California State University, Northridge

Michael D. Eisner College of Education
Department of Educational Psychology and Counseling

Course Syllabus
EPC 659EC: PRACTICUM (PRACTICA) IN SCHOOL PSYCHOLOGY: RESILIENCY, PREVENTION AND CRISIS INTERVENTION
Fall 2025
DRAFT

Class Meetings:	Tuesdays 7:00-9:45PM
Location:	BB 1232 Dr. Laija-Rodriguez
Office Hours:	Tuesdays 2-3:30 and by appointment. Please email professor to meet.
Instructors:	**Wilda Laija-Rodriguez, Ph.D.**
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Class Meetings:	Tuesdays 7:00-9:45PM
Location:	EDUC
Office Hours:	Please email to meet.
Instructors:	**Dr. Alberto Restori**
	Office Phone:
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Dr. Laija-Rodriguez' Zoom Link When needed:
Join Zoom Meeting
https://us02web.zoom.us/j/83205708186?pwd=jfPxBPC67MD81XG4ru7HaDtHV3HcPc.1

Meeting ID: 832 0570 8186
Passcode: 061387

Dr. Restori'z Zoom Link When needed:

The Michael D. Eisner College of Education Conceptual Framework:

The faculty of the Michael D. Eisner College of Education, regionally focused and nationally recognized, is committed to excellence, innovation, and social justice. Excellence includes the acquisition of professional dispositions, skills, and research-based knowledge, and is demonstrated by the development of ethical and caring professionals—faculty, staff, candidates—and those they serve. Innovation occurs through the leadership and commitment of faculty, and through collaborative partnerships among communities of diverse learners who engage in creative and reflective thinking.

We are dedicated to promoting social justice and becoming agents of change in schools and our communities. We continually strive to achieve the following competencies and values that form the foundation of the Conceptual Framework.

- We value academic excellence in the acquisition of research-based professional knowledge and skills.

- We strive to positively impact schools and communities. Therefore, we foster a culture of evidence to determine the impact of our programs, to monitor candidate growth, and to inform ongoing program and unit improvement.

- We value ethical practice and what it means to become ethical and caring professionals.

- We value collaborative partnerships within the Michael D. Eisner College of Education as well as across disciplines with other CSUN faculty, P-12 educators and related professionals, and other members of regional and national educational and service communities.

- We value people from diverse backgrounds and experiences and are dedicated to addressing the varied strengths, interests, and needs of communities of diverse learners.

- We value creative, critical, and reflective thinking and practice

Course Description

Prerequisite: Students must be enrolled in the School Psychology Program.
EPC 659EC and EPC 659FC are designed to help the student learn the position of the school psychologist through supervision, discussions, presentations, and actual fieldwork experiences. Focus in the Fall will include resiliency and using a strength based focus to plan data based interventions. In the Spring, the focus will be on prevention and crisis intervention, as well as emphasizing positive student outcomes using data-based interventions. The emphasis is on learning the function of a school psychologist using resiliency and prevention as a foundation to the provision of services, which will include psycho-educational assessments, counseling, consultation, academic, social, and behavioral interventions, and crisis prevention and intervention. Emphasis is also placed on leadership skills and being culturally sensitive and responsive. Students work closely with the field and campus supervisors. Normally students enroll in EPC 659EC and 659FC for two, 3-unit semesters. A third semester may be required when competence is not met in required areas. Credit/No Credit only.

Program Student Learning Objectives:

School Psychology Program Goals and Student Learning Objectives (Revised August 2025)

The National Association of School Psychology (NASP) 2020 Domains and the California Commission on Teacher Credentialing (CCTC) 2020 School Psychology Program Elements (SPPE) for training will be listed in alignment with university goals for graduate training. Please note that a more specific list of NASP and CCTCs requirements related to the domains and SPPEs will be

included in specific class syllabi related to the course content. The following are CSUNs School Psychology Program's goals and SLOs related to the NASP 2020 Domains and CCTC 2020 SPPEs:

CSUN Graduate Program Goal 1. Foundation of the Profession, Legal, Ethical Practice, and Professional Practice (NASP Domain 10; CCTC SPPE 10): Provide a foundation of the profession of school psychology, including history and roles and functions, emphasize professional practice, including effective communication and interpersonal skills, emphasize the use of legal and ethical decision making when working with students, staff, and parents within a comprehensive model of delivery service, including a data based problem solving model, and emphasize respect for human diversity and commitment to social advocacy. Mentoring and supervision practice is expected to be a professional responsibility during the program and as part of ongoing professional development.

SLO1: Foundations of the Profession and Professional Practice: School Psychology candidates will obtain at least a B on their exams and/or project(s) in specific classes, and/or satisfactory performance on instructor and/or supervisor evaluations based on their ability to demonstrate ***knowledge*** of the history and field of school psychology and exhibit characteristics of effective school psychologists, which include: good self-awareness of strength and weaknesses; satisfactory communication and interpersonal skills; persistence, creativity, flexibility, and good time management; understanding of technology; good ethical and legal judgement; understand a **comprehensive model of delivery service, including a data based problem solving model; emphasize respect for human diversity and commitment to social advocacy;** and have a professional responsibility to mentor and/or supervise others to support professional development. Candidates will use a comprehensive model of school psychological services and seek and provide mentoring to enhance their practice, as well as mentor and supervise others. *(NASP Domain 10: Legal, Ethical, and Professional Practice; CCTC SPPE 10)*

SLO 2: Legal and Ethical Practice: School Psychology candidates will obtain at least a B on their exams, cases, projects, and/or PBOs in specific classes and/or satisfactory performance on instructor and/or supervisor evaluations based on their ability to demonstrate ***knowledge and practice of*** of the legal and ethical implications of IDEA, Section 504, ethic codes, legal issues, and professional standards set by CCTC and NASP pertinent to the field of school psychology and use this information in exercising a problem solving model to legal and ethical decision making. *(Domain 10: Legal, Ethical, and Professional Practice; CCTC SPPE 10)*

CSUN Graduate Program Goal 2. Respect for Human Diversity and Equitable Practices for Diverse Student Populations: Provide a foundation and expectation to understand, respect, and celebrate human diversity and promote effective services, social justice, and social advocacy for all students, school personnel, families, and communities. *(NASP Domain 8: Equitable Practices for Diverse Student Populations; CCTC SPPE 8)*

SLO 3: Respect for Human Diversity and Equitable Practices for Diverse Student Populations (NASP Domain 8): School Psychology candidates will obtain at least a B on their exams, cases, projects, and/or PBOs in specific classes, and/or satisfactory performance on instructor and/or supervisor evaluations based on their ability to demonstrate ***Knowledge*** of human diversity, including individual differences, abilities, disabilities, religion, language, culture, cultural identity, race, sexual orientation, gender identity and expression, socioeconomic status, and other diverse characteristics within individuals and families; the effects they have on development, learning, adjustment, and overall outcomes; recognize bias and discrimination and use inclusive language; and ***Practice*** implementation of effective general and special education interventions and/or services in

collaboration with others to promote social justice and social advocacy for all students, families, and schools; use this ***knowledge and practice*** to optimize learning, development and social-emotional adjustment to improve academic, mental and behavioral health outcomes for children, families, schools, and communities. (NASP Domain 8; CCTC SPPE 8)

CSUN Graduate Program Goal 3: Foundational Content Knowledge and Evidenced Based Practice and Research (will include SP Student Learning Objectives 4-14 below): Provide foundational content knowledge to school psychology candidates based on biological, cultural, and social influences on learning, behavioral, cognitive, and social emotional development, psychology and educational theories, models, and use knowledge of research design, statistics, measurement, varied data collection, technology, and analysis techniques sufficient for understanding research, interpreting data, and evaluating programs in applied settings.

SLO 4: Foundational Content Knowledge: School Psychology candidates will obtain at least a B on their exams, cases, projects, and/or PBOs in specific classes and/or satisfactory performance on instructor and/or supervisor evaluations based on their ability to demonstrate ***knowledge and practice of*** foundational content knowledge of cognitive and social emotional development; biological, cultural, and social influences on learning and development; and psychological and educational theories and models to support assessment, learning, development, and adjustment with individual students and within a multi-tiered system of support.

SLO 5: Research and Evidence Based Practice: School Psychology candidates will obtain at least a B on their exams, cases, projects, and/or PBOs in specific classes and/or satisfactory performance on instructor and/or supervisor evaluations based on their ability to demonstrate ***knowledge and practice*** to evaluate interpret, synthesize, and apply research as a foundation for evidenced based practice and for a comprehensive service delivery model and, in collaboration with others, use various techniques and technology resources for problem solving intervention implementation, intervention adherence, data collection, measurement, and analysis to support effective practices and improve outcomes at the individual, group, and/or systems levels; use data to enhance school improvement to promote school climate, academic achievement, sense of safety, and positive outcomes; use statistics and measurement principles to inform good practices and decision making; and use evidenced based principles and program evaluation to support educational leaders in promoting positive outcomes. *(NASP Domain 9: Research and Evidence-Based Practice; CCTC SPPE 9)*

Program Goal 4: Assessment and Problem-Solving Data Based Decision Making: Provide knowledge and skills in assessment and problem-solving data-based decision making to implement evidenced based interventions, monitor progress and evaluate outcomes within the individual and multi-tiered systems of support, as well as with families.

SLO 6: Data Based Decision Making - Assessment: School Psychology candidates will obtain at least a B on their exams, cases, projects, and/or PBOs in specific classes, and/or satisfactory performance on instructor and/or supervisor evaluations based on their ability to show ***knowledge, skills, and competence*** in their assessment skills. More specifically, candidates, in collaboration with other members of an interdisciplinary team, conduct assessments to determine students' need for services, including eligibility for special education, and to provide information relevant to the development of individual service plans; collect and analyze data from multiple sources (e.g., parents/guardians, teachers, students) and levels (i.e., individual, group, system) to understand students' needs and to select and implement evidence-based instructional and mental and behavioral health interventions and supports; incorporate various techniques for collection, measurement, and analysis of data; and use technological resources in the evaluation of services at

the individual, group, and/or systems levels. *(NASP Domain 1: Data Based Decision Making; CCTC SPPE 1)*

SLO 7: Data Based Decision Making – Problem Solving and Response to Intervention at the Individual and/or Multi-tiered System level of Support: School Psychology candidates will obtain at least a B on their exams, cases, projects, and/or PBO(s) in specific classes, and/or satisfactory performance on instructor and/or supervisor evaluations based on their ***knowledge, skills, and competence*** to use the problem-solving data based decision making model to make data-based decisions as they design evidenced based academic, social, behavioral, emotional, and/or systemic interventions at the individual or systems level within a multi-disciplinary system of support; address intervention adherence, gather, measure, and evaluate data to promote positive outcomes at the individual and multi-tiered systems of support; provide teacher support when working with individual students or when implementing and interpreting universal screenings to determine better supports for students, instructions, and supports; and use information and technology resources to enhance data collection and decision making process. *(NASP Domain 1: Data Based Decision Making; CCTC SPPE 1)*

Program Goal 5: Consultation and Collaboration: Provide knowledge and skills on promoting family, school, and community collaboration and consultation.

SLO 8: Consultation and Collaboration: School Psychology candidates will obtain at least a B on their exams, cases, projects, and/or PBO(s) in specific classes, and/or satisfactory performance on instructor and/or supervisor evaluations based on their ability to demonstrate ***knowledge, skills, and competence*** in varied models and strategies of consultation and collaboration applicable to individuals, families, groups, and systems, as well as methods to promote effective implementation of services; working within multidisciplinary teams in using a comprehensive process of effective decision making and problem solving, candidates will demonstrate skills to consult, collaborate, and communicate effectively with others; and promote family, school, and community collaboration and consultation. *(NASP Domain 2: Consultation and Collaboration; CCTC SPPE 2)*

SLO 9: Family, School and Community Collaboration: School Psychology candidates will obtain at least a B on their exams, cases, projects, and/or PBO(s) in specific classes, and/or satisfactory performance on instructor and/or supervisor evaluations based on their ability to demonstrate ***knowledge, skills, and competence*** of principles and research related to family systems, strengths, needs, and cultures; evidence-based strategies to support positive family influences on children's learning and mental health; and strategies to develop collaboration between families and schools; collaborate with others, design, implement, and evaluate services that respond to culture and context; and facilitate family and school partnerships and interactions with community agencies to enhance academic and social–behavioral outcomes for children. *(NASP Domain 7: Family, School, and Community Collaboration; CCTC SPPE 7)*

Program Goal 6: Academic, Behavioral, Mental Health and Life Success: Provide knowledge and skills to school psychology candidates on evidenced based academic, behavioral, and social-emotional interventions based on theory, risk and resiliency/developmental assets research, a systems ecological approach, and data-based decision making to address individual and systemic factors to improve outcomes for overall school and life success.

SLO 10: Academic Interventions and Instructional Supports using Risk and Resiliency Theory/Research and Systems-Ecological Approach: School Psychology candidates will obtain at least a B on their exams, cases, projects, and/or PBO(s) in specific classes, and/or satisfactory

performance on instructor and/or supervisor evaluations based on *knowledge, skills, and competence* of biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; know evidence-based curricula and instructional strategies to support teachers and promote learning; in collaboration with others, use assessment and data collection methods to implement and evaluate services that support academic skill development in children; promote of academic interventions, based on evidence-based practice, effective teaching and instruction, in consideration of diversity in learning and language proficiency information to derive effective data based interventions, monitoring, and evaluation, at an individual and within a multi-tiered systems of support to improve academic outcomes for all students. *(NASP Domain 3: Academic Interventions and Instructional Supports; CCTC SPPE 3)*

SLO 11: Mental and Behavioral Health Services and Interventions using Risk and Resiliency Theory/Research and Systems-Ecological Approach: School Psychology candidates will obtain at least a B on their exams, cases, projects, and/or PBO(s) in specific classes, and/or satisfactory performance on instructor and/or supervisor evaluations based on their ability to demonstrate *knowledge, skills, and competence* to understand the biological, cultural, developmental, and social influences on mental and behavioral health, behavioral and emotional impacts on learning, and evidence-based strategies to promote social–emotional functioning; and in collaboration with others, design, implement, and evaluate services that promote resilience and positive behavior, support socialization and adaptive skills, and enhance mental and behavioral health. *(NASP Domain 4: Mental and Behavioral Health Services and Intervention; CCTC SPPE 4)*

SLO 12: Social-Emotional and Mental Health and Behavioral Health Services and Interventions using Risk and Resiliency Theory/Research and Systems-Ecological Approach: School Psychology candidates will obtain at least a B on their exams, cases, projects, and/or PBOs in specific classes, and/or satisfactory performance on instructor and/or supervisor evaluations based on their ability to demonstrate *knowledge, skills, and competence* to design and use effective communication and interpersonal strategies, social-emotional and mental health interventions using psychological theories, evidenced based practice, risk and resiliency theory/research/developmental assets, social emotional learning, and a systems ecological approach when assessing for risk, such as with suicide, threat, child abuse, and when providing prevention, mental health services, including counseling, and crisis intervention. *(NASP Domain 4: Mental and Behavioral Health Services and Intervention; CCTC SPPE 4)*

***Program Goal 7: Creating and Maintaining Safe, Supportive, Equitable, and Effective School Wide Learning Environments*: Provide knowledge and skills on understanding systems, using a systems ecological approach, and create and maintain safe, supportive, equitable, and effective school wide learning environments through a comprehensive service delivery model**.

SLO 13: School Wide Practices to Promote Learning: School psychologists candidates will obtain at least a B on their exams, cases, projects, and/or PBOs in specific classes, and/or satisfactory performance on instructor and/or supervisor evaluations based on their ability to demonstrate *knowledge* of understand systems' structures, organization, and theory; general and special education programming; implementation science; and evidence-based school-wide practices that promote learning, positive behavior, and mental health. School psychologists, in collaboration with others, develop and implement practices and strategies to create and maintain safe, effective, and supportive learning environments for students and school staff. *(NASP Domain 5: School-Wide Practices to Promote Learning; CCTC SPPE 5)*

SLO 14: Services to Promote Safe and Supportive, and Equitable Schools: School Psychology candidates will obtain at least a B on their exams, cases, projects, and/or PBOs in specific classes, and/or satisfactory performance on instructor and/or supervisor evaluations based on their ability to demonstrate ***knowledge and practice using*** principles and research related to social–emotional well-being, resilience, and risk factors in learning, mental and behavioral health, services in schools and communities to support multitiered prevention and health promotion, and evidence-based strategies for creating safe and supportive schools and collaborate with others to promote preventive and responsive services that enhance learning, mental and behavioral health, and psychological and physical safety for all students. They also implement effective crisis prevention, protection, mitigation, response, and recovery. (NASP *Domain 6: Services to Promote Safe and Supportive Schools; CCTC SPPE 6)*

Specific Course Requirements

Practicum in school psychology: during systematic, comprehensive practical and practicum/fieldwork experiences consistent with goals and objectives, candidates will demonstrate application of knowledge and professional skills to relevant settings and under conditions of appropriate supervision, evaluation, and support. The practicum/fieldwork will begin to develop and enhance candidate skills and professional characteristics needed for effective comprehensive school psychology model of service delivery. Integration of competencies across the standards of professional preparation and practice, and direct, measurable, positive impact on children, families, schools, and other consumers will begin to be a focus of this class. This class is in alignment with NASP domains 1-8 and CCTCs SPPEs 1-10.

Practicum in School Psychology and Culminating Internship Experience: School psychology candidates will be expected to complete at least 450 hours of school psychology practicum experience in the schools. In addition, school psychology candidates will be expected to complete at least 1200 hours of internship experience in the schools.   While some variations may be allowed, these will need to be consistent to state and national standards and approved by the school psychology program coordinator.

Determination of Candidate Competence: School psychology candidates will be assessed for competence in the various professional areas and standards delineated by NASP and CCTC standards on the Performance Based Outcomes (PBOs) documents for practicum in school psychology satisfactorily assessed by both their site supervisor as well as university professor. Determination of candidate competence will also be based on grades of B or better in all coursework, relevant rubrics in specific professional practice, and satisfactory supervisor and professor evaluation(s). In addition, school psychology candidates are expected to demonstrate positive professional dispositions (behavior and attitude), responsibility, adaptability, initiative, self-care, ethical, and exceptional interpersonal, communication, and social advocacy skills. (CCTC SPPE 10.3). Please see Disposition Rubric at the end.

Course Learning Objectives

This course is aligned with various courses in your second year in order to provide you with the foundation and experiences to meet Performance Based Outcomes (PBOs) and competence in various areas corresponding to the school psychology model for service delivery. The PBOs are aligned to the California Commission on Teacher Credentialing (CCTC) and National Association of School Psychologists (NASP) standards and reflect goals and objectives listed above.

The focus this semester is on data-based decision making (CCTC SPPE 1.4, 1.5), resiliency and prevention (CCTC SPPE6.0, 6.1, 6.2, 6.3, 6.4), and psychoeducational assessment (CCTC SPPE 1.1, 1.2). This will be in conjunction to expectations in our other classes. Once you are given permission, you can conduct counseling and other services at your sites under the supervision of your fieldwork supervisor.

You are expected to continue to understand the roles and functions of the school psychologist and to develop your professional identity as a school psychologist through field-based experiences listed on your PBOs and with the assistance of your fieldsite supervisor. **You are expected to abide by ethical codes and legal mandates, as well as display professional dress and behavior at your field sites, at the university, and on social media.** You are expected to learn about educational policies and programs to serve the needs of pupils and families.

The course has two major components: 1) didactic seminar in school psychology, and 2) a fieldwork component detailed on the Performance Based Outcomes document for Practicum in School Psychology Fall Semester (See Attachment B). This is a required course for the Pupil Personnel Services School Psychology (PPS) Credential sequence and a necessary part of learning actual on-site functions of the School Psychologist. Your supervisor at your fieldsite is an important collaborator in assisting us in your professional preparation as a school psychologist.

During this semester students are to complete approximately half of the 450 (or approximately 225) fieldwork clock hours required for the year. This means that you will need to be available 1-2 days per week to be in the schools.

During the seminar, students will gain an understanding of the job of a School Psychologist based on a systems/ecological perspective and using a scientist-practitioner approach using the problem solving and data-based decision-making model **(CCTC SPPE 1.4, 1.5)**. A comprehensive service delivery model, while gaining on-the-job experience through their fieldwork placements, will be discussed and emphasized, as you learn your role in assessment **(CCTC SPPE 1.1, 1.2)**, counseling, consultation, etc.. Learning to work with systems, including children, youth, parents, teachers, administrators, and other agencies will be a focus of this course. Administrative and coordinating aspects of the job will also be discussed and emphasized. This course will also introduce and reinforce the importance of psychoeducational assessment, counseling, and data-based decision- making skills to be used to develop academic, social emotional, adaptive, and life skills, as well as the importance of data-based interventions and accountability. Students will learn about evidenced based strategies addressing risk and resiliency, be involved in implementing evidence based multi-tiered prevention strategies (CCTC SPPE 6.1), identify protective and adaptive factors that promote a healthy school climate and improves school safety (CCTC SPPE 6.2), describe resilience and risk factors affecting student behavior (CCTC SPPE 6.3). In addition, students will review and process ethical and legal issues in school psychology. Students will work closely with the field supervisor and instructor to meet course goals and objectives based on program goals associated to NASP and CCTC standards.

Instructional Philosophy

The School Psychology program at CSUN is designed based on a learning-centered, outcome-based educational principles but also focuses on mastery of specific discipline specific skills, such as assessment, counseling, consultation, and intervention. The school psychology faculty encourage cooperative groups where they mediate each other's learning based on content, experience, and role playing of skills, while gathering data of the process and ultimately student (client) outcomes.

Learning Methods for this Class Include

- Class lectures, presentations, and discussions
- Fieldwork experience
- Assigned readings
- Completion of assignments

Signature Assignment

Each course in the program has a signature assignment that is consistent across sections and designed to ensure that all students demonstrate competency in core knowledge and skills. These are graded using a standardized scoring rubric and is used to measure student learning outcomes in the program and to provide faculty with information about the effectiveness of the curriculum.

The signature assignments for this **course are:**

1) **Practicum and Performance Based Outcomes Fall. (Please see attached PBO document)**

2) **Presentations on resiliency and topics re: Response to Intervention**

See rubrics in Appendix B.

Required Readings

Ginsburg, K., & Jablow, M. M. (2020). Building Resiliency in children and Teens: Giving Kids Roots and Wings. American Academy of Pediatrics.

Rathvon, N. (Latest version). Effective School Interventions: Strategies for Enhancing Academic Achievement and Social Competence. Guilford Publications.

Best Practices IV: https://archive.org/details/bestpracticesins0004unse/page/n9/mode/2up

Best Practices V

Supervisor Handbook

Course Requirements

1. **Class Attendance and promptness is required.** Please inform the instructor and fellow classmates (when working on a project together) before class if you will be absent.

    If we are to conduct classes online. Please follow these guidelines:
    1. Attendance is required.
    2. Please be prepared and speak loudly when sharing or asking questions.
    3. Please plan to volunteer, interact, and speak at least once per session, unless we have a speaker.

2. **In-Class Discussion:** All students are required to participate in class discussions. This involves keeping up with the readings as this is part of the learning process. Students are also required to do a group presentation (see 3a and 3b below).

3. **Pre-Referral Process and Response to Intervention Presentations (Group Presentation):** Students will work in pairs or groups to discuss specific pre-referral and RtI procedures focusing on a data driven process (CCTC SPPE 1.4). That is, how do we gather data to assess, monitor, and evaluate progress.

   Topics for your presentations:
   a. Best practices in **early literacy skills, reading decoding, and fluency**
   b. Best Practices in **dyslexia screening and components of dyslexia assessment.**
   b. Best practices in **increasing academic learning time**
   c. Best practices in **improving reading comprehension and vocabulary development**
   d. Best practices in **social skills training**

4. **Prepare for Group Data Based Case Study Presentations for SPRING 2026:** Each group must present **one** case using the problem-solving approach either observed or conducted in fieldwork. The problem solving model will be used and described. Describe a clear plan on how data will be gathered to assess the hypothesis. This data should begin to be gathered during observation (baseline) and intervention phase. You need to include a Goal Attainment Scale and structured observation of some kind, among other data. Make sure you have **time series data**, as you will be expected to have an **effect size** of your intervention in the Spring semester. **Please note that you will be doing DBCSs for your counseling and EPC 603 in classes.** Data Based Case Study presentation should be 15 minutes. Your case will need to have description of the following components:

   a) **Describe data.**
   b) **Demonstration of consultation, collaboration, and communication with family and school personnel** during the design, implementation, and evaluation of the program.
   c) **Incorporation of assessment and data collection methods** to implement and evaluate services that support learning and socialization.
   d) **Description of practices and strategies to create and maintain effective and supportive learning environments** for the child/adolescent. This may include accommodations.
   e) **Description of enhancing learning, mental health, safety, and physical well-being through protective adaptive and factors** to optimize outcomes.
   f) **Description of skills to provide professional services that promote effective functioning for individuals, families, and schools with diverse characteristics**, cultures, and backgrounds and cross multiple contexts, with recognition that an understanding and respect for diversity in development and learning and advocacy for social justice are foundations of all aspects of service delivery.
   g) **Description of skills to provide services consistent with ethical, legal, and professional standards.**

   Rubric – See Appendix C in preparation for your DBCSs.

5. **Resiliency Group Presentations:** You will be asked to pair up with a classmate and prepare a presentation on a specific topic regarding Resiliency. Present on evidenced based strategies addressing risk and resiliency, discuss evidence based multi-tiered prevention strategies (CCTC SPPE

6. **Fieldwork:** All students must be in a fieldwork placement for **1-2 days** at an approved school with an approved supervisor. Students are expected to complete at least between 200 - 225 hours of the 450 hours required for the year in the Fall semester.

   The last half hour of each class will cover fieldwork activities, questions, or concerns. **If there is a problem, please notify instructor immediately.** Instructor will be meeting with each site supervisor once this semester. Class will be held every other Tuesday. Please let instructor know potential dates that you and your supervisor will be available.

7. **Fieldwork Documentation:** Students will need to hand in the following original or copies of documents:

   a. Practica in SP Agreement form (to be turned in at the beginning of placement).

   a. Verification of liability insurance –4,000,000 minimum coverage.

   b. Practicum in SP Performance Based Outcomes (to be turned in twice during the semester)

   c. Candidate evaluation from fieldwork supervisor (copy of info entered on the data warehouse to be turned in at the end of the semester)

   c. Hourly logs.

   d. Professional Workshop Attendance form.

Please note that you should keep copies of all of the above for your portfolio <u>due</u> at the end of the semester. The above-mentioned documents will also be requested of you as you exit the program and go through the Credentialing process at the end of your third year. <u>Please keep copies for your records.</u>

8. **Professional Workshop:** Students are required to attend a professional workshop, lecture, or training program in their area of study during each semester enrolled in a counseling practicum in school psychology, or internship class. This workshop should be at least 4 hours. This is requirement is to promote further professional growth. *Note that you should attend a child abuse workshop by the end of internship, if you have not already done so.*

   Complete the Professional Workshop Attendance form and submit at the end of the semester with your portfolio.

9. **A log** of your hours by category (classroom observations, meetings, pre-referral interventions, counseling, consultation with parents and teachers, and assessment) should be recorded weekly and signed weekly by your fieldsite supervisor during your supervision session.

Grading System

Course grade (<u>Pass or Fail)</u> will be based on:

1. **Class attendance** (More than 2 absences = No Credit)

2. **Class participation** (No group participation on case study = No Credit)

3. **Practica in SP Performance Based Outcomes** (More than 2 PBOs missing = No Credit)

4. **Practica in SP documentation, logs, and evaluation** (All documentation needs to be in by December 10 or No Credit)

5. **Professional Workshop Attendance** form needs to be in by Dec. 10. **If you cannot attend a workshop this semester,** you must show that you have been enrolled for a workshop for the Spring. This means that in the Spring, you will be required to attend 2 workshops. Each workshop should be at least four hours.

PLEASE NOTE THAT AT LEAST ONE OF THESE WORKSHOPS WILL NEED TO BE FROM A SCHOOL PSYCHOLOGY ASSOCIATION (EG., CASP, NASP, LAASP, ETC.) THIS WORKSHOP WILL NEED TO BE DOCUMENTED.

6. **Pre-Referral Process and Response to Intervention Group Presentations**

7. **Resilience Group Presentations**

REMEMBER TO KEEP COPIES OF EVERYTHING SUBMITTED TO INSTRUCTOR, ESPECIALLY CONTRACTS, LOGS, EVALUATION FORMS, ETC.

PLEASE NOTE THAT IF YOUR PORTFOLIO IS NOT TURNED IN BY <u>DECEMBER 10</u>, YOU NEED TO INDICATE THE REASON TO THE PROFESSOR, WHO WILL GIVE YOU DIRECTIONS ON HOW TO PROCEED. IF YOUR PORTFOLIO IS TURNED IN LATE, YOUR PROFESSOR MAY TAKE LONGER TO READ IT AND TO SUBMIT A GRADE FOR YOU. IF IT IS TOO LATE, THE PROFESSOR MAY NEED TO GIVE YOU AN INCOMPLETE.

<u>*NOTE: YOUR PORTFOLIO SHOULD BE WELL ORGANIZED AND NUMBERED ACCORDING TO THE PBO DOCUMENT OR IT WILL NOT BE GRADED.*</u>

This is a CR/NC course. NO LATE WORK WILL BE ACCEPTED WITHOUT PRIOR PROFESSOR APPROVAL.

University Policy on GPA Requirements for Graduate Programs.
School psychology students need to pass for credit. Higher standards that take precedence over the University policy.

Policies and Resources

Attendance

Students manifest their responsibility in the regularity and punctuality of their attendance. Since this course includes significant seminar and experiential components, attendance at each class meeting is mandatory and is calculated as part of the grade. *In cases of absence, any scheduled assignments are due to the professor at the beginning of class unless other*

arrangements have been made prior to that time. If you are absent from class, it is your responsibility to check online and with fellow classmates regarding announcements made while you were absent; this includes supplemental instructions related to assignments. You are responsible for and may be tested on any and all lecture materials presented in class that are not covered in your readings.

Due Dates and Times
Due dates are non-negotiable unless an extension is provided to the entire class and/or if one has been approved in writing for serious medical necessity.

Requests for Incompletes
Incompletes will only be considered in accordance with university policy, which requires that 75% of course be completed prior to unforeseen grave circumstances at the end of the semester, such as the loss of an immediate family member, hospitalization, or severe illness. Students must request a grade of Incomplete in writing using the university's Incomplete Request Form (www.csun.edu/anr/forms/request_incomplete.pdf).

Religious Holidays
If you celebrate a religious holiday that falls on a scheduled class meeting, please notify the instructor during the *first two weeks of class* so that proper and equitable accommodations can be made. Students are responsible for selecting presentation days that do not conflict with one of their religious holidays.

Professionalism
As a course in a professional training program, students are expected to consistently demonstrate professional behavior. This includes but is not limited to:
- Being on time to class and with assignments.
- Respectful interactions with all students, supervisors and faculty in all settings.
- Proactive engagement in the learning process.
- Being organized and prepared.
- **Managing technology effectively, cell phones only for emergencies, no typing during lectures or presentation.**
- **Having a professional demeanor and presentation on social media and managing social media responsibly**
- Managing personal information (own and others') appropriately.
- ***Being present* (no multitasking) – that is, working on other assignments.**
- Being present when online by **EITHER** being on camera **OR** having your picture on your zoom prompt.

Students who have difficulty in one or more of these areas may have their participation grade lowered and in severe cases may be referred to the department student affairs committee for further review.

Students with Disabilities
If you have special needs as addressed by the Americans with Disabilities Act (ADA) and need course materials in alternative formats, notify your course instructor within the *first two weeks of class*. Students interested in accommodations should contact the university's office for students with disabilities; only this office can recommend and arrange for accommodations (Disability Resources and Educational Services, 818/677-2684). No accommodations may be made without their approval. Any and all reasonable efforts will be made to accommodate your special needs.

Policy on Cheating and Plagiarism

Academic integrity, including student honesty, is taken seriously in the educational psychology and counseling department. Consequently, please know that academic dishonesty, cheating, fabrication, facilitation of academic dishonesty, and plagiarism will lead to a student receiving a fail in the assignment, exam, activity, and/or class. No use of CHATGPT or similar apps. Please note that dishonesty can result in being recommended for disciplinary action. University policy requires professors to report all dishonest, unethical student behavior to university administration for documentation and review, and the school psychology faculty strictly adhere to university policy in this regard. Please refer to the CSUN catalog for further information (California State University, Northridge "Appendix C, Policies on Nondiscrimination and student conduct" in University Catalog http://www.collegesource.org/displayinfo/catalink.asp).

Recording of Lectures

Due to the sensitive nature of content discussed in the program, no classes may be recorded without explicit written permission from the instructor. Students granted recording as an accommodation from Disability Resources and Educational Services (DRES) must develop a separate written plan in coordination with the instructor and DRES for how student and client confidentiality will be handled with permitted in-class recordings. Instructors are required to inform the entire class if recording is permitted for an accommodation.

Resources:

CSUN's Computer Support
http://www.csun.edu/helpdesk/

Request for Incomplete Grade
www.csun.edu/anr/forms/request_incomplete.pdf

Disabilities Resources and Educational Services
http://www.csun.edu/dres/studentservices/index.php

Writing Center
http://www.csun.edu/lrc/

CSUN Student Conduct Policies
http://www.csun.edu/studentaffairs/policies/conduct.htm

Research and Library Assistance
http://library.csun.edu/ResearchAssistance/AskUs

EPC 659EC: PRACTICUM (PRACTICA) IN SCHOOL PSYCHOLOGY

Course Outline

08/26/2025   Introductions – Ice Breaker
SP Practicum/Fieldwork requirements, PBO, and course assignments

9/2/25   1. Professional Issues in School Psychology and Standards – NASP
School Psychology Service Delivery Model
2. SP Practicum/Fieldwork Update

9/9/2025   **Work on PBOs**

- Please note that we are trying to schedule the meet and greet. While we are aiming for 9/23, we may need to change the schedule for the highlighted dates below.

9/16/25   **Problem Solving Model and Data Based Decision Making**
All will join **Dr. Laija-Rodriguez' class Bookstein Hall 1230**
2. Goal Attainment Scale
3. SP Practicum/Fieldwork Update

9/23/25   **Meet and Greet Event**

9/30/25   **Pre-Referral Process and Response to Intervention (RtI) Pre-Referral**
Dr. Restori – Meet in _____
SP Practicum/Fieldwork Update

10/7/25   Work on PBOs

10/14/25   **Pre-Referral Process and Response to Intervention (RtI) Presentations**
Readings BP IV, Rathvon, and Outside Readings.
Intervention Presentations focusing on data driven outcomes
1. Best practices in **early literacy skills, reading decoding, and fluency.**
2. Best Practices in **dyslexia screening and components of dyslexia assessment mandated by recent bill.**
3. Best practices in **increasing academic learning time.**

10/21/25   Work on PBOs

10/28/2025   CASP – No class

11/4/25   **Pre-Referral Process and Response to Intervention (RtI) Presentations**
Readings BP IV, Rathvon, and Outside Readings.
Intervention Presentations focusing on data driven outcomes
1. Best practices in **improving reading comprehension and vocabulary development**
2. Best practices in **social skills training**
3. SP Practicum/Fieldwork Update

11/11/25   **Veterans Day – Campus Closed**

11/18/2025   **1. SP Practicum/Fieldwork Update**
                   2. Resiliency Presentations
                   Building Resiliency in children and Teens Book:
                         a. What is Resiliency? Foundations of Resiliency at individual and
                            community levels and research supporting it. (2 people)
                         b. Translating Resiliency Theory into Practice: How do we do this? (1 person)
                         c. Ingredients of Resiliency: 7 Crucial Cs (2 people)

11/25/25   **Work on PBOs**

12/2/25   **1. SP Practicum/Fieldwork Update**
                   2. Resiliency Presentations
                   Building Resiliency in children and Teens Book:
                         a. Self-Esteem, Self-Concept, and Self-Efficacy (1 person)
                         b. Cultural considerations for building resiliency (1 person)
                         c. Translating Resiliency Theory for assessment and application:
                            Resiliency scales (2 people)

12/9/2025   **1. SP Practicum/Fieldwork Update**
                   2. DUE: ALL SP PRACTICA PAPERWORK, TIME LOGS,
                   REFLECTIVE JOURNALS, SUPERVISOR EVALUATION; AND
                   PORTFOLIO WITH PBOs.

Appendix A

EPC 659EC: PRACTICUM (PRACTICA) IN SCHOOL PSYCHOLOGY
SCHOOL PSYCHOLOGY PRACTICA GUIDELINES

1. Candidates will work with the instructor to secure a mutually acceptable fieldwork site, if student does not yet have one secured.

2. Candidates must devote a minimum of 1-2 full days (or equivalent) in the fieldwork placement with two hour of supervision per week.

3. Fieldsite supervisor must hold a valid PPS credential in School Psychology and have at least two years of experience.

4. Candidates must have liability insurance of at least $4,000,000.

5. Candidates should note the following requirements of their fieldwork based on the standards of the California Commission on Teacher Credentialing:

   A minimum of 450 clock hours of practicum is required according to the following standards and guidelines:

   a. A minimum of three hundred (300) clock hours in a preschool to grade 12 school setting providing direct and indirect pupil services.
   b. Up to 150 hours of experience may be offered through on-campus agencies (for example, child study center, psychology clinic, relevant educational research or evaluation activities), or community agencies (for example, private schools, community mental health centers).
   c. The supervision and principal responsibility for the SP Practica experience typically remains with faculty of the training program, in coordination with field-based professionals. Whether provided by faculty or a field-based professional, fieldwork supervision must be provided by an experienced (Minimum of two years) professional who possesses background, training and credentials appropriate to the practicum experience.
   d. SP Practica is offered for academic credit, is a direct extension of program training goals and objectives, and has concurrent instruction provided as a part of the experience.
   e. All SP Practica experiences are evaluated. SP Practica evaluations are appropriate to the program objectives, whether the experience is accomplished through on campus or off-campus placements or through practical application components of separate courses. The evaluation also seeks to clarify the utility of the experience in terms of setting, supervision, and appropriateness of experiences. In this manner, the evaluation process is twofold, evaluating both the student's progress and the suitability of the various characteristics of the experience.
   f. To ensure that candidates have a breadth of field experience, candidates are required to complete a minimum of 300 clock hours across a second, third, or fourth field experience setting. These 300 hours can be accrued in both Fieldwork and the internship field experience settings.

6. Candidates will be required to complete 450 hours in SP Practica for 659EC&FC. Candidates will complete half of the hours per semester. Students should not exceed the 450 hours by too much because SP Practica and internship hours are not interchangeable. Students who have completed their hours for the semester should work on PBO's and aim to get a broader variety of skills and experiences (i.e., special education and various handicapping conditions). **Students who do not complete the 450 hours by the end of the Spring semester will get an incomplete and will not be allowed to move on to internship until the hours are completed, as well as PBO's and all SP Practica requirements.**

7. Students are to log and detail their SP Practica hours on a daily basis. Forms will be provided for this purpose.   Hours can be distributed for work in observation, consultation with teachers, parents, supervisors, school personnel, and outside agencies, testing, reading records, studying test materials, report writing (including competencies), interviewing, and counseling. Students are allowed to use two hours per week for work completed at home that is related to SP Practica. Students need to have field site supervisors sign their time logs each week.

8. Time logs should be turned in twice during the semester.

9. Students are to adhere to fieldwork hours and regulations including emailing and/or telephoning supervisors when needing to be absent or late. Supervisors must know the whereabouts of the student at all times.

10. Students normally remain in the SP Practica placement for the entire school year, unless other arrangements have been made. Students can change placements if there are special circumstances. In the latter event, the student will need to meet with the instructor and the fieldwork supervisor before making a change. Students are expected to work when public/private school is in session. This may mean working during recess from the university.

11. Please request regular and specific feedback regarding your performance from your supervisor. You will be formally evaluated at the end of the semester and again at the end of the school year. Evaluation forms will be given to you and your supervisor during the second class meeting. Supervisor evaluation forms are due at the end of each semester.

12. If there is negative feedback from the supervisor, a meeting between fieldwork supervisor, student and university instructor will occur.

13. **SP Practica students should maintain appropriate and professional attire at the university and at their field sites. Professional conduct is required at all times at the university, field sites, and on social media. Respectful behavior towards professors, supervisors, classmates, and clients are expected at all times.**

14. Students are required to gain experience at both the elementary and secondary levels.

15. **Students are required to have experience in at least two different school districts during SP Practica and internship. Please note various local districts in LAUSD do not count as separate districts. At least 300 hours in the second district are required.**

16. Students having incomplete or grade less than a B in any class will not be able to begin internship

or complete the program until these are cleared. Failing grades in classes may result in university disquailification.

17. Professional behavior and demeanor is expected at all times.

18. It is the student's responsibility to seek personal and/or social emotional support if needed.

19. If student is not progressing based on stated expectations and is exhibiting unprofessional behavior, the school psychology faculty will meet with the student to discuss progress and steps needed to address the issue(s). It is the student's responsibility to address the issue(s) within the specified period of time and with the specified course of action. The school psychology faculty will determine what is needed, but can also recommend delay and/or withdrawal from the program based on the issue(s).

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Appendix B
DRAFT

EPC 659EC: PRACTICUM IN SCHOOL PSYCHOLOGY

PERFORMANCE BASED OUTCOMES

Fall 2025

DRAFT

STUDENT NAME:_____

FIELD SITE SUPERVISOR:_____

SCHOOL DISTRICT:_____

INSTRUCTOR:_____

Dear Supervisor: Please evaluate completion of each Performance Based Outcome based on your observations and discussions with the school psychology practicum/fieldwork candidate. Your endorsement will reflect that you feel the school psychology practicum/fieldwork candidate understands the particular concept as it relates to the field of school psychology. Please use the legend below to rate the candidate. Please indicate if you have any recommendations or concerns of the candidate's knowledge base or performance in each area. Please use the following criteria to rate Performance Based Outcomes on this form.

NOP	**NOP** - No Opportunity to Perform	Candidate **did not have opportunity** to perform PBO
1	**NO** - Not Observed	Candidate **had opportunity, but did not perform** the PBO
2	**FBS** - Far Below Standard	Performed **PBO Far below standards –** quality of work was **far below** expectations
3	**BS** - Below Standard	Performed **PBO below standards but is improving–** quality of work was **below** expectations but is showing improvement
4	**MS** - Met Standard	Candidate **performed PBO with expected level of competence**
5	**ES** - Exceeded Standard	Candidate **knowledge and skill for this PBO are above expected**

Please note that candidate must obtain meet all expectations, with a score of 4 or 5. If candidate receives 3 or less, please meet with the candidate and notify instructor.

Revised 2024

NASP Domain 1 (CCTC SPPE 1): DATA BASED DECISION MAKING

School psychologists understand and utilize assessment methods for identifying strengths and needs; developing effective interventions, services, and programs; and measuring progress and outcomes within a multitiered system of supports. School psychologists use a problem-solving framework as the basis for all professional activities. School psychologists systematically collect data from multiple sources as a foundation for decision making at the individual, group, and systems levels, and they consider ecological factors (e.g., classroom, family, and community characteristics) as a context for assessment and intervention.

PBO 1.1: DATA BASED CASE STUDY BASED ON THE PROBLEM SOLVING MODEL

ACTIVITY: *Begin* a Problem-Solving Data Based Case Study (PSDBCS) intervention with a student (see rubric Attached to syllabus), consult with school personnel and parent, obtain parent consent, obtain baseline data, describe hypothesis, goal(s), GAS, intervention(s), data gathering plan. May continue through the Spring semester. Work on this with supervisor.

Present Outline to Instructor.

> **SUPERVISOR RATING:**
> Through a problem solving model, candidate was able to 1) consult with school personnel and 2) parent, 3)obtain parent consent, 4) obtain baseline data, 5) describe hypothesis, 6) goal(s), 7) GAS, 8) develop effective intervention(s) and/or services, and 9) data gathering plan.
>
>   0   1   2   3   4   5
> NOP NO FBS BS MS ES
>
> Recommendations:
>
>
>
> Field Site Supervisor's Signature & Date: _____
>
> **INSTRUCTOR RATING:**
> Through a problem solving model, candidate was able to 1) consult with school personnel and 2) parent, 3)obtain parent consent, 4)obtain baseline data, 5)describe hypothesis, 6)goal(s), 7)GAS, 8)develop effective intervention(s) and/or services, and 9)data gathering plan.
>
> 0   1   2   3   4   5
> NOP NO FBS BS MS ES
>
> Recommendations:
>
>
>
> Instructor's Signature & Date: _____

PBO 1.2. STANDARDIZED ASSESSMENT

ACTIVITY: Observe and discuss Individual Standardized Assessments as follows:

a. **Observe and discuss** data of at least 4 psychological assessment sessions done by your school psychologist supervisor. Discuss the problems in administration of tests in a school setting with your supervisor. Describe to your supervisor how to utilize assessment methods for identifying strengths and needs

SUPERVISOR RATING:

a. **Candidate Observed** and was able to explain general test results based on the normal curve (ex. Below average, average, etc.) from at least 4 psychological assessment sessions done by school psychologist supervisor. Candidate described problems in administration of tests in a school setting, such as interruptions causing validity and reliability questions.

0	1	2	3	4	5
NOP	NO	FBS	BS	MS	ES

Recommendations:

Field Site Supervisor's Signature & Date: _____

b. Administer, score, and interpret:
1. At least 4 perceptual tests (Bender, TAPS III, etc..)
2. At least 1 Comprehensive Achievement tests (WJ-IV, WIAT-III or other used by your site supervisor) **The administration of these tests should be under the close supervision of a school psychologist or instructor.**

SUPERVISOR RATING:
b. **Candidate administered 4 perceptual and one academic test and effectively interpreted general results.**

0	1	2	3	4	5
NOP	NO	FBS	BS	MS	ES

Recommendations:

Field Site Supervisor's Signature & Date: _____

INSTRUCTOR RATING:
b. **Candidate administered 4 perceptual and one academic test and effectively interpreted general results.**

0	1	2	3	4	5
NOP	NO	FBS	BS	MS	ES

Recommendations:

Instructor's Signature & Date: _____

NASP Domain 2 (CCTC SPPE 2): CONSULTATION AND COLLABORATION

Consultation and Collaboration School psychologists understand varied models and strategies of consultation and collaboration applicable to individuals, families, groups, and systems, as well as methods to promote effective implementation of services. As part of a systematic and comprehensive process of effective decision-making and problem solving that permeates all aspects of service delivery, school psychologists demonstrate skills to consult, collaborate, and communicate effectively with others.

PBO 2.1 Parent Conferences and/or IEP Participation

ACTIVITY: Participate in at least 3 parent conferences and/or IEP's with multidisciplinary teams, including your supervisor, and observe effective consultation and/or collaboration:

> **SUPERVISOR RATING:**
> **2.1a. Candidate observed at least 3 parent conferences and/or IEPs and was able to describe, in a written summary, the components of effective communication and consultation and/or collaboration to effectively implement services.**
>
>   0   1   2   3   4   5
> NOP NO FBS   BS   MS   ES
>
> Recommendations:
>
> Field Site Supervisor's Signature & Date: _____
>
> **INSTRUCTOR RATING:**
> **2.1a. Candidate observed at least 3 parent conferences and/or IEPs and was able to describe the components of effective communication and consultation and/or collaboration to effectively implement services and described the problem solving model when consulting and/or collaborating based on summary.**

Write a 1-2 page summary of your experiences and thoughts and submit to your instructor.

Summary to include:
  a. Parent-teacher, or parent- professional relationship
  b. Describe effective communication skills.
  c. Were parents open to working collaboratively with school personnel and vice-versa?
  d. List at least three characteristics of effective collaboration and/or consultation?
  e. Describe the four steps in the problem solving model used.
  f. Did the parent feel empowered?

     0   1   2   3   4   5
  NOP NO FBS   BS   MS   ES

Recommendations:

Instructor's Signature & Date: _____

NASP Domain 3 (CCTC SPPE 3): ACADEMIC INTERVENTIONS AND INSTRUCTIONAL SUPPORTS
School psychologists understand the biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curricula and instructional strategies. **School psychologists, in collaboration with others, use assessment and data collection methods to implement and evaluate services that support academic skill development in children.**

3.1   ACADEMIC INTERVENTION AND INSTRUCTIONAL SUPPORTS

ACTIVITY: In collaboration with others, use baseline data from your Problem Solving Data Based Case Study (DBCS) (PBO1) ***to develop a plan to implement, monitor, and evaluate an academic intervention and/or service*** (see rubric Attached to syllabus). Your plan must include data gathering plan, hypothesis, goal, GAS, and assessment tool. (CCTC 6.1)

Write a brief summary of the problem area, data gathering plan, hypothesis, goal, GAS, and assessment tool, *intervention, monitoring, and evaluation plan.*

SUPERVISOR
3.1a. **In collaboration with others, candidate used baseline data from the Problem Solving Data Based Case Study (DBCS) (PBO1)** ***and developed an appropriate goal and implementation, monitoring, and evaluation plan for an academic intervention and/or service***. Plan included baseline data, goal, GAS, and assessment tool, and implementation, monitoring, and evaluation plan.

    0   1   2   3   4   5
    NOP   NO   FBS   BS   MS   ES

    Recommendations:

    Field Site Supervisor's Signature & Date: _____

INSTRUCTOR
3.1b. Provided plan describing: **In collaboration with others, candidate used baseline data from the Problem Solving Data Based Case Study (DBCS) (PBO1)** ***and developed an appropriate goal and implementation, monitoring, and evaluation plan for an academic intervention and/or service***. Plan included baseline data, goal, GAS, and assessment tool, and implementation, monitoring, and evaluation plan.

    0   1   2   3   4   5
    NOP   NO   FBS   BS   MS   ES

    Recommendations:

NASP Domain 4 (CCTC SPPE 4): MENTAL AND BEHAVIORAL HEALTH SERVICES AND INTERVENTIONS

School psychologists understand the biological, cultural, developmental, and social influences on mental and behavioral health; behavioral and emotional impacts on learning; and evidence-based strategies to promote social–emotional functioning. **School psychologists, in collaboration with others, design, implement, and evaluate services that promote resilience and positive behavior, support socialization and adaptive skills, and enhance mental and behavioral health.**

PBO 4.1: INDIVIDUAL COUNSELING 1-4 students during the year to total at least 32 hours during the year.

ACTIVITY: Under the supervision of the school psychologist, counsel 1-4 representing **various ethnic and cultural backgrounds** who may **present with a health, behavioral, social emotional, and/or learning problem(s). Focus on resilience and positive behavior, support socialization and adaptive skills, and/or enhance mental and behavioral health.**

Include the Following:

Omit identifying information. Keep Confidentiality.

1. Parent Permission. NO IDENTIFYING INFORMATION.
2. Clear description of your problem formulation (**hypothesis**) considering ecological, biological, developmental, SES, cultural, diversity, gender, language, learning, adjustment, and social emotional factors on mental and behavioral health
3. Clear description of **Goal**(s) written in behavioral and measurable terms directly related to hypothesis that address successful learning, adjustment and life skills.
4. Include **pre/post data based on systematic observations and other measures**
5. Include a **Goal Attainment Scale for your goal(s) (GAS)**
6. Clear description of **plan for intervention, implementation, adherence, and evaluation**.
7. **Describe data clearly and effect size. Provide graphs**.
8. One paragraph **description of sessions** for each counselee. Describe your plan, approaches, process, and outcome for that session. Keep Confidentiality.
9. Evaluate techniques in context of the student's cultural and language Background.
10. **Include brief paragraphs summarizing outcome data, effect size and graph or visual representation of progress. Describe pros and cons of intervention.**

SUPERVISOR

4.1a. **The candidate effectively** counseled 1-4 **individual** students representing **various ethnic and cultural backgrounds** who **presented with a health, behavioral, social emotional, and/or learning problem(s) and Focused on resilience and positive behavior, supported socialization and adaptive skills, and/or** enhanced mental and behavioral health and used *evidenced based practices to promote social emotional functioning.*

      0   1   2   3   4   5

NOP   NO   FBS   BS   MS   ES

Recommendations:

Field Site Supervisor's Signature & Date: _____

INSTRUCTOR
4.1a. **The candidate effectively** counseled 1-4 **individual** students representing **various ethnic and cultural backgrounds** who **presented with a health, behavioral, social emotional, and/or learning problem(s) and Focused on resilience and positive behavior, supported socialization and adaptive skills, and/or enhanced mental and behavioral health and used *evidenced based practices to promote social emotional functioning.***

Recommendations:

Instructor's Signature & Date: _____

4.2 GROUP COUNSELING
ACTIVITY: Under the supervision of the School Psychologist, **conduct a counseling group** for at least 6 sessions. Decide on the topic with your site supervisor (i.e., social skills, self-esteem, SEL, dropout prevention, resiliency, grief, prevention, etc.) and develop or use an evidence based practices.

Write a 2 page summary to submit to your instructor. Describe your topic, hypothesis, goals, and session plans. Include data, pre/post GAS, and effect size. Describe group process and what did and did not work. Describe evidenced based practices.

SUPERVISOR:
4.2b. **The candidate effectively** conducted a counseling group for at least 6 sessions focusing on evidence based practices to address social skills, self-esteem, SEL, dropout prevention, resiliency, grief, and/or prevention.

    0   1   2   3   4   5
    NOP   NO   FBS   BS   MS   ES

Recommendations:

Field Site Supervisor's Signature & Date: _____

INSTRUCTOR:
4.2b. **The candidate effectively** conducted a counseling group for at least 6 sessions focusing on evidence based practices to address social skills, self-esteem, SEL, dropout prevention, resiliency, grief, and/or prevention.

    0   1   2   3   4   5
    NOP   NO   FBS   BS   MS   ES

Recommendations:

Instructor's Signature & Date: _____

NASP Domain 5 (CCTC SPPE 5): SCHOOL WIDE PRACTICES TO PROMOTE LEARNING

School psychologists understand systems structures, organization, and theory; general and special education programming; implementation science; and evidence-based, schoolwide practices that promote learning, positive behavior, and mental health. School psychologists, in collaboration with others, develop and implement practices and strategies to create and maintain safe, effective, and supportive learning environments for students and school staff.

5.1 SCHOOL WIDE PRACTICES TO PROMOTE LEARNING

ACTIVITY: Learn about and describe the school district system structure, organization, general and special education programming system. Ask about evidenced based schoolwide practices that promote learning in the school that address positive behavior and mental health. Provide a model or a chart and describe where in the organization is psychological and special education services and curriculum services. Who is in charge of curriculum development, regular education instruction, special education, and evaluation to promote evidenced based practices to promote learning and equitable educational services for all students, including diverse students?

Include description and diagram and 1-2 page summary to your instructor.

SUPERVISOR:
5.1. The candidate showed an understanding of school wide practices that promote learning through:
a**. d**escription of the school district system structure, organization, general and special education programming system. Provided a model or a chart and described where in the organization is psychological and special education services and curriculum services;
b. describing who is in charge of curriculum development, regular education instruction, special education, and evaluation to promote evidenced based practices to promote learning and equitable educational services for all students, including diverse students.
an understanding of evidenced based schoolwide practices that promote learning in the school that address positive behavior and mental health, if available;


```
  0      1      2      3      4      5
NOP    NO     FBS    BS     MS     ES
```

Recommendations:

Field Site Supervisor's Signature & Date: _____

INSTRUCTOR:
5.1. In a 1-2 summary, the candidate showed an understanding of school wide practices that promote learning through:
a**. a** description of the school district system structure, organization, general and special education programming system;
b. an understanding of evidenced based schoolwide practices that promote learning in the school that

address positive behavior and mental health;
c. providing a model or a chart and described where in the organization is psychological and special education services and curriculum services;
d. and understanding of who is in charge of curriculum development, regular education instruction, special education, and evaluation to promote evidenced based practices to promote learning and equitable educational services for all students, including diverse students.

    0   1   2   3   4   5
NOP NO FBS BS MS ES

Recommendations:

Instructor's Signature & Date: _____

NASP Domain 6 (CCTC SPPE 6): SERVICES TO PROMOTE SAFE AND SUPPORTIVE SCHOOLS

School psychologists understand principles and research related to social–emotional well-being, resilience and risk factors in learning, mental and behavioral health, services in schools and communities to support multitiered prevention and health promotion, and evidence-based strategies for creating safe and supportive schools. School psychologists, in collaboration with others, promote preventive and responsive services that enhance learning, mental and behavioral health, and psychological and physical safety and implement effective crisis prevention, protection, mitigation, response, and recovery.

6.1 SERVICES TO PROMOTE SAFE AND SUPPORTIVE SCHOOLS: RESILIENCY AND RISK FACTORS

ACTIVITY: Prepare a presentation on a topic regarding preventative and responsive services related to social emotional wellbeing, resiliency and risk factors in learning, mental and behavioral health, and/or services in schools and communities to support multitiered prevention and health promotion, and include evidence-based strategies for creating safe and supportive schools. Present to the class and if possible, to school staff this Fall or Spring. (CCTC SPPE 6.0)

SUPERVISOR:
6.1. The candidate effectively prepared a presentation on a topic regarding preventative and responsive services related to social emotional wellbeing, resiliency and risk factors in learning, mental and behavioral health, and/or services in schools and communities to support multitiered prevention and health promotion, and included evidence based strategies for creating safe and supportive schools. The candidate explored Presenting to school staff this Fall or Spring.

    0   1   2   3   4   5
NOP NO FBS BS MS ES

Recommendations:

Field Site Supervisor's Signature & Date: _____

INSTRUCTOR:
6.1 The candidate effectively prepared a presentation on a topic regarding preventative and responsive services related to social emotional wellbeing, resiliency and risk factors in learning, mental and behavioral health, and/or services in schools and communities to support multitiered prevention and health promotion, and included evidence based strategies for creating safe and supportive schools. The candidate effectively presented this special topics presentation to the fieldwork class.

      Recommendations:

      Instructor's Signature & Date: _____

ACTIVITY:
6.2. In collaboration with others, participate in 1-2 student study team meetings and along with your supervisor promote preventive and responsive services, through the pre-referral process, that enhance learning, mental and behavioral health, and psychological and physical safety.

SUPERVISOR:
6.2. The candidate effectively collaborated with others in 2-3 student study team meetings and along with the supervisor promoted preventive and responsive services, through the pre-referral process, that enhance learning, mental and behavioral health, and psychological and physical safety. (CCTC SPPE 6.1)

0	1	2	3	4	5
NOP	NO	FBS	BS	MS	ES

      Recommendations:

      Field Site Supervisor's Signature & Date: _____

INSTRUCTOR:
6.2 The candidate effectively collaborated in 1-2 student study team meetings along with the supervisor and described how they effectively promoted preventive and responsive services, through the pre-referral process, that enhanced learning, mental and behavioral health, and psychological and physical safety. Detailed information regarding prevention and responsive services using developmental assets and resiliency theory was provided. (CCTC SPPE 6.2)

0	1	2	3	4	5
NOP	NO	FBS	BS	MS	ES

      Recommendations:

      Field Site Supervisor's Signature & Date: _____

NASP Domain 7 (CCTC SPPE 7): FAMILY, SCHOOL, & COMMUNITY COLLABORATION
School psychologists understand principles and research related to family systems, strengths, needs, and cultures; evidence-based strategies to support positive family influences on children's learning and mental

health; and strategies to develop collaboration between families and schools. School psychologists, in collaboration with others, design, implement, and evaluate services that respond to culture and context. They facilitate family and school partnerships and interactions with community agencies to enhance academic and social– behavioral outcomes for children.

ACTIVITY

7.1   **Conduct an interview with a parent whose child is in special education** (may be an initial or triennial). Explore the design, implementation, and evaluation of services and considered culture and context. Facilitate family-school partnerships and interactions. P**romote family school collaboration** by facilitating a collaborative relationship between parent(s) and teacher(s). When necessary, facilitate partnerships between parents and community agencies to enhance academic and social outcomes. Discuss with your supervisor. Write brief one page summary on your activities, experiences, and what you have learned regarding effective services and home school collaboration.

SUPERVISOR:
7.2   7.1 Candidate effectively interviewed parent and collaborated with others, as they learned about the design, implementation, and evaluation of services and considered culture and context. The candidate effectively facilitated a family-school partnership and interaction and interaction with this parent and promoted family school collaboration by facilitating a collaborative relationship between parent(s) and teacher(s). If necessary, the candidate effectively facilitated partnerships between parents and community agencies to enhance academic and social outcomes.

0	1	2	3	4	5
NOP	NO	FBS	BS	MS	ES

Recommendations:

Field Site Supervisor's Signature & Date: _____

INSTRUCTOR:
7.2 Based on summary, candidate showed that candidate effectively interviewed parent and collaborated with others, as they learned about the design, implementation, and evaluation of services and considered culture and context. The candidate effectively facilitated a family-school partnership and interaction and interaction with this parent and promoted family school collaboration by facilitating a collaborative relationship between parent(s) and teacher(s). when necessary, the candidate effectively facilitated partnerships between parents and community agencies to enhance academic and social outcomes.

0	1	2	3	4	5
	NOP	NO	FBS	BS	MS	ES

Recommendations:

Instructor's Signature & Date: _____

NASP Domain 8 (CCTC SPPE 8): EQUITABLE PRACTICES FOR DIVERSE STUDENT POPULATIONS
School psychologists have knowledge of individual differences, abilities, disabilities, and other diverse characteristics and of the impact they have on development and learning. They also understand principles and research related to diversity in children, families, schools, and communities, including factors related to child development, religion, culture and cultural identity, race, sexual orientation, gender identity and expression, socioeconomic status, and other variables. School psychologists implement evidence-based strategies to enhance services in both general and special education and address potential influences related to diversity. School psychologists demonstrate skills to provide professional services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds through an ecological lens across multiple contexts. School psychologists recognize that equitable practices for diverse student populations, respect for diversity in development and learning, and advocacy for social justice are foundational to effective service delivery. While equality ensures that all children have the same access to general and special educational opportunities, equity ensures that each student receives what they need to benefit from these opportunities.

8.1 EQUITABLE

ACTIVITY:

1. Observe a regular education and special education class and note the diverse students and their diversity in learning.

2. When possible, observe a bilingual class or bilingual setting and note the diverse students and their diversity in learning.

3. Describe students needs and how you can advocate to promote positive outcomes for these students. Describe the importance of social justice to help these student population succeed academically and socially.

4. Based on your observations, describe equitable practices for diverse student populations, respect for diversity in development and learning, and advocacy for social justice as foundational to effective service delivery. Describe issues of equity and how this ensures that each student receives what they need to benefit from these opportunities.

Write a brief one page summary on the above listed PBO and submit to instructor.

SUPERVISOR:

8.1 Candidate demonstrated:

a. satisfactory knowledge of individual differences, abilities, disabilities, and other diverse characteristics and of the impact they have on development and learning.

b. satisfactory knowledge on equitable practices for diverse student populations, respect for diversity in development and learning, and advocacy for social justice as foundational for effective service delivery.

c. effectively described issues of equity and how this ensures that each student receives what they need to benefit from these opportunities.

```
0      1      2      3      4      5
NOP    NO     FBS    BS     MS     ES
```

Recommendations:

Field Site Supervisor's Signature & Date: _____

INSTRUCTOR:

8.2 Based on summary, candidate demonstrated:

d. satisfactory knowledge of individual differences, abilities, disabilities, and other diverse characteristics and of the impact they have on development and learning.

e. satisfactory knowledge on equitable practices for diverse student populations, respect for diversity in development and learning, and advocacy for social justice as foundational for effective service delivery.

f. effectively described issues of equity and how this ensures that each student receives what they need to benefit from these opportunities.

```
0      1      2      3      4      5
NOP    NO     FBS    BS     MS     ES
```

Recommendations:

Instructor's Signature & Date: _____

NASP Domain 9 (CCTC SPPE 9): RESEARCH AND EVIDENCED BASED PRACTICE
School psychologists have knowledge of research design, statistics, measurement, and varied data collection and analysis techniques sufficient for understanding research, interpreting data, and evaluating programs in applied settings. As scientist practitioners, school psychologists **evaluate and apply research as a foundation for service delivery and, in collaboration with others, use various techniques and**

technology resources for data collection, measurement, and analysis to support effective practices at the individual, group, and/or systems levels.

ACTIVITY

9.1 When conducting your literature review for your Program Evaluation class, choose one research article and describe an evidenced based service delivery models in the schools. Describe: a) collaboration with others, b) the use of various techniques and technology resources for assessment, data collection, measurement, c) describe analysis to support effective practices and interventions at the individual, group, and/or systems levels, and d) statistics used to evaluate significance. Discuss/explore with your supervisor how, where & when this might/could be implemented in their school/district & what benefit it would have. What is your supervisor's perspective on this? Is your supervisor ever asked to assist in the review of programs?)

Write summary of and submit to your instructor.

INSTRUCTOR:

9.1 Candidate effectively conducted a literature review for the Program Evaluation class, and based on one research article described an evidenced based service delivery model in the schools. The candidate satisfactorily described: a) collaboration with others, b) the use of various techniques and technology resources for assessment, data collection, measurement, c) described analysis to support effective practices and interventions at the individual, group, and/or systems levels, and d) statistics used to evaluate significance. (Please list in order, a, b, c, and d.). Candidate explored how such program could be implemented in the schools and/or school district.

      0   1   2   3   4   5
     NOP NO FBS   BS MS ES

Recommendations:

Instructor's Signature & Date: _____

NASP Domain 10 (CCTC SPPE 10): *Legal, Ethical, and Professional Practice*
School psychologists have knowledge of the history and foundations of school psychology; multiple service models and methods; ethical, legal, and professional standards; and other factors related to professional identity and effective practice as school psychologists. **School psychologists provide services consistent with ethical, legal, and professional standards; engage in responsive ethical and professional decision making; collaborate with other professionals; and apply professional work characteristics needed for effective practice as school psychologists, including effective interpersonal skills, responsibility, adaptability, initiative, dependability, technological competence, advocacy skills, respect for human diversity, and a commitment to social justice and equity.**

ACTIVITY:
10.1 Law and Ethics
  Explain the kinds of information and/or data that are required in a psychological report.
  Describe legal descriptions to be included in psychological reports with your supervisor based
  on federal law and the California Code of Regulations. Discuss confidentiality issues with your
  supervisor. Discuss with site supervisor and Show evidence of your knowledge in a
  psychoeducational report.

Write a summary for professor.

SUPERVISOR:
10.1 Candidate effectively explained the kinds of information and/or data that are required in a
  Psychological report. The candidate satisfactorily described legal descriptions to be included
  in psychological reports based on federal law and the California Code of Regulations.
  Candidate effectively described confidentiality issues. Candidate satisfactorily listed legal
  requirements to be included in a psychoeducational report based on federal law and the
  California code of regulations.

      0   1   2   3   4   5
      NOP   NO   FBS   BS   MS   ES

      Recommendations:

      Field Site Supervisor's Signature & Date: _____

INSTRUCTOR:
10.1 in a 1-2 page summary, Candidate effectively described the kinds of information and/or
data that are required in a Psychological report. The candidate satisfactorily described legal
descriptions to be included in psychological reports based on federal law and the California
Code of Regulations (please number these). Candidate effectively described confidentiality
issues. Candidate satisfactorily wrote legal requirements in a psychoeducational report based on
federal law and the California code of regulations.

      0   1   2   3   4   5
      NOP   NO   FBS   BS   MS   ES

      Recommendations:

      Instructor's Signature & Date: _____

ACTIVITY:
10.2. Work on improving professional characteristics, including effective interpersonal skills,
responsibility, adaptability, initiative, dependability, technology competency, advocacy skills,
respect for human diversity, and commitment to social justice and equity.

SUPEVISOR:
10.2. a. Candidate satisfactorily exhibits professional characteristics, including effective
interpersonal skills, responsibility, adaptability, initiative, dependability, technology competency,
advocacy skills.

b. Candidate satisfactorily exhibits respect for human diversity, and commitment to social justice and equity.

      0   1   2   3   4   5
NOP NO FBS BS MS ES

   Recommendations:

INSTRUCTOR:
10.2. a. Candidate satisfactorily exhibits professional characteristics, including effective interpersonal skills, responsibility, adaptability, initiative, dependability, technology competency, advocacy skills.
b. Candidate satisfactorily exhibits respect for human diversity, and commitment to social justice and equity.

Field Site Supervisor's Signature & Date: _____

   0   1   2   3   4   5
NOP NO FBS BS MS ES

   Recommendations:

   Instructor's Signature & Date: _____

ACTIVITY:
10.3. Professional Practice and social advocacy with the support of your supervisor:
     a. Attend a workshop on a related issue in school psychology. Fill out Conference Attendance Form. Attend workshops through NASP, CASP, or local CASP affiliates.
     b. Begin your professional performance based outcome activities..
     c. Have a time management system.
     d. Share with a class at your school, a High School Psychology class, or campus student organization what school psychologists do in the field of education.

SUPERVISOR:
10.3 Candidate is observed to successfully plan attendance to professional development activities, actively works on performance based activities, and shows an effective time management system. Candidate attendance and punctuality is satisfactory. Educate students on what school psychologists do in education.

     0   1   2   3   4   5
NOP NO FBS BS MS ES

   Recommendations:

   Field Site Supervisor's Signature & Date: _____

INSTRUCTOR:

Write a brief summary explaining what you have done in regards to a-d.
10.3 Candidate is observed to successfully plan attendance to professional development activities, actively works on performance based activities, and shows an effective time management system. Candidate attendance and punctuality is satisfactory. This is assessed via observations, supervisor evaluation, and summary. Also how you educate and or shared with students what school psychologists do in education.

```
0      1      2      3      4      5
NOP   NO    FBS    BS    MS    ES
```

Recommendations:

Instructor's Signature & Date: _____

DRAFT Appendix C

Data Based Decision Case Study Rubric

Student Name: **Date:**

Age: **Ethnicity:**

Parent Permission attached ____yes   ____no

Provide Reason for Referral.

Write brief paragraph on student including background information on the student including, gender, ethnicity and culture, age, language and family composition and factors, and health information. Include educational background.

1. Behavioral definition

5	4	3	2	1
Definition is (a) ***Clear, objective, and complete problem or behavior definition***-refers to observable and measurable characteristics of behavior; (b) ***clear***- so unambiguous that it could be read, repeated, and paraphrased by observers; and (c) ***complete*** – delineates both examples and non-examples of the behavior, (d) explores language and cultural factors, (e) includes multi-systemic focus	Definition meets only four of the five criteria (i.e., objective, clear, complete).	Definition meets only three of the five criteria (i.e., objective, clear, complete).	Definition meets only two of the five criteria (i.e., objective, clear, complete).	Definition meets only one of the five criteria (i.e., objective, clear, complete).

2. Baseline data

5	4	3	2	1
Data *collected* on the behavior *prior* to implementing the intervention consisting of repeating measures of the target behavior over several (at least three) sessions, days, or even weeks until a stable range of behavior has been identified. Be prepared to collect time series data, when possible.	Data collected on the behavior prior to implementing the intervention; however, only two data points are reported.	Data collected on the behavior prior to implementing the intervention; however, only one data point is reported.	Data collected on the behavior prior to implementing the intervention; however, the dimension(s) addressed are not the most appropriate for the selected target behavior.	Baseline data not gathered prior to implementing the intervention.

3. Problem validation

5	4	3	2	1
The magnitude of the discrepancy is quantified, based on a comparison between student's performance and the local educational setting demands. A description of the discrepancy between student's problem behavior and peers' behavior.	The magnitude of the discrepancy is quantified, based on a comparison between the student's performance and the standards outside the local educational setting, including peers' behavior in target area.	The magnitude of the discrepancy is quantified but is based on an opinion.	The magnitude of the discrepancy is described qualitatively.	Problem is not validated; magnitude of the discrepancy is not described.

4. Problem analysis

5	4	3	2	1
Examined relevant and alterable factors from curriculum, instruction, environment, and student domains	Examined relevant and alterable factors from two or three domains only using two to three procedures to gather information.	Examined relevant and alterable factors from only the student domains using a variety of procedures (RIOT)	Examined relevant and alterable factors from domains only using a variety of procedures to gather information	Problem analysis is not conducted.

using a variety of procedures (RIOT: review, interview, observe, test) to collect data from a variety of relevant sources and settings to serve as a function of the problem behavior. Used this information describe hypothesis using a multi-systemic focus.	Used this information to develop a clear hypothesis using a Multisystemic focus.	to collect data from a variety of relevant sources and settings. Used this information to develop a clear hypothesis.	from a variety of sources. However, there is no indication this information was used to develop a specific hypothesis.	

5. Hypothesis

5	4	3	2	1
(a) Hypothesis is clearly described using a Multisystemic focus, (b) considers language and cultural factors (c) This hypothesis is stated in an "If…then" form or "the ___(clearly defined problem) occurs because…." (d) Hypothesis is generated through a collaboration with teacher and/or parent.	(a) Hypothesis is clearly described using a Multisystemic focus, (b) considers language and cultural factors. (c) This hypothesis is stated in an "If…then" form or "the ___(clearly defined problem) occurs because…."	(a) Hypothesis is clearly described using a Multisystemic focus, (b) considers language and cultural factors.	(a) Hypothesis is clearly described using a Multisystemic focus.	Hypothesis not clearly described.

6. Goal setting

5	4	3	2	1
a) Goal(s) are clearly related to the hypothesis, b) goal(s) stated are clear, descriptive and objective and indicates time frame, condition, behavior, criterion, and person	Goal(s) are related to the hypothesis and are clearly stated. The goals are based on a comparison between the student's baseline data and the expectations based on the zone of	(a) Goal(s) are clearly related to the hypothesis, (b) goal(s) stated are clear, descriptive and objective and indicates time frame, condition, behavior, criterion, and person	(a) Goal(s) are clearly related to the hypothesis.	Goal(s) are not clearly described.

responsible, c) goals are based on a comparison between the student's baseline data and the expectations based on the zone of proximal development for that student, d) goal(s) written in measurable terms.	proximal development for that student.	responsible.		

7. Goal Attainment Scaling

5	4	3	2	1
(a) Includes Goal Attainment Scaling (GAS), (b) GAS goal is clearly related to the hypothesis, (c) goal stated is clear, descriptive and objective and indicates time frame, condition, behavior, criterion, and person responsible, (d) goal is based on a comparison between the student's baseline data and the expectations based on the zone of proximal development for that student, (e) goal written in measurable terms and will include pre/post measurement and/or time series data and effect size	(a) Includes Goal Attainment Scaling (GAS), (b) GAS goal is clearly related to the hypothesis, (c) goal stated is clear, descriptive and objective and indicates time frame, condition, behavior, criterion, and person responsible, (d) goal is based on a comparison between the student's baseline data and the expectations based on the zone of proximal development for that student.	(a) Includes Goal Attainment Scaling (GAS), (b) GAS goal is clearly related to the hypothesis, (c) goal stated is clear, descriptive and objective and indicates time frame, condition, behavior, criterion, and person responsible.	(a) Includes Goal Attainment Scaling (GAS), (b) GAS goal is clearly related to the hypothesis.	GAS not clearly described.

8. Intervention plan

5	4	3	2	1
Plan stated (a) procedures/	Plan is stated procedures/	Plan stated procedures/	Generic description on	Intervention plan not written. Or

strategies based on research, whenever possible (b) describes materials necessary, (c) when it will occur, (d) where it will occur, (e) persons responsible.	strategies. But one of the following components is missing: materials, when, where, or persons responsible.	strategies. But two of the following components are missing: materials, when, where or persons responsible.	intervention strategy (e.g., behavior management) is stated. Materials, when, where, and persons responsible may be present.	generic descriptions of intervention (e.g., behavior management) only.

9. Description of Sessions for Intervention or Counseling

5	4	3	2	1
(a) A brief description of at least 5 session, (b) clear description of plan, approaches, process, (c) description of goal for the session, and (d) description of outcome for that session.	(a) A brief description of at least 5 session, (b) clear description of plan, approaches, process, (c) description of goal for the session.	A brief description of at least 4 sessions.	Description of sessions are vague.	No descriptions of sessions.

10. Measurement strategy

5	4	3	2	1
A measurement strategy is developed answering *how? What? Where? Who? and when?* Included time series, single-case design, pre/post or other sensitive forms of measuring progress <u>and,</u> G.A.S..	A measurement strategy is developed but only answers four of the five questions: *how? What? Where? Who? and when?* Has a measuring tool that is sensitive to growth and GAS.	A measurement strategy is developed but only answers three of the five questions: *how? What? Where? Who? and when?* Only included Has a measuring tool that is NOT sensitive to growth and GAS.	A measurement strategy is developed but only answers two of the five questions: *how? What? Where? Who? and when?* Only has GAS.	Measurement strategy is not developed. Or the measurement strategy only answers one of the five questions. GAS is not clear.

11. Decision-making plan

5	4	3	2	1
The decision-making plan	The decision-making plan	The decision-making plan	The decision-making plan	The decision-making plan is not

indicates (a) how frequently data will be collected, (b) the strategies to be use to summarize the data for evaluation, (c) how many data points or how much time will occur before data will be analyzed, (d) what actions will be taken based on the intervention data.	indicates three of the four components.	indicates two of the four components.	indicates only one of the four components.	documented.

12. Progress monitoring

5	4	3	2	1
Data are collected and charted and graphed two to three times a week. Appropriate graphing/charting conventions were used (e.g., descriptive title, meaningful scale captions, appropriate scale units, intervention phases labeled.	Data are collected and charted and graphed once a week. Appropriate graphing/charting conventions were used	Data are collected and charted and graphed irregularly and infrequently (less than once a week, but more than pre or post). Appropriate graphing/charting conventions were used.	Data are collected but not charted or graphed. Or only pre-information and post-information was collected and/or charted/graphed.	Progress monitoring data not collected.

13. Formative evaluation

5	4	3	2	1
There is evidence the decision rule was followed and visual analysis was conducted. These data were used to modify or change the intervention as necessary.	There is evidence the decision rule was followed and visual analysis was conducted, but the data were not used to modify or change the intervention as necessary.	Modifications or changes were made to the intervention based on subjective data.	Modifications or changes were made to the intervention, but no indication as to what data were used to make these changes.	No formative evaluation was conducted.

14. Treatment integrity

5	4	3	2	1

Degree of treatment integrity measures and monitored. Plan is implemented as designed, including decision-making rules. Intervention changed/ modified as necessary on the basis of objective data.	Degree of treatment integrity addressed. Plan was implemented as designed and mortified as necessary on the basis of subjective opinions.	Degree of treatment addressed. Plan was implemented with variations from the original design with no basis for change stated.	Treatment integrity addressed, but intervention was not implemented as planned.	Treatment integrity not considered.

15. Summative evaluation

5	4	3	2	1
(a) Outcome decisions are based on the progress monitoring data. (b) Treatment outcome for each goal is described. (c) Indication of what the progress or lack of it is due to. (d) Summary includes information regarding baseline, intervention, and outcome data based on pre/post and/or time series data.	(a) Outcome decisions are based on minimal data (i.e., pre and post tests).	Outcome decisions are based on subjective data.	Outcome decision stated but no indication of what data were used to make the conclusion.	No summative evaluation took place.

16. Graph

5	4	3	2	1
(a) Graph is clearly labeled, (b) graph clearly labels baseline (at least 3 data points) and intervention (at least 6 data points), (c) graph shows growth or lack of it and shows time series data.	(a) Graph is labeled, (b) graph labels baseline (less than 3 data points) and intervention (less than 6 data points), (c) graph shows growth or lack of it and shows time series data.	(a) Graph is minimally labeled, (b) graph labels intervention (c) graph shows growth or lack of it	Graph is confusing and does not show baseline or intervention.	No graph included.

17. **Include Pre and Post Goal Attainment Scale Rating**

        ___Pre   ___Post

18. **Effect Size: _____**

19. **Analysis and Critique regarding your effectiveness:**

Appendix D
Attendance, Participation, and Dispositions Rubric

Demonstrate professional disposition (behavior and attitude), responsibility, adaptability, initiative, and self care. (CCTC SPPE 10.3)

	4	3	2	1	Points
Attendance/ Promptness/ Responsibility	Student is **always** prompt and regularly attends classes, submits work, and shows high levels of responsibility exhibited by good communication	Student is **late to class** once every two weeks, submits work, and shows good responsibility exhibited by good communication	Student is **late to class** more than once every two weeks and may have one absence: submits work late, and shows poor responsibility exhibited by poor communication	Student has been late to class at least three times and has poor attendance; shows poor responsibility and poor ability to communicate with others.	
Level of Engagement in class/ Attitude	Student proactively contributes to class by offering ideas and asking questions **more than once** per class; students shows great attitude.	Student proactively contributes to class by offering ideas and asking questions **once** per class; Student shows good attitude	Student **rarely** contributes to class by offering ideas and asking questions; student shows bad attitude at times.	Student **never** contributes to class by offering ideas and asking questions; student shows bad attitude.	
Listening Skills/ Adaptability	Student listens when others talk, both in groups and in class. Student **incorporates or builds off** of the ideas of others; shows an ability	Student **listens** when others talk, both in groups and in class; shows an ability to adapt to opposing views and/or	Student **does not listen** when others talk, both in groups and in class; shows inconsistently shows to adapt to opposing views and/or challenges	Student **does not listen** when others talk, both in groups and in class. Student often **interrupts** when other speaks. shows an inability to adapt to opposing views and/or	

	to adapt to opposing views and/or challenges	challenges		challenges and has shown disrespectful behavior.	
Behavior/ Self-Care	Student **never** displays disruptive behavior during class.- this includes multi-tasking, typing, etc.; Student is respectful towards others and self.	Student **rarely** displays disruptive behavior during class. this includes multi-tasking, typing, etc.; Student is sometimes respectful of others and self.	Student **occasionally** displays disruptive behavior during class. this includes multi-tasking, typing, etc.; student is occasionally disrespectful towards others and self.	Student **frequently** displays disruptive behavior during class. this includes multi-tasking, typing, etc.; student is frequently disrespectful towards others and self.	
Preparation/ Initiative	Student is **almost always** prepared for class with assignments and required class materials; student always takes initiative in being prepared.	Student is **usually** prepared for class with assignments and required class materials; student usually takes initiative in being prepared.	Student is **rarely** prepared for class with assignments and required class materials; student rarely takes initiative in being prepared.	Student is **almost never** prepared for class with assignments and required class materials; almost never always takes initiative in being prepared.	
				Total:	

EPC 659EC INDEX FOR CCTC SPPEs

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