# CSULB School Psychology Program Handbook

## 2016-2017

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**CSULB School Psychology Program**

The CSULB School Psychology program is accredited by the National Association of School Psychologists (NASP), Commission on Teacher Credentialing (CTC), and the National Council for the Accreditation of Teacher Education (NCATE). Students completing this program are employed in Prek-12 educational settings and provide direct and indirect psychological and academic support to students. The Educational Specialist degree (Ed.S,) is based on 60 units of course work (plus 6 prerequisites), and includes 4-units of practicum and 6-units of fieldwork/internship. Students in the Ed.S. 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 required, as well as satisfactory completion of the Internship Portfolio. 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, and 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 neEd.S. (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) and the NASP Practice Model (http://www.nasponline.org/standards/practice-model/). Please see the Appendix for an illustration of how coursework maps onto the NASP domains ("Matrix of Courses by NASP 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.

**PROGRAM REQUIREMENTS**

The following details information regarding required coursework, field experiences, personal competencies, and culminating internship activity.

**Coursework**

The School Psychology program at CSULB is a 60-unit course of study that leads to an advanced terminal degree (Ed.S.) and the Pupil Personnel Services (PPS) Credential in School Psychology. Students entering the Ed.S. 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. Table 1 below summarizes the Ed.S. course requirements.

Table 1: Ed.S. 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 |
| 524C | 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 |
| 643 | 3 | Systemic Approaches to Interventions in Schools |
| 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:**<br>Transfer 9 units in a related field of study from existing MA/MS (i.e., specialization area)<br>**PLUS** Comprehensive Exam<br>**OR** EDP 698 (6 units) and EDP 519 or EDP 595 (or equivalent)<br>**PLUS** Thesis **and** Internship Portfolio | | |
| **Students without existing MA/MS:**<br>Choose 3 of the following: EDP 519, 541, 595, 596, 604, 605 **PLUS** Comprehensive Exam<br>**OR**<br>Choose 1: EDP 595 or 519 **PLUS** Thesis (and 6 units of EDP 698) **and** Internship Portfolio | | |

In the table below is the recommended course sequence for the Ed.S. program. Please note that many courses have prerequisites; if students deviate from this schedule and do not complete a required prerequisite, they will likely not be able to take the next course in a sequence. Also 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 (i.e., first-year courses are scheduled so as to not conflict with other first-year courses, etc.). Students planning to complete a first-year recommended course in their second year may experience a course conflict in their second year.

Table 2. Ed.S. in School Psychology Program Recommended Course Sequence

| Semester | Year 1 | Year 2 | Year 3 |
|---|---|---|---|
| Fall | 301/302 (if not waived)<br>405<br>419<br>524A/B<br>528<br><br><br>Units: 11-14 | 517 or 536<br>579<br>641A<br>519 or 596 or 595 (comps)<br>or<br>519 or 595 and 698 (thesis)<br><br>Units: 12-14 | 642A<br>643<br>Units: 6 |
| Spring | 405<br>520<br>524C<br>603<br>604 (comps) | 517 or 536<br>527<br>641B<br>596 or 595 (comps)<br>or | 642B<br>518<br><br>Units: 6 |

| | | | |
|---|---|---|---|
| | Units: 11-14 | 698 (thesis)<br><br>Units: 12 | |

Register and confirm your class schedule at www.MyCSULB.edu. Do not wait to register. Classes with low enrollment will be cancelled. 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.

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.

**Fieldwork**

CTC and NASP require school psychology candidates to complete two field experiences: practica (2nd year; 450 hours) and fieldwork/internship (3rd year; 1200 hours). General requirements for all fieldwork experiences as well as specific requirements for each experience are outlined below.

General Field Work Requirements

1. *Proof of Basic Skills Proficiency*: California Education Code and Title V Regulations specify that applicants for a credential to serve in public schools must verify basic skills proficiency before the credential will be issued. Options for satisfying basic skills requirement include passing the CBEST or CSU Early Assessment Program or the CSU Placement Examinations, achieve a qualifying score on the SAT or ACT or College Board Advanced Placement (AP) Examination. For detailed information, please go to https://www.ced.csulb.edu/credential-center/general-requirements#Basic%20Skills
2. *Certificate of Clearance*: 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/credential-center/general-requirements#Certificate%20of%20Clearance
3. *School-based Supervision*: field-based supervisors are professionals who possess the background, training and credentials appropriate to the fieldwork experience and have at least two years of school psychological experience in the setting in which they are supervising the school psychology practica student or intern.
4. *University Supervision*: candidates meet weekly as a group with their University supervisor (i.e., instructor of EDP 641A/B, EDP 642A/B) for supervision, and complete specific assignments at their practica or internship 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. A weekly reflection also is due.
5. *Securing Fieldwork Placements*: although program faculty must approve all fieldwork experiences prior to candidates accruing hours, candidates are required to find their own fieldwork site(s). Prior student evaluations of practica and internship supervisors are located in the Clinician Room across from the Community Clinic in a locked file drawer. Students seeking practica or intern placements may ask the Graduate Assistant, Clinic Coordinator or any school psychology faculty member to unlock the drawer to review the evaluations, which are filed by district. In addition to the program

coordinator disseminating information regarding fieldwork opportunities through the school year, the School Psychology Student Association (SPSA) hosts a Friday afternoon meeting in February-March for districts who are interested in securing practica students and/or interns the following fall. This is a great opportunity for students to meet with potential fieldwork supervisors and obtain information regarding unique training experiences.

6. *Expected Activities*: engage in an array of activities based on the NASP Standards for Training and Practice found at http://www.nasponline.org/standards/practice-model/ with a range of populations based on age, race, ethnicity, linguistic proficiency, socioeconomic status, gender identity, and ability.

Practica

Candidates must complete a practicum experience under the supervision of a credentialed and experienced (>2 years) school psychologist. Candidates are required by CTC and NASP to complete a minimum of 450 practica hours prior to beginning fieldwork/internship. At least 100 practica hours must be in a school setting that includes at least 50% ethnically, culturally, racially, economically, and/or linguistically diverse students. CSULB school psychology candidates complete 111 practica hours in a clinic setting (EDP 524B, 524C, 579, 527, 517); 43 hours in a school setting that supplement a course (EDP 528, 517, 536); and 300 hours in a school setting supervised by a university practica instructor (EDP 641A & B) for a total of 454 practica hours. Candidates are required to keep a log of all activities and the number of practica hours engaged each semester.

The 2016-2017 practica policy and courses that include the completion of practica hours is summarized below.

Table 3. Summary of Practica Hours and Activities

| Course | Hours | Activities |
|---|---|---|
| 517 | 15 hrs. (clinic)<br>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. |
| 524B | 10 hrs. (clinic) | Administration of published, norm-referenced assessments in clinic; report writing. |
| 524C | 20 hrs. (clinic) | Administration of published, norm-referenced assessments in clinic; report writing; consultation with parent. |
| 528 | 8 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. |
| 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 | 300 hrs. (school) | 150 hours each semester |

| | | |
|---|---|---|
| Total | 111 hrs.<br><br>343 hrs.<br><br>454 hrs. | Clinic<br><br>PreK-12 public school<br><br>Total Hours |

With the exception of EDP 641A and EDP 641B, 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 recordings, 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).

Three hundred practica hours are met by completing EDP 641A & B for two units each. Candidates who concurrently work in public schools may complete the first 150 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 150 hours must be completed in a formalized practicum wherein the candidate commits considerable time to learning the profession from an experienced school psychologist. These 150 hours cannot be completed in the school in which the candidate has worked or is currently working. To ensure that this placement provides sufficient consistency to allow the candidate to manage cases, run counseling groups, etc. the contiguous placement must include:

- A minimum of one full day (~8 hours) and a maximum of 5 full days per week.
- A minimum of 10 weeks and a maximum of 1 year.
- No more than two sites or two supervisors.

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), may be required to complete additional practica hours, repeat a semester of practica, and/or may not be recommended for internship.

<u>Fieldwork/Internship</u>

The school psychology program, CTC, and NASP require candidates to complete a <u>minimum</u> 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 a private school, community agency serving school-age children and youth, 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, economically, 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 professional and personal competencies may be asked to complete additional hours, repeat a semester of fieldwork, or may not be recommended for the PPS Credential.

To enroll in fieldwork/internship (EDP 642A and EDP 642B), students must submit a completed application for fieldwork to the Graduate Studies Office (ED1-7) by March 1st of the year internship will be completed. Please note that students must complete EDP 642A (fall enrollment only) prior to enrolling in EDP 642B (spring enrollment only). For information and an application, please go to https://www.ced.csulb.edu/graduate/fieldwork-application-school-psychology-Ed.S.
All school psychology candidates must complete 6 units of internship credits (EDP 642A=3 units; EDP 642B=3 units). However, 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 school psychology 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 or junior high (grades 6-8, 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 during either practicum or internship. 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, Intern) before a candidate begins 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. Prior student evaluations of intern supervisors are located in the Clinician Room across from the Community Clinic in a locked file drawer. Students seeking intern placements may ask the Graduate Assistant, Clinic Coordinator or any school psychology faculty member to unlock the drawer to review the evaluations, which are filed by district.

Interns may complete up to 400 hours in a non-school setting under the supervision of an appropriately credentialed/licensed psychologist for that setting. Non-school internship settings and supervisor must be approved by the EDP 642A/B University instructor and/or program coordinator.

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. Intern Credentials are processed through the College of Education Credential Office. For information on how to obtain an Internship Credential, please go to http://www.ced.csulb.edu/credentials/

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 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.

**Internship Portfolio**

As a graduate student in the NASP-approved CSULB School Psychology program, interns are required to complete and submit an Internship Portfolio at the conclusion of their internship experience. The Portfolio includes work samples completed at the internship site(s) that meet specific criteria outlined by the School Psychology faculty and NASP standards for training and practice. The Portfolio serves as an opportunity for faculty to review, analyze, and aggregate culminating student data for program improvement while also providing graduate students structured feedback on the attainment of skills critical to effective practice in the schools. Please see Internship Portfolio Description in Appendix.

[1] Underpaid is defined here as less than $12,331 based on the 2015 Federal Register's definition of the poverty rate for a single person

**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.

**Faculty Advising**

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.

**COLLEGE AND UNIVERSITY REQUIREMENTS**

The following is a summary of activities required of graduate students in the College of Education and California State University, Long Beach.

**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 early spring of the final program year) 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 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" (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 each=6 units total) 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. Please note that final approval of Chapters 1-3 by your Thesis Chair and data collection must be completed prior to going on internship. Candidates who have Drs. Powers, Gamble or Hagans as their Thesis Chair are required to attend College of Education Thesis and Project Seminars, which meet twice a month for an entire year, including summer. Failure to attend the seminars will result in being discontinued from completing a thesis by your Thesis Chair. 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) the following 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.Completion and submission of the Praxis exam is a requirement for the degree; thus, thesis students must take the Praxis II exam to be eligible to receive the Ed.S. but are not required to pass the exam.

**District Affiliation Agreements**

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 on the edges of 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 contact 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.

**Opening a File at the Credential Center**

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 have almost completed the Ed.S. 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.

**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). 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.

**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

**Additional 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.

**GENERAL INFORMATION**

Knowledge of the following information will ensure your successful and timely completion of the CSULB Ed.S. degree and receipt of the PPS Credential in School Psychology.

**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.

**CED 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.

**CED Graduate Studies Office** https://www.ced.csulb.edu/graduate/welcome-newly-admitted-students
Located in EED-7, the Graduate Studies Office assists prospective and current students with questions about graduate program applications and admissions, petition for course equivalencies, graduate culture initiative activities and events, advancement to candidacy, program changes, application for thesis or comprehensive examinations, application for fieldwork, maintaining continuous enrollment in the program through GS 700, applying for a leave of absence, and completing university graduation requirements and filing for graduation.

**CSULB Graduate Studies Resource Center (GSRC)** http://www.csulb.edu/graduate-studies-resource-center
The GSRC offers a wide array of information and resources for current and prospective graduate students. Located on the 5th floor of the library, the GRSC provide information regarding campus events, workshops, research opportunities, and funding.

**The Writer's Resource Lab (WRL)** http://www.cla.csulb.edu/departments/english/wrl/
The WRL provides ongoing writing instruction to any currently enrolled CSULB student via one-on-one tutorials. As an integral part of writing-across-the-curriculum program at CSULB, the WRL exists to help students become more effective and independent writers. Information on scheduling an appointment can be found at http://www.cla.csulb.edu/departments/english/wrl/drop-in-appointment-policy/

**Thesis and Dissertation Office** http://web.csulb.edu/library/guide/serv/
Located on the 5th floor of the Library, the Thesis and Dissertation Office helps students prepare manuscripts using proper University format guidelines and the style guide approved by individual departments.

**Center for Scholarship Information (CSI)**
http://web.csulb.edu/divisions/students/scholarships/students/graduate.htm
CSI is the main source for information regarding on- and off-campus scholarships at CSULB. Information on Graduate Assistantships and Fellowships also are available.

**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.

**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.

**Memberships in Professional Associations**

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

**APPENDIX**

| Form | Procedure |
|---|---|
| ASEC Department Code of Civility (pg. 19) | Read prior to beginning coursework |
| Ed.S. New Student Advising (pg. 20) | Completed with your advisor upon beginning the program; updated as needed |
| Ed.S. Calyx Memo (pg. 21-22) | Completed every November and returned to your advisor before Thanksgiving for approval |
| Personal Competencies Review Form (pg. 23-24) | Completed as needed by the program director and faculty on identified candidates. |
| Candidate Intervention Plan (pg. 25) | Action plan to remediate area(s) of concern as noted on the Personal Competencies form |
| Internship Portfolio Description (pg. 26-27) | Completed throughout the internship year to show attainment of critical competencies required of school psychology practitioners |
| Internship Guidelines for Field-Based School Psychology Supervisors (pg. 28-31) | Information regarding internship requirements for School Psychology Field Supervisors who are supervising interns |
| School Psychology Program-District Fieldwork/Internship Agreement (pg. 32-36) | Contract agreed upon and signed by Intern and Supervising School Psychologist. University Supervisor provides final approval |
| School Psychology Program Fieldwork and Internship Policy (pg. 37) | Fieldwork/internship policy regarding location of approved fieldwork sites |
| Fieldwork/Internship Training Plan (pg. 38-39) | Training plan completed at the beginning of each semester of fieldwork/internship with supervising field-based supervisor |
| Evaluation of Fieldwork Supervisor (pg. 40) | Evaluation of supervision received from the field-based supervisor to the practica student or intern; completed at the end of the field experience |
| Evaluation of Fieldworker/Intern (pg. 41-45) | Evaluation of activities and performance of the fieldworker/intern by their fieldwork supervisor; completed at the end of each semester |
| Evaluation of Practica Student (pg. 46-50) | Evaluation of activities and performance of the practica student by their fieldwork supervisor; completed at the end of each semester |
| Weekly Intern Log (pg. 51-52 ) | Weekly log of intern activities, experiences, and number of hours at fieldwork site, and reflection of experiences |
| Weekly Practica Log (pg. 53-54 ) | Weekly log of practica activities, experiences, and number of hours at fieldwork site, and reflection of experiences |
| Monthly Activity Report-Summary of Internship Activities (pg. 55) | Monthly log of fieldwork/intern activities and hours by fieldwork/intern site and supervisor; documentation of supervisor qualifications |
| University Supervisor Intern Observation and Interview Summary (pg. 56) | Each semester of internship, university supervisor observes the intern at their site engaged in a school-psychology related activity, and interviews the fieldwork supervisor regarding the intern's activities |

| | |
|---|---|
| | and performance |
| CED Plagiarism Policy (pg. 57-58) | College-wide policy of plagiarism and cheating |
| Matrix of Courses by NASP Domain (pg. 59) | Coursework by NASP Domains for Training and Practice |
| Benchmarks for Ed.S. Degree (pg. 60-61) | 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 2016 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 16 | Fall 16 | Spring 17 | Summer 17 | Fall 17 | Spring 18 |
|---|---|---|---|---|---|---|
| EDP 301/ 302 Child or Adol Dev | | | | | | |
| EDP 405 Classroom Management | | | | | | |
| EDP 419 Educational Statistics | | | | | | |
| EDP 517 Counseling | | | | | | |
| EDP 520 Research Methods | | | | | | |
| EDP 524A Psychoed Assessment | | | | | | |
| EDP 524B (2 units) Psychoed Lab I | | | | | | |
| EDP 524C (2 units) Psychoed Lab II | | | | | | |
| EDP 527 Advanced Assmt for Interv | | | | | | |
| EDP 528 Intro to School Psychology | | | | | | |
| EDP 536 Consultation | | | | | | |
| EDP 560 Behavior Assmt & Interv | | | | | | |
| EDP 579 CBM-Intervention (4 units) | | | | | | |
| EDP 518 Crisis Response | | | | | | |
| EDP 603 Risk & Resilience | | | | | | |
| EDP 641A/B (2 units each) Practica | | | | | | |
| EDP 642A/B (3 units each) Internship | | | | | | |
| EDP 643 Systemic Approaches | | | | | | |
| **Culminating Activity**<br>*Students with Existing M.A*:<br>• Transfer 9 units for specialization PLUS Comprehensive Exam OR One elective from below or equivalent, 6 units of EDP 698 PLUS Thesis<br>*Students without M.A*:<br>• 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.

**2016 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 2016 | Plan to take Spring 16 | Plan to take AY 2016-17 (Fall - 'F'; Spring – 'S') |
|---|---|---|---|---|---|
| EDP 301/ 302 Child or Adol Dev | | | | | |
| EDP 405 Classroom Management | | | | | |
| EDP 419 Educational Statistics | | | | | |
| EDP 517 Counseling | | | | | |
| EDP 520 Research Methods | | | | | |
| EDP 524A Psychoed Assessment | | | | | |
| EDP 524B (2 units) Psychoed Lab I | | | | | |
| EDP 524C (2 units) Psychoed Lab II | | | | | |
| EDP 527 Advanced Assmt for Interv | | | | | |
| EDP 528 Intro to School Psychology | | | | | |
| EDP 536 Consultation | | | | | |
| EDP 560 Behavior Assmt & Interv | | | | | |
| EDP 579 CBM-Intervention (4 units) | | | | | |
| EDP 518 Crisis Response | | | | | |
| EDP 603 Risk & Resilience | | | | | |
| EDP 641A/B (2 units each) Practica | | | | | |
| EDP 642A/B (3 units each) Internship | | | | | |
| EDP 643 Systemic Approaches | | | | | |
| **Culminating Activity**<br>*Students with MA*:<br>• Transfer 9 units for specialization PLUS Comprehensive Exam <u>OR</u><br>• One elective from below or equivalent, 6 units of EDP 698 PLUS Thesis<br>*Students without MA*:<br>• Three electives from below PLUS Comprehensive Exam OR<br>• One elective from below, 6 units of EDP 698 PLUS Thesis | | | | | |
| Transfer 9 units from MA<br>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 or equivalent.

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:
Year you plan to begin EDP 641A: _____
Year you plan to complete EDP 641B: _____
Plan (potential districts or settings; experiences you would like to obtain, etc.):

Fieldwork/Internship:
Year you plan to begin EDP 642A: _____
Year you plan to complete EDP 642B: _____
Plan (potential districts or settings; experiences you would like to obtain, etc.):

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

Advisor 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<br>1 | Minimal<br>2 | Satisfactory<br>3 | Proficient<br>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:**<br>☐ Attendance<br>☐ Preparedness<br>☐ Continuous learning<br>☐ Positive climate<br>☐ Reflective<br>☐ Thoughtful & responsive listening<br>☐ Cooperative/collaborative<br>☐ Respectful<br>☐ 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:** | |

CSULB School Psychology Program
INTERNSHIP PORTFOLIO

As a graduate student in the NASP-approved CSULB School Psychology program, you are required to complete and submit an Internship Portfolio at the conclusion of your internship experience. The Portfolio will include work samples completed at your internship site(s) that meet specific criteria outlined by the School Psychology faculty and NASP standards for training and practice. The purpose of the Portfolio is to provide School Psychology faculty an opportunity to provide graduate students structured feedback on the attainment of skills critical to effective practice in the schools. Faculty also will review, analyze, and aggregate Portfolio data for program improvement. The Portfolio also provides an opportunity for graduate students to self-reflect and evaluate the myriad of skills learned throughout the program.

The Internship Portfolio is submitted to the instructor of ED P 642B in one PDF document. A draft Internship Portfolio, including all required documents, is due to the instructor of EDP 642B no later than March 1st. The final Internship Portfolio is due to the instructor of ED P 642B by May 1st. At least one complete Case Study (behavior or academic) and resume or CV are due to the ED P 642A instructor by the end of the fall semester (specific date to be announced by the instructor).

REQUIRED DOCUMENTS

1. Title Page
2. Table of Contents
3. Current Resume/CV
4. Behavioral Intervention Case Study, including
   - 5-7 page Case Study report organized by NCSP Rubric, including the following headers: Problem Identification, Problem Analysis, Intervention and Evaluation
   - Baseline and intervention data in an Excel spreadsheet, including
     - Cohen's *d* effect size calculation
     - Percent Non-Overlapping (PNOD) effect size calculation
5. Academic Intervention Case Study, including
   - 5-7 page Case Study report organized by NCSP Rubric, including the following headers: Problem Identification, Problem Analysis, Intervention and Evaluation
   - Baseline and intervention data in an Excel spreadsheet, including
     - Cohen's *d* effect size calculation
     - Percent Non-Overlapping (PNOD) effect size calculation
6. Final Reflection and Professional Development Plan

FORMATING REQUIREMENTS

The portfolio should be written and submitted as follows:

- Submit in one PDF document
- APA style
- 12-point font
- Double-spaced (except resume/CV)
- No grammar and spelling errors
- All identifying information redacted
- Case Study reports should be no longer than 7 pages

- Professional Development Plan should be based on the Final Reflection. Together, they should not exceed 4 pages
- Resume or CV should not exceed 3 pages

EVALUATION CRITERIA

The Internship Portfolio is reviewed and evaluated by the instructors of EDP 642B as either "Pass" or "No Pass." To obtain a passing score, the following criteria must be met:

1. Passing score on both the Academic and Behavior Case Studies (see NCSP Case Study Rubric for criteria).
2. Attain at least a medium effect size on either the Academic or Behavior Case Study using Cohen's *d* (.30-2.80) or PNOD (46%-98%).
3. Resume or CV (TBD)
4. Reflection and Professional Development Plan (TBD)
5. Adherence to formatting requirements (e.g., page limit, inclusive of all required documents, error free, etc.)

Portfolios rated as "No Pass" will be evaluated by an additional school psychology faculty member. Students who receive a second "No Pass" rating on the Portfolio will be required to resubmit any portion of the Portfolio not meeting the minimum criteria described above.

CALIFORNIA STATE UNIVERSITY, LONG BEACH
College of Education
Department of Advanced Studies in Education and Counseling
School Psychology Program
Revised, 2016

**INTERNSHIP GUIDELINES**

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 paid internship. Candidates who are paid less than $12,000[1] per year can only commit to engaging in any internship related-activities for up to four days per week. Candidates may elect to complete their internship over 2 years (600 hours each year). All fieldwork/internship experiences must include participation in an array of school psychology-related activities (e.g., consultation, counseling, academic/behavioral intervention, etc.) with diverse student populations, and be supervised by a PPS school psychology credential holder with at least 2 years of experience as a school psychologist at his/her site(s).

Candidates may complete up to 600 internship hours in a non-school setting. Candidates who wish to complete up to 600 internship hours in a non-school setting must be supervised by an appropriately credentialed/licensed psychologist for that setting. Internship hours completed in a non-school setting, as well as the candidate's supervisor, must be approved by the EDP 642A/B University instructor.

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

**Eligibility for Internship**

To engage in fieldwork/internship, a candidate must be enrolled in the program and successfully completed with a grade of C or better in all courses except EDP 518, 536, 643 and 642A/B, which may be taken during the fieldwork year. In some instances, only with approval from the program coordinator, candidates may enter fieldwork/internship with additional coursework in need of completion. Thesis students must have final approval of Chapters 1-3 by their Thesis Chair and data collection must be completed prior to going on internship. EDP 642A and B are fieldwork supervision courses. Fieldwork is taken twice (2 semesters) for 3 units each semester. Students completing fieldwork over 2 years must be enrolled in either EDP 642A or B each semester he/she is engaged in fieldwork but should not enroll in units that exceed the 6 unit requirement. Thus, part-time interns may enroll in 1 unit of EDP 642A in fall of their first year of internship, and 2 units the following spring semester. Similar unit enrollment would occur the second year of internship.

The internship credential may be awarded if the intern has been offered a position by a district requiring the internship credential. Please note that the internship credential is issued to a specific district on

[1] Underpaid is defined here as less than $12,331 based on the 2015 Federal Register's definition of the poverty rate for a single person

behalf of the student and is provided upon receipt of a letter from the district or county office affirming their desire to hire the intern. All internship credentials are processed through the CSULB Credential Office (https://www.ced.csulb.edu/credential-center), and are valid for a maximum of two years. Requests for internship credentials are made to the program coordinator after a placement has been offered to the candidate by the district.
An intern cannot be hired to replace a laid-off or "RIFFED" (Reduction in Force) school psychologist. CTC specifically prohibits training institutions from issuing intern credentials for districts or county offices that plan to hire an intern to take the place of a laid-off permanent employee. Candidates who are required to obtain an intern credential from a potential internship site (e.g., district) should confirm that they are not replacing a RIFFED school prior to interviewing with prospective districts.

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

1. Paid/Under Paid internships. Students who plan to complete the fieldwork requirement as an unpaid or underpaid intern may only commit to training 4 days per week. The fifth week day should to be used for either completing program demands (i.e., studying for comps or completing readings) or earning supplementary income.
2. Restricted Number of School Sites. Interns are to be assigned to no more than 2 sites per semester. Interns need to 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 providing professional development, as well as developing 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. Supervisors who participate in CSULB/SPEC meetings/trainings will be given priority. In consultation with the program coordinator, the University Supervisor may inform the candidate that he/she is not meeting the training standards as specified and the candidate must find a new placement/supervisor to continue internship.
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 Responsibilities**
It is required that candidates receive on-site supervision from a person who currently holds, and has held for a least 2 years, a State of California School Psychologist Credential. The supervisor is required to have 2 years of experience at the site. Supervision must occur a minimum of 2 hours per week which may include mentoring, teaching, advising, coaching, providing feedback, modeling and reinforcing. The

supervisor and the intern develop a close working relationship wherein the supervisor is aware of all the activities of the intern, assigns responsibilities, checks the accuracy and value of the intern's work, and monitors adherence to accreditation standards. During the early part of the field experience, the fieldwork supervisor should be in daily contact with the intern. As time goes by and as the intern demonstrates his/her growing competence, daily interaction may be replaced with twice-weekly and then (at least) weekly meetings for the duration of the field experience. These meetings should be face-to-face or by phone, and must average at least two hours per week.

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.
(4) Internship Training Plan

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

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

We believe interns should make meaningful contributions to students, teachers, administrators, and parents as soon as possible. At the same time, we would caution against expecting interns to handle difficult cases and complicated consultations early in their placements without the active support of their supervisor. Since each supervisor-intern relationship is somewhat different, depending on the parties and situations involved, it is difficult to be very specific about when certain expectations must be met. Interns vary in their speed of learning, background experiences, and also in the amount of time they are working in the field which may vary from two days a week to full-time. Nonetheless, interns are expected to meet the standards for training and practice as outlined by NASP and CTC. Standards not met during the first semester should be met during the second semester. Fieldwork supervisors are required to complete the CSULB Fieldwork/Internship Evaluation form at the end of each semester. The university supervisor will meet with one district supervisor per candidate a minimum of once per semester to discuss the intern's progress. Results of this site visit may include suggestions for revising the Intern Training Plan so that every opportunity is afforded the intern to develop competencies in each of the NASP Domains of Training and Practice. NASP Standards for Graduate Preparation of School Psychologists (NASP, 2010) are as follows:

(1) Data-based Decision Making
(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 preschool or elementary (PreK-5/6), middle or junior high (7-8, or 7-8-9), and senior high/transition. Any two of those three are acceptable, as long as at least 200 hours are documented in each of the two 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 ensures that candidates meet university, program, CTC and NASP requirements. The university supervisor will visit each intern enrolled in his/her supervision class. The visit will include observing the intern engaged in a school psychology-related activity and interviewing the school-based supervisor. The university supervisor will provide feedback regarding the intern's performance and professional behavior. In addition, the university supervisor monitors completion of fieldwork and supervision hours, as well as field activities to ensure the candidate is engaged in a wide variety of activities related to training standards; facilitates the distribution and collection of fieldwork supervisor evaluations; serves as the liaison between the university and district; problem-solves any intern-related issues; and conducts bi-monthly 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 record or log of their activities by NASP Domain, (2) obtain approval from their site supervisor via signature, and (3) return the log to their university supervisor on a bi-monthly basis. Please note that NASP requires accredited school psychology training programs to report intern activities, number of hours spent in each NASP Domain, and fieldwork supervisor name and his/her credentials.

**Additional Requirements**

Interns are required to complete four assignments to complete their coursework and culminating portfolio: (1) problem-solving case study for a behavioral concern, (2) problem-solving case study for an academic concern, (3) an ethical case study, and (4) a psychoeducational assessment report. All identifying information must be redacted from the reports. For further information regarding these activities, please contact the coordinator of the CSULB school psychology program.

For additional information regarding the NASP Domains and examples of how they may be implemented in the field, please go to http://www.nasponline.org/standards/practice-model/ For questions or concerns about this information, or about any aspect of the fieldwork/internship experience for CSULB school psychology candidates, please do not hesitate to call or email the program coordinator: Kristi Hagans, Ph.D., NCSP, 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.

In so doing, the UNIVERSITY, DISTRICT, and INTERN 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 the INTERNSHIP SITE agree that INTERN selection and placement shall not be for reasons of sex, race, color, religion, national origin, ethnic group, marital or parental status, ancestry, age, sexual orientation, or physical or mental disability or the perception of one or more of such characteristics.

7. The University may, upon good cause, withdraw from fieldwork at any time any student of the UNIVERSITY assigned to fieldwork in the INTERNSHIP SITE.

**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(s) 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 up to two school psychologists who have at least two years experience as school psychologists to serve as the INTERN's supervisors. 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. DISTRICT acknowledges that the supervising school psychologist(s) will not receive compensation for supervising the INTERN.

10. The DISTRICT agrees that the designation of the school psychologist supervisor(s) is subject to the approval of the UNIVERSITY.

11. The DISTRICT supervisor(s) 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.

12. The DISTRICT supervisor(s), 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.

13. 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.

14. 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 two schools and possibly one special program. 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.

15. The DISTRICT assures that the INTERN will devote not more than forty percent (40%) of his/her time to psycho-educational evaluations and related activities. The DISTRICT assures that the INTERN will be given multiple opportunities to prepare to assume a school psychologists role the following year, including completing initial and triennial assessments from beginning to end.

16. 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, and professional association meetings and conferences.

17. 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.

## UNIVERSITY-DISTRICT-INTERN AGREEMENT

**Participating School District** _____

**Intern** _____

**Time of Appointment:** _____ **to** _____

**Supervising District School Psychologist**

Signature _____
Name (print) _____
Date _____
Address for Communication _____
_____
_____
Phone(s) _____
E-Mail _____

**Participating School Site**

School _____
Address _____
_____
Phone _____

**Supervising District School Psychologist**

Signature _____
Name (print) _____
Date _____
Address for Communication _____
_____
_____
Phone(s) _____
E-Mail _____

**Participating School Site**

School _____
Address _____
_____
Phone _____

**Intern**

Signature _____
Name (print) _____
Date _____

**University Supervisor**

Signature _____
Name (print) _____
Date _____

CALIFORNIA STATE UNIVERSITY, LONG BEACH

COLLEGE OF EDUCATION
Advanced Studies in Education and Counseling Department

**School Psychology Program Fieldwork and Internship Policy**

Please note that as of academic year 2014-2015, 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:

**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: _____

**University Fieldwork Supervisor**: _____ Date: _____

Day and time we meet for supervision: _____

**Intern**: _____ Date: _____

C***OMPLETE ONE PER SUPERVISOR***

**CSULB School Psychology Program**
**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. Extent to which you engaged in the full range of practice at this placement | 1 | 2 | 3 | 4 | NA |
| 13. Rate your supervisor on a scale 1 - 10:<br>1= never place another CSULB student with this supervisor<br>5 = adequate supervision<br>10 = exceptional in every way | 1<br><br><br>6 | 2<br><br><br>7 | 3<br><br><br>8 | 4<br><br><br>9 | 5<br><br><br>10 |
| 14. Overall, I felt well-supported by the supervisors in the district I worked. | Strongly Agree<br>Agree<br>Disagree<br>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<br>Client-Centered<br>Behavioral<br>Developmental<br>Integrated | | | | |

Please write confidential comments below and/or on the back:

CSULB School Psychology Program
Field Supervisor Evaluation of INTERN

Name of 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 rate the degree to which the INTERN successfully engages in these activities in collaboration with others**. For each skill, select one of the following response options:

**1** - Minimally = the INTERN does not effectively engage in this activity and/or requires considerable supervision.
**2** - Developing = the INTERN is occasionally effective when engaging in this activity and requires some supervision.
**3** - Well-developed = the INTERN is frequently effective when engaging in this activity and requires minimal supervision.
**4 -** Outstanding = the INTERN is consistently effective when engaging in these activities. Little to no direct supervision is required for the student to independently engage in this activity.
**N/O** - No Opportunity = field supervisor has not had the opportunity to evaluate the INTERN'S level of performance while engaged in this activity.

| Data-Based Decision Making and Accountability | 1 | 2 | 3 | 4 | N/O |
|---|---|---|---|---|---|
| • Records review: clearly and succinctly summarizes important information from all relevant student records | 1 | 2 | 3 | 4 | N/O |
| • Observation: conducts systematic observations in relevant settings and meaningfully summarizes data | 1 | 2 | 3 | 4 | N/O |
| • Interviewing: gathers relevant and functional information on an identified problem from teachers, parents, administrators, outside service providers, etc. | 1 | 2 | 3 | 4 | N/O |
| • Chooses measurement tools relevant to the purpose of the assessment, e.g., screening, intervention planning and evaluation, eligibility determination | 1 | 2 | 3 | 4 | N/O |
| • Administers, scores, and interprets assessment data in accordance to standardization requirements | 1 | 2 | 3 | 4 | N/O |
| • Interprets and synthesizes assessment data in a manner understood by educators and parents | 1 | 2 | 3 | 4 | N/O |
| • Interprets data in consideration of sensory, motor, language, and cultural differences | 1 | 2 | 3 | 4 | N/O |
| • Links assessment results to the design, implementation, and evaluation of evidenced-based interventions | 1 | 2 | 3 | 4 | N/O |

| Consultation and Collaboration | 1 | 2 | 3 | 4 | N/O |
|---|---|---|---|---|---|
| • Utilizes effective consultation strategies across situations, contexts, and diverse audiences | 1 | 2 | 3 | 4 | N/O |
| • Effectively collaborates to plan, implement, problem-solve, and make decisions regarding instruction, interventions, and services | 1 | 2 | 3 | 4 | N/O |
| • Effectively communicates information (oral and written) to diverse audiences (e.g., teachers, parents, community, etc.) | 1 | 2 | 3 | 4 | N/O |
| **Interventions and Instructional Support to Develop Academic Skills** | **1** | **2** | **3** | **4** | **N/O** |
| • Knowledge of effective instructional design, e.g., scaffolding, modeling, corrective feedback, opportunities to respond, flexible grouping | 1 | 2 | 3 | 4 | N/O |
| • Uses progress monitoring data to inform instruction | 1 | 2 | 3 | 4 | N/O |
| • Knowledge of evidence-based academic programs, e.g., standard protocol interventions | 1 | 2 | 3 | 4 | N/O |
| • Implements and evaluates evidence-based academic instruction and programs | 1 | 2 | 3 | 4 | N/O |
| **Interventions and Mental Health Services to Develop Social and Life Skills** | **1** | **2** | **3** | **4** | **N/O** |
| • Considers various influences on mental health (social, cultural, developmental, etc) in a problem-solving model | 1 | 2 | 3 | 4 | N/O |
| • Uses evidence-based counseling techniques | 1 | 2 | 3 | 4 | N/O |
| • Uses evidence-based interventions to support students social-emotional functioning | 1 | 2 | 3 | 4 | N/O |
| • Accesses appropriate mental health services for students | 1 | 2 | 3 | 4 | N/O |
| • 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 | N/O |
| • Uses principles of positive behavior support at the group, class, and school-wide levels | 1 | 2 | 3 | 4 | N/O |
| **Diversity in Development and Learning** | **1** | **2** | **3** | **4** | **N/O** |
| Effectively engages in a variety of activities with the following populations: | | | | | |
| • English language learners | 1 | 2 | 3 | 4 | N/O |
| • Racial/ethnic minorities | 1 | 2 | 3 | 4 | N/O |
| • Students with disabilities | 1 | 2 | 3 | 4 | N/O |
| • GLBTQ youth | 1 | 2 | 3 | 4 | N/O |
| • Students raised in poverty | 1 | 2 | 3 | 4 | N/O |
| **School-Wide Practices to Promote Learning** | **1** | **2** | **3** | **4** | **N/O** |
| • Knowledge of general, special, and alternative education programs | 1 | 2 | 3 | 4 | N/O |
| • Knowledge of local, state, and federal policies and regulations | 1 | 2 | 3 | 4 | N/O |
| • Knowledge of evidence-based school-wide interventions to prevent problems, promote positive school climate, | 1 | 2 | 3 | 4 | N/O |

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|---|---|---|---|---|---|
| and target an identified need | | | | | |
| Preventive and Responsive Services | 1 | 2 | 3 | 4 | N/O |
| • Knowledge of prevention and intervention programs and services to promote the learning and mental health of children and families | 1 | 2 | 3 | 4 | N/O |
| • Knowledge of evidence-based crisis prevention, response, and recovery techniques at the individual and school-wide level | 1 | 2 | 3 | 4 | N/O |
| Family-School Collaboration Services | 1 | 2 | 3 | 4 | N/O |
| • Demonstrates positive and respectful communication with parent(s); non-judgmental | 1 | 2 | 3 | 4 | N/O |
| • Ensures meaningful participation of families in decision-making | 1 | 2 | 3 | 4 | N/O |
| • Recognizes and promotes the need to address concerns across environments | 1 | 2 | 3 | 4 | N/O |
| • Provides direct services to parents to promote success across contexts | 1 | 2 | 3 | 4 | N/O |
| Research and Program Evaluation | 1 | 2 | 3 | 4 | N/O |
| • Utilizes knowledge of statistics and measurement appropriate for school settings | 1 | 2 | 3 | 4 | N/O |
| • Utilizes knowledge of data collection and analysis applicable to school settings | 1 | 2 | 3 | 4 | N/O |
| • Accesses and accurately interprets research literature to inform his/her practice | 1 | 2 | 3 | 4 | N/O |
| Legal, Ethical, and Professional Practice | 1 | 2 | 3 | 4 | N/O |
| • Demonstrates knowledge of multiple school psychology service delivery models and methods | 1 | 2 | 3 | 4 | N/O |
| • 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 | N/O |
| • Provides services consistent with legal and ethical standards and regulations | 1 | 2 | 3 | 4 | N/O |
| • Utilizes supervision and mentoring for effective school psychology practice | 1 | 2 | 3 | 4 | N/O |

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 | Occasionally willing to suspend initial judgments, receptive to critical examination of multiple perspectives, generates | Usually willing to suspend initial judgments, receptive to critical examination of multiple perspectives, generates | Consistently willing to suspend initial judgments, receptive to critical examination of multiple perspectives, generates |

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| | effective/productive options, makes reasoned decisions with supporting evidence, makes connections to previous reading, courses, and/or experiences. | effective/productive options, makes reasoned decisions, makes connections to previous reading, courses, experiences. | effective/productive options, makes reasoned decisions with supporting evidence, makes connections to previous reading, courses, and/or experiences. | 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 INTERN continue to second semester of internship (end of fall only) or for a school psychologist position (end of spring only)? __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: _____

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 them.**

CSULB School Psychology Program
Field Supervisor Evaluation of PRACTICA Student

Name of Practica Student: _____

Name of Fieldwork Supervisor: _____

Fieldwork School Site and District: _____

Circle One: 641A 641B 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 rate the degree to which the PRACTICA student successfully engages in these activities in collaboration with others. For each skill, select one of the following response options:

1 - Minimally = the PRACTICA student does not effectively engage in this activity and/or requires considerable supervision.
2 - Developing = the PRACTICA student is occasionally effective when engaging in this activity and requires some supervision.
3 - Well-developed = the PRACTICA student is frequently effective when engaging in this activity and requires minimal supervision.
4 - Outstanding = the PRACTICA student is consistently effective when engaging in these activities. Little to no direct supervision is required for the student to independently engage in this activity.
N/O - No Opportunity = field supervisor has not had the opportunity to evaluate the PRACTICA student's level of performance while engaged in this activity.

| Data-Based Decision Making and Accountability | 1 | 2 | 3 | 4 | N/O |
|---|---|---|---|---|---|
| • Records review: clearly and succinctly summarizes important information from all relevant student records | 1 | 2 | 3 | 4 | N/O |
| • Observation: conducts systematic observations in relevant settings and meaningfully summarizes data | 1 | 2 | 3 | 4 | N/O |
| • Interviewing: gathers relevant and functional information on an identified problem from teachers, parents, administrators, outside service providers, etc. | 1 | 2 | 3 | 4 | N/O |
| • Chooses measurement tools relevant to the purpose of the assessment, e.g., screening, intervention planning and evaluation, eligibility determination | 1 | 2 | 3 | 4 | N/O |
| • Administers, scores, and interprets assessment data in accordance to standardization requirements | 1 | 2 | 3 | 4 | N/O |
| • Interprets and synthesizes assessment data in a manner understood by educators and parents | 1 | 2 | 3 | 4 | N/O |
| • Interprets data in consideration of sensory, motor, language, and cultural differences | 1 | 2 | 3 | 4 | N/O |
| • Links assessment results to the design, implementation, and evaluation of evidenced-based interventions | 1 | 2 | 3 | 4 | N/O |
| Consultation and Collaboration | 1 | 2 | 3 | 4 | N/O |

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|---|---|---|---|---|---|
| • Utilizes effective consultation strategies across situations, contexts, and diverse audiences | 1 | 2 | 3 | 4 | N/O |
| • Effectively collaborates to plan, implement, problem-solve, and make decisions regarding instruction, interventions, and services | 1 | 2 | 3 | 4 | N/O |
| • Effectively communicates information (oral and written) to diverse audiences (e.g., teachers, parents, community, etc.) | 1 | 2 | 3 | 4 | N/O |
| **Interventions and Instructional Support to Develop Academic Skills** | **1** | **2** | **3** | **4** | **N/O** |
| • Knowledge of effective instructional design, e.g., scaffolding, modeling, corrective feedback, opportunities to respond, flexible grouping | 1 | 2 | 3 | 4 | N/O |
| • Uses progress monitoring data to inform instruction | 1 | 2 | 3 | 4 | N/O |
| • Knowledge of evidence-based academic programs, e.g., standard protocol interventions | 1 | 2 | 3 | 4 | N/O |
| • Implements and evaluates evidence-based academic instruction and programs | 1 | 2 | 3 | 4 | N/O |
| **Interventions and Mental Health Services to Develop Social and Life Skills** | **1** | **2** | **3** | **4** | **N/O** |
| • Considers various influences on mental health (social, cultural, developmental, etc.) in a problem-solving model | 1 | 2 | 3 | 4 | N/O |
| • Uses evidence-based counseling techniques | 1 | 2 | 3 | 4 | N/O |
| • Uses evidence-based interventions to support students social-emotional functioning | 1 | 2 | 3 | 4 | N/O |
| • Accesses appropriate mental health services for students | 1 | 2 | 3 | 4 | N/O |
| • 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 | N/O |
| • Uses principles of positive behavior support at the group, class, and school-wide levels | 1 | 2 | 3 | 4 | N/O |
| **Diversity in Development and Learning** | **1** | **2** | **3** | **4** | **N/O** |
| Effectively engages in a variety of activities with the following populations: | | | | | |
| • English language learners | 1 | 2 | 3 | 4 | N/O |
| • Racial/ethnic minorities | 1 | 2 | 3 | 4 | N/O |
| • Students with disabilities | 1 | 2 | 3 | 4 | N/O |
| • GLBTQ youth | 1 | 2 | 3 | 4 | N/O |
| • Students raised in poverty | 1 | 2 | 3 | 4 | N/O |
| **School-Wide Practices to Promote Learning** | **1** | **2** | **3** | **4** | **N/O** |
| • Knowledge of general, special, and alternative education programs | 1 | 2 | 3 | 4 | N/O |
| • Knowledge of local, state, and federal policies and regulations | 1 | 2 | 3 | 4 | N/O |
| • Knowledge of evidence-based school-wide interventions to prevent problems, promote positive school climate, and target an identified need | 1 | 2 | 3 | 4 | N/O |

| Preventive and Responsive Services | 1 | 2 | 3 | 4 | N/O |
|---|---|---|---|---|---|
| • Knowledge of prevention and intervention programs and services to promote the learning and mental health of children and families | 1 | 2 | 3 | 4 | N/O |
| • Knowledge of evidence-based crisis prevention, response, and recovery techniques at the individual and school-wide level | 1 | 2 | 3 | 4 | N/O |
| **Family-School Collaboration Services** | **1** | **2** | **3** | **4** | **N/O** |
| • Demonstrates positive and respectful communication with parent(s); non-judgmental | 1 | 2 | 3 | 4 | N/O |
| • Ensures meaningful participation of families in decision-making | 1 | 2 | 3 | 4 | N/O |
| • Recognizes and promotes the need to address concerns across environments | 1 | 2 | 3 | 4 | N/O |
| • Provides direct services to parents to promote success across contexts | 1 | 2 | 3 | 4 | N/O |
| **Research and Program Evaluation** | **1** | **2** | **3** | **4** | N/O |
| • Utilizes knowledge of statistics and measurement appropriate for school settings | 1 | 2 | 3 | 4 | N/O |
| • Utilizes knowledge of data collection and analysis applicable to school settings | 1 | 2 | 3 | 4 | N/O |
| • Accesses and accurately interprets research literature to inform his/her practice | 1 | 2 | 3 | 4 | N/O |
| **Legal, Ethical, and Professional Practice** | **1** | **2** | **3** | **4** | N/O |
| • Demonstrates knowledge of multiple school psychology service delivery models and methods | 1 | 2 | 3 | 4 | N/O |
| • 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 | N/O |
| • Provides services consistent with legal and ethical standards and regulations | 1 | 2 | 3 | 4 | N/O |
| • Utilizes supervision and mentoring for effective school psychology practice | 1 | 2 | 3 | 4 | N/O |

Please rate the PRACTICA student 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 | Occasionally willing to suspend initial judgments, receptive to critical examination of multiple perspectives, generates | Usually willing to suspend initial judgments, receptive to critical examination of multiple perspectives, generates | Consistently willing to suspend initial judgments, receptive to critical examination of multiple perspectives, generates |

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| | effective/productive options, makes reasoned decisions with supporting evidence, makes connections to previous reading, courses, and/or experiences. | effective/productive options, makes reasoned decisions, makes connections to previous reading, courses, experiences. | effective/productive options, makes reasoned decisions with supporting evidence, makes connections to previous reading, courses, and/or experiences. | 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 PRACTICA student continue to second semester of practica (end of fall only) or for internship (end of spring only)? __Yes __ No

Comments:

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

Fieldwork Supervisor Signature: _____ Date: _____

Fieldwork Supervisor Phone Number or Email: _____

Practica Student Signature: _____ Date: _____

University Supervisor Signature: _____ Date: _____

*Thank you for completing this evaluation. If you have not shared the results of the evaluation with the practica student, the University Supervisor will share these results with them.*

## CSULB SCHOOL PSYCHOLOGY PROGRAM WEEKLY INTERNSHIP LOG

Name: _____ Week of _____ to _____ District: _____

School Site: _____ School Site: _____

Activity Codes:

AS – Assessment Activities (e.g., observations, PNRTs, CBM/CBA, record reviews, interviews, FBA, universal screening, progress monitoring, other related activities).

DI – Direct Intervention Activities (e.g., individual/group counseling, parent education, academic/behavior intervention, evaluating treatment fidelity, evaluating intervention effectiveness).

CC – Consultation and Collaboration (e.g., problem-solving with teachers, parents, administrators, school or district teams, or community members; facilitating communication between individuals, groups, and institutions, etc.; receiving informal supervision from mentors and fellow psychologists).

PD – Professional Growth and Development (e.g., workshops, conferences, university supervision, professional meetings, etc.).

RE – Research and Program Evaluation (e.g., planning and conducting research, consuming research, sharing research, evaluating programs and systems, etc.).

SO – School Organization/Policy/Climate (e.g., attending staff or district meetings/in-services, providing in-services, reading policy and procedures manual; advocating for individuals, groups, policies, and practices, etc.).

SU – Supervision (e.g., supervision time with primary school psychology supervisor).

MO – Miscellaneous other activities (e.g., driving time between schools, clerical/organizational activities, report writing).

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| Total Hours: | | |

Did you receive 2 hours of supervision this week? Yes No Weekly Total Hours: _____

If not, explain. _____

Supervisor's Signature: _____ Date: _____

Description of Major Activities by Site

Experiences with Diverse Individuals by Site

Reflection

## CSULB SCHOOL PSYCHOLOGY PROGRAM WEEKLY PRACTICA LOG

Name: _____ Week of _____ to _____ District: _____

School Site: _____ School Site: _____

Activity Codes:

AS – Assessment Activities (e.g., observations, PNRTs, CBM/CBA, record reviews, interviews, FBA, universal screening, progress monitoring, other related activities).

DI – Direct Intervention Activities (e.g., individual/group counseling, parent education, academic/behavior intervention, evaluating treatment fidelity, evaluating intervention effectiveness).

CC – Consultation and Collaboration (e.g., problem-solving with teachers, parents, administrators, school or district teams, or community members; facilitating communication between individuals, groups, and institutions, etc.; receiving informal supervision from mentors and fellow psychologists).

PD – Professional Growth and Development (e.g., workshops, conferences, university supervision, professional meetings, etc.).

RE – Research and Program Evaluation (e.g., planning and conducting research, consuming research, sharing research, evaluating programs and systems, etc.).

SO – School Organization/Policy/Climate (e.g., attending staff or district meetings/in-services, providing in-services, reading policy and procedures manual; advocating for individuals, groups, policies, and practices, etc.).

SU – Supervision (e.g., supervision time with primary school psychology supervisor).

MO – Miscellaneous other activities (e.g., driving time between schools, clerical/organizational activities, report writing).

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| Total Hours: | | |

Did you receive 2 hours of supervision this week? Yes No Weekly Total Hours: _____

If not, explain. _____

Supervisor's Signature: _____ Date: _____

Description of Major Activities by Site

Experiences with Diverse Individuals by Site

Reflection

## MONTHLY ACTIVITY REPORT- SUMMARY OF INTENSHIP ACTIVITIES

2016-17

Name: _____ School Site/District: _____

Directions: For each school site, please specify the total hours per month spent in each category.

| Month | Assessment | Direct Intervention | Consultation and Collaboration | Professional Development | Research and Program Evaluation | School Organization, Policy and Climate | Supervision | Misc. |
|---|---|---|---|---|---|---|---|---|
| August | | | | | | | | |
| September | | | | | | | | |
| October | | | | | | | | |
| November | | | | | | | | |
| December | | | | | | | | |
| January | | | | | | | | |
| February | | | | | | | | |
| March | | | | | | | | |
| April | | | | | | | | |
| May | | | | | | | | |
| June | | | | | | | | |
| Yearly Totals | | | | | | | | |

EDP 642A/B University Supervisor Observation and Interview Summary

Date of Observation: _____ Location: _____

Date of Summary: _____

Intern: _____ Supervisor Interviewed: _____

Summary of the activity observed:

Description of Fieldworker/Intern's performance and/or contributions to the activity, including strengths and areas in of improvement:

Summary of the interview, including strengths and areas in need of improvement:

Recommended changes to the *Fieldwork/Intern Individualized Training Plan.*

University Supervisor Signature: _____ Date: _____

Fieldworker/Intern Signature: _____ Date: _____

**CED Plagiarism Policy**
**Approved 4-8-15**

Guiding Principles

1) We acknowledge that developing scholarly writing skills is an essential learning outcome in graduate education. All students must learn scholarly writing. The American Psychological Association (APA) Style is most frequently used in the field of educational research. Thus early in their academic careers, we offer resources and support so that they learn proper attribution, and develop as scholarly writers.
2) An essential element in having a positive graduate learning experience is taking seriously one's educational responsibilities and adhering to principles of academic integrity. Consistent with other forms of academic misconduct, plagiarism is considered a serious breach of academic integrity and can have serious consequences on a student's course grade and progress toward the degree.

Cheating or Plagiarism in Coursework

Plagiarism occurs when one person presents the work of another person/s as if it were one's own, without giving the original author/s due credit for their work. This may occur unintentionally if a student is not careful while taking notes and/or appropriately citing sources for one's work. Students must paraphrase, summarize, or acknowledge another's work using appropriate references and citations using APA style.

Students are encouraged to review closely the University policy on Cheating and Plagiarism that is available at http://www.csulb.edu/divisions/aa/grad_undergrad/senate/documents/policy/2008/02/

Actions to Respond to Plagiarism

When a faculty member suspects a student of plagiarism or cheating, that faculty member has a recommended sequence of actions to take as outlined in the Academic Senate Policy 08-02. As a College of Education, we agree that minimally the faculty member will:

1. Thoroughly investigate the work in question, including careful examination of any originality analysis reports (e.g., TurnItIn.com)
2. Meet with the student to discuss the issue to gain an understanding of the student's intent and explanation. As a result of the meeting the faculty member may suggest skill development and referral to writing coaches, on-line resources, and/or the APA manual.
3. The faculty member makes a decision on whether to pursue formal action, as outlined in Policy #08-02.
4. The faculty member completes the Academic Integrity Form, forwarding a copy to the student, department chair, and the Office of the Vice President of Student Services (VPSS) and the Office of the Provost.

Culminating Projects

Culminating projects (comprehensive exams, theses, dissertations) pose unique issues, in terms of response. They represent the highest level of graduate work and outside the confines of a specific class and, in the case of comps, even outside the purview of a single faculty member.

1. Some culminating projects such as comprehensive exams, master's theses and projects, doctoral dissertation proposals and final dissertations may be submitted to a department created and moderated digital submission platform (e.g., BeachBoard Dropbox or TaskStream) to be examined by originality analysis software.
2. When the detection report suggests that there are high levels of material from other sources, the appropriate program coordinator will notify the department chair and appropriate supervising faculty member.
3. The appropriate supervising faculty member will conduct a thorough investigation of the document. If the faculty member finds that there is sufficient evidence to indicate plagiarism, she/he meets with the student to discuss the concern. At the conclusion of that meeting, the faculty member makes a decision as to whether plagiarism has occurred.

When plagiarism occurs in a culminating project, the faculty member(s) follow the guidelines below. Note that Administrative-Academic Probation, which outlines specific actions and expectations that need to be completed in order to satisfactorily complete the program, will be used in all cases of plagiarism of culminating projects.

1. Comprehensive Exams: student fails the exam, is referred to VPSS, and is placed on administrative-academic probation.
2. Master's Project: the student fails the course, is referred to VPSS and is placed on administrative probation.
3. Dissertation Proposal: student fails the proposal defense, is referred to VPSS, is placed on administrative-academic probation.
4. Final Dissertation or Thesis: student fails the defense, is referred to VPSS, and is placed on administrative-academic probation. If this is the 2nd offense, action is taken as outlined in a standing administrative-academic probation.

## Matrix of Courses by NASP Domain

| EDP Course | NASP DOMAIN | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | (1) Data-Based Decision Making and Accountability | (2) Consultation and Collaboration | (3) Intervention and Instructional Support to Develop Academic Skills | (4) Intervention 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 |
| 524C | 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 |
| 643 | | X | | 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. 6-8 |
| YEAR 2 | | |
| March 1st | Apply for Fieldwork/Internship | https://www.ced.csulb.edu/documents/fieldwork-application-school-psychology-Ed.S.-edp-642a |
| Spring | Secure Fieldwork/Internship Placement | CSULB School Psychology Student Handbook pgs. 8-10; 28-31; 32-36 |
| 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