psychologist engaging in broad and diverse service delivery.
9. The DISTRICT agrees that the designation of the school psychologist supervisor is subject to the approval of the UNIVERSITY.
10. The DISTRICT supervisor will evaluate INTERN competencies, oversee all INTERN professional activities in the district, and provide guidance throughout the INTERN's professional growth and development. All psychological or psycho-educational reports must be co-signed by the supervising school psychologist throughout the internship year.

11. The DISTRICT supervisor, in collaboration with the UNIVERSITY, will complete periodic written evaluations of the INTERN's performance. The written evaluation form will be provided by the INTERN to the DISTRICT at the end of each university semester.
12. The DISTRICT assures that the INTERN will receive face-to-face supervision for a minimum of two hours a week; however, as many as four hours a week may be needed, especially at the beginning of the internship experience.
13. The DISTRICT assures that the workload of the INTERN will not exceed seventy-five percent (75%) of that which a credentialed school psychologist would work, and that the INTERN shall serve no more than one or two schools with a total intern-to-student ratio of approximately 1:1,000. It is presumed that the INTERN will maintain his/her assigned school placement(s) for the full academic school year. Any deviation from this should be made by cooperative agreement between the DISTRICT supervisor or administrator and the UNIVERSITY supervisor.
14. The DISTRICT assures that the INTERN will devote at least twenty percent (20%) but not more than forty percent (40%) of his/her time to psycho-educational evaluations and related activities.
15. The DISTRICT assures that the INTERN will be treated by the DISTRICT as part of the professional staff; provided salary and benefits (if applicable) as specified in the DISTRICT contract or in an attached addendum; provided a supportive work environment, adequate supplies, counseling and test materials, and access to computer, internet, and e-mail; encouraged to participate in DISTRICT, SELPA, or county committees; and provided release time to attend professional development opportunities or professional association meetings and conferences.
11. The DISTRICT will notify the UNIVERISTY in writing the desire to terminate or cancel any INTERNSHIP agreement when performance by the INTERN is unsatisfactory, or INTERN personal competencies are below those acceptable by the DISTRICT, or INTERN health status is a detriment to his/her successful completion of the INTERNSHIP. Prior to cancellation or termination, the DISTRICT and UNIVERSITY will consult about the proposed action.

SCHOOL DISTRICT

Participating School District

Supervising District School Psychologist

Signature _____

Name (print) _____

Date _____

Address for Communication _____

Phone(s) _____

E-Mail _____

Participating School Site

School _____

Address _____

Phone _____

School District Administrator or Designee

Signature _____

Name (print) _____

Date _____

University Supervisor

Signature _____

Name (print) _____

Date _____