CSULB School Psychology Program Handbook

2014-2015

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Rev. 5/20/14

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 maniputable rather than static conditions (Wang, Haertal, & 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 a 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 prior to candidates beginning 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 from existing MA/MS (i.e., specialization area) **PLUS** Comprehensive Exam **OR** EDP 698 (6 units) and EDP 519 or EDP 595 (or equivalent) **PLUS** Thesis		
Students without existing MA/MS: 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. Please note that most courses listed below are not offered every semester, with most courses offered once per year. Additionally, courses are scheduled so as to not conflict with other courses typically taken that year and semester in the program.

Table 4. EdS in School Psychology Program Recommended Course Sequence

Semester	Year 1	Year 2	Year 3
Fall	301/302 (if not waived) 405 (if not in summer) 419 524A/B 528 560 Units: 14-20	517 or 536 579 641A 519 or 596 or 595 (comps) or 519 and 698 (thesis) Units: 12-14	642A Units: 3
Spring	520 525A/B 603 604 (comps) Units: 11-14	517 or 536 527 641B 596 or 595 (comps) or 698 (thesis) Units: 12	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 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 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. Previous coursework submitted for course equivalency must be taken within the last 7 years to be considered as an equivalent course.

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. Advancement is also required prior to applying for fieldwork/internship. Applications for Advancement to Candidacy 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 exam. The comprehensive exam includes a written, in-house exam (administered in spring) and a passing score on the National School Psychology Examination (Praxis II Exam #0401), typically taken in late fall or spring of the last year in the program. Although all School Psychology candidates must take the National School Psychology Examination prior to 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, in-house 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 spring. 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. Candidates typically enroll in thesis units (EDP 698) in both fall and spring (3 units) of their second year; however, 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/or submitting drafts of chapters to your Chair in the summer prior to enrolling in thesis units are 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.

Required Field Experiences

CTC and NASP require school psychology candidates to complete two field experiences: practica (2nd year; 450 hours) and fieldwork/internship (3rd year; 1200 hours). Requirements for each experience are outlined below. Please note that prior to beginning any formal field experience, candidates must pass the CBEST and obtain a Certificate of Clearance from CTC. Students are required to show proof of filing for the Certificate of Clearance prior to beginning 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 https://www.ced.csulb.edu/credentials/certificate-clearancefingerprinting.

Due to the potential for injury to the student, as well as property damage and liability exposure for the University, an Affiliation Agreement must be in place at the district, community agency, or institution in which the candidate is completing a field experience. Prior to accruing field hours, an Affiliation Agreement 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 Country 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 candidates inform the School Psychology program director the semester prior to beginning their field experience of their intent to complete a field experience in a smaller or remote district.

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.

The 2014-2015 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; 245 school hours needed to fulfill practica requirements.
Total	185 hrs. 300 hrs. 485 hrs.	Clinic PreK-12 public school Total Hours

With the exception of EDP 641A & B, the instructor of each course listed above primarily provides supervision of 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 SST, 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 as outlined in the CSULB School Psychology Personal Competencies Evaluation (see below for more information), and 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 PPS 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.

Candidates are expected to 1) work with a variety of diverse students and families, 2) engage in an array of activities based on the NASP Standards for Training and Practice (e.g., consultation, counseling, academic/behavioral intervention), and 3) be supervised by an experienced (e.g., at least 2 years' experience at the fieldwork site) school psychology credential holder. See Fieldwork/Internship Guidelines for Field-Based School Psychology Supervisors in the Appendix.

To enroll in fieldwork (EDP 642A and EDP 642B), students must submit a completed application for fieldwork to the Graduate Studies Office (ED1-7) by March 1st for fall enrollment. For information and an application, please go to https://www.ced.csulb.edu/graduate/fieldwork-application-school-psychology-eds

Candidates may choose to complete their internship over two consecutive years (600 hours each year). In so doing, candidates must register for 1-2 units of ED P 642A (fall) and/or ED P 642B (spring) each semester and year they are engaged in fieldwork/internship for a total of six units of fieldwork/internship. That is, students completing their fieldwork/internship over two years (maximum time allowable), enroll in both EDP 642A and 642B for a maximum of 3 units each over two years.

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) and B (spring) 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. Non-school internship settings and 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 will be completing his/her internship. Candidates are responsible for securing their own fieldwork/internship positions and obtaining the proper internship credential paperwork from their district and the 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 underpaid[1], 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

[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

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.

Please note that starting with the 2014-2015 incoming cohort, students in the School Psychology program will adhere to the fieldwork policy stated below:

> The School Psychology Program is a face-to-face program for its entire duration. Students are expected to attend all classes in person. Students are expected to complete their fieldwork and internship experience at approved sites for which CSULB has affiliation agreements that are located within Los Angeles and Orange Counties. Students who wish to complete fieldwork experiences outside of these two counties must complete the College of Education petition for Out-of-Area Fieldwork. Please see the Appendix for the official policy statement.

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 a student 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 until you completed 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 approved course waivers, successful completion of thesis or comprehensive exams, Praxis exam results) must be received by the Credential Center before a candidate is recommended for the PPS Credential in School Psychology.

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 will be

required to show proof of filing for a Certificate of Clearance prior to beginning 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 were (1) awarded an undergraduate or graduate degree from an accredited college or university in the United States; or (2) awarded an undergraduate or graduate degree from an accredited non-US institution 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 the CSULB Office of Testing, Evaluation, and Assessment. The request form can be downloaded from www.csulb.edu/testing.

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 receive an email from the program director regarding fall mandatory advising. Candidates are 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 addressing, and may request an in-person meeting with the candidate. Candidates 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 in the program. 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 regarding filing for a leave of absence may be found at http://www.ced.csulb.edu/graduate/university-forms-leave-absence-and-graduation.

- Candidates may complete the program on a full- 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 Association 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.

Important College and University Policies, Regulations, and Resources

Policy on Cheating and Plagiarism
http://www.csulb.edu/divisions/aa/catalog/current/academic_information/cheating_plagiarism.html

Class Attendance
http://www.csulb.edu/divisions/aa/catalog/current/academic_information/class_attendance.html

University Regulations Governing the Master's Degree
http://www.csulb.edu/divisions/aa/catalog/current/graduate_information/university_regulations_masters.html

Final Comprehensive Examination
http://www.csulb.edu/divisions/aa/catalog/current/graduate_information/comprehensive_examination.html

Theses
http://www.csulb.edu/divisions/aa/catalog/current/graduate_information/comprehensive_examination.html

Academic Probation and Disqualification
http://www.csulb.edu/divisions/aa/catalog/current/graduate_information/academic_probation.html

Academic Credit
http://www.csulb.edu/divisions/aa/catalog/current/graduate_information/academic_credit.html

College of Education New Student Resources
https://www.ced.csulb.edu/graduate/welcome-newly-admitted-students

College of Education Graduate Culture Initiative
https://www.ced.csulb.edu/graduate/graduate-culture-initiative

College of Education Graduate Student Awards and Research Competitions
https://www.ced.csulb.edu/graduate/graduate-student-awards-and-research-competitions-0

College of Education Applications and Forms
https://www.ced.csulb.edu/graduate/current-students-1

Applying for the PPS School Psychology Credential
https://www.ced.csulb.edu/credentials/specialist-and-service-credential-information

APPENDIX

Form	Procedure
ASEC Department Code of Civility (pg. 18)	Read prior to beginning coursework
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. 24)	Action plan to remediate area(s) of concern as noted on the Personal Competencies form
Fieldwork/Internship Guidelines for Field-Based School Psychology Supervisors (pg. 25)	Information regarding internship requirements for School Psychology Field Supervisors who are supervising interns
School Psychology Program-District Fieldwork/Internship Contract (pg. 29)	Contract agreed upon and signed by Intern and Supervising School Psychologist. University Supervisor provides final approval
School Psychology Program Fieldwork and Internship Policy (pg. 34)	Fieldwork/internship policy regarding location of approved fieldwork sites
Fieldwork/Internship Training Plan (pg. 35)	Training plan completed at the beginning of each semester of fieldwork/internship with supervising field-based supervisor
Supervisor Evaluation of Fieldworker/Intern (pg. 38)	Evaluation of activities and performance of the fieldworker/intern by his/her fieldwork supervisor; completed at the end of each semester of fieldwork/internship
Evaluation of Supervisor (pg.43)	Evaluation of supervision provided to fieldworker/intern and practica student by the field-based supervisor; completed at the end of the field experience
Fieldwork/Internship Log (pg. 44)	Weekly log of activities, experiences, and number of hours at fieldwork/intern site, and reflection of experiences
Fieldwork/Internship Monthly Summary (pg. 46)	Monthly log of fieldwork/intern activities and hours by fieldwork/intern site and supervisor; documentation of supervisor qualifications
Supervisor Evaluation of Practica Student (pg. 49)	Evaluation of activities and performance of the practica student by his/her fieldwork supervisor; completed at the end of each semester of practica
Practica Log (pg. 52)	Weekly log of activities, experiences, and number of hours at practica site, and reflection of experiences
Matrix of Courses by NASP Domain (pg. 54)	Coursework by NASP Domains for Training and Practice
Program Benchmarks (pg. 56)	List of key requirements and deadlines

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 2014 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 14	Fall 14	Spring 15	Summer 15	Fall 15	Spring 16
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 *Students with Existing M.A*: • Transfer 9 units for specialization PLUS Comprehensive Exam OR One elective from below or equivalent, 6 units of EDP 698 PLUS Thesis *Students without M.A*: • Three electives from below PLUS Comprehensive Exam OR 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.

2014 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 2014	Plan to take Spring 2015	Plan to take AY 2015-16 (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 *Students with MA*: • Transfer 9 units for specialization PLUS Comprehensive Exam <u>OR</u> • One elective from below or equivalent, 6 units of EDP 698 PLUS Thesis *Students without MA*: • 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 practica and prior to internship*
- ☐ *Mid-internship or conclusion of internship*
- ☐ *Other _____*

Ratings:

1 = *Unsatisfactory*; *rarely demonstrates competency*
2 = *Minimal*; *occasionally demonstrates competency*
3 = *Satisfactory*; *usually demonstrates competency*
4 = *Proficient; consistently demonstrates competency*

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.	

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

Competency	Unsatisfactory 1	Minimal 2	Satisfactory 3	Proficient 4	Points
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: _____

CSULB School Psychology Candidate Intervention Plan

Candidate:	**Date:**
Faculty:	
Area of concern: □ Attendance □ Preparedness □ Continuous learning □ Positive climate □ Reflective □ Thoughtful & responsive listening □ Cooperative/collaborative □ Respectful □ Other	**Identify and describe the specific competency that initiated the concern:**
Candidate Input: *candidate response/action related to identified area(s) of concern.*	
1.	
2.	
3.	
4.	
Intervention: *course of action, person(s) responsible, and timeline to be accomplished.*	
1.	Date:
2.	Date:
3.	Date:
4.	Date:
Approval: *All parties agree to the course of action outlined above and agree to fulfill stated responsibilities.*	
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

Fieldwork/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 or hourly employee.

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 variety of students, engaged in an array of activities based on the NASP Standards for Training and Practice (e.g., consultation, counseling, academic/behavioral intervention), and supervised by an experienced (e.g., at least 2 years' experience) PPS School Psychology Credential holder.

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.

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 fieldworker/intern's professional activities, the *CSULB Fieldwork/Internship Evaluation* form also includes an assessment of the candidate's personal and professional competences (e.g., responsibility, timeliness, professionalism).

Eligibility: To engage in fieldwork/internship, the candidate must apply for fieldwork with the Graduate Studies Office by March 1st for enrollment the following fall semester. Verification of the candidate's eligibility to complete his/her final fieldwork experience is conducted and, if approved, the candidate is assigned a university-based supervisor and permitted to enroll in fieldwork/internship supervision courses in fall (e.g., EDP 642A) and spring (EDP 642B) 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 requesting 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 to districts or county offices that plan to hire an intern to take the place of a laid-off permanent employee.

To ensure an optimal training experience, the CSULB school psychology training program has established the following general guidelines for any student completing fieldwork/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 underpaid[3], 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 Pupil Personnel Services Credential in School Psychology. Supervision must be provided a minimum of 2 hours per week which may include mentoring, teaching, advising, coaching, providing corrective feedback, and reinforcing. The supervisor and the intern typically develop a close working relationship wherein the supervisor is aware of all fieldworker/intern activities, assigns responsibilities and activities to the fieldworker/intern, checks the accuracy and value of the fieldworker/intern's work, and monitors progress and attainment of the NASP training standards.

During the early part of the field experience, the fieldwork supervisor should be in daily contact with the intern. As the fieldworker/intern demonstrates his/her growing competence, daily interaction may be replaced with twice-weekly and then (at least) weekly supervision meetings

[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

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.

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 agrees to the conditions described in the documents, signs the *District-University Internship/Fieldwork Agreement* and returns it to the intern. By the third week of the semester, the fieldworker/intern and district supervisor will be expected to draft an *Intern Training Plan* as described in fieldwork/internship supervision seminar. 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. Fieldworkers/interns are expected to gauge progress in meeting objectives outlined in their training plan.

Please note: It is the District's responsibility to ensure that the intern is provided appropriate support for the fieldwork/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 fieldwork/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 caution against expecting fieldworkers/interns to assume responsibility for difficult cases and complicated consultations early in their placements without the active support and supervision of their field supervisor. 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 fieldworker/intern's progress. Results of this site visit may include suggestions for revising the *Intern Training Plan* so that every opportunity is afforded the fieldworker/intern to develop competencies in each of the NASP Domains of Training and Practice. NASP 2010 Standards include:

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 (e.g., K-5 or K-6), middle school/junior high (e.g., 6-8; 7-8; 7-9), 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 is responsible for carrying out a variety of activities to ensure candidates successfully engage in a variety of experiences. For example, university supervisors are required to 1) conduct at least one site visit each semester; 2) provide on-going feedback to candidates regarding fieldwork/intern activities and professional behaviors; 3) monitor candidates' fieldwork and supervision hours as well as field activities to ensure candidates are engaging in a wide variety of activities; 4) distribute and collect fieldwork evaluations; 5) elicit feedback from field-based supervisors regarding the fieldworker/intern's activities; and 6) and conduct bi-weekly fieldwork supervision seminars.

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 log and monthly summary of their activities by NASP Domain; 2) obtain approval from their site supervisor regarding logged activities via his/her signature; and 3) turn-in weekly logs and monthly summaries to their university supervisor on at least a monthly 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: Fieldworkers/interns are required to complete three activities related to coursework during their final fieldwork experience: 1) problem-solving case study; 2) program evaluation; and 3) functional behavior assessment. 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 fieldwork/internship expectations 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

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 _____

School Psychology Program Fieldwork and Internship Policy

Please note that starting with the 2014-2015 incoming cohort, students in the School Psychology program will adhere to the fieldwork policy stated below:

The School Psychology Program is a face-to-face program for its entire duration. Students are expected to attend all classes in person. Students are expected to complete their fieldwork and internship experience at approved sites for which CSULB has affiliation agreements that are located within Los Angeles and Orange Counties. Students who wish to complete fieldwork experiences outside of these two counties must complete the College of Education petition for Out-of-Area Fieldwork.

Students may contact the School Psychology Program Coordinator, Dr. Kristi Hagans, for a listing of approved fieldwork sites.

EDP 642 Fieldwork-Internship Training Plan

Name: _____ Date: _____

Directions: Please write at least two activities for each domain that you would like and/or need additional experience/supervision. This should not be an exhaustive list of every activity you will do.

NASP Domain	***Targeted Activities for the Fall***
Data-Based Decision Making & Accountability	
Collaboration and consultation	
Intervention and instructional support to develop academic skills	
Diversity in development and learning	
School-wide practices to promote learning	

Preventive and responsive services	
Family-school collaboration services	
Research and program evaluation	
Legal, ethical practice and professional practice	

Comments:

Signatures and Supervision meetings:

Site 1: District Fieldwork Supervisor: _____ Date: _____

Day and time we meet for supervision: _____

Site 2: District Fieldwork Supervisor: _____ Date: _____

Day and time we meet for supervision: _____

Site 3: District Fieldwork Supervisor: _____ Date: _____

Day and time we meet for supervision: _____

University Fieldwork Supervisor: _____ Date: _____

Day and time we meet for supervision:

Intern: _____ Date: _____

CSULB School Psychology Program
Field Supervisor Evaluation of Intern

Name of Fieldworker/Intern: _____

Name of Fieldwork Supervisor: _____

Fieldwork School Site and District: _____

Circle One: 642A 642B Year _____

****

The following section lists the 10 skill domains identified in the *NASP Standards for Training and Field Placement* (July, 2010) and some specific sub-skills our program is interested in tracking. Please consider these skills and competencies as you assess the intern's current skill level. For each skill, select one of the following response options:

1. Under-prepared = intern has limited knowledge or capabilities in this area.

2. Entry-level = intern demonstrated entry-level knowledge and skills in this area. He/she engages in activities related to this skill with **supervision**.

3. Well-developed = intern's skills are well-developed in this area. The intern **independently or with minimal supervision** accomplishes activities related to this skill area.

4. Outstanding = intern demonstrated **advanced** knowledge or skills in this area. He/she contributes unique and meaningful information or assistance in this area.

5. No opportunity = field supervisor has not had the opportunity to evaluate the intern's level of performance on this skill.

Data-Based Decision Making and Accountability (Overall) SLO 1	**1**	**2**	**3**	**4**	**5**
• Records review: clearly and succinctly summarizes important information from all relevant student records	1	2	3	4	5
• Observation: conducts systematic observations in relevant settings and meaningfully summarizes data	1	2	3	4	5
• Interviewing: gathers relevant and functional information on an identified problem from teachers, parents, administrators, outside service providers, etc.	1	2	3	4	5
• Chooses measurement tools relevant to the purpose of the assessment, e.g., screening, intervention planning and evaluation, eligibility determination	1	2	3	4	5
• Administers, scores, and interprets assessment data in accordance to standardization requirements	1	2	3	4	5
• Interprets and synthesizes assessment data in a manner understood by educators and parents	1	2	3	4	5

• Interprets data in consideration of sensory, motor, language, and cultural differences	1	2	3	4	5
• Links assessment results to the design, implementation, and evaluation of evidenced-based interventions	1	2	3	4	5
Consultation and Collaboration (Overall) SLO 2	**1**	**2**	**3**	**4**	**5**
• Utilizes effective consultation strategies across situations, contexts, and diverse audiences	1	2	3	4	5
• Effectively collaborates to plan, implement, problem-solve, and make decisions regarding instruction, interventions, and services	1	2	3	4	5
• Effectively communicates information (oral and written) to diverse audiences (e.g., teachers, parents, community, etc.)	1	2	3	4	5
Interventions and Instructional Support to Develop Academic Skills (Overall) SLO 3	**1**	**2**	**3**	**4**	**5**
• Knowledge of effective instructional design, e.g., scaffolding, modeling, corrective feedback, opportunities to respond, flexible grouping	1	2	3	4	5
• Uses progress monitoring data to inform instruction	1	2	3	4	5
• Knowledge of evidence-based academic programs, e.g., standard protocol interventions	1	2	3	4	5
• Implements and evaluates evidence-based academic instruction and programs					
Interventions and Mental Health Services to Develop Social and Life Skills (Overall) SLO 4	**1**	**2**	**3**	**4**	**5**
• Considers various influences on mental health (social, cultural, developmental, etc) in a problem-solving model	1	2	3	4	5
• Uses evidence-based counseling techniques					
• Uses evidence-based interventions to support students social-emotional functioning	1	2	3	4	5
• Accesses appropriate mental health services for students	1	2	3	4	5
• Uses function al behavior assessment methodologies in response to an identified concern, and develops and monitors behavior support plans for individual students	1	2	3	4	5
• Uses principles of positive behavior support at the group, class, and school-wide levels	1	2	3	4	5
Diversity in Development and Learning (Overall) SLO 5	**1**	**2**	**3**	**4**	**5**
Considering the following populations, to what extent is the intern equipped to provide fair assessments of and/or effective interventions to:					
• English language learners	1	2	3	4	5
• Racial/ethnic minorities	1	2	3	4	5
• Students with disabilities	1	2	3	4	5
• GLBTQ youth	1	2	3	4	5
• Students raised in poverty	1	2	3	4	5

School-Wide Practices to Promote Learning (Overall) SLO 6	**1**	**2**	**3**	**4**	**5**
• Knowledge of general, special, and alternative education programs	1	2	3	4	5
• Knowledge of local, state, and federal policies and regulations	1	2	3	4	5
• Knowledge of evidence-based school-wide interventions to prevent problems, promote positive school climate, and target an identified need	1	2	3	4	5
Preventive and Responsive Services (Overall) SLO 7	**1**	**2**	**3**	**4**	**5**
• Knowledge of prevention and intervention programs and services to promote the learning and mental health of children and families	1	2	3	4	5
• Knowledge of evidence-based crisis prevention, response, and recovery techniques at the individual and school-wide level	1	2	3	4	5
Family-School Collaboration Services (Overall) SLO 8	**1**	**2**	**3**	**4**	**5**
• Demonstrates positive and respectful communication with parent(s); non-judgmental	1	2	3	4	5
• Ensures meaningful participation of families in decision-making	1	2	3	4	5
• Recognizes and promotes the need to address concerns across environments	1	2	3	4	5
• Provides direct services to parents to promote success across contexts	1	2	3	4	5
Research and Program Evaluation (Overall) SLO 9	**1**	**2**	**3**	**4**	**5**
• Utilizes knowledge of statistics and measurement appropriate for school settings	1	2	3	4	5
• Utilizes knowledge of data collection and analysis applicable to school settings	1	2	3	4	5
• Accesses and accurately interprets research literature to inform his/her practice	1	2	3	4	5
Legal, Ethical, and Professional Practice (Overall) SLO 10	**1**	**2**	**3**	**4**	**5**
• Demonstrates knowledge of multiple school psychology service delivery models and methods	1	2	3	4	5
• Demonstrates professional work characteristics such as respect for human diversity and social justice, effective interpersonal skills, responsibility, adaptability, initiative, and dependability	1	2	3	4	5
• Provides services consistent with legal and ethical standards and regulations	1	2	3	4	5
• Utilizes supervision and mentoring for effective school psychology practice	1	2	3	4	5

Please rate the intern in the following areas by selecting one of the response options for each competency area:

1. Unsatisfactory = Rarely demonstrates competency

2. Minimal = Occasionally demonstrates competency

3. Satisfactory = Usually demonstrates competency

4. Proficient = Consistently demonstrates competency

Competency	Unsatisfactory	Minimal	Satisfactory	Proficient
	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 supervision/meetings, e.g., evidence of note taking; contributing to discussion; asking questions.	Occasionally well-prepared for supervision/meetings, e.g., evidence of note taking; contributing to discussion; asking questions.	Usually well-prepared for supervision/meetings, e.g., evidence of note taking; contributing to discussion; asking questions.	Consistently well-prepared for supervision/meetings, e.g., evidence of note taking; contributing to discussion; asking questions.
Continuous Learning	Rarely, if ever, demonstrates curiosity, creativity & flexibility, processes & tasks; sets high expectations, receptive to new information.	Occasionally demonstrates curiosity, creativity & flexibility, processes & tasks; sets high expectations, receptive to new information.	Usually demonstrates curiosity, creativity & flexibility, processes & tasks; sets high expectations, receptive to new information.	Consistently demonstrates curiosity, creativity & flexibility, processes & tasks; sets high expectations, receptive to new information.
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 environment.	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.
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,	Occasionally willing to suspend initial judgments, receptive to critical examination of multiple perspectives, generates effective/productive options, makes reasoned decisions, makes connections to	Usually willing to suspend initial judgments, receptive to critical examination of multiple perspectives, generates effective/productive options, makes reasoned decisions with supporting evidence,	Consistently 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, and/or experiences.	previous reading, courses, experiences.	makes connections to previous reading, courses, and/or experiences.	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, etc.)	Occasionally demonstrates ability to thoughtfully listen and respond to people's insights, needs, and concerns (e.g., asks questions, summarize points, etc.)	Usually demonstrates ability to thoughtfully listen and respond to people's insights, needs, and concerns (e.g., ask questions, summarize points, etc.)	Consistently demonstrates ability to thoughtfully listen and respond to people's insights, needs, and concerns (e.g., asks questions, summarize points, 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.

Would you recommend this intern for a school psychology credential?

__Yes __ No

Comments:

I ____have ____ have not shared the results of this evaluation with the intern.

Fieldwork Supervisor Signature: _____Date: _____

Fieldwork Supervisor Phone Number or Email: _____

Fieldworker/Intern Signature: _____ Date: _____

University Supervisor Signature: _____ Date: _____

Thank you for completing this evaluation. If you have not shared the results of the evaluation with the intern, the University Supervisor will share these results with him/her

***Complete one per Supervisor*:**
CSULB School Psychology Program
Practica/Fieldworker/Intern Evaluation of Fieldwork Supervisor

Student: _____ Date: _____

Circle One: EDP 641B EDP 642B

Fieldwork Site & District: _____

Supervisor: _____

Number of supervisors (excluding University faculty): _____

Please rate your supervisor's performance on the following items using a scale of 1-4:
(1 = needs improvement; 2 = acceptable; 3 = good; 4 = excellent; NA = not applicable)

1. Available for additional consultation beyond scheduled supervision meetings	1 2 3 4 NA
2. Receptive to my feelings and opinions	1 2 3 4 NA
3. Provided corrective feedback in a sensitive and appropriate manner	1 2 3 4 NA
4. Offered useful, practical suggestions	1 2 3 4 NA
5. Provided direct supervision once a week	1 2 3 4 NA
6. Shared resources	1 2 3 4 NA
7. Engaged in best practices	1 2 3 4 NA
8. Assigned me to a variety of activities (i.e., not just testing)	1 2 3 4 NA
9. Provided me with a good balance of assistance and autonomy	1 2 3 4 NA
10. Appeared very focused on providing me with a good training experience	1 2 3 4 NA
11. Did not appear overly focused on using me to help get the work done	1 2 3 4 NA
12. The extent to which you were able to engage in the full range of practice at this placement	1 2 3 4 NA
13. Rate your supervisor on a scale 1 - 10: 1= never place another CSULB student with this person 5 = adequate supervision 10 = exceptional in every way	1 2 3 4 5 6 7 8 9 10

14. Overall, I felt well-supported by the supervisors in the district I worked.
Strongly Agree Agree Disagree Strongly Disagree

15. Which type of supervision model most accurately describes the way in which your supervisor organized and structured your supervision with him/her?
Psychodynamic Client-Centered Behavioral Developmental Integrated

Please write confidential comments on the back:

CSULB School Psychology Internship/Fieldwork Log

Intern Name: _____ School site: _____ Weeks of: _____

Total Hours for this site for the above weeks:_____

Major Activities for the Week:

In the table below, please estimate the % of time spent in each activity and a short description of the activity. Please complete one log for each school site. If an activity relates to more than one category, divide the % of time spent between relevant categories.

Data-based decision making and accountability:	_____%
Collaboration and consultation:	_____%
Intervention & instructional support to develop academic skills:	_____%
Interventions and mental health services to develop social and life skills:	_____%
Diversity in development and learning:	_____%
School-wide practices to promote learning:	_____%
Preventive and responsive services:	_____%
Family-school collaboration services:	_____%
Research and program evaluation:	_____%
Legal, ethical practice, and professional practice:	_____%
Total	100%

See pg 12 – 17 NASP Standards for School Psychology found at http://www.nasponline.org

School-based fieldwork supervisor: _____ Date: _____

Reflections: For example: (1) I feel good about/I like how I handled... (2) Something new I learned ... (3) I'm frustrated by... (4) I need to learn more about…. (100-400 words)

Example:

CSULB School Psychology Internship/Fieldwork Log

Intern Name: K. Powers School site: Henry Weeks of: 9/1 - 9/12

Cumulative Hours of Fieldwork: 44 Total Hours for this site for the above weeks: 16

Major Activities for the Week:

I reviewed the files of 2 children who we will be conducting tris, I observed these student in their general and special education classrooms. I learned how to access the student data-base, observed my supervisor counsel 2 students, conducted observations in two special education classroom. and discussed the school's SST and how it might be improved with my supervisor and the principal.

In the table below, please estimate the % of time spent in each activity and a short description of the activity. Please complete one log for each school site. If an activity relates to more than one category, divide the % of time spent between relevant categories.

Data-based decision making and accountability: *File review and observe 2 students*	30 %
Collaboration and consultation: *Collaborated with teachers and administrators, sought feedback on my communication skill from my supervisors*	5 %
Effective instruction and development of cognitive/academic skills: *Observed special education classrooms to become familiar w/ program*	10 %
Socialization and development of life competencies	5 %
Student diversity in development and learning: *Read the school accountability report to learn about the diversity of the school*	15 %
School and systems organization, policy development, and climate: *Discussed school-wide SSTs*	10 %
Prevention, crisis intervention, and mental health: *Observed counseling sessions to become familiar with therapeutic techniques*	15 %
Home/school/community collaboration	0 %
Research and program evaluation	0 %
Legal, ethical practice, and professional development. *Gathered list of tri due dates*	5 %
Information Technology *Learned about the student data-base*	5 %
Total	100%

See pg 12 – 17 NASP Standards for School Psychology found at http://www.nasponline.org

School-based fieldwork supervisor: Ms. Supervisor Date: 9/15/08

Reflections: For example: (1) I feel good about/I like how I handled... (2) Something new I learned ... (3) I'm frustrated by... (4) I need to learn more about…. (100-400 words)

Name: _____ Semester/Yr: _____

INTERNSHIP SUMMARY FORM FOR THE WEEKS OF _____

Internship Site	Nature of Setting[1]	Total Hours at Site	Field-based Supervisor	Supervisor's Credential[2]	Total Supervision Hours	% of time in each activity[3]
						Data-Based Decision Making & Accountability: Consultation & Collaboration: Support for Academic Skills: Develop social and life skills: Student Diversity in Development & Learning: School-wide practices: Prevention and responsive: Family school collaboration: Research & Program Evaluation: Legal, Ethical Practice, & Professional Development:
						Data-Based Decision Making & Accountability: Consultation & Collaboration: Support for Academic Skills: Develop social and life skills: Student Diversity in Development & Learning: School-wide practices: Prevention and responsive: Family school collaboration: Research & Program Evaluation: Legal, Ethical Practice, & Professional Development:
		TOTAL HRS				Data-Based Decision Making & Accountability: Consultation & Collaboration: Support for Academic Skills: Develop social and life skills: Student Diversity in Development & Learning: School-wide practices: Prevention and responsive: Family school collaboration: Research & Program Evaluation: Legal, Ethical Practice, & Professional Development:

[1]Indicate school or non-school setting and grade level. Note: a school must be "a setting in which the primary goal is the education of students of diverse backgrounds, characteristics, abilities, disabilities, and needs who are enrolled in grades P-12. The school setting has available an internal or external pupil services unit that includes at least one credentialed school psychologist and provides a full range of student services" (NASP, 2000).

[2]e.g., NCSP, CA PPS in School Psychology [3]Percent of time spent in each activity, as listed on the Internship Field Experience Log, for six weeks.

EXAMPLE

INTERNSHIP SUMMARY FORM FOR THE WEEKS OF *September 2nd - October 10th*

Internship Site	Nature of Setting[1]	Total Hours at Site	Field-based Supervisor	Supervisor's Credential[2]	Total Supervision Hours	% of time in each activity[3]
Hill Middle School	*School*	*110*	*M. Smith*	*CA PPS NCSP*	*6*	Data-Based Decision Making & Accountability: *20%* Interpersonal Communication & Consultation: *26%* Effective Instruction & Development of Academic Skills: *5%* Socialization & Development of Life Competencies: *10%* Student Diversity in Development & Learning: *15%* School Structure, Organization, & Climate: *10%* Prevention, Wellness Promotion, & Crisis Intervention: Home/School/Community Collaboration: *5%* Research & Program Evaluation: *7%* Legal, Ethical Practice, & Professional Development: Technology: *2%*
Henry Elem School	*School*	*122*	*C. Perch*	*CA PPS*	*10*	Data-Based Decision Making & Accountability: *29%* Interpersonal Communication & Consultation: *14%* Effective Instruction & Development of Academic Skills: *16%* Socialization & Development of Life Competencies: *10%* Student Diversity in Development & Learning: School Structure, Organization, & Climate: Prevention, Wellness Promotion, & Crisis Intervention: Home/School/Community Collaboration: *11%* Research & Program Evaluation: Legal, Ethical Practice, & Professional Development: *16%* Technology: *4%*

		TOTAL HRS **232**				Data-Based Decision Making & Accountability: Interpersonal Communication & Consultation: Effective Instruction & Development of Academic Skills: Socialization & Development of Life Competencies: Student Diversity in Development & Learning: School Structure, Organization, & Climate: Prevention, Wellness Promotion, & Crisis Intervention: Home/School/Community Collaboration: Research & Program Evaluation: Legal, Ethical Practice, & Professional Development: Technology:

CSULB School Psychology Program
Field Supervisor Evaluation of Practica Students

Name of Practicum Candidate: _____

Name of Fieldwork Supervisor: _____

Fieldwork School Site and District: _____

Circle One: 641A 641B Year _____

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The following section lists the 10 skill domains identified in the *NASP Standards for Training and Field Placement* (2010) and some specific sub-skills that our program is interested in tracking. Please consider these skills and competencies as you assess the practicum candidate's current skill level. For each skill, select one of the following response options:

1 = The candidate has limited knowledge or capabilities in this area.
2 = The candidate demonstrated entry-level knowledge and skills in this area. He/she engages in activities related to this skill with substantial **supervision**.
3 = The candidate's skills are well-developed in this area. The candidate **independently or with minimal supervision** accomplishes activities related to this skill area.
4. The candidate demonstrated **advanced** knowledge or skills in this area. He/she contributes unique and meaningful information or assistance in this area.
5. **No opportunity** = The supervisor has not had the opportunity to evaluate the candidate's level of performance on this skill.

COMPETENCY	**RATING**				
SLO 1: Data-based Decision-Making and Accountability	1	2	3	4	No Opportunity
SLO 2: Consultation and Collaboration	1	2	3	4	No Opportunity
SLO 3: Interventions and Instructional Support to Develop Academic Skills	1	2	3	4	No Opportunity
SLO 4: Interventions and Mental Health Services to Develop Skills and Life Skills	1	2	3	4	No Opportunity
SLO 5 Diversity in Development and Learning	1	2	3	4	No Opportunity
SLO 6 School-Wide Practices to Promote Learning	1	2	3	4	No Opportunity
SLO 7 Preventive and Responsive Services	1	2	3	4	No Opportunity
SLO 8 Family-School Collaboration Services	1	2	3	4	No Opportunity
SLO 9 Research and Program Evaluation	1	2	3	4	No Opportunity
SLO 10 Legal, Ethical, and Professional Practice	1	2	3	4	No Opportunity

Considering the following populations, to what extent is the candidate equipped to provide fair assessments and/or effective interventions:

English Language Learners	1	2	3	4	No Opportunity
Students with Disabilities	1	2	3	4	No Opportunity
GLBTQQI	1	2	3	4	No Opportunity
Racial/Ethnic Minorities	1	2	3	4	No Opportunity

Please rate the candidate in the following areas by selecting one of the response options:

1. Unsatisfactory = Rarely demonstrates competency
2. Minimal = Occasionally demonstrates competency
3. Satisfactory = Usually demonstrates competency
4. Proficient = Consistently demonstrates competency

Competency	Unsatisfactory	Minimal	Satisfactory	Proficient
	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 supervision/ meetings, e.g., evidence of note taking; contributing to discussion; asking questions.	Occasionally well-prepared for supervision/ meetings, e.g., evidence of note taking; contributing to discussion; asking questions.	Usually well-prepared for supervision/ meetings, e.g., evidence of note taking; contributing to discussion; asking questions.	Consistently well-prepared for supervision/meetings, e.g., evidence of note taking; contributing to discussion; asking questions.
Continuous Learning	Rarely, if ever, demonstrates curiosity, creativity & flexibility, processes & tasks; sets high expectations, receptive to new information.	Occasionally demonstrates curiosity, creativity & flexibility, processes & tasks; sets high expectations, receptive to new information.	Usually demonstrates curiosity, creativity & flexibility, processes & tasks; sets high expectations, receptive to new information.	Consistently demonstrates curiosity, creativity & flexibility, processes & tasks; sets high expectations, receptive to new information.
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 environment.	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.
Reflective	Rarely, if ever, willing to suspend initial judgments, receptive to critical examination of multiple	Occasionally willing to suspend initial judgments, receptive to critical examination of multiple	Usually willing to suspend initial judgments, receptive to critical	Consistently willing to suspend initial judgments, receptive to critical

	perspectives, generates effective/productive options, makes reasoned decisions with supporting evidence, makes connections to previous reading, courses, and/or experiences.	perspectives, generates effective/productive options, makes reasoned decisions, makes connections to previous reading, courses, experiences.	examination of multiple perspectives, generates effective/productive options, makes reasoned decisions with supporting evidence, makes connections to previous reading, courses, and/or experiences.	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, etc.)	Occasionally demonstrates ability to thoughtfully listen and respond to people's insights, needs, and concerns (e.g., asks questions, summarize points, etc.)	Usually demonstrates ability to thoughtfully listen and respond to people's insights, needs, and concerns (e.g., ask questions, summarize points, etc.)	Consistently demonstrates ability to thoughtfully listen and respond to people's insights, needs, and concerns (e.g., asks questions, summarize points, 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.

Would you recommend this practicum student progress to fieldwork/internship? YES ___ NO___
I have shared the results of this survey with the candidate. YES ___ NO ___

Comments:

Practicum Supervisor Signature: _____Date: _____

Practicum Supervisor Phone Number or Email: _____

Practicum Student Signature: _____ Date: _____

University Supervisor Signature: _____ Date: _____

Thank you for completing this evaluation. If you have not shared the results with the candidate, the instructor will share these results with him/her.

CSULB School Psychology Practica Log

Intern Name: _____ School site: _____ Weeks of: _____

Total Hours for this site for the above weeks:_____

Major Activities for the Week:

In the table below, please estimate the % of time spent in each activity and a short description of the activity. Please complete one log for each school site. If an activity relates to more than one category, divide the % of time spent between relevant categories.

Data-based decision making and accountability:	_____%
Collaboration and consultation:	_____%
Intervention & instructional support to develop academic skills:	_____%
Interventions and mental health services to develop social and life skills:	_____%
Diversity in development and learning:	_____%
School-wide practices to promote learning:	_____%
Preventive and responsive services:	_____%
Family-school collaboration services:	_____%
Research and program evaluation:	_____%
Legal, ethical practice, and professional practice:	_____%
Total	100%

See pg 12 – 17 NASP Standards for School Psychology found at http://www.nasponline.org

School-based fieldwork supervisor: _____ Date: _____

Reflections: For example: (1) I feel good about/I like how I handled... (2) Something new I learned ... (3) I'm frustrated by... (4) I need to learn more about…. (100-400 words)

Describe how the readings for this week informed or influenced something you completed or observed while on practica.

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

BENCHMARKS FOR ED.S DEGREE IN SCHOOL PSYCHOLOGY

The 2014-15 CSULB University Catalog (http://www.csulb.edu/divisions/aa/catalog/current/index.html) and CSULB School Psychology Program Student Handbook ( ) contain additional information regarding graduate study and the school psychology program at CSULB. Students are responsible for knowing the contents of these two documents.

Deadline	Activity	Document/Resource
Prior to enrollment	Meet with assigned advisor to schedule first year of courses (at minimum)	CSULB School Psychology Student Handbook pg. 20
YEAR 1		
Fall	Petition for Course Equivalencies (if any)	https://www.ced.csulb.edu/graduate/petition-course-equivalency
Fall	Obtain Certificate of Clearance from CTC	https://www.ced.csulb.edu/credentials/certificate-clearancefingerprinting
November	Complete and return Calyx Memo	CSULB School Psychology Student Handbook pgs. 21-22
Spring	Pass CBEST	http://www.ctcexams.nesinc.com/test_info_CBEST.asp
February 1st *	Advancement to Candidacy	https://www.ced.csulb.edu/graduate/advancement-candidacy-information-and-forms
March 1st *	Apply for Thesis	https://www.ced.csulb.edu/graduate/ced-thesis-and-project-information-and-forms
Spring	Secure Practica Placement	CSULB School Psychology Student Handbook pgs. 9-11
YEAR 2		
March 1st	Apply for Fieldwork/Internship	https://www.ced.csulb.edu/documents/fieldwork-application-school-psychology-eds-edp-642a
Spring	Secure Fieldwork/Internship Placement	CSULB School Psychology Student Handbook pgs. 11-13; 25-35
February 1st+	Advancement to Candidacy	https://www.ced.csulb.edu/graduate/advancement-candidacy-information-and-forms
March 1st+	Apply for Thesis	https://www.ced.csulb.edu/graduate/ced-thesis-and-project-information-and-forms
Spring^	Advancement to Candidacy	https://www.ced.csulb.edu/graduate/advancement-candidacy-information-and-forms

YEAR 3		
October 1st^	Apply for Comprehensive Exam	https://www.ced.csulb.edu/graduate/comprehensive-examination-information-and-forms
October 15th	Apply for Graduation	http://www.csulb.edu/depts/enrollment/assets/pdf/grad_request_masters.pdf
Fall/Spring	Take Praxis II Exam	http://www.ets.org/praxis/nasp?WT.ac=praxishome_states_121126
Fall/Spring	Defend Thesis	
Spring^	Take Comprehensive Exam	

* If enrolling in EDP 698 Year 2
+ If enrolling in EDP 698 Year 3
^If taking comprehensive exams