
**California State University,
Northridge**

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

**Course Syllabus: Fall & Spring, 2025-2026
EPC 659GC & EPC 659HC: Internship in School Psychology**

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Class Meetings: Thursdays, 7:00 PM – 9:45 PM in Bookstein Hall #1202

Office Hours: By appointment as mutually convenient

Course Zoom when needed:

<https://csun.zoom.us/j/84145526503?pwd=YN728axr4Of6RPC7rlhgZKgRI5BKxU.1>

Meeting ID 841 4552 6503

Passcode 268057

[PBO Rubrics](#)

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.

1. **We value academic excellence in the acquisition of research-based professional knowledge and skills.** We commit ourselves to, and expect our candidates to:
 - Acquire in-depth knowledge of subject matter (aligning with state and national curriculum standards when applicable);
 - Acquire professional and pedagogical knowledge;
 - Acquire pedagogical content knowledge;
 - Use professional standards and empirical research to develop and evaluate programs and guide practice;

- Capitalize on advancements in technology to promote learning;
 - Communicate effectively using multiple modalities, including speaking/signing, writing, and digital media, in professional and community settings; and
 - Understand, apply, and engage in scholarship and research.
2. **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 commit ourselves to, and expect our candidates to:
- Develop knowledge and skills that research and evidence have shown to positively impact schools and communities;
 - Acquire knowledge and skills in assessing those we serve, using various indicators including national, state, and institutional standards;
 - Acquire knowledge and skills in identifying and selecting assessment approaches and measures that are reliable, valid, and fair;
 - Develop skills in analyzing, synthesizing, and evaluating data for the purpose of informing practice;
 - Use evidence from multiple assessments to inform and improve practice that will promote learning and growth of all pupils; and
 - Engage in cycles of understanding, learning, application in the field, reflection, and revision of practice.
3. **We value ethical practice and what it means to become ethical and caring professionals.** We commit ourselves to, and expect our candidates to:
- Engage in inquiry about what it means to be an ethical and caring professional;
 - Adhere to a code of ethics appropriate to professional practice and recognize its relationship to the realities of the contexts in which practice occurs;
 - Assume personal responsibility for developing, demonstrating, and refining the values, beliefs, and assumptions that guide professional practice; and
 - Demonstrate attitudes, dispositions, and behaviors of caring and ethical professionals in daily practice.
4. **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 commit ourselves to, and expect our candidates to:
- Participate in intra- and interdisciplinary partnerships including the Michael D. Eisner College of Education and the university;
 - Participate in external partnerships with schools, community agencies, other universities, and local, state, and national agencies with common interests;
 - Collaborate with all stakeholders to support the learning and growth of faculty, staff, candidates, and those they serve; and
 - Identify and use professional and community resources.

5. **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 commit ourselves to, and expect our candidates to:
- Foster a climate in which the meaning and implications of diversity are continuously defined, examined, and addressed;
 - Move from acceptance of diversity, to appreciation of diversity, to becoming agents of change for social justice;
 - Respect and understand the conditions and contributions of communities and schools, and of families from all backgrounds;
 - Develop, use, and promote positive interpersonal skills in an open and inclusive process for making decisions and achieving consensus; and
 - Participate in and be accountable for shared decision making within the academic and service communities in a manner that contributes to supporting diversity.
6. **We value creative, critical, and reflective thinking and practice.** We commit ourselves to, and expect our candidates to:
- Engage in continuous and critical reflection;
 - Participate in ongoing professional development;
 - Accept feedback and consider implications for practice and program renewal;
 - Refine and apply professional competencies through collegial interaction, including for candidates a variety of clinical practice experiences; and
 - Solve problems, make decisions, facilitate change, and produce knowledge in new and creative ways.

Course Description

Intensive supervised internship in a multi-cultural school for those completing the Pupil Personnel Services Credential/School Psychologist Authorization. Course objectives require vigorous application of diagnostic prescriptive and consultative skills. Students complete a total of 6 units. Actual number of units per semester is determined by instructor and student. Normally, students enroll in EPC 659GC and EPC 659HC for two, 3-unit semesters. (Credit/No Credit only) *Prerequisites: EPC 659EC, EPC 659FC.*

Program Student Learning Objectives

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. The following are CSUN's 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** 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*)

OBJECTIVES RELATED TO NASP AND CCTC:

Internship will address the development and competence of all NASP domains and CCTC SPPEs to include:

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.

Domain 2 (CCTC SPPE 2): 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.

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.

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.

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, 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.

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.

Domain 7 (CCTC SPPE 7): Family, School, and 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.

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.

Domain 9 (CCTC SPPE 9): Research and Evidence-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.

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.

COURSE REQUIREMENTS BASED ON NASP DOMAINS AND CCTC SPPEs

Consistent with NASP Domains and CCTC SPPEs listed above, this course will address and be assessed on the specific objectives *using the Performance Based Outcomes (see PBO document Internship Fall Semester – See Appendix C), respective rubrics assessing specific skills, instructor and supervisor evaluations (See Appendix), and instructor grading on various course requirements:*

Supervision and Mentoring: School psychology candidates will understand the importance of seeking supervision and mentoring during their experience as student/interns, as well as when becoming school psychologists. In addition, candidates will have the skills and experiences to mentor less experienced candidates during the program. In addition, school psychology candidates will gain skills and experiences to be able to supervise future school psychology candidates.

School Psychology Internship Experience: School psychology candidates will be expected to complete at least 1200 hours of internship experience in the schools involving all aspects of the comprehensive model of school psychological service delivery, to include assessment, counseling, consultation, prevention and intervention through indirect and indirect means, system wide leadership, social justice, and advocacy. While some variation may be allowed, they will need to be consistent with state and national standards and approved by the school psychology program coordinator.

Specific Course Learning Objectives

- School psychology interns will gain hands-on field experience within their internship setting(s) using a comprehensive multisystemic service delivery model working with multidisciplinary teams to address pupils academic, social, behavioral, mental, and adaptive skills through assessment, counseling and providing mental health and behavioral services, consultation and collaboration, school wide support to enhance resilience and prevent and intervene, and provide academic, behavior, and social interventions.
- School psychology interns will use the problem-solving data-based decision making model throughout their practice in all areas of direct and indirect service delivery to gather data, monitor, and evaluate interventions.

- School psychology interns will provide school wide support through prevention, intervention, and recovery to help students and staff with overall wellness.
 - School psychology interns will use internship experiences and supervision in the internship class to understand and address ethical, legal, and professional issues encountered in the field site as they work with various cases.
 - School psychology interns will understand various factors of diversity, to include cultural, language, gender identity, SES, religion, etc., to understand clients, address their needs, promote equitable practices at the individual and systems level, involve community resources when necessary, be a social advocate, and promote social justice in all that they do for all students.
 - School psychology interns will involve multidisciplinary teams and include parents/guardians in the school home collaboration process to improve developmental assets, resiliency, and overall outcomes for all students.
 - School psychology interns will use their knowledge of research to use evidence-based practice to improve their psychological services toward their clients.
 - School psychology interns will pursue various opportunities for professional development and become prepared to enter the field as a school psychologist.
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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

- Supervision with their instructor and classmates during weekly class meetings.
 - Learning will occur through collaborative, cooperative discussions among student-interns through sharing of their respective field experiences.
 - Student-interns will present case studies from their field experiences about which their peers will be expected to comment and pose questions, creating a shared learning experience.
- Lectures will be used to further extend learning by reviewing essential concept and skill domains addressed in previous courses within the program.
- Assigned readings

- Small group discussions/skill practice in class
- Independent research of subject materials in library/on internet/media.
- Completion of PBOs and all other internship expectations

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.

For their internship experience, students are expected to complete*:

- the Internship Performance Based Outcomes as verified by their field supervisors' ratings and signatures on the PBO documentation form each semester (EPC 659GC and EPC 659HC; *SPPE 1, 2, 3, 4, 5, 6, 7, 8, 9, 10*)
- Psycho-Educational Assessments (*CTTE 1, 6, 7, 8, 9*)
- Individual Counseling Case (*CTTE 6, 9*)
- Group Counseling Case (*CTTE 6, 9*)
- Functional Behavioral Assessment / Behavior Intervention Planning (*CTTE 4, 8, 9*)
- Consultation Case (*CTTE 2, 6, 7, 8, 9*)
- Problem Solving Data-Based Interventions - One academic and one behavioral and/or social intervention (*CTTE 3, 4, 6, 7, 8, 9*)

*Evaluation Rubrics and PBO completion verification forms will be provided by the instructor and must be submitted at the end of the semester.

Required Reading

Students will be provided with a variety of articles to read and discuss in class on a weekly basis.

Course Requirements

- Active participation in a full-time internship experience
- Attendance and active participation in all scheduled class meetings
- Completion of internship Performance Based Outcomes
- In-Class presentation of a comprehensive psycho-educational case study
- In-Class presentation of a comprehensive problem-solving data-based academic intervention case study
- Completion of cases and completion of rubrics to show competence in the following areas:

- a. Psychoeducational assessment case
- b. Problem Solving Data-Based Interventions - One academic and one behavioral and/or social intervention
- c. Individual Counseling case
- d. Group Counseling case
- e. Functional Behavioral Assessment / Behavior Intervention Planning
- f. Consultation case
- Submission of all required documents for the master's degree and PPS credential
- Approval of daily/weekly work logs to total at least 1200 hours
- Completion of cases and completion of rubrics and ratings in following performance areas:
- Completion of Program Completion Form

Grading System

This is a Credit / No Credit Course. Credit will be based on the following:

- Attendance and active participation in all class meetings
 - Completion of all requirements listed above under the course requirement section with an average rating of four or more on rubrics and/or average of a B.
 - Completion of supervisor ratings to show an average rating of four or better on the ratings.
 - Competence will be assessed to equal a grade of a B or better, consistent to program requirements.
 - If interns receive less than an average equivalent to a B or better in the internship class, the result will be no credit for the class.
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Policies and Resources

Determination of Candidate Competence

School psychology candidates will be assessed for competence in the required professional domains delineated by NASP and CCTC standards by both site supervisors and university instructors, using the internship Performance Based Outcomes (PBOs) documents where, ratings averaging 4 or better in most areas and a total score equivalent to 80% or better is demonstrated on rubrics and PBOs. Determination of candidate competence will also be based on grades of B or better in all coursework and satisfactory or higher ratings on all performance supervisor and professor evaluation(s). In addition,

school psychology candidates are expected to exhibit exceptional ethical, professional, interpersonal and communication skills.

Candidates are expected to complete their PBOs and organize their portfolio to include expected cases, rubrics, and evaluations that reflect competence in the areas of assessment, counseling, consultation, functional behavior assessments, academic interventions, and ability to intervene at the systems level. Please include supervisor evaluations from both practicum and internship experiences.

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 required for course credit. Please note that no more than two absences are allowed. ***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 and faculty.
- Proactive engagement in the learning process.
- Being organized and prepared.
- Managing paperwork effectively.
- Managing technology effectively
- Managing personal information (own and others') appropriately.

Students who have difficulty in one or more of these areas may risk losing credit for this course 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

Cheating and plagiarism are serious offenses in a professional program and may result in expulsion from the program/university on a *first offense*. See the University Catalog for further information.

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>

COVID Safety Information

<https://www.csun.edu/matadors-forward/health-and-safety#students>

Course Outline / Meeting Schedule

(Schedule subject to change based on student & program needs; both sections may occasionally meet jointly; prior notice will always be provided)

WEEK	DATE	TOPICS
1	8/28	<ul style="list-style-type: none"> ▪ Internship Orientation and Syllabus Review ▪ Review of NASP Standards ▪ <i>Professionalism</i>: What it means as a student, as an intern & on the job! ▪ Review of PBOs, including standard and alternative activities ▪ Review required program/credential check-out documents ▪ Discussion of Internship Placements
2	9/4	<ul style="list-style-type: none"> ▪ Conceptualizing Intellectual Disabilities (ID) & Multiple Disabilities (MD) Students: Mild/Moderate vs. Moderate/Severe ▪ Specific Assessment and Report-Writing Strategies & Approaches: Students with Severe Disabilities / Preschool Students ▪ Review of Evaluation Rubrics ▪ Sign-ups for Data-Based & Psycho-Ed Case Study Presentations ▪ Site/District Internship Agreement Forms Due
3	9/11	<ul style="list-style-type: none"> ▪ Internship Updates Roundtable ▪ Conceptualizing Specific Learning Disabilities (SLD) ▪ Discrepancy Model, RtI, PSW ▪ Dyslexia as SLD <p style="text-align: center;">Attention Deficits: SLD vs. OHI?</p>
4	9/18	<ul style="list-style-type: none"> ▪ Internship Updates Roundtable ▪ Case Study Conceptualization: Problem-Solving & Hypothesis Testing Initials vs. Re-evaluations ▪ Effective Psycho-Educational Case Study Reports ▪ [write your entire report with the end in mind while never forgetting your referral question(s)]
5	9/25	Individual Student Meetings, via Zoom, Scheduled by Appointment
6	10/2	Individual Student Meetings, via Zoom, Scheduled by Appointment
7	10/9	<ul style="list-style-type: none"> ▪ Internship Updates Roundtable ▪ Conceptualizing Traumatic Brain Injury (TBI) ▪ Conceptualizing Other Health Impairment (OHI) ▪ ADHD (mental/behavioral health vs. physical/medical health impairment) ▪ Data-Based / Psycho-Ed presentations: <p>_____</p> <p>_____</p> <p>_____</p>
8	10/16	Individual Student Meetings, via Zoom, Scheduled by Appointment

		<ul style="list-style-type: none"> ▪
9	10/23	<ul style="list-style-type: none"> ▪ Internship Updates Roundtable ▪ Conceptualizing Emotional Disturbance (ED) ▪ Social-Emotional Evaluation Data Interpretation & Reporting ▪ Conceptualizing Autistic Spectrum Disorders (ASD) ▪ Data-Based / Psycho-Ed presentations: <hr/> <hr/> <hr/>
10	10/30	No Class Meeting: CASP Convention
11	11/6	<ul style="list-style-type: none"> ▪ Internship Updates Roundtable ▪ Effective IEP Presentations & Use of PowerPoint ▪ DUE - Case Study 1 (Psycho-Ed Report w/ rubric) ▪ Data-Based / Psycho-Ed presentations: <hr/> <hr/> <hr/> <hr/>
12	11/13	<ul style="list-style-type: none"> ▪ Internship Updates Roundtable ▪ DUE - Consultation or Counseling Report ▪ Advocating for Bullying Prevention / Intervention Programs & ▪ Universal Positive Behavior Supports / Behavioral RtI ▪ Data-Based / Psycho-Ed presentations: <hr/> <hr/> <hr/> <hr/>
13	11/20	Individual Student Meetings, via Zoom, Scheduled by Appointment
14	11/27	NO CLASS MEETING – HAPPY THANKSGIVING!
15	12/4	<ul style="list-style-type: none"> ▪ Last Class Meeting ▪ Internship Updates Roundtable ▪ DUE: Fall semester Portfolio documenting completion of all required assignments and activities ▪ DUE: PBO Documents with all PBOs signed and approved by internship site supervisor(s) ▪ DUE: Completed on-line supervisor evaluation(s) ▪ DUE: Hourly logs ▪ DUE: All required rubrics and other evaluation forms (parent/teacher) ▪ DUE: Professional Workshop Attendance Verification Form(s) ▪ Data-Based / Psycho-Ed presentations:

Standard	Introduced	Practiced	Assessed
SPPE 1.0		Pg. 18, 19	Pg 18, 19 and PBO Pg.2,3,4
SPPE 1.1		Pg. 18, 19	Pg 18, 19 and PBO Pg.2,3,4
SPPE 1.2		Pg. 18, 19	Pg 18, 19 and PBO Pg.2,3,4
SPPE 1.3		Pg. 18, 19	Pg 18, 19 and PBO Pg.2,3,4
SPPE 1.4		Pg. 18, 19	Pg 18, 19 and PBO Pg.2,3,4
SPPE 1.6		Pg. 18, 19	Pg 18, 19 and PBO Pg.2,3,4
SPPE 2.0		Pg. 18, 19	Pg 18, 19 and PBO Pg.5, 6
SPPE 2.1		Pg. 18, 19	Pg 18, 19 and PBO Pg.5, 6
SPPE 2.2		Pg. 18, 19	Pg 18, 19 and PBO Pg.5, 6
SPPE 2.3		Pg. 18, 19	Pg 18, 19 and PBO Pg.5, 6
SPPE 3.0		Pg. 18, 19	Pg 18, 19 and PBO Pg.7,8
SPPE 3.1		Pg. 18, 19	Pg 18, 19 and PBO Pg.7,8
SPPE 3.2		Pg. 18, 19	Pg 18, 19 and PBO Pg.7,8
SPPE 3.3		Pg. 18, 19	Pg 18, 19 and PBO Pg.7,8
SPPE 3.4		Pg. 18, 19	Pg 18, 19 and PBO Pg.7,8
SPPE 4.0		Pg. 18, 19	Pg 18, 19 and PBO Pg.8, 9, 10, 11
SPPE 4.1		Pg. 18, 19	Pg 18, 19 and PBO Pg.8, 9, 10, 11
SPPE 4.2		Pg. 18, 19	Pg 18, 19 and PBO Pg.8, 9, 10, 11
SPPE 4.3		Pg. 18, 19	Pg 18, 19 and PBO Pg.8, 9, 10, 11
SPPE 4.4		Pg. 18, 19	Pg 18, 19 and PBO Pg.8, 9, 10, 11
SPPE 5.0		Pg. 18, 19	Pg 18, 19 and PBO Pg.12, 13, 14
SPPE 5.1		Pg. 18, 19	Pg 18, 19 and PBO Pg.12, 13, 14
SPPE 5.2		Pg. 18, 19	Pg 18, 19 and PBO Pg.12, 13, 14
SPPE 6.0		Pg. 18, 19	Pg 18, 19 and PBO Pg.15, 16
SPPE 6.1		Pg. 18, 19	Pg 18, 19 and PBO Pg.15, 16
SPPE 6.2		Pg. 18, 19	Pg 18, 19 and PBO Pg.15, 16
SPPE 6.3		Pg. 18, 19	Pg 18, 19 and PBO Pg.15, 16
SPPE 6.4		Pg. 19	Pg 18, 19 and PBO Pg.15, 16
SPPE 6.5		Pg. 18, 19	Pg 18, 19 and PBO Pg.15, 16
SPPE 6.6		Pg. 18, 19	Pg 18, 19 and PBO Pg.15, 16
SPPE 7.0		Pg. 18, 19	Pg 18, 19 and PBO Pg.17, 18
SPPE 7.1		Pg. 18, 19	Pg 18, 19 and PBO Pg.17, 18
SPPE 7.2		Pg. 18, 19	Pg 18, 19 and PBO Pg.17, 18
SPPE 7.3		Pg. 18, 19	Pg 18, 19 and PBO Pg.17, 18
SPPE 8.0		Pg. 18, 19	Pg 18, 19 and PBO Pg.19, 20, 21
SPPE 8.1		Pg. 18, 19	Pg 18, 19 and PBO Pg.19, 20, 21
SPPE 8.2		Pg. 18, 19	Pg 18, 19 and PBO Pg.19, 20, 21
SPPE 8.3		Pg. 18, 19	Pg 18, 19 and PBO Pg.19, 20, 21
SPPE 8.4		Pg. 18, 19	Pg 18, 19 and PBO Pg.19, 20, 21

SPPE 9.0		Pg. 18, 19	Pg 18, 19 and PBO Pg. 21, 22
SPPE 9.1		Pg. 18, 19	Pg 18, 19 and PBO Pg. 21, 22
SPPE 9.2		Pg. 18, 19	Pg 18, 19 and PBO Pg. 21, 22
SPPE 9.3		Pg. 18, 19	Pg 18, 19 and PBO Pg. 21, 22
SPPE 9.4		Pg. 18, 19	Pg 18, 19 and PBO Pg. 21, 22
SPPE 10.0		Pg. 18, 19	Pg 18, 19 and PBO Pg. 24, 25, 26
SPPE 10.1		Pg. 18, 19	Pg 18, 19 and PBO Pg. 24, 25, 26
SPPE 10.2		Pg. 18, 19	Pg 18, 19 and PBO Pg. 24, 25, 26
SPPE 10.3		Pg. 18, 19	Pg 18, 19 and PBO Pg. 24, 25, 26

Hyperlinks to Rubric within Document: Click to view

Rubrics:

[Evaluation of Candidate](#)

[Data Based Decision Making Prevention and Intervention Academic Skills Report](#)

[Evaluation of Intern/Candidate](#)

[Data Based Decision Making: FBA and Behavior Intervention Rubric](#)

[Evaluation of Candidate](#)

[Consultation / Collaboration](#)

[Teacher Consultation Feedback Form](#)

[Parent Consultation Feedback Form](#)

[Evaluation of Candidate](#)

[Psycho-Educational Assessment Report](#)

[Evaluation of Candidate](#)

[Individual Counseling: Prevention, and Intervention Skills to Develop Social, Coping, and Life Skills](#)

[Evaluation of Candidate](#)

[Schoolwide or Systems Level: Supporting school climate, safe schools, effective, and supportive learning environments](#) (Group/Systemic Social-Emotional / Behavioral / Self-Regulation Intervention (may include group counseling)

OUR CLASS NORMS / BEHAVIORAL EXPECTATIONS

For the Good of the Order & the Good of the Group

Be Safe/Healthful:

- Take good care of your personal health/comfort needs
- Wash / sanitize hands
- Stay home if/when you have an illness that might spread
- Maintain a reasonable social distance as appropriate – keep those coughs/sneezes to yourself
- Use electrical cords carefully, keeping them from aisles

Be Respectful:

- Honor the schedule – arrive on or before time
- Listen carefully and respectfully to the speaker, without interrupting or engaging in unnecessary side activities
- Presume positive intentions
- Focus on finding solutions for the good of the group, not blaming or promoting personal agendas
- Maintain confidentiality

Be Responsible:

- Be prepared with necessary supplies and materials
- Express your views willingly, clearly, concisely, and honestly
- Ask and welcome questions for clarification
- Take responsibility for your own learning while sharing the load with your classmates
- Use class time only for class-related activity

APPENDIX A

CALIFORNIA STATE UNIVERSITY, NORTHRIDGE

Michael D. Eisner College of Education

School Psychology Program

Student:

Course:

Instructor:

Attendance, Participation & Professionalism Rubric

	4	3	2	1	Points
Attendance & Promptness	Student is always in class & on time.	Student is usually in class & on time.	Student is sometimes in class & on time.	Student is almost never in class & on time.	
Level of Engagement	Student always proactively contributes to class by offering ideas and asking questions.	Student usually proactively contributes to class by offering ideas and asking questions.	Student sometimes proactively contributes to class by offering ideas and asking questions.	Student almost never proactively contributes to class by offering ideas and asking questions.	
Listening Skills	Student always listens to others, incorporating or building on their ideas.	Student usually listens to others, incorporating or building on their ideas.	Student sometimes listens to others, incorporating or building on their ideas.	Student almost never listens to others, incorporating or building on their ideas.	
Professional Demeanor (respectful, dignified, courteous)	Student always displays professional demeanor during class.	Student usually displays professional demeanor during class.	Student sometimes displays professional demeanor during class.	Student almost never displays professional demeanor during class.	
Preparation	Student is always prepared for class with assignments and required class materials.	Student is usually prepared for class with assignments and required class materials.	Student is sometimes prepared for class with assignments and required class materials.	Student is almost never prepared for class with assignments and required class materials.	
*A cumulative score lower than 15 or single score lower than 3 might result in a loss of credit for the course.				*Total:	

CALIFORNIA STATE UNIVERSITY, NORTHRIDGE
Michael D. Eisner College of Education
School Psychology Program

Evaluation of Candidate
Data Based Decision Making
Prevention and Intervention Academic Skills Report
EPC 659 G/H

(NASP Domain I)

(Revised 01/2025)

Semester ____20/____

Intern: _____

Evaluator: _____

District: _____

School: _____

Client/Student Name: _____

Evaluator Signature: _____

Date: _____

DATA-BASED ACADEMIC INTERVENTION RUBRIC

Please report the extent to which the intern demonstrates and/or utilizes the skills, qualities and strategies according to the rating scales.

1. Identification of Academic Problem: The problem is operationally defined in terms of an observable, directly measurable dependent variable (e.g., reading fluency).

5 <input type="checkbox"/> Definition of the problem is (a) <i>Clear</i> - so unambiguous that it could be read, repeated, and	4 <input type="checkbox"/> Definition meets only four of the five criteria (i.e., clear, specific, observable, culturally	3 <input type="checkbox"/> Definition meets only three of the five criteria (i.e., objective, clear, complete).	2 <input type="checkbox"/> Definition meets only two of the five criteria (i.e., objective, clear, complete).	1 <input type="checkbox"/> Definition meets only one of the five criteria (i.e., objective, clear, complete).
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paraphrased by observers; and (b) <i>Specific</i> -specific skill identified in observable and measurable manner <i>and</i> (c) <i>Observable</i> – refers to operationally defined, observable and measurable characteristics of academic task; (d) Culturally responsive-explores language and cultural factors, (e) Multi-systemic focus	responsive, multi-systemic).			
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2. Baseline data

5 <input type="checkbox"/> Data <i>collected</i> on the academic performance <i>prior</i> to implementing the intervention consisting of repeating measures of the academic skill over several (at least three) sessions, days, or even weeks until a stable range of performance has been identified.	4 <input type="checkbox"/> Data collected on the academic performance prior to implementing the intervention; however, only two data points are reported.	3 <input type="checkbox"/> Data collected on the academic performance prior to implementing the intervention; however, only one data point is reported.	2 <input type="checkbox"/> Data collected on the academic performance prior to implementing the intervention; however, the dimension(s) addressed are not the most appropriate for the selected target behavior.	1 <input type="checkbox"/> Baseline data not gathered prior to implementing the intervention.
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3. Problem validation

5 <input type="checkbox"/> The magnitude of the discrepancy is quantified, based on a comparison between student's performance and the local educational setting standards or benchmarks. A	4 <input type="checkbox"/> The magnitude of the discrepancy is quantified, based on a comparison between the student's performance and the standards that are outside the local educational setting,	3 <input type="checkbox"/> The magnitude of the discrepancy is quantified, but is based on an opinion.	2 <input type="checkbox"/> The magnitude of the discrepancy is described qualitatively.	1 <input type="checkbox"/> Problem is not validated; magnitude of the discrepancy is not described.
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description of the discrepancy between student's academic performance and expected performance (based on standards or benchmark for grade/age).	or grade/age benchmarks.			
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4. Problem analysis

5 <input type="checkbox"/> Examined relevant and alterable factors from curriculum, instruction, environment, and student domains 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 academic difficulty. Used this information describe hypothesis using a multi-systemic focus.	4 <input type="checkbox"/> Examined relevant and alterable factors from two or three domains only using two to three procedures to gather information. Used this information to develop a clear hypothesis using a multisystemic focus.	3 <input type="checkbox"/> Examined relevant and alterable factors from only the student domains using a variety of procedures (RIOT) to collect data from a variety of relevant sources and settings. Used this information to develop a clear hypothesis.	2 <input type="checkbox"/> Examined relevant and alterable factors from domains only using a variety of procedures to gather information from a variety of sources. However, there is no indication this information was used to develop a specific hypothesis.	1 <input type="checkbox"/> Problem analysis is not conducted.
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5. Hypothesis

5 <input type="checkbox"/> (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)"	4 <input type="checkbox"/> (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)"	3 <input type="checkbox"/> (a) Hypothesis is clearly described using a Multisystemic focus, (b) considers language and cultural factors.	2 <input type="checkbox"/> (a) Hypothesis is clearly described using a Multisystemic focus.	1 <input type="checkbox"/> Hypothesis not clearly described.
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occurs because....” (d) Hypothesis is generated through a collaboration with teacher and/or parent.	occurs because....”			
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6. Goal setting

5 <input type="checkbox"/> a) Goal(s) are clearly related to the hypothesis, b) goal(s) stated are clear, descriptive and objective and indicates time frame, specific academic task, criterion, and person 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.	4 <input type="checkbox"/> 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 proximal development for that student.	3 <input type="checkbox"/> (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 responsible.	2 <input type="checkbox"/> (a) Goal(s) are clearly related to the hypothesis.	1 <input type="checkbox"/> Goal(s) are not clearly described.
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7. Goal Attainment Scaling

5 <input type="checkbox"/> (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, academic task, criterion, and person responsible, (d) goal is based on	4 <input type="checkbox"/> (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	3 <input type="checkbox"/> (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.	2 <input type="checkbox"/> (a) Includes Goal Attainment Scaling (GAS), (b) GAS goal is clearly related to the hypothesis.	1 <input type="checkbox"/> GAS not clearly described.
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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 comparison between the student's baseline data and the expectations based on the zone of proximal development for that student.			
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8. Intervention plan

5 <input type="checkbox"/> Plan stated (a) procedures/ strategies based on research, whenever possible (b) describes materials necessary, (c) when it will occur, (d) where it will occur, (e) persons responsible.	4 <input type="checkbox"/> Plan is stated procedures/ strategies. But one of the following components is missing: materials, when, where, or persons responsible.	3 <input type="checkbox"/> Plan stated procedures/ strategies. But two of the following components are missing: materials, when, where or persons responsible.	2 <input type="checkbox"/> Generic description on intervention strategy (e.g., behavior management) is stated. Materials, when, where, and persons responsible may be present.	1 <input type="checkbox"/> Intervention plan not written. Or generic descriptions of intervention (e.g., behavior management) only.
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9. Description of Sessions of the intervention.

5 <input type="checkbox"/> (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.	4 <input type="checkbox"/> (a) A brief description of at least 5 session, (b) clear description of plan, approaches, process, (c) description of goal for the session.	3 <input type="checkbox"/> A brief description of at least 4 sessions.	2 <input type="checkbox"/> Description of sessions are vague.	1 <input type="checkbox"/> No descriptions of sessions.
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10. Measurement strategy

5 <input type="checkbox"/> A measurement strategy is developed answering <i>How? What? Where? Who? and When?</i> Included time series, single-case design, pre/post or other sensitive forms of measuring progress such as use of CBM <u>and</u> G.A.S.	4 <input type="checkbox"/> A measurement strategy is developed but only answers four of the five questions: <i>How? What? Where? Who? and When?</i> Has a measuring tool that is sensitive to growth and GAS.	3 <input type="checkbox"/> A measurement strategy is developed but only answers three of the five questions: <i>How? What? Where? Who? and When?</i> Only included Has a measuring tool that is NOT sensitive to growth and GAS.	2 <input type="checkbox"/> A measurement strategy is developed but only answers two of the five questions: <i>How? What? Where? Who? and When?</i> Only has GAS.	1 <input type="checkbox"/> Measurement strategy is not developed. Or the measurement strategy only answers one of the five questions. GAS is not clear.
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11. Decision-making plan

5 <input type="checkbox"/> The decision-making plan indicates (a) how frequently data will be collected, (b) the strategies to be used 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 data.	4 <input type="checkbox"/> The decision-making plan indicates three of the four components.	3 <input type="checkbox"/> The decision-making plan indicates two of the four components.	2 <input type="checkbox"/> The decision-making plan indicates only one of the four components.	1 <input type="checkbox"/> The decision-making plan is not documented.
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12. Progress monitoring

5 <input type="checkbox"/> 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	4 <input type="checkbox"/> Data are collected and charted and graphed once a week. Appropriate graphing/charting conventions were used	3 <input type="checkbox"/> 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.	2 <input type="checkbox"/> Data are collected but not charted or graphed. Or only pre-information and post-information was collected and/or charted/graphed.	1 <input type="checkbox"/> Progress monitoring data not collected.
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phases labeled.				
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13. Formative evaluation

5 <input type="checkbox"/> 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.	4 <input type="checkbox"/> 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.	3 <input type="checkbox"/> Modifications or changes were made to the intervention based on subjective data.	2 <input type="checkbox"/> Modifications or changes were made to the intervention, but no indication as to what data were used to make these changes.	1 <input type="checkbox"/> No formative evaluation was conducted.
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14. Treatment integrity

5 <input type="checkbox"/> 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.	4 <input type="checkbox"/> Degree of treatment integrity addressed. Plan was implemented as designed and modified as necessary on the basis of subjective opinions.	3 <input type="checkbox"/> Degree of treatment addressed. Plan was implemented with variations from the original design with no basis for change stated.	2 <input type="checkbox"/> Treatment integrity addressed, but intervention was not implemented as planned.	1 <input type="checkbox"/> Treatment integrity not considered.
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15. Summative evaluation

5 <input type="checkbox"/> (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	4 <input type="checkbox"/> (a) Outcome decisions are based on minimal data (i.e., pre and post tests).	3 <input type="checkbox"/> Outcome decisions are based on subjective data.	2 <input type="checkbox"/> Outcome decision stated but no indication of what data were used to make the conclusion.	1 <input type="checkbox"/> No summative evaluation took place.
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time series data.				
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16. Graph

5 <input type="checkbox"/> (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.	4 <input type="checkbox"/> (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.	3 <input type="checkbox"/> (a) Graph is minimally labeled, (b) graph labels intervention (c) graph shows growth or lack of it	2 <input type="checkbox"/> Graph is confusing and does not show baseline or intervention.	1 <input type="checkbox"/> No graph included.
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17. Includes Pre and Post Goal Attainment Scale Rating

☐ Pre _____ ☐ Post _____

18. Effect Size: _____

19. Analysis and Critique regarding effectiveness:

CALIFORNIA STATE UNIVERSITY, NORTHRIDGE
Michael D. Eisner College of Education
School Psychology Program

Evaluation of Intern/Candidate
Data Based Decision Making
FBA and Behavior Intervention Rubric

(Revised 01/2025)

(EPC 659 GH)

Semester ____ 20/ ____

Intern: ____

Evaluator: ____ ☐ Professor ☐ Supervisor

District: ____

School: ____

Client/Student Name: ____

Evaluator Signature: ____ Date: ____

Please report the extent to which the intern demonstrates and/or utilizes the skills, qualities and strategies indicated. Please use the following reporting system:

- 1 = demonstrates to a low or insufficient degree; this characteristic is rarely or never displayed
- 2 = demonstrates to a somewhat less than moderate degree; this characteristic is sometimes, but not often, displayed
- 3 = demonstrates to a moderate degree; this characteristic is sometimes displayed
- 4 = demonstrates to a somewhat higher than moderate degree; this characteristic is often displayed
- 5 = demonstrates to a high or substantial degree; this characteristic is generally or always displayed

Functional Assessment:

1. Includes a clear operational definition of the student's target behavior(s).

Poor		Average		Excellent	
1	2	3	4	5	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Comments: _____

2. Includes an ecological analysis of the environmental factors contributing to occurrence of the target behaviors, where the target behaviors occur, and where not, as appropriate.

Poor		Average		Excellent	
1	2	3	4	5	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Comments: _____

3. Includes family, educational, health, medical, and developmental histories from interviews and record reviews.

Poor		Average		Excellent	Comments:
1	2	3	4	5	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

4. Includes history of the student's behavior, including review of all records and past assessments.

Poor Average Excellent

1 2 3 4 5

☐ ☐ ☐ ☐ ☐ **Comments:**

- Includes, as appropriate and relevant, interviews with all significant individuals involved with the student at home, school, and/or community, and with the student.

Poor **Average** **Excellent**

1 **2** **3** **4** **5**

☐ ☐ ☐ ☐ ☐

Comments:

6. Considers ACEs, risk and resiliency factors, including developmental assets, contributing to the student's need to engage in the target behaviors and ability to learn more appropriate behaviors.

Poor **Average** **Excellent**

1 **2** **3** **4** **5**

☐ ☐ ☐ ☐ ☐

Comments:

- Poor** **Average** **Excellent**
1 **2** **3** **4** **5**
☐ ☐ ☐ ☐ ☐ **Comments:** _____

- | Poor | | Average | | Excellent | Comments: |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|-----------|
| 1 | 2 | 3 | 4 | 5 | |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |

- | Poor | | Average | | Excellent | Comments: |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|-----------|
| 1 | 2 | 3 | 4 | 5 | |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |

- | | | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|------------------------|
| Poor | | Average | | Excellent | |
| 1 | 2 | 3 | 4 | 5 | |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Comments: _____ |

- | | | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|------------------------|
| Poor | | Average | | Excellent | |
| 1 | 2 | 3 | 4 | 5 | |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Comments: _____ |

- Poor** **Average** **Excellent**
1 **2** **3** **4** **5**
☐ ☐ ☐ ☐ ☐ **Comments:** _____

FBA Report:

13. Integration and interpretation of results are reasonable and accurate.

Poor **Average** **Excellent**

1 **2** **3** **4** **5**

☐ ☐ ☐ ☐ ☐ **Comments:** _____

14. Specific referral questions raised are answered clearly and concisely.

Poor **Average** **Excellent**

1 **2** **3** **4** **5**

☐ ☐ ☐ ☐ ☐ **Comments:** _____

15. The ABCs of the student's behaviors are graphically illustrated in a clear manner.

Poor **Average** **Excellent**
1 **2** **3** **4** **5**
☐ ☐ ☐ ☐ ☐ **Comments:** _____

16. Report summary discusses essential elements, integrates findings, addresses referral questions, and includes a concise, comprehensive outcome of the assessment.

Poor **Average** **Excellent**

1 **2** **3** **4** **5**

☐ ☐ ☐ ☐ ☐ **Comments:** _____

17. Report recommendations are clear, realistic, and specific, while addressing the referral questions, and delineating the level of need for intervention.

Poor **Average** **Excellent**
1 **2** **3** **4** **5**
☐ ☐ ☐ ☐ ☐ **Comments:** _____

Behavior Support/Intervention Plan:

18. Includes the hypothesis based on the operational definition, goals, GAS, and explains the who, what, where and when of the intervention in detail.

Poor **Average** **Excellent**
2 **2** **3** **4** **5**
☐ ☐ ☐ ☐ ☐ **Comments:**

- | Poor | | Average | | Excellent | Comments: |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|-----------|
| 1 | 2 | 3 | 4 | 5 | |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |

- | Poor | | Average | | Excellent | Comments: |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|-----------|
| 1 | 2 | 3 | 4 | 5 | |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |

21. Includes Pre and Post Goal Attainment Scale Ratings

22. Effect Size: _____ Interpretation of Outcome: _____

23. **Poor** **Average** **Excellent**
- 1** **2** **3** **4** **5**
- ☐ ☐ ☐ ☐ ☐ **Comments:** _____

CALIFORNIA STATE UNIVERSITY, NORTHRIDGE
Michael D. Eisner College of Education
School Psychology Program

Evaluation of Candidate

Consultation / Collaboration

(Revised 01/2025)

(NASP Domains 1, 2, 3, 4, 5, 7, 8, 9)
(EPC 665; EPC 659 G/H)

Semester ____ 20/ ____

Intern: ____

Evaluator: ____

District: ____

School: ____

Client/Student Name: ____

Evaluator Signature: ____

Date: ____

CONSULTATION RUBRIC

Please report the extent to which the intern demonstrates and/or utilizes the skills, qualities and strategies indicated. Please use the following reporting system:

- 1 = demonstrates to a low or insufficient degree; this characteristic is rarely or never displayed
- 2 = demonstrates to a somewhat less than moderate degree; this characteristic is sometimes, but not often, displayed
- 3 = demonstrates to a moderate degree; this characteristic is sometimes displayed
- 4 = demonstrates to a somewhat higher than moderate degree; this characteristic is often displayed
- 5 = demonstrates to a high or substantial degree; this characteristic is generally or always displayed

Personal Qualities:

1. Establishes and maintains rapport and demonstrates caring, respect, empathy, sensitivity to others, openness with consultees, and skillfulness in relating to individuals and groups. (NASP Domain 2)

[illegible]

2. Demonstrates a positive attitude and willingness to learn from others throughout the consultation process. Respects divergent points of view from consultees, acknowledging the right of others to hold different views and to act in accordance with convictions. (NASP Domain 2)

Poor **Average** **Excellent**

1 **2** **3** **4** **5**

☐ ☐ ☐ ☐ ☐

Comments: _____

Interpersonal, Communication, and Problem-Solving Skills:

3. Communicates clearly and effectively in both oral and written forms with consultees. (NASP Domain 2)

Poor **Average** **Excellent**

1 **2** **3** **4** **5**

☐ ☐ ☐ ☐ ☐

Comments: _____

4. Utilizes ongoing, active listening and responding skills (e.g., acknowledging, paraphrasing, reflecting, clarifying, elaborating, summarizing) with consultees. (NASP Domain 2)

Poor **Average** **Excellent**

1 **2** **3** **4** **5**

☐ ☐ ☐ ☐ ☐

Comments: _____

5. Attempts to involve all individuals (parents, teachers, when relevant student and other professionals) related to the client in an attempt to problem-solve collaboratively. (NASP Domain 7)

Poor **Average** **Excellent**

1 **2** **3** **4** **5**

☐ ☐ ☐ ☐ ☐

Comments: _____

6. Interviews effectively to elicit information in an effort to understand the problem ecologically (including child, school, family, and systems factors that may contribute to the problem). (NASP Domain 1)

Poor **Average** **Excellent**
1 **2** **3** **4** **5**
☐ ☐ ☐ ☐ ☐

Comments: _____

7. Derives appropriate goals and objectives directly related to problem formulation or hypotheses, reflecting an ecological perspective and involvement of various systems (child, parents, school, community). (NASP Domain 1)

Poor	Average		Excellent		
1	2	3	4	5	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Comments: _____

8. Maintains collaboration among consultees throughout the consultation process (everyone feeling a sense of ownership/responsibility). (NASP Domain 2)

Poor		Average		Excellent		Comments: _____
1	2	3	4	5		
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

9. Applies the principles of acknowledgement and positive reinforcement with consultees in the consultation process and demonstrates a willingness to say “I don’t know . . . let’s find out,” in the consultation process. (NASP Domain 2)

Poor **Average** **Excellent**
1 **2** **3** **4** **5**
☐ ☐ ☐ ☐ ☐

Comments: _____

Collaboration and Leadership Skills:

10. Recognizes that successful and lasting solutions require commonality of goals and collaboration throughout all phases of the problem-solving process. (NASP Domain 2)

Poor **Average** **Excellent**

1 **2** **3** **4** **5**

☐ ☐ ☐ ☐ ☐

Comments: _____

11. Recognizes the importance of own leadership skills as a systems change agent.
(NASP Domain 5)

Poor **Average** **Excellent**

1 **2** **3** **4** **5**

☐ ☐ ☐ ☐ ☐

Comments:

12. Collaboratively generates and evaluates various hypotheses through brainstorming techniques, active listening, nonjudgmental responding & appropriate reframing and involves parents to foster respectful and productive family-school collaboration. (NASP Domain 7)

Poor **Average** **Excellent**

1 **2** **3** **4** **5**

☐ ☐ ☐ ☐ ☐

Comments:

Poor
Average
Excellent

1
2
3
4
5

☐
☐
☐
☐
☐

Comments: _____

Poor
Average
Excellent

1
2
3
4
5

☐
☐
☐
☐
☐

Comments: _____

Poor **Average** **Excellent**

1 **2** **3** **4** **5**

☐ ☐ ☐ ☐ ☐

Comments: _____

Poor **Average** **Excellent**
1 **2** **3** **4** **5**
☐ ☐ ☐ ☐ ☐ **Comments:** _____

17. Facilitates equal learning opportunities by showing respect for individual differences in physical appearance, race, gender, sexual orientation, ability/disability, ethnicity, religion, age or SES among all partners in the consultations process, including consultees and clients. (NASP Domain 8)

Poor **Average** **Excellent**
1 **2** **3** **4** **5**
☐ ☐ ☐ ☐ ☐

Comments:

Poor **Average** **Excellent**
1 **2** **3** **4** **5**
☐ ☐ ☐ ☐ ☐ **Comments:** _____

19. Promotes and models utilization of principles of Least Restrictive Environment in all decisions regarding students with special needs and displays an understanding of programs designed to increase pupil learning and how these programs may be developed, adapted, and modified to be culturally congruent with the needs of pupils and their families. (NASP Domain 8)

Poor	Average		Excellent		
1	2	3	4	5	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Comments: _____

20. Recognizes, acknowledges, respects & responds appropriately to the effects of personal values & belief systems of self and others in the consultation process and displays cultural competence to effectively serve diverse and changing communities. (NASP Domain 8)

Poor **Average** **Excellent**

1 **2** **3** **4** **5**

☐ ☐ ☐ ☐ ☐

Comments: _____

Intervention Skills:

21. Displays an understanding of the factors that contribute to successful learning, academic achievement, behavioral, and/or social emotional well-being. (NASP Domain 3)

Poor	Average	Excellent	
1	2	3	4 5
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
Comments: _____			

22. Demonstrates knowledge of classroom, school, family, and community factors that support pupil learning and to develop skills to assist pupils who experience learning difficulties. (NASP Domain 1)

Poor	Average		Excellent		Comments:
1	2	3	4	5	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

24. Demonstrates the ability to help design, implement and evaluate wellness, prevention, intervention, and other mental health programs at the individual, group and systems level and views the school as a system. (NASP Domain 4)

Poor Average Excellent

1 2 3 4 5

☐ ☐ ☐ ☐ ☐

Comments: _____

25. Demonstrates an ability to recognize the behaviors and contexts that are precursors to the development of internalizing and externalizing disorders and possible drop out. (NASP Domain 4)

Poor	Average		Excellent		Comments:
1	2	3	4	5	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

26. Demonstrates an ability to design program, implement prevention, intervention, and treatment services across the hierarchy of pupils developmental needs and is able to use assessment data and the data based decision making to improve academic, cognitive, and development of life competency outcomes. (NASP Domain 4)

Poor	Average		Excellent		
1	2	3	4	5	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Comments: _____

Self-Evaluation Skills (CCTC Std. 14):

27. Insures that persons involved in planning and implementing the problem-solving process are also involved in its evaluation, assisting to establish criteria for evaluating input, process and outcome variables affected by the process. (NASP Domain 2)

Poor	Average		Excellent		
1	2	3	4	5	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Comments: _____

28. Engages in self-evaluation of strengths & weaknesses to modify personal behaviors influencing the consultation process, utilizing evaluative feedback to continually maintain, revise, or terminate consultation activities. (NASP Domain 2)

Poor	Average		Excellent		
1	2	3	4	5	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Comments: _____

29. Uses graphs and data to show consultees the effectiveness of the consultation. Uses this information to self-reflect on skills and whether positive outcomes resulted for the student. (NASP Domain 1)

Poor	Average		Excellent		
1	2	3	4	5	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Comments: _____

30. Is able to reflect and use data to measure positive impact on children, youth, families, and other consultees by analyzing outcomes and effective intervention. Provided Effect Size and pre and post GAS for intervention(s). (NASP Domain 9). Please report out scores for Pre/Post Gas and Effect Size.

Poor	Average		Excellent		
1	2	3	4	5	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Comments: _____

Pre _____ Post _____

Effect Size: _____

Comments/Feedback: _____

Evaluator Feedback/Comments: _____

**California State University Northridge
Educational Psychology and Counseling
School Psychology Program**

Parent Consultation Feedback Form

Confidential

(Revised 01/2025)

Fieldworker/Intern: _____

School: _____

Parent's Name: _____

Parent's Signature: _____

Grade of student:

PreK ☐ K ☐ 1st ☐ 2nd ☐ 3rd ☐ 4th ☐ 5th ☐

6th ☐ 7th ☐ 8th ☐ 9th ☐ 10th ☐ 11th ☐ 12th ☐

Please respond to as many of the following questions/statements as possible:

To what extent did you make use of the School Psychology Fieldworker/Intern through individual and/or group conferences/consultations?

- ☐ none
- ☐ one time
- ☐ two-three times
- ☐ four-five times
- ☐ six or more times

For the following statements please check the number that most accurately reflects your perception of the School Psychology Fieldworker/Intern, using the following scale:

1 = Strongly Disagree

2 = Disagree

3 = Neutral

4 = Agree

5 = Strongly Agree

N/A = Not Applicable

1. Was Easy to work with

Disagree

Agree

1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ N/A ☐

2. Knowledgeable about the behavior of students

Disagree Agree
1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ N/A ☐

3. Established a good working relationship

Disagree Agree
1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ N/A ☐

4. Is a good listener

Disagree Agree
1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ N/A ☐

5. Dressed professionally

Disagree Agree
1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ N/A ☐

6. Exhibited good interpersonal skills.

Disagree Agree
1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ N/A ☐

7. Exhibited good communication skills.

Disagree Agree
1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ N/A ☐

8. Understood important aspects of problems I brought up

Disagree Agree
1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ N/A ☐

9. Provided support and encouragement

Disagree Agree
1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ N/A ☐

10. Appeared interested in my concerns

Disagree Agree
1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ N/A ☐

11. Understands behavior and behavior interventions.

Disagree Agree
1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ N/A ☐

12. Understands classroom, educational issues, and academic interventions.

Disagree Agree
1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ N/A ☐

13. Uses intervention strategies that are directly related to the problem

Disagree Agree
1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ N/A ☐

14. Clearly delineates goals of intervention

Disagree Agree
1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ N/A ☐

15. Demonstrates understanding of academic interventions and support techniques

Disagree Agree
1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ N/A ☐

16. Demonstrates skill in utilizing positive behavior support techniques

Disagree Agree
1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ N/A ☐

17. Followed up on the effectiveness of the intervention

Disagree Agree
1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ N/A ☐

18. Established rapport with my student

Disagree Agree
1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ N/A ☐

19. Established rapport with me, as a parent

Disagree Agree
1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ N/A ☐

20. Completed the process in a timely manner

Disagree Agree
1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ N/A ☐

21. Verbally communicated evaluation or other information and recommendations to me

Disagree Agree
1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ N/A ☐

22. Came to meetings/conferences prepared and was able to answer questions about the student

Disagree Agree
1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ N/A ☐

23. Attempted to define the referral question and assessed the problem thoroughly

Disagree Agree
1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ N/A ☐

24. Observed my student in the classroom &/or other environments

Disagree Agree
1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ N/A ☐

25. Descriptions of my student were accurate

Disagree Agree
1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ N/A ☐

26. Did not use professional jargon; explained things in understandable terms

Disagree Agree
1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ N/A ☐

27. Treated the staff with respect; valued their input and opinions

Disagree Agree
1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ N/A ☐

28. Worked well with me as a parent

Disagree Agree
1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ N/A ☐

29. Used data, showed me a graph to show progress, and described measurable positive impact with my student.

Disagree Agree
1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ N/A ☐

30. Described my student's strengths as well as weaknesses

Disagree Agree
1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ N/A ☐

31. I was satisfied with the consultation process

Disagree Agree
1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ N/A ☐

Overall Evaluation (please check):

Did the School Psychology Fieldworker/Intern's behavior indicate respect for you as a parent?

- ☐ Not at all
- ☐ A little
- ☐ A fair amount
- ☐ Much
- ☐ Very Much

Do you believe the School Psychology Fieldworker/Intern prepared adequate answers to your concerns about the student?

- ☐ Very adequate ☐ Adequate ☐ Partly adequate ☐ Inadequate ☐ Very inadequate

Would you be willing to work with the School Psychology Fieldworker/Intern again?

- ☐ Definitely yes ☐ Yes ☐ Maybe ☐ No ☐ Definitely no

What is your overall rating of the School Psychology Fieldworker/Intern's working relationship with you and the student?

☐ Very adequate ☐ Adequate ☐ Partly adequate ☐ Inadequate ☐ Very inadequate

Please provide us with any additional information about the School Psychology Fieldworker/Intern you believe might be helpful: _____

Thank you very much for your time and effort in completing this questionnaire!

Teacher Consultation Feedback Form
Confidential

Disagree Agree

1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ N/A ☐

33. Knowledgeable about the behavior of students
Disagree Agree
1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ N/A ☐
34. Established a good working relationship
Disagree Agree
1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ N/A ☐
35. Is a good listener
Disagree Agree
1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ N/A ☐
36. Dressed professionally
Disagree Agree
1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ N/A ☐
37. Exhibited good interpersonal skills.
Disagree Agree
1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ N/A ☐
38. Exhibited good communication skills.
Disagree Agree
1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ N/A ☐
39. Understood important aspects of problems I brought up
Disagree Agree
1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ N/A ☐
40. Provided support and encouragement
Disagree Agree
1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ N/A ☐
41. Appeared interested in my concerns
Disagree Agree
1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ N/A ☐
42. Understands behavior and behavior interventions.
Disagree Agree
1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ N/A ☐
43. Understands classroom, educational issues, and academic interventions.
Disagree Agree
1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ N/A ☐
44. Uses intervention strategies that are directly related to the problem
Disagree Agree
1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ N/A ☐

45. Clearly delineates goals of intervention
Disagree Agree
1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ N/A ☐
46. Demonstrates understanding of academic interventions and support techniques
Disagree Agree
1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ N/A ☐
47. Demonstrates skill in utilizing positive behavior support techniques
Disagree Agree
1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ N/A ☐
48. Followed up on the effectiveness of the intervention
Disagree Agree
1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ N/A ☐
49. Established rapport with my student
Disagree Agree
1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ N/A ☐
50. Established rapport with me, as a teacher
Disagree Agree
1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ N/A ☐
51. Completed the process in a timely manner
Disagree Agree
1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ N/A ☐
52. Verbally communicated evaluation or other information and recommendations to me
Disagree Agree
1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ N/A ☐
53. Came to meetings/conferences prepared and was able to answer questions about the student
Disagree Agree
1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ N/A ☐
54. Attempted to define the referral question and assessed the problem thoroughly
Disagree Agree
1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ N/A ☐
55. Observed my student in the classroom &/or other environments
Disagree Agree
1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ N/A ☐
56. Descriptions of my student were accurate
Disagree Agree
1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ N/A ☐

57. Did not use professional jargon; explained things in understandable terms
 Disagree Agree
 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ N/A ☐
58. Treated the staff with respect; valued their input and opinions
 Disagree Agree
 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ N/A ☐
59. Worked well with me as a teacher
 Disagree Agree
 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ N/A ☐
60. Used data, showed me a graph to show progress, and described measurable positive impact with my student.
 Disagree Agree
 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ N/A ☐
61. Described my student's strengths as well as weaknesses
 Disagree Agree
 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ N/A ☐
62. I was satisfied with the consultation process
 Disagree Agree
 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ N/A ☐

Overall Evaluation (please check):

Did the School Psychology Fieldworker/Intern's behavior indicate respect for you as a teacher?

- ☐ Not at all
☐ A little
☐ A fair amount
☐ Much
☐ Very Much

Do you believe the School Psychology Fieldworker/Intern prepared adequate answers to your concerns about the student(s)?

- ☐ Very adequate ☐ Adequate ☐ Partly adequate ☐ Inadequate ☐ Very inadequate

Would you be willing to work with the School Psychology Fieldworker/Intern again?

- ☐ Definitely yes ☐ Yes ☐ Maybe ☐ No ☐ Definitely no

What is your overall rating of the School Psychology Fieldworker/Intern's working relationship with you and the student(s)?

- ☐ Very adequate ☐ Adequate ☐ Partly adequate ☐ Inadequate ☐ Very inadequate

Please provide us with any additional information about the School Psychology Fieldworker/Intern you believe might be helpful: _____

Thank you very much for your time and effort in completing this questionnaire!

CALIFORNIA STATE UNIVERSITY, NORTHRIDGE
Michael D. Eisner College
of Education School
Psychology Program

Psycho-Educational Assessment Report

(Revised 01/2025)
(NASP Domain 1)

EPC 659 GC/HC

Semester: _____

Intern: _____

Evaluator: _____ Professor: _____ Supervisor: _____

District: _____

School: _____

Case Study Student Name: _____

Evaluator Signature: _____

Date: _____

RUBRIC RATINGS GUIDE

Please report the extent to which the intern demonstrates the following skills/qualities. Please use the following reporting system:

- 1 = this section is poorly conceptualized, does not demonstrate cultural sensitivity or appropriateness, and does not meet legal requirements or standards.
- 2 = this section is minimally conceptualized, demonstrates minimal cultural sensitivity or appropriateness, and minimally meets legal requirements or standards.
- 3 = this section is adequately conceptualized, adequately demonstrates cultural sensitivity or appropriateness, and adequately meets legal requirements or standards.
- 4 = this section is well conceptualized, demonstrates above average cultural sensitivity or appropriateness, and exceeds legal requirements or standards.
- 5 = this section of the report demonstrates excellent conceptualization, demonstrates excellent cultural sensitivity and appropriateness, is excellent in meeting legal requirements or standards, and demonstrates excellent report- writing skills.

1. **Referral question(s)** clearly stated.

Poor		Average		Excellent
1	2	3	4	5
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments: _____

2. **Background** information provides a clear description of the child; includes **family, health and developmental, and educational background**; and includes important relevant information, such as SES, ethnic, cultural, diversity, gender, language factors, and factors of resiliency. It also includes ecological factors (school, family, and community) that support learning and adjustment. Evaluates congruence between instructional strategies and pupil learning.

Poor		Average		Excellent
1	2	3	4	5
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments: _____

3. **Observations**: clear, relevant, descriptive and include aspects of Mental Status Exam discussed in class, such as attention/concentration, mood affect, speech and language, problem solving etc, includes a brief A-B-C analysis, makes statement of test result validity. Includes classroom observations indicating knowledge of classroom factors, including effective structure and effective instruction that support learning.

Poor		Average		Excellent
1	2	3	4	5
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments: _____

4. **Crystallized Reasoning Gc (Language)** (expressive and receptive in L1 and L2) and **Language Proficiency when assessing a dual language student**: described language assessment, including ELPAC scores, as well as language proficiency (based on, WMLS or other language proficiency tests) and describes BICS and CALP and how these will determine assessment battery (be sure to keep this in mind as you interpret information) and what language needs to be used in the assessment to yield the most valid and reliable information. Described who administered tests in L1 and L2 and their proficiency. If using an interpreter, describe process and interpreters' L1 and L2 proficiency and whether she/he received training or not. Described language development in L1 and L2 and how this affects successful learning.

Poor		Average		Excellent
1	2	3	4	5
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments: _____

5. **Overall Intellectual/Cognitive Functioning** : Language of test administration is clearly stated. Results are clearly explained and include reasonable interpretations based on data, language proficiency and observations; interpretations are based on language proficiency information, traced sources and describes the development of hypothesis as it refers to the student, not test results; used supporting observations (testing of limits); answered specific questions based by the referral question. Interpretation used SS, SD, Confidence interval, and used clear statistical reasoning (e.g., describing statistically significant differences – strengths and weaknesses). Provides cognitive functioning statement and how this affects successful learning.

Poor **Average** **Excellent**
1 **2** **3** **4** **5**
☐ ☐ ☐ ☐ ☐

Comments: _____

6. **Described Student Affinities, Developmental Assets, and Protective Factors:** accurately described student's affinities, developmental assets, protective factors and how these could be used to assist student's resiliency and positive development.

Poor **Average** **Excellent**
1 **2** **3** **4** **5**
☐ ☐ ☐ ☐ ☐

Comments: _____

**DESCRIBED PROCESSING STRENGTHS AND WEAKNESSES SEPARATELY
 ACCORDING TO THE FOLLOWING:**

7. **Information Processing: Attention, Short term/Working Memory (Gsm), and Long Term Memory (Glr):** Results are clearly explained **using information processing theory** and includes reasonable interpretations based on data, language proficiency factors, and observations; includes various sources of information to support conclusion; discusses discrepancy among tests or subtest as significant strengths or weaknesses or validity concerns; interpretations are based on traced sources and supports the development of hypothesis; describes input/output process as it relates to information processing theory. When describing strengths and weaknesses describes implications for successful academic learning and social adjustment, when relevant.

Poor **Average** **Excellent**
1 **2** **3** **4** **5**
☐ ☐ ☐ ☐ ☐

Comments: _____

8. **Auditory processing (Ga) and Phonological Awareness:** Results are clearly explained and include reasonable interpretations based on data, language proficiency factors, and observations; includes various sources of information to support conclusion; discusses discrepancy among tests or subtest as significant strengths or weaknesses or validity concerns; interpretations are based on traced sources and supports the development of hypothesis; includes; describes input/output process as it relates to information processing theory. When describing strengths and weaknesses describes implications for successful academic learning and social adjustment, when relevant.

Poor **Average** **Excellent**
1 **2** **3** **4** **5**
☐ ☐ ☐ ☐ ☐

Comments: _____

9. **Visual Perception (Gv) / Spatial Processing:** Results are clearly explained and include reasonable interpretations based on data and observations; includes various sources of information to support conclusion; when appropriate, discusses discrepancy among tests or subtest as significant strengths or weaknesses or validity concerns; interpretations are based on traced sources and supports the development of hypothesis; describes executive functions as it relates to academic and social functioning. When describing strengths and weaknesses describes implications for successful academic learning and social adjustment, when relevant.

Poor **Average** **Excellent**

1 **2** **3** **4** **5**
☐ ☐ ☐ ☐ ☐

Comments: _____

10. **Fluid Reasoning (Gf) Abstraction/Reasoning/conceptualization/Simultaneous Processing:** Results are clearly explained and include reasonable interpretations based on data, language proficiency, and observations; includes various sources of information to support conclusion; when appropriate, discusses discrepancy among tests or subtest as significant strengths or weaknesses or validity concerns; interpretations are based on traced sources and supports the development of hypothesis; describes executive functions as it relates to academic and social functioning. When describing strengths and weaknesses describes implications for successful academic learning and social adjustment, when relevant.

Poor **Average** **Excellent**

1 **2** **3** **4** **5**
☐ ☐ ☐ ☐ ☐

Comments: _____

11. **Executive Functions/ Higher Order Cognition and Organizational Skills:** Results are clearly explained and include reasonable interpretations based on data, language proficiency, and observations; includes various sources of information to support conclusion; when appropriate, discusses discrepancy among tests or subtest as significant strengths or weaknesses or validity concerns; interpretations are based on traced sources and supports the development of hypothesis; describes executive functions as it relates to academic and social functioning. When describing strengths and weaknesses describes implications for successful academic learning and social adjustment, when relevant.

Poor **Average** **Excellent**

1 **2** **3** **4** **5**
☐ ☐ ☐ ☐ ☐

Comments: _____

12. **Speed, Fluency, and Efficiency in Processing (Gs):** Results are clearly explained and include reasonable interpretations based on data, language proficiency, and observations; includes various sources of information to support conclusion; when appropriate, discusses discrepancy among tests or subtest as significant strengths or weaknesses or validity concerns; interpretations are based on traced sources and supports the development of hypothesis; describes executive functions as it relates to academic and social functioning. When describing strengths and weaknesses describes implications for successful academic learning and social adjustment, when relevant.

Poor **Average** **Excellent**

1 **2** **3** **4** **5**
☐ ☐ ☐ ☐ ☐

Comments: _____

DESCRIBED ACADEMIC ACHIEVEMENT AND RELATED IT TO PROCESSING STRENGTHS AND WEAKNESSES AND SUCCESSFUL LEARNING:

13. **Reading (Gr):** Includes phonemic awareness, reading decoding, reading fluency, and reading comprehension. Results are clearly explained and include reasonable

interpretations based on data, language proficiency factors, and observations; includes various sources of information to support conclusion (formal and formal assessment); when appropriate, discusses discrepancy among tests or subtest as significant strengths or weaknesses; interpretations are based on traced sources and supports the development of hypothesis; describes classification criteria for special education and addresses discrepancy and exclusionary clause when LD. Provides Rtl data when available. Relates academic strengths and weaknesses to cognitive strengths and weaknesses and successful learning.

Poor		Average		Excellent	
1	2	3	4	5	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Comments: _____

- 14. Math (Gm):** Described calculation, math fluency, and math comprehension. Results are clearly explained and include reasonable interpretations based on data, language proficiency factors, and observations; includes various sources of information to support conclusion (formal and formal assessment); when appropriate, discusses discrepancy among tests or subtest as significant strengths or weaknesses; interpretations are based on traced sources and supports the development of hypothesis; describes classification criteria for special education and addresses discrepancy and exclusionary clause when LD. Provides Rtl data when available. Relates academic strengths and weaknesses to cognitive strengths and weaknesses and weaknesses and successful learning.

Poor		Average		Excellent	
1	2	3	4	5	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Comments: _____

- 15. Written Language (Gwl):** Described spelling, written language, and writing fluency. Results are clearly explained and include reasonable interpretations based on data, language proficiency factors, and observations; includes various sources of information to support conclusion (formal and formal assessment); when appropriate, discusses discrepancy among tests or subtest as significant strengths or weaknesses; interpretation are based on traced sources and supports the development of hypothesis; describes qualification criteria for special education and addresses discrepancy and exclusionary clause when LD. Provides Rtl data when available. Relates academic strengths and weaknesses to cognitive strengths and weaknesses and weaknesses and successful learning .

Poor		Average		Excellent	
1	2	3	4	5	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Comments: _____

SOCIAL-EMOTIONAL FUNCTIONING AND SELF-REGULATION:

- 16. Socio-emotional, behavioral functioning, and state regulation:** Results are clearly explained and include reasonable interpretations based on data, observations, and test results; discussed need for intervention. It describes clear statistical reasoning in regards to strengths and weaknesses. Makes validity statement. Relates to adjustment and discusses risk and protective factors, including risks for poor self-esteem and dropout. Relates information to self-regulation and resiliency.

Poor		Average		Excellent
1	2	3	4	5
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments: _____

SUMMARY:

17. **Summary:** includes essential facts, *statistically significant strengths and weaknesses*; interpretations are based on *integration of all findings*; *reflects a clear line of reasoning*; concise yet comprehensive). Summary should be approximately 3-4 paragraphs.

Poor		Average		Excellent
1	2	3	4	5
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments: _____

18. **Summary describes Cognitive Hypothesis** clearly including input, process, and output where relevant and included ecological (home and school) data to support it.

Poor		Average		Excellent
1	2	3	4	5
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments: _____

19. **Recommendations/Implications for Learning:** clear, realistic and reasonably specific, related to hypothesis of problem and to referral question and addressed dual language issues.

Poor		Average		Excellent
1	2	3	4	5
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments: _____

20. **Recommendations** for Interventions are evidenced based: clear, realistic and reasonably specific, related to hypothesis of problem and to referral question. Interventions assist students who are experience learning difficulties. In addition, it includes recommendation for appropriate services based on IDEA 2004 (ie., appropriate accommodations and modifications) and dual language issues.

Poor		Average		Excellent
1	2	3	4	5
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments: _____

21. **Style and Communication:** readable, clichés or jargon absent, inconsistencies absent, test data clearly differentiated from other data, use of various sources to support hypothesis, formal language, appropriate mechanics of written language, clear line of thinking reflected in writing; chronological sequence followed.

Poor		Average		Excellent
1	2	3	4	5
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments: _____

22. **Organization** (logical, meaningful, linear in development, well integrated data and observations, and appropriate length)

Poor		Average		Excellent
1	2	3	4	5
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments: _____

23. **Describes ethical and legal aspects to assessment** (e.g., language administered, test validity and reliability, nondiscriminatory assessment, etc.) (CCTC Std. 6)

Poor **Average** **Excellent**

1 **2** **3** **4** **5**
☐ ☐ ☐ ☐ ☐

Comments: _____

24. **Writing:** Writing is clear, concise, descriptive, and understandable. It reflects good grammar usage, good paragraph structure, and good organization.

Poor **Average** **Excellent**

2 **2** **3** **4** **5**
☐ ☐ ☐ ☐ ☐

Comments: _____

Comments/Feedback: _____

CALIFORNIA STATE UNIVERSITY, NORTHRIDGE
Michael D. Eisner College of Education
School Psychology Program

Supervisor Evaluation of Candidate

Individual Counseling

Prevention, and Intervention Skills to Develop Social, Coping, and Life Skills

(Revised 01/2025)

(EPC 665; EPC 659 G/H)

Semester ____ **20**/ ____

Intern: ____

Evaluator: ____

District: ____

School: ____

Counselee/Student Names / Group Name: ____

Evaluator Signature: ____

Date: ____

COUNSELING RUBRIC

Please report the extent to which the intern demonstrates and/or utilizes the skills, qualities and strategies indicated. Please use the following reporting system:

- 1 = demonstrates to a low or insufficient degree; this characteristic is rarely or never displayed
- 2 = demonstrates to a somewhat less than moderate degree; this characteristic is sometimes, but not often, displayed
- 3 = demonstrates to a moderate degree; this characteristic is sometimes displayed
- 4 = demonstrates to a somewhat higher than moderate degree; this characteristic is often displayed
- 5 = demonstrates to a high or substantial degree; this characteristic is generally or always displayed

1. Establishes and maintains rapport and demonstrates caring, sensitivity, respect, empathy, openness with students/clients and skillfulness in relating to diversity. (NASP Domain 8)

Poor		Average		Excellent	
1	2	3	4	5	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Comments: _____

2. Conducts observations and gathers data to establish baseline of the identified problem(s). (NASP Domain 1)

Poor		Average		Excellent	
1	2	3	4	5	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Comments: _____

3. Clearly explains the boundaries and legal obligations (e.g., limits of confidentiality, showing mutual respect) of the counselor/counselee relationship to the student/client. (NASP Domain 10)

Poor		Average		Excellent	
1	2	3	4	5	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Comments: _____

4. Demonstrates the ability to help design, implement and evaluate wellness, prevention, intervention, treatment services, and access other mental health programs at the individual, group, and systems level to address a hierarchy of developmental needs. (NASP Domain 4)

Poor		Average		Excellent	
1	2	3	4	5	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Comments: _____

5. Establishes clear and attainable goals as part of the counselor/counselee relationship with the student/client that are within the Zone of Proximal Development that are measurable and are written in behavioral terms. Uses DATA and Goal Attainment Scaling to monitor progress. (NASP Domain 1)

Poor		Average		Excellent	
1	2	3	4	5	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Comments: _____

6. Is knowledgeable about behavioral and serious personal difficulties and is able to recognize the behaviors and contexts that are precursors to the development of internalizing and externalizing disorders, self-esteem difficulties, and dropping out of school. (NASP Domain 4)

Poor		Average		Excellent	
1	2	3	4	5	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Comments: _____

7. Demonstrates the use of various counseling techniques (e.g., Play Therapy, Solution Focused, Cognitive Behavioral, Narrative, Bibliotherapy, storytelling,

creative and art-based activities, and Behavioral strategies and techniques [e.g., reinforcement, modeling, shaping]). (NASP Domain 4)

Poor		Average		Excellent
1	2	3	4	5
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments: _____

8. Monitors and evaluates progress and outcomes based on data, GAS, and Effect Sizes in order to measure positive impact based on counseling goals. (NASP Domain 1). Please report out scores for Pre/Post Gas and Effect Size below.

Poor		Average		Excellent
1	2	3	4	5
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments: _____

Pre _____ Post _____ Effect Size: _____

9. When appropriate, demonstrates knowledge of crisis counseling techniques with witnesses, victims and knows how to address perpetrators of violence to support pupil learning and if necessary works with school personnel, pupils, parents, and the general community in the aftermath of personal, school, and community crisis. (NASP Domain 6)

Poor		Average		Excellent
1	2	3	4	5
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments: _____

10. Demonstrates knowledge of legal and ethical issues pertaining to the counseling process (e.g., Privacy, Confidentiality, Privileged Communication, Informed Consent, Confidentiality of Files, Confidentiality in Groups, etc). (NASP Domain 10)

Poor		Average		Excellent
1	2	3	4	5
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments: _____

11. Demonstrates knowledge and skills working with teachers, families, community, and other professionals when counseling students and encourages family-school collaboration. (NASP Domain 7)

Poor		Average		Excellent
1	2	3	4	5
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments: _____

12. Demonstrates knowledge and use of other resources and referrals. (NASP Domain 7)

Poor		Average		Excellent
1	2	3	4	5
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments: _____

Comments/Feedback: _____

CALIFORNIA STATE UNIVERSITY, NORTHRIDGE
Michael D. Eisner College of Education
School Psychology Program

Evaluation of Candidate

SCHOOL WIDE OR SYSTEMS LEVEL INTERVENTION

Supporting school climate, safe schools, effective,
and supportive learning environments

(Revised 01/2025)

(EPC 659 G/H)

Semester ____20/____

Intern: ____

Evaluator: ____

District: ____

School: ____

Client/Student Name: ____

Evaluator Signature: ____

Date: ____

**GROUP/SYSTEMIC SOCIAL-EMOTIONAL / BEHAVIORAL / SELF-REGULATION
INTERVENTION**

(may include group counseling)

Please report the extent to which the intern demonstrates and/or utilizes the skills, qualities and strategies indicated. Please use the following reporting system:

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- 3 = demonstrates to a moderate degree; this characteristic is sometimes displayed
- 4 = demonstrates to a somewhat higher than moderate degree; this characteristic is often displayed
- 5 = demonstrates to a high or substantial degree; this characteristic is generally or always displayed

1. **Developed needs assessment to determine system's need for prevention and intervention at the classroom, site and/or district level.** With supervisor decided on the focus for the intervention. This can be based on classroom need, school need, and/or district need. **(Some possibilities: school climate, resilience, dropout prevention, safe schools, issues of testing and accountability, policy implementation, trainings, effective and supportive learning environments, school wide positive supports, SEL programs, etc.)**

Poor		Average		Excellent
1	2	3	4	5
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments: _____

2. Analyzed the systems structures, organization, and evidenced based school wide practices. What would be important factors to consider? Who are the people with the decision making power and who are the stakeholders?

Poor		Average		Excellent
1	2	3	4	5
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments: _____

3. Developed a targeted plan/intervention based on the needs assessment. **(This intervention can be an in-service;, group counseling targeting a systems issue, such as drop out, etc.; systems level consultation on a policy implementation, etc.)**

Poor		Average		Excellent
1	2	3	4	5
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments: _____

4. Established systems level goal and Goal Attainment Scaling.

Poor		Average		Excellent
1	2	3	4	5
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments: _____

5. Gathered Baseline Data: Gathered quantitative and qualitative data prior to beginning the systems level intervention, and described how data was collected. Described assessment/survey tool and provided a copy.

Poor		Average		Excellent
1	2	3	4	5
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments: _____

6. Candidate's use of interventions were based on needs, goals, protective factors, were developmentally and culturally appropriate, and focused on addressing systems level need(s).

Poor		Average		Excellent
1	2	3	4	5
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments: _____

7. Candidate gathered data during intervention and monitored data to determine

overall progress.

Poor	Average			Excellent
1	2	3	4	5
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments: _____

8. Candidate demonstrated knowledge of Legal and Ethical issues (Privacy, Confidentiality, and Privileged Communication, Informed Consent, Confidentiality of Files, Confidentiality etc) when working with groups or within a system: Candidate was able to demonstrate knowledge of legal and ethical issues in consultation.

Poor	Average			Excellent
1	2	3	4	5
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments: _____

9. Working with Students, Teachers, Families, Community, and Other Professionals: Candidate was able to demonstrate collaborative skills to work effectively with others.

Poor	Average			Excellent
1	2	3	4	5
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments: _____

10. Candidate used data, provided a graph, described effect size and pre/post GAS to evaluate his/her own practice and intervention outcomes.

Poor	Average			Excellent
1	2	3	4	5
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments: _____

11. Candidate showed knowledge of Other Resources and Referrals: Candidate, was knowledgeable and when appropriate, referred students and families to other resources.

Poor	Average			Excellent
1	2	3	4	5
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments: _____

Group Outcome Data Analysis:

12. Includes Pre and Post Goal Attainment Scale Ratings

<input type="checkbox"/> Pre	<input type="checkbox"/> Post
------------------------------	-------------------------------

Poor	Average			Excellent
1	2	3	4	5
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments: _____

13. Effect Size: _____ Interpretation of Outcome: _____

Poor	Average			Excellent
1	2	3	4	5
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments: _____

Evaluator Feedback/Comments: _____

SPPE Index

Standard	Introduced	Practiced	Assessed
SPPE 1.0		Pg. 18, 19	Pg 18, 19 and PBO Pg.2,3,4
SPPE 1.1		Pg. 18, 19	Pg 18, 19 and PBO Pg.2,3,4
SPPE 1.2		Pg. 18, 19	Pg 18, 19 and PBO Pg.2,3,4
SPPE 1.3		Pg. 18, 19	Pg 18, 19 and PBO Pg.2,3,4
SPPE 1.4		Pg. 18, 19	Pg 18, 19 and PBO Pg.2,3,4
SPPE 1.6		Pg. 18, 19	Pg 18, 19 and PBO Pg.2,3,4
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SPPE 3.0		Pg. 18, 19	Pg 18, 19 and PBO Pg.7,8
SPPE 3.1		Pg. 18, 19	Pg 18, 19 and PBO Pg.7,8
SPPE 3.2		Pg. 18, 19	Pg 18, 19 and PBO Pg.7,8
SPPE 3.3		Pg. 18, 19	Pg 18, 19 and PBO Pg.7,8
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SPPE 4.0		Pg. 18, 19	Pg 18, 19 and PBO Pg.8, 9, 10, 11
SPPE 4.1		Pg. 18, 19	Pg 18, 19 and PBO Pg.8, 9, 10, 11
SPPE 4.2		Pg. 18, 19	Pg 18, 19 and PBO Pg.8, 9, 10, 11
SPPE 4.3		Pg. 18, 19	Pg 18, 19 and PBO Pg.8, 9, 10, 11
SPPE 4.4		Pg. 18, 19	Pg 18, 19 and PBO Pg.8, 9, 10, 11
SPPE 5.0		Pg. 18, 19	Pg 18, 19 and PBO Pg.12, 13, 14
SPPE 5.1		Pg. 18, 19	Pg 18, 19 and PBO Pg.12, 13, 14
SPPE 5.2		Pg. 18, 19	Pg 18, 19 and PBO Pg.12, 13, 14
SPPE 6.0		Pg. 18, 19	Pg 18, 19 and PBO Pg.15, 16
SPPE 6.1		Pg. 18, 19	Pg 18, 19 and PBO Pg.15, 16
SPPE 6.2		Pg. 18, 19	Pg 18, 19 and PBO Pg.15, 16
SPPE 6.3		Pg. 18, 19	Pg 18, 19 and PBO Pg.15, 16
SPPE 6.4		Pg. 19	Pg 18, 19 and PBO Pg.15, 16
SPPE 6.5		Pg. 18, 19	Pg 18, 19 and PBO Pg.15, 16
SPPE 6.6		Pg. 18, 19	Pg 18, 19 and PBO Pg.15, 16
SPPE 7.0		Pg. 18, 19	Pg 18, 19 and PBO Pg.17, 18
SPPE 7.1		Pg. 18, 19	Pg 18, 19 and PBO Pg.17, 18
SPPE 7.2		Pg. 18, 19	Pg 18, 19 and PBO Pg.17, 18
SPPE 7.3		Pg. 18, 19	Pg 18, 19 and PBO Pg.17, 18
SPPE 8.0		Pg. 18, 19	Pg 18, 19 and PBO Pg.19, 20, 21
SPPE 8.1		Pg. 18, 19	Pg 18, 19 and PBO Pg.19, 20, 21
SPPE 8.2		Pg. 18, 19	Pg 18, 19 and PBO Pg.19, 20, 21
SPPE 8.3		Pg. 18, 19	Pg 18, 19 and PBO Pg.19, 20, 21
SPPE 8.4		Pg. 18, 19	Pg 18, 19 and PBO Pg.19, 20, 21
SPPE 9.0		Pg. 18, 19	Pg 18, 19 and PBO Pg. 21, 22
SPPE 9.1		Pg. 18, 19	Pg 18, 19 and PBO Pg. 21, 22
SPPE 9.2		Pg. 18, 19	Pg 18, 19 and PBO Pg. 21, 22
SPPE 9.3		Pg. 18, 19	Pg 18, 19 and PBO Pg. 21, 22
SPPE 9.4		Pg. 18, 19	Pg 18, 19 and PBO Pg. 21, 22
SPPE 10.0		Pg. 18, 19	Pg 18, 19 and PBO Pg. 24, 25, 26

SPPE 10.1		Pg. 18, 19	Pg 18, 19 and PBO Pg. 24, 25, 26
SPPE 10.2		Pg. 18, 19	Pg 18, 19 and PBO Pg. 24, 25, 26
SPPE 10.3		Pg. 18, 19	Pg 18, 19 and PBO Pg. 24, 25, 26