CALIFORNIA STATE UNIVERSITY, NORTHRIDGE

DEPARTMENT OF EDUCATIONAL PSYCHOLOGY AND COUNSELING

SCHOOL PSYCHOLOGY PROGRAM

SUPERVISOR'S HANDBOOK

Revised March 2021

Table of Contents

Dear School Psychology Practicum and Internship Supervisors:

We extend our warmest welcome to you. First and foremost, we would like to thank you for agreeing to mentor and train our candidate given your relentlessly busy schedule. We commend you for your support and dedication to the profession of school psychology. We thank you in advance for the time you will spend guiding our school psychology candidate and for the knowledge that you will impart. You are a crucial part in assisting us with our candidate's professional development and growth as a future school psychologist and we are very grateful for your assistance.

As you know, the school psychologist's position demands expertise in many areas of psychology and education, including counseling, consultation, and interventions. School psychology practicum and internship experiences are critical to the development of the skills necessary to become a competent, ethical, and empathetic school psychologist. Towards the end of the Practicum in school psychology, which occurs during the second year in our program, the candidate should essentially be able to function with less supervision, lessening reliance upon you and hopefully lightening your caseload. Candidates conducting internship, while not needing continued direct supervision, will continue to need your supervision and guidance. We have designed this handbook in an effort to clarify expectations and assist you with supervision.

Teaching another can certainly enhance your own knowledge and your personal effectiveness. We hope you will benefit personally in many ways from your experience in supervising our candidate. At any point, please contact us to assist you if you have any questions or concerns.

Again, we thank you and look forward to working with you.

Sincerely,
School Psychology Faculty
California State University, Northridge

Overview of the School Psychology Program

The school psychology program in the Department of Educational Psychology and Counseling at CSUN is geared for candidates who have a background in education or psychology. Applicants who are interested in entering the exciting field of school psychology and who have worked as teachers, special educators, teacher assistants, or served in other professional or paraprofessional roles in the schools will be well suited for entrance into the program at California State University, Northridge (CSUN).

The school psychology program at CSUN is a comprehensive, combined full time Masters of Science degree. In addition, candidates also work towards the Advanced Pupil Personnel Services Credential. **Candidates applying will be seeking both a Master's of Science degree in counseling with specialization in school psychology (Program is working on changing this to a Masters in School Psychology) and an advanced pupil personnel services credential in the state of California. The school psychology program at CSUN is a three-year full time specialist program.**

Courses in the school psychology program are offered primarily during the evening hours (4:00 p.m. to 10:00 p.m.); however, there may be occasional courses offered during the day.

School Psychology Program Coordinators and Support Personnel

Coordinators of the school psychology program provide information, advisement, counseling, and support for candidates interested or involved in the program. Coordinators teach courses in the school psychology program, organize and participate in the selection of candidates, chair candidate committees for the graduate project and thesis, review candidate programs to certify successful completion, evaluate candidate progress in the program, and make policy and procedural decision regarding the school psychology program and candidates.

Coordinators for the school psychology program are:

Program Coordinator:
Wilda Laija-Rodriguez, Ph.D., L.E.P.
Office: ED 2226
(818) 677-7889
wilda.laija@csun.edu

Advisors
      1st Year SP Program Advisors: Wilda Laija-Rodriguez, Ph.D., L.E.P
                                                      Michael Geisser, M.A.

      2nd Year SP Program Advisor: Wilda Laija-Rodriguez, Ph.D., L.E.P
                                                      Jean Ramage, Ph.D.

3rd Year SP Program Advisor: Wilda Laija Rodriguez, Ph.D.
                                     Michael Geisser, M.A./Joan Golden, Ph.D.

Practica and Internship: Wilda Laija-Rodriguez, Ph.D., Jean Ramage, Ph.D., Michael Geisser, M.A., and Joan Golden, Ph.D.

Thesis and Graduate Project: Wilda Laija-Rodriguez, Ph.D., Albert Restori, Ph.D.

Credentialing: Wilda Laija-Rodriguez, Ph.D., Michael Geisser, M.A., Joan Golden, Ph.D.

Other Support Personnel for the School Psychology Program:

Graduate Coordinator	Graduate Advisor
Shyrea Minton, Ph.D.	Shannon Sexton
merril.simon@csun.edu	epcdept@csun.edu
ED 2222	ED 1223
(818) 677-2558	(818) 677-5719
Department Office Manager	Department Secretary
Teresa Cordova	
ED 1218	ED 1218
(818) 677-2601	(818) 677-2599

Our department secretary is the main contact for candidate files, information and forms for graduate candidates in the program.

Mission Statement

The mission of the school psychology program at CSUN is to prepare diverse culturally sensitive school psychologists for careers within multidisciplinary school-based teams to help all students attain academic, behavioral, social, emotional, and life success through comprehensive and coordinated support systems that provide prevention and/or appropriate interventions to help build safe, healthy, and nurturing environments. To achieve this objective, candidates in the school psychology program use the systems ecological model to engage multi-systemic support systems to enhance developmental assets which lead to optimized life success. The school psychology program prepares candidates for the delivery of comprehensive school psychological services within the context of educational programs and educational settings, while emphasizing human diversity and social justice and advocacy. School psychology candidates are trained to have a background in psychological and educational theories in order to provide counseling; assessment; consultation; prevention and intervention services including academic, behavioral, emotional, and mental health needs in the schools; address school climate, school violence, and crisis intervention in the schools; and use ethics, law, and research to guide their practice. Data-based decision making is emphasized in all aspects of service delivery. Working at both the individual and systems level of service delivery, candidates develop the skills to facilitate collaboration among families, school personnel, and community members to create and maintain safe, supportive, and effective learning environments. They creatively use program evaluation methods, and culturally compatible educational, instructional, and program solutions to address barriers and address institutional biases that impede the learning process, social emotional

adjustment, behavior, and life success of students. Through their development, candidates become competent professionals, life-long learners, innovators, social justice advocates, and leaders in the field.

Philosophy

The school psychology program at CSUN is in the Educational Psychology and Counseling Department within the Michael D. Eisner College of Education and is designed reflect beliefs, which are consistent with the National Association of School Psychologist (NASP) and California Commission for Teacher Credentialing (CCTC) standards for training. We believe that school psychologists should be trained as scientist-practitioners using a systems ecological model emphasizing professional, social advocacy, and ethical practice. We expect our graduates to follow and develop best practices derived from evidenced based information and use data to base their decisions. We believe that our candidates should be trained in the systems ecological perspective to account for the complexity and multicultural diverse population in California and throughout the country in order to develop accepting and effective learning environments at home and in the school settings to promote social advocacy and success for all. We emphasize valuing and respecting human diversity, equity, and social justice. We train candidates to become professionals who will positively impact children, families, schools, and other systems.

An important focus of the CSUN's school psychology program is to prepare school psychologists with the knowledge and skills to work successfully in multiculturally diverse school settings. In addition, we believe that school psychology candidates should be well trained in all aspects of service delivery emphasizing a comprehensive model to deliver data-based decisions in assessment, counseling, consultation, prevention, intervention.

Goals, Objectives, and Expectations

Consistent with NASP and CCTC standards, the school psychology program at CSUN has the following goals, objectives, and expectations for school psychology candidates:

1. **Data Based Decision Making and Accountability:** School psychology candidates will approach data based decision making from a systems ecological approach and use the problem-solving framework as the basis for all professional activities, as they gather reliable and valid data through various means, which include observations, interviews, and formal and informal assessments in all relevant settings. In interpreting data, school psychology candidates will consider cultural, language, neuro-developmental, and systemic factors that contribute to the eligibility of students for special education, as well as in the development of prevention and intervention plans. In designing intervention plans, school psychology candidates assist with design and implementation of interventions, use systematic data collection procedures to monitor progress and evaluate outcomes for students. School psychology candidates use the data to evaluate student outcomes, as well as the effectiveness of their own services. School psychology candidates use technology resources for assessment, intervention development, design, maintenance, data collection, and decision making. (NASP Standard II; CCTC Standard 4, 5, 6, 7, 15, 19, 22, 23 ,25, & 26).

2. **Consultation and Collaboration:** School psychology candidates will use collaborative consultation with parents and educators using problem solving skills and data based decision-making when addressing academic and social emotional issues and plan, implement, and evaluate interventions based on data. School psychology candidates will use effective communication and interpersonal skills when facilitating group interactions to produce efficient and meaningful solutions for problems addressed. School psychology candidates will become skilled in producing change at an individual, family, group and with multi-level systems with diverse populations through problem solving and data based decision-making. (NASP Standard III; CCTC Standard 7, 10, 13, 20, 21, 23, 25 and 26).

3. **Interventions and Instructional Support to Develop Academic Skills:** School psychology candidates will have knowledge of biological, cultural, cognitive research and neuroscience, and social influences on academic skills, human learning and development, cognitive, and developmental processes and evidence based curricula and instructional strategies. School psychology candidates will use all available assessment information in developing appropriate instructional, cognitive, academic, behavioral and/or self-regulation goals and strategies to support learning and adjustment through effective teaching, evidenced based instructional strategies, and assistive technology resources in order to enhance student's academic and cognitive skills and help them attain state and local academic benchmarks. (NASP Standard IV 4.1; CCTC Standard 5, 11, 18, 22, 25, and 26).

4. **Interventions and Mental Health Services to Develop Social and Life Skills:** School psychology candidates will have knowledge of biological, cultural, developmental, and social influences on behavior and mental health, behavioral, and emotional impacts on learning and life skills, and evidenced based strategies to promote social emotional functioning and mental health. School psychology candidates will provide a variety of services to address effective life skills, coping, and regulation using behavioral assessment and intervention, individual and group counseling, positive school wide behavioral supports and/or consultation. School psychology candidates will use data to design, implement, and evaluate progress and outcomes, as well as their own effectiveness. In addition, school psychology candidates will have skills to assess and address issues related to self-esteem and personal and social responsibility. (NASP Standard IV 4.2; CCTC Standard 2, 3, 4, 7, 8, 10, 14, 17, 19, 20, 21, 22, 25, and 26).

5. **School Wide Practices to Promote Learning:** School psychology candidates will have knowledge of school and systems structure, organization, and theory, policy development, and climate, as well as general and special education programs, technology resources, and evidence-based school practices that promote learning and mental health. School psychology candidates will demonstrate skills to develop and implement practices and strategies to create and

maintain effective and supportive school wide learning environments. School psychology candidates will also have professional practices associated with schoolwide promotion of learning using an ecological perspective, organizational development and systems theory, and problem solving model to collaboratively work with parents and other school personnel to develop appropriate programs and services to promote learning environments that support diversity, resiliency, academic, and social emotional growth at a systems level. (NASP Standard V 5.1; CCTC Standard 1, 7, 10, 13, 18, 20, 21, 23, 25, and 26).

6. **Preventive and Responsive Services:** School psychology candidates will have knowledge of principles and research related to resilience and risk factors in learning and mental health, services in schools and communities to support multi-systemic prevention, and evidence-based strategies for effective crisis response. School psychology candidates will demonstrate skills to promote services that enhance learning, mental health, safety, and physical well-being through protective and adaptive factors into implement effective crisis preparation, response, and recovery. In addition, school psychology candidates will provide direct counseling, behavioral interventions, and indirect interventions through consultation for students who may experience mental health problems. In addition to counseling, crisis intervention, school psychology candidates will promote wellness and resilience by collaborating with other professionals, educators, and parents. School psychology candidates will also show skills and promote safe and violence free schools and communities. (NASP Standard V 5.2; CCTC Standard 5, 7, 8, 9, 10, 13, 20, 21, 25, and 26).

7. **Families School Collaboration Services:** School psychology candidates will have knowledge of principles and research related to family systems, strengths, needs and culture, and as well as evidence-based strategies to support family influences on children's learning, socialization, and mental health, and methods to develop collaboration between families and schools. School psychology candidates will demonstrate skills in collaboration with others to design, implement, and evaluate services that respond to culture and context and facilitate family and school partnership interactions with community agencies to enhance academic and social emotional outcomes for children. (NASP Standard VI; CCTC Standards 7, 10, 13, 20, 21, 23, 25 and 26).

8. **Diversity in Development and Learning:** School psychology candidates will have knowledge of individual differences, abilities, disabilities, and other diverse characteristics that are influenced by biological, social, cultural, ethnic, socioeconomic, gender, and linguistic factors in development and learning. In addition, candidates will know about principles and research related to diversity factors for children, families, and schools, including factors related to culture, contexts, and individual enrolled differences and evidence-based strategies to enhance services to address potential influences related to diversity. School psychology candidates will understand exceptionalities and be able to conduct appropriate, valid, and legal psychoeducational assessments, including bilingual

assessments. School psychology candidates will have an understanding and respect for diversity in development and learning and advocate for social justice in all aspects of service delivery. (NASP Standard VII; CCTC Standards 3, 4, 5, 7, 10, 17, 20, 21, 22, 25, and 26).

9. **Research and Program Evaluation:** School psychology candidates will have core foundational knowledge and experiences and employ practices and strategies in research, program evaluation, and legal, ethical and professional practice. School psychology candidates will have knowledge of research design, statistics, measurement, data collection and analysis techniques, and program evaluation methods sufficient for understanding research and interpreting data in a school settings. School psychology candidates will demonstrate skills to evaluate and apply research as a foundation for service delivery and in collaboration with others using various techniques and technology resources for data collection, measurement, analysis, and program evaluation to support effective practices at the individual, group, and or systems levels. (NASP Standard VIII 8.1; CCTC Standards 23, 24, 25, and 26).

10. **Legal, Ethical and Professional Practice:** School psychology candidates will have knowledge of the history and foundations of school psychology, multiple service models and methods, ethical, legal, and professional standards, as well as other factors related to professional identity and effective practice as school psychologists. School psychology candidates will demonstrate skills to provide services consistent with ethical, legal, and professional standards in order to engage in responsive ethical and professional decision-making collaboratively with other professionals and applied professional work characteristics needed for effective practice as school psychologist, including respect for human diversity and social justice, communication skills, effective interpersonal skills, responsibility, adaptability, initiative, dependability, and technology skills. (NASP Standard VIII 8.2; CCTC Standards 6, 12, 14, 15, 16, 19, 25, and 26).

11. **Technology:** School psychology candidates will have the skills in current technology for communication and collecting, organizing, distributing and analyzing data and resources in order to facilitate effective, appropriate, and successful outcomes in program design, planning, management and evaluation to promote academic, social emotional, behavioral, and life skills success. (CCTC Std. 15)

12. **Supervision and Mentoring:** School psychology candidates will understand the importance of seeking supervision and mentoring during their experience as students, as well as when they become school psychologists. In addition, candidates will have the skills and experiences to mentor other students during the program. In addition, school psychology candidates will gain skills and experiences to be able to supervise future school psychology candidates. (CCTC Standard 16).

13. **Practicum in School Psychology and Culminating Internship Experience:** School psychology candidates will be expected to complete at least 450 hours of school psychology practicum experience in the schools. In addition, school psychology candidates will be expected to complete at least 1200 hours of internship experience in the schools. While some variations may be allowed, these will need to be consistent to state and national standards and approved by the school psychology program coordinator. (CCTC Standard 25, 26).

14. **Determination of Candidate Competence:** School psychology candidates will be assessed for competence in the various professional areas and standards delineated by NASP and CCTC standards on the Performance Based Outcomes (PBOs) documents for practica and internship in school psychology satisfactorily assessed by both their site supervisor as well as university professor. Determination of candidate competence will also be based on grades of B or better in all coursework, relevant rubrics in professional practice, and satisfactory supervisor and professor evaluation(s). In addition, school psychology candidates are expected to exhibit ethical, professional, and exceptional interpersonal and communication skills. (CCTC Standard 27).

15. **Culminating Activity:** School psychology candidates are expected to complete a culminating activity to be assessed by the chair of the culminating activity committee with at least satisfactory ratings. Candidates will have the option to choose a thesis, project, or comprehensive exam. Candidates are expected to do a comprehensive literature review of research studies on chosen topics. Candidates are expected to be able to analyze research design and critically evaluate the statistics used as part of being an informed research consumer. (NASP Standard VIII 8.1; CCTC Standards 23, 24, 25, and 26).

The School Psychology Program uses a Performance Based Outcomes (PBOs) delineation of program competencies based on state and national standards, which describes specific activities and tasks that candidates need to complete and show competence. The Performance Based Outcomes forms for practicum in school psychology (fall and spring) and internship (fall and spring) provide guidelines of candidate's competencies in particular areas. These activities and skills are expected to correspond to the candidates training based on their particular level. Many of these PBOs are designed to be developmental in nature and are paired up with specific courses and to specific practica and internship experiences. In addition, the school psychology program uses various rubrics and evaluation forms to assess candidate's competence in the various areas listed above.

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correspond to the candidates training based on their particular level. Many of these PBOs are designed to be developmental in nature and are paired up with specific courses and to specific Practicum and internship experiences. In addition, the school psychology program uses various rubrics and evaluation forms to assess candidate's competence in the various areas listed above.

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School Psychology Program Sequence

Masters in Counseling- Specialization in School Psychology and Pupil Personnel Credential in School Psychology

School Psychology Program Sequence

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<u>Prerequisites</u> (12 Units)

EPC 314 Psychological Foundations, K-12 (3) (Waived for applicants who have a teaching credential)
EPC 430 Development and Learning Or Equivalent Course in Child Development (3)
EPC 451 Fundamentals of Counseling and Guidance (3) or Equivalent Course in Counseling
        Interviewing (3)
EPC 600 Educational Statistics for Research and Measurement (3) or Equivalent Course in
        Introduction to Statistics (3)

(Equivalent courses may be substituted for prerequisites. A course substitution, along with the course description and informal or informal transcript should be attached to the course substitution)

<u>Required Courses for the Master's of Science in Counseling with specialization in School Psychology</u>

YEAR 1 – Fall Semester
        EPC 655   Seminar in Counseling Theory and Practice (3)
        EPC 659A   Communication Skills In Counseling (3)
        EPC 664   Neuro-developmental, Emotional and behavior Disorders (3)
        EPC 667   Law and Ethics and Professional Practice for Schools
Psychologists in
                         Schools and Private Practice (3)
YEAR 1 – Spring Semester
        EPC 643   Diversity in Counseling (3)
        EPC 659B   Practicum (3)
        EPC 661   Multi-Systemic Behavioral Intervention (3)
        SPED 610   Program Planning in Special Education (3)

YEAR 1 – Summer Semester

EPC 601	Individual and Group Assessment (3)
EPC 674	Family Development Across the Lifespan (3)

YEAR 2 – Fall Semester

EPC 659EC	Practicum in School Psychology: Resiliency, Prevention, and Crisis Intervention (3)
EPC 663A/L	Assessment of Cognitive Development and Skills for Intervention and Lab (3/3)
EPC 665	Individual and Group Counseling of Children in the Schools (3)
EPC 603	Clinical Research and Program Evaluation (3)

YEAR 2 – Spring Semester

| EPC 641 | Bilingual Assessment |
| EPC 659FC | Practicum in School Psychology: Resiliency, Prevention, and Crisis |

Intervention (3)

| EPC 663B/L | Assessment of Social-Emotional Development and Adaptive Skills for Intervention and Lab   (3/3) |
| EPC 648 | Consultation with Parents, Teachers, and Other Human Service |

Professionals (3)

YEAR 2 – Summer Semester

| EPC 611 | Seminar in Educational Psychology (3) |

YEAR 3 – Fall Semester

| EPC 659GC | Internship in School Psychology (3) |
| EPC 698C | Thesis/Graduate Project (3) |

YEAR 3 – Spring Semester

EPC 659HC	Internship in School Psychology (3)
EPC 697	Directed Comprehensive Studies (3) **or**
EPC 698C	Thesis/Graduate Project (3)

Total Units = 72 credits, including at least 3 credits for the culminating experience. Candidates have an option of 3 credits for a Comprehensive exam or 6 credits for Graduate Project. Please note that 12 credit units are based on practica (fieldwork) and internship classes. EPC 697 can only be taken once in your final semester. Students can also take EPC 696, Independent Study, based on their need.

Developmental Strands in School Psychology

The school psychology program has seven developmental strands. These strands include: 1) theoretical, legal, and professional foundations, 2) development and learning, 3) counseling, 4) assessment, 5) consultation, 6) intervention, and 7) research. These developmental strands were organized in a **sequential** manner to foster the candidate's professional development within specific areas. In some instances, the developmental

strands will be composed of classes which may address one or more of the developmental strands. In some instances, information will be cross-referenced among various strands, among different classes, and among different requirements. The developmental strands were designed to help candidates become capable of meeting the various demands of the field of school psychology at different levels in their training.

Practicum in school psychology and internship provide the means to practice what candidates have learned in the various classes and to gain competence in the various areas specified above and in the Performance Based Outcomes. Candidates are required to conduct a total of 450 hours of Practicum their second year and a full time internship consisting of 1200 hours their third year.

Masters degree students are required to perform a culminating scholarly activity. To fulfill this requirement candidates may elect to write a thesis, carry out a project, or take a comprehensive examination.

PRAXIS II Exam in School Psychology

Passing the Praxis II in school psychology exam is required of all students in the program. Students are to take and pass this exam by the end of their third year.

School Psychology Faculty
Course Instructors for the School Psychology Program

Name/Title	Area of Specialization	Courses Taught in School Psychology	Office and Phone Numbers
Wilda Laija-Rodriguez, Ph.D. Director and Professor Full Time	School Psychology/ Working with culturally and linguistically diverse students/ clinical child psychology, Consultation, Bilingual Assessment, Strength Based Assessment	EPC 659 EC & FC: Practicum in School Psychology EPC 667: Law and Ethics and Professional Functions of School Psychologists in the schools and private practice. EPC 674: Family Development Across the Lifespan EPC 648: Consultation with Parents EPC 611: Seminar in Educational Psychology EPC 314: Psychological Foundations in Education EPC 697: Comprehensive Exams 698: Project or Thesis 696: Directed Research	ED 2226 818-677-7889
Albert Restori, Ph.D. Professor Full Time	School Psychology/ Response to Intervention	EPC 697: Comprehensive Exams 696: Directed Research	818-677-4572
Heather Stuve, M.A. Instructor/Part Time	Special Education	SPED 610: Program Planning of the Exceptional Child	818-677-2507
Jose Carranza, JD, MA Instructor/Part Time	School Psychology/ Bilingual assessment	EPC 641: Bilingual Assessment	818-677-2599
Paul Vogel, M.S. Instructor/Part Time	School Psychology/ Assessment	EPC 663 A: Assessment of Cognitive Development and Skills for Intervention EPC 663B: Assessment of Social-Emotional Adjustment for Intervention EPC 664: Neuro-development, Emotional and Behavioral Interventions	818-677-2599

Name/Title	Area of Specialization	Courses Taught in School Psychology	Office and Phone Numbers
Joan Golden, Ph.D.	School Psychology/	EPC 663A: Assessment of Cognitive Development and Skills for Intervention and Lab EPC 663B: Assessment of Social-Emotional Adjustment for Intervention	818-677-2599
Jean Ramage, Ph.D.	Educational Psychology, Program Evaluation	EPC 603: Clinical Research and Program Evaluation	811-677-2599
Michael Geisser, M.A.	School Psychology	EPC 659A Communication Skills in Counseling EPC 659 B Practicum EPC 659GC & HC: Internship in School Psychology EPC 661: Multisystemic Behavioral Interventions	818-677-2599
Madhavi Williams, Ed.D.	School Psychology	EPC 655: Seminar in Counseling Theory and Practice EPC 643: Diversity in Counseling EPC 665: Individual and Group Counseling	818-677-2599
Jean Ramage, Ph.D.	School Psychology	EPC 659 GC & HC: Internship in School Psychology	818-677-2599
Vedeesh Saggar, M.S	School Psychology	EPC 663A Lab: Assessment of Cognitive Development and Skills for Intervention and Lab EPC 663B Lab: Assessment of Social-Emotional Adjustment for Intervention	818-677-2599

Responsibilities of the University Field Professor

1. The University professor instructing the student in his or her school psychology Practicum class (EPC 659 EC or FC) or internship class (EPC 659GC or HC) is responsible for monitoring the student's fieldsite experience.

2. The professor approves the fieldsite for each student, assigns the specific Performance Based Outcomes to be completed at the approved fieldsite, and meets regularly with the students to discuss pertinent issues.

3. The University supervisor is in regular contact with the site supervisor to review student progress and to plan follow-ups based on fieldsite supervisor recommendations.

4. The University professor is responsible for all grading.

Qualifications of the Fieldsite Supervisor

1. Supervisors must have had a minimum of two years experience as a credentialed school psychologist.

2. Supervisors must have district approval to supervise a fieldwork/intern student and the necessary time to do so effectively.

3. Supervisors have strong leadership abilities, the capacity to instruct and outstanding communication skills.

4. Supervisors are accepting of differences, and are flexible in coping with diverse fieldwork/intern candidate's needs, personalities and skill levels.

5. Supervisor promote a multi-cultural emphasis to providing school psychology services to students, parents and professionals.

Responsibilities of the Fieldsite Supervisor

1. The fieldsite supervisor is responsible for orienting the candidate to the fieldsite and for describing and establishing a daily routine that the candidate is expected to follow throughout the field experience.

2. The fieldsite supervisor will ensure that the candidate has an opportunity to engage in the activities necessary for meeting competency requirements, and is expected to closely monitor candidate's actions and provide timely and appropriate feedback.

3. The fieldsite supervisor will periodically conference with the supervising professor regarding candidate's progress; make recommendations for further

development; evaluate the student at the end of each semester; and review evaluations directly with the candidate.

4. The fieldsite supervisor is the direct supervisor of the candidate and is thus expected to sign all hours earned by the student at the fieldsite.

5. Fieldsite supervisors are expected to encourage, challenge and mentor the candidate.

6. Fieldsite supervisors are expected to spend a minimum of 2 hours of supervision per week with the candidate.

7. Fieldsite supervisor is expected to contact the university instructor as soon as possible and counsel the candidate if there is a problem.

8. Fieldsite supervisor is expected to contact the university instructor if there are issues of competence, ethical or professional behavior which requires remediation or disciplinary action. It is important that fieldsite supervisor document such behaviors via evaluations and rubrics to be provided by university instructor.

9. Fieldsite supervisors are asked to rate evaluations from a developmental standpoint. That is, in the Fall semester students should not receive 4s and 5s, as they are still learning and are not competent or proficient in the various areas. Please give the evaluations some thought.

10. Fieldsite supervisor is asked to have an e-mail address and to provide it to the university instructor. In addition, fieldsite supervisors are asked to fill out an online evaluation of the student each semester and to make a copy for the student's files, as the data sent will not be given to the student or university instructor per individual. Only in aggregate form, that is data will be seen for the class of students, not per student.

Responsibilities of the Student

1.   Candidates are expected to secure a fieldwork placement, with a supervisor who has at least two years of experience as a school psychologist and who is committed to training candidates as part of their professional practice. It is expected that supervisors spend at least 2 hours of supervision per week with students.

2.   Candidates are expected to provide their supervisors with a copy of their resume, fieldwork agreement, list of standards to be met (PBOs), evaluation form, and any other necessary forms.

3.   Candidates are responsible for submitting all required documentation needed to obtain credit for fieldwork/internship hours to the university instructor.

4.   Candidates will be required to complete 450 hours in the Practicum in school psychology (659EC and FC) classes. Therefore, students should try to complete 225 hours per semester. Students should not try to exceed this amount because fieldwork and internship hours are not interchangeable. Students who have completed their hours for the semester should work on competencies and aim to get a broader variety of skills and experiences.   A total of 450 hours of Practicum hours will need to be fulfilled prior to beginning internship.

5.   Candidates must devote a **one to two** full days (or equivalent) in the school psychology Practicum placement (8-16 hours per week).

6.   Candidates are required to log and detail their Practicum/internship hours on a daily basis on forms provided for that purpose. Hours can be distributed for work in reading records, observation; interviewing; studying test materials; conducting assessments; report writing; counseling; consultation with teachers, supervisor, parents, principal and outside agencies; and any other activity as delineated by the competencies to be met. Candidates are allowed to use two hours per day attended for work completed at home that is related to Practicum/internship.

7.   Logs should be turned in to the University instructor during each class meeting, unless otherwise specified by the instructor.

8.   Candidates are required to gain experience at both the elementary and secondary levels. It is preferred for students to spend time at the elementary level during the Practicum year to enable them to get ample experience doing assessments. Students should have a minimum of 300 hours in each in a second placement.

9.   Candidates are expected to be dependable. They are to adhere to Practicum and internship hours and regulations including telephoning supervisors when they need to be absent or late. Supervisors must know a student's whereabouts at all times during the semester assignment

10.   Candidates are responsible for their own education and therefore must keep the fieldsite supervisor updated on the competencies they need to complete.

11.   Candidates should request regular and specific feedback from supervisors regarding performance.

12.   Candidates normally remain in the Practicum/internship placement for the entire school year. Candidates are expected to work when school is in session. This may mean working during recess from the University and during the school's calendar year.

13.   Candidates are expected to conduct and present (dress) themselves in an entirely professional manner appropriate to the setting in which they are working.

14.   Candidates hold the ultimate accountability for meeting their Practicum/internship course requirements and upholding their fieldsite agreements.

15.   Candidates must always behave ethically, in accordance with the California Association of School Psychologists Code of Ethics (see appendix), as well as the National Association of School Psychologists Professional Conduct Manual (see appendix).

16.   Candidates must purchase liability insurance with a minimum of 3,000,000 coverage.

17.   Candidates will be required to complete a minimum of 1200 hours in the internship year (659G and HC). Therefore, students should try to complete 600 hours per semester.

Mentoring and Training Practicum Candidates:
Targeted Experiences for Practicum

Candidates in the School Psychology program are trained in counseling, consultation, intervention, assessment and counseling with diverse populations using an ecological-systems perspective. Fieldsite supervisors are an integral part of candidate's mentoring and training. We rely on your assistance to help us mentor candidates and provide appropriate practice in the schools to facilitate experiences that will contribute to the development of skills in order for candidates in school psychology to become competent and effective school psychologists.

We are grateful for your willingness to assist us in providing mentoring and training to our candidates. In mentoring, we ask of you to allow students to shadow you and learn from you the day-to-day job of the school psychologist. We also ask for you to mentor our candidate in providing him/her with guidance in their professional development by assisting them to be part of trainings, in-services, workshops, and any other opportunity available to assist them in their professional development.

Practicum in School Psychology candidates will also be in need of your assistance in training with fieldsite specific duties that they may not have learned at the university. Being allowed to go into the fieldsite as a practicum in school psychology candidate means that they are ready to do basic counseling, conduct positive behavior support and conduct functional analysis, use a data based approach to conducting academic, behavior, or counseling interventions, conduct testing using curriculum based measurements and using the VMI, Bender, CTOPP, TAPS-3, and WJIV achievement battery. They will learn how to administer cognitive tests during the Fall and most candidates should be able to administer cognitive tests with supervision, typically, by February of the Spring semester. We are expecting that they will be able to be more independent by March of the Spring semester in test administration, but will continue to need your supervision in interpretation, and report writing.

You will find three evaluation forms of performance based outcomes for students in Appendix B. There are two forms for students in Practicum (one for the first semester and one for the second semester) and two forms for candidates in intern positions. Candidates participating in practicum or internship are expected to fulfill the requirements listed on the appropriate Performance Based Outcomes Forms (PBOs) for practicum or internship. The Performance Based Outcomes Form provides guidance for you to assist us in their training and it also serves as a rating form for you to evaluate their performance based on expected requirements aligned to state and national standards.

We value your assistance in helping us mentor, train, and evaluate our candidates' professional development. In order to properly understand students' strengths and weaknesses, we ask you to complete the Performance Based Outcomes Form and review the forms with the Candidate at the completion of each semester.

Please note that the PBOs for the Fall are rated as met or not met, as the focus is for candidates to shadow you and be mentored by you. The PBOs for the Spring will have a rating criteria that will range from 1-5, depending on how you see their skills. Please do not hesitate to contact us if you have any questions or suggestions.

Please note that we require practicum candidates to participate in local, state, or national workshops and conferences related to school psychology. We require candidates to attend at least one California Association of School Psychologists (CASP) state conference.

Suggestions for Practicum Supervisors

Rick Albrechtson of the NCSP, has compiled a sequence of activities and suggested supervisory practices for first practicum. The activities, which relate mainly to assessment, are outlined in the approximate order they should occur over the course of a 15-week semester:

a) Introduce new practicum candidates to the school environment and staff.

b) Describe the general procedures followed during the referral and evaluation process.

c) Allow Candidates to observe the performance of usual functions, such as consultation, assessment and leading team meetings.

d) Review and clarify expectations for the semester.

e) Continue familiarization with the school environment by having Candidates observe a wide variety of classrooms, both in regular and special education.

f) Begin to leave students on their own, depending on student's competence, but be regularly available to answer questions.

g) Review and discuss with Candidates what they have observed and participated in during the past few weeks.

h) Introduce Candidates to casework by allowing them to help complete assessments. They should begin by reviewing records and observing in classrooms. Then allow them to begin testing with brief perceptual and/or achievement tests. (Note: since students are just receiving the initial semester of training in administration, scoring, and interpretation of cognitive tests, any exposure to these tests must include close supervision. Candidates should not be giving cognitive tests until the Spring semester.)

i) Over the course of a few weeks, give them more and varied responsibilities until they complete an evaluation independently. Typically, their first cases will be re-evaluations of children being served for a learning disability or cognitive disability.

j) Have Candidates sit down and plan their assessments under direct supervision. Give them guidance by providing options; don't require them to do an assessment the way you would do it but don't let them make any major errors.

k) Monitor their progress on each case, discussing their concerns, reviewing protocols and encouraging hypotheses and appropriate interpretations of the results.

l) Allow Candidates to present their assessment results at team meetings. Review outlines of their oral presentations, discuss appropriate terminology and give them an overview of team procedures. During meetings, be prepared to support students, explaining and elaborating as needed, without jumping in too quickly. Provide students with feedback immediately following any meeting where they've presented results or interacted with team members.

m) As the independence and responsibilities increase, obtain feedback from other staff members on the student's performance.

n) Observe Practicum Candidates for signs of stress. Some students may need assistance with time management and organizational strategies.

o) Allow more independence and more choices and encourage them to try assessment measures with which they are unfamiliar.

p) Continue to review expectations, discuss cases, critique performances and remind them of the progress they are making.

q) Provide them support and feedback in completing their Performance Based Outcomes.

r) As the semester draws to a close, do an online evaluation of the student. In addition, do a formal face-to-face summative evaluation with the student.

(Dehn, Albrechtson & Schaefer)

Evaluation of Practicum in School Psychology Candidates

For each semester in the field, candidates must complete a practicum in school psychology Performance Based Outcomes (PBOs) Form to be given in each practicum in school psychology course (EPC 659EC– FC). Candidates are expected to fulfill these PBOs as they are aligned to state and national standards to fulfill practice and competence in specific areas. We ask of you to please assist the candidates in facilitating the fulfillment of these PBOs.

Fieldsite supervisors are expected to meet for at least two hours weekly with each candidate at the fieldsite to mentor, assist, and assess progress in the fieldwork performance requirements. Supervisors are asked to please rate and sign the appropriate PBOs. The PBOs address the various NASP and CCTC standards depending on the level of the candidates training and expected competence. The PBOs will begin with giving the candidates certain experiences in providing comprehensive services to students through a systems ecological problem solving data based decision model in their first semester of practicum in school psychology (EPC 659EC). The PBO for the Spring semester of the practicum in school psychology will continue to emphasize a comprehensive model of service delivery through counseling, assessment, prevention and intervention and supervisors will begin to rate students based on their ability to meet expected practice and competence on the various areas identified by the PBOs consistent to NASP an d CCTC standards.

Please remember that practicum candidates will not be able to be fully independent and it is expected that they will progressively get to be more independent by mid Spring semester of the practicum in school psychology year. It is expected that supervisors will continue to provide close supervision of practicum candidates. Practicum candidates are not yet fully proficient in standardized test administration and should be closely supervised.

Please note that the online evaluation form is the same for candidates in the practicum in school psychology (EPC 659EC/FC) and internship (EPC 659GC/HC) courses.

Practicum in School Psychology Candidates:
When rating candidates in the practicum in school psychology using this online evaluation sent to you, please rate the candidate at their developmental level. For example, except for superior candidates, most practicum in school psychology candidates at the end of the Fall semester (EPC 659EC) will be rated between 2-4 in most areas, with some exceptions, of course. Most candidates will be at minimal to adequate knowledge, skills, or competence. Very rarely, if ever, should a practicum in school psychology student ever be rated 5s in all areas by the end of the Fall semester. Candidates should meet all PBOs requirements in the Fall, with the exception of counseling and data based case study, which will be ongoing.

By the *Spring semester,* most candidates in the practicum in school psychology course (EPC 659FC) should be at least in the adequate knowledge, skills, or competence level (4s), with some exceptions. These are typical and expected ratings. PBO ratings should be at a minimum of 4s.

If candidates in the practicum in school psychology courses are below these expectations, please provide this information to both the candidate and the university instructor in order to discuss candidate progress in the program.

Mentoring and Training Interns:
Targeted Experiences for Internship

Internship candidates are expected to be more independent and thus their PBOs reflect this level of independence. The internship PBOs are also aligned to CCTC and NASP standards and **focus on practice and competence**. Please note that the PBOs for Fall and Spring are similar, with some minor exceptions. Please see appendices G and H.

In the Fall semester of the internship year, some candidates may need some close supervision, but it is expected that ALL candidates will be independent by the end of the Fall semester of their internship year. By the Spring semester (approximately February), candidates in internship should be practicing independently and exhibit self-confidence and leadership skills as a future school psychologists. **It is still expected that supervisor meet with interns a minimum of two hours a week to provide mentoring, support, guidance, and assess progress. Interns, while more independent, will continue to need your supervision.**

Please note that we require interns to participate in local, state, or national workshops and conferences related to school psychology. We require interns to attend at least one CASP state conference.

We ask for supervisors not to have more than 2 interns and if providing group supervision, not to have more than 3 candidates.

CANDIDATE EVALUATION

The field site supervisor in internship will be asked to continue to mentor and guide the candidate and assess for competence on the various areas listed on the PBOs, rubrics provided, and online supervisor evaluation. The evaluation forms will be online and you will be sent a password toward the end of the respective semester. Various rubrics to assess competence in assessment, counseling, functional assessment, and consultation will be provided for you to assess the candidate's competence in these areas.

Internship candidates are expected to be rated with at least 3s (adequate knowledge, skills, and competence) in all areas by the end of the Fall semester of the internship year (EPC 659GC) on the online evaluation and obtain a minimum of 4s on the PBOs. By the end of the Spring semester of their internship year, candidates are expected to be rated with at least 4s in all areas on the online evaluation, indicating *more than adequate knowledge, skills, and competence* in all areas aligned to NASP and CCTC standards. If there are significant weaknesses observed with the intern, please contact the university professor as soon as possible.

Supervisors are asked to print copies of the evaluation for candidates and university instructors, as the online evaluations will not be viewed per candidate, only as aggregate data. Fieldsite supervisor will be asked to review this evaluation with the candidate in a face-to-face meeting for each candidate he/she supervised. The evaluation form is based on program mandated internship performance outcome requirements and the related program objectives. The instructor also reviews this evaluation during the individual semester meeting with the candidate. Feedback, new program/internship goals, remedial coursework or internship experiences, counseling or other supportive measures may be recommended at that time by the instructor in consultation with the fieldsite supervisor.

If candidates are observed and rated as not meeting PBO standards and not displaying adequate knowledge, skills, or competence, please discuss this with the student and contact the university instructor to express your concerns as soon as possible to collaboratively come up with a plan to assist the intern.

Appendix A

Course Requirements and Descriptions

First Year Requirements

<u>**First Semester Courses (Fall) – Descriptions**</u>

EPC 667: Law and Ethics and Professional Functions of School Psychologists in the schools and private practice
School Psychology is a profession dedicated to enhancing the educational and mental health needs of all pupils. The purpose of this course is to provide an introduction to the roles and functions of school psychologists as these are guided by the history of the profession, the professional ethical and education standards, and the state and national legal mandates. The students will spend a minimum of 50 hours in the schools getting to know the role of school psychologists and the organization of schools.

EPC 659A: Communication Skills in Counseling
(Concurrent enrollment in EPC 655). Communication theory and skills, designed to help students develop greater self-knowledge and become aware of their impact on others through participation in group experiences and peer counseling; emphasis on verbal and non-verbal cues, refinement of basic response skills, and the subtleties of language and style.

This course seeks to provide opportunities for personal growth and self-discovery through interpersonal interaction in an open-minded, safe, non-structured environment. It seeks to facilitate growth in communications skills with increased awareness of one's own interpersonal style and that of others. It also explores ethical considerations in relation to group behavior, and enables candidates to gain skills in journal writing and expanding their awareness of the literature in the counseling field.

EPC 655: Seminar in Counseling Theory and Practice
(Prerequisite: EPC 451). An advanced course in counseling theory and practice. Influential theories of counseling are analyzed, evaluated and compared. Techniques associated with each theory are examined and practiced. Refinement of the student's personal counseling style is emphasized.

The course provides information and insight into the therapeutic process as advanced by various contemporary theorists. It also provides an experiential laboratory to learn and practice skills essential to the counseling process. A variety of ethical and professional issues are examined; and candidates are encouraged to integrate personal, theoretical and experiential learning so that they may begin to form a personal model of the counseling process.

EPC 664: Psychological Factors in Neurodevelopmental, Emotional, and Behavioral Disorders in Youth. An advanced course in atypical development designed to provide students a survey of exceptional children and developmental psychopathology. Biological, familial, and social factors in the etiology and development are covered for specific childhood disorders (including MR and autistic spectrum disorders). Emotional and behavioral disorders (including internalizing and externalizing disorders of childhood; and severe emotional disturbance) are studied from the frame of reference of risk and resilience. Both DSM-IV and school-based criteria for identification/diagnosis and SPED eligibility are included. Students research evidence-based methods of intervention for the primary mental health disorders in children and youth.

Second Semester Courses (Spring) – Descriptions

EPC 659B: Practicum
(Prerequisite: EPC 659A. Concurrent enrollment in EPC 643.) Supervised application of counseling skills in classroom and fieldwork settings, including peer counseling and field counseling sessions.

Course objectives are to introduce candidates to counseling skills through emphasis on Carkhuff's Core Conditions model. Students engaged in videotaped peer counseling and analyze and critique sessions.

EPC 643: Diversity in Counseling
(Prerequisite: EPC 451.) principles of effective cross-cultural counseling including applicable theories, goals, skills and the techniques. Emphasis on historical and theoretical frameworks, cultural conflict and personal identity, coping vs. personal empowerment; effective intervention models when working with ethnic and linguistic minorities. Designed for mental health personnel in school and community settings.

Course objectives require candidates to present an overview of the field of multicultural counseling and therapy; to examine the phenomena of labeling, stereotyping, and racism and their implications for the psychotherapeutic process; to critically examine from a
EPC 602: Research Principles
(Prerequisite: EPC 600). An introductory course in the techniques, use, presentation, and understanding of research principles in education and counseling and its contribution to the solution of problems.

SPED 610: Program Planning for Special Education
Regulations, current theory, research findings and model programs are considered and their implications are applied to the selection of appropriate assessment methods, curricular and instructional approaches, and multidisciplinary approaches for educating exceptional students.

Students are required to design a skills continuum, educational objectives, program design and evaluation based on current theory and research; design appropriate curricular

and instructional programs, which include the use of computers and other technology, based on theory and research regarding exceptional students including the culturally and linguistically diverse student; demonstrate an understanding of legislation, regulations and policies as they affect the development and implementation of educational programs for pupils with exceptionalities; synthesize information collected from various sources of assessment; demonstrate an understanding of issues, related to implementation of the IEP, including those related to multidisciplinary team functioning and integration into regular education programs; demonstrate knowledge of research regarding etiologies, characteristics, and theoretical models of identification and intervention with an area of exceptionality; and demonstrate knowledge of sources of information useful in independent program planning.

cultural perspective such issues as clinical diagnoses, forms of treatment, and the socio-political factors which impact on minority groups, especially as it applies to the field of counseling.

The central focus of the course is on ethnic/racial diversity, although attention will be given to gender, sexual preference, and other multicultural issues as they relate to issues of diversity. Candidates examine their own cultural heritage and how this heritage might play itself out in counseling practice. Special attention is given to issues of individual, group, and family counseling with individual from varying cultural backgrounds.

EPC 661: Multi-Systemic Behavioral Intervention
The course will provide comprehensive research based information and best practices on how to assess and intervene with children behavioral disabilities. The course will provide school psychology students with research based approaches when working with students with behavioral and emotional difficulties. A multi-systemic behavioral approach to intervention among systems will be emphasized. The use of functional assessment, behavior intervention and prevention programs for students with behavioral disabilities will be discussed. Additionally, students will learn single-case methodology.

Third Semester Courses (Summer Session) Descriptions:

EPC 601: Individual and Group Assessment
(Prerequisite: EPC 600.) An examination of individual and group assessment instruments and their application in the evaluation of intellectual performance, personality constructs, career interests and interpersonal relations. This course includes historical foundations, nondiscriminatory procedures, ethical standards, and social issues.

Course objectives include assisting the student in evaluating and synthesizing information regarding the theoretical assumptions, psychometric properties, and applicability of individual and group psychological tests; and to assist candidates in acquiring the knowledge, understanding, and skills in the diverse applications of individual and group psychological tests. Students are assisted in synthesizing and integrating information

regarding specific psychological tests to effectively perform the following tasks: selection, administration, scoring, interpretation, reporting, and critiquing.

EPC 674: Family Development Across the Lifespan
Study of stress and problems that impinge upon parents and children and interfere with healthy intra-family interactions. Structured observations as assessment. Examination of methods of assessing strengths and problems of child, parent, teacher/care provider and environments. Adapting assessment to settings: home, school, child care settings. Planning strategies for assessment-based intervention and evaluation of effectiveness.

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Second Year Requirements

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<u>Preparation for Second Year</u>
One critical component of the second year is fieldwork. The fieldwork experience is your first professional experience in the School Psychology Program. The purpose of fieldwork is to provide students with closely supervised training at a site in the field, much like an internship. Differences, however, exist between the first year "fieldwork" and the second year "internship."

(See description of Practicum in school psychology and internship below)

As you begin your search for a fieldwork placement, keep in mind that some directors of psychological services may not be familiar with the fieldwork experience. They may assume you mean an internship. You may need to clarify for them the differences between the two, explaining that as a fieldwork student, you will mainly be observing the field supervisor perform his/her tasks and carrying out isolated tasks to assist the school psychologist. During internship you will be functioning as a school psychologist with limited supervision.

<u>Practicum in School Psychology Information</u>
The intent of Practicum in school psychology is to provide the candidate with closely supervised training at a site outside of the department's environment and in a public school . The site should be congruent with the student's specialization within the counseling program. In order to insure that the student's individualized career goals are met in the fieldwork experience, arrangements for fieldwork are negotiated between the student, the Field Site Supervisor, and the student's University Fieldwork instructor.

<u>Fourth Semester Courses (Fall) - Descriptions</u>

EPC 663A/L Assessment of Cognitive Development and Skills for Intervention and Lab
(Co requisite EPC 659EC. SPED 610 is recommended as an introductory course).
This course covers the history, theory and practice of individual assessment. Emphasis is on intellectual abilities testing as it relates to learning and adequate functioning. Supervised practice in test administration, interpretation of data from multiple sources

and communication of results for program planning. Students are required to administer quite a few tests, interpret them and write reports. This course is very time-consuming. Candidates should allow extra time to learn the tests, to locate volunteer students to whom they will administer tests, scoring of tests, and ultimately writing reports. This can take as much as 8-10 hours for one tests.

EPC 665 Individual and Group Counseling - Refer to catalog description

EPC 659EC Practicum in School Psychology – Resiliency, Prevention and Crisis Intervention
This course which covers your work in the field is designed to help the student learn the job of the School Psychologist through actual fieldwork experience as well as coming to class weekly to discuss issues and practices in the public schools. Primary emphasis is on learning the function of a School Psychologist; and increasing psycho-diagnostic skills to a point where the student is able to select, administer, and interpret appropriate assessment measures; learning to work with children, parents, teachers and administrators; acquiring skill in administration and coordinating aspects of the job with campus supervisors. The course has two components (1) a concentration on the field of School Psychology in terms of historical developments, roles and functions, regulations of the profession, accountability, and ethics, and (2) a fieldwork component detailed in a separate document. (See the fieldwork and internship handbook that can be found in the department office or can be purchased at the University bookstore.) During this semester, students are to complete 150 of the 300 fieldwork hours (This number will be increased to 450 at the beginning of the Fall 2001 semester.) clock hours required for the year; in addition, students are to have completed and mastered required competencies. (See fieldwork competencies "E" and "F" attached in Appendix) Prior to the end of the semester, students are to submit completed evaluation forms from fieldwork supervisors. See Fieldwork and Internship handbook for Evaluation form.)
Note: A directory is provided in the end of this document at Appendix to assist the student in obtaining a fieldwork/internship site. **It is the responsibility of the student to secure his/her own work site in consultation with the fieldwork instructor.** See Appendix for fieldwork guidelines for additional information. The instructor for fieldwork can make referrals to field sites especially those within the Los Angeles Unified school district.

EPC 603 Clinical Research and Program Evaluation - Refer to catalog description

Fifth Semester Courses (Spring) -

EPC 663B/L Assessment of Social-Emotional Development and Adaptive Skills for Intervention and Lab
This second course is a continuation of EPC 663A. History, theory and practice of individual assessment is covered with an emphasis on objective and social emotional assessment. Also an emphasis on understanding assessment issues as they relate to special needs children; and understanding special education categories. Supervised practice in test administration, interpretation of data from multiple sources and communication of results for program planning. This course will conclude the two-

semester sequence. The course will continue to focus on areas of assessment discussed in the previous semester.

EPC 648 Consultation with Parents, Teachers, and Other Human Service Professionals - Consultation within the school community has become a major role for school psychologists. As an alternative to direct one-to-one service to children, consultation offers the advantage of involving more people in the assessment and treatment process and utilizing natural support systems for primary prevention of school related problems. This seminar will include a variety of theoretical orientations, various consultation situations, specific consultation skills, and methods for evaluating the consultation process. Each class will involve a discussion of the reading assignment, and in-class practice of specific consultation skills. Students will also apply consultation skills in an actual fieldwork case. A particular emphasis of this course will be on the development of multicultural consultation performance standards for diverse populations as well as how to be a change agent and a social advocate in school settings.

EPC 659FC Practicum in School Psychology – Resiliency, Prevention, and Crisis Intervention
This second course is a continuation of EPC 659EC.   This course is designed to help the student learn the job of the School Psychologist through actual fieldwork experiences. Primary emphasis is on learning the function of the school psychologist; increasing psycho-diagnostic skills to a point where the student is able to select, administer, and interpret appropriate assessment measures; learning to work with children, parents, teachers, and administrators; acquiring skills in administrative and coordinating aspects of the job. The student will work closely with the field and campus supervisors. The course has two components (1) a concentration on understanding the delivery of psychological services to the school. The focus this semester will be on crisis counseling, intervention and prevention, and (2) the fieldwork component. Completion of 300 fieldwork clock hours (450 clock hours beginning Fall 2001) before going into internship; completion of "E" Competencies and most of the "F" Competencies. (See attached in Appendix   .)

Sixth Semester Courses (2nd Year Summer Session)

EPC 611 Seminar in Educational Psychology
Exploration and synthesis of the issues in metacognition, information processing, and evaluation of school-aged children. Students will increase their knowledge and gain greater understanding of the relationship between brain-behavior functions. Students will acquire the knowledge and understanding of the relationship between learning and information processing. Students will become familiar with the current perspectives in School Psychology and the implication for the profession. Students will become familiar with Neuropsychological Processes in relation to school-aged learners.

Seventh Semester Courses (Fall) –
EPC 659GC Internship in School Psychology –EPC 659GC Internship in School Psychology – (Prerequisites: EPC 659EC&FC) This course corresponds to a full time, year long supervised internship in a multi-cultural school setting for those completing the

School Psychologists authorization of the Pupil Personnel Services Credential. As interns, the students are expected to demonstrate professional knowledge and skills of a beginning school psychologist. (See Program Objectives and Performance Outcomes).

EPC 697 Comprehensive Studies or EPC 698C Thesis/Graduate Project

<u>Eighth Semester (Spring) Courses</u>

EPC 659HG Internship in School Psychology –EPC 659HC Internship in School Psychology – (Prerequisites: EPC 659GC Fall session course) This course corresponds to a full time, year long supervised internship in a multi-cultural school setting for those completing the School Psychologists authorization of the Pupil Personnel Services Credential. As interns, the students are expected to demonstrate professional knowledge and skills of a beginning school psychologist. (See Program Objectives and Performance Outcomes)

EPC 697 Comprehensive Studies or EPC 698C Thesis/Graduate Project

Appendix B

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School Psychology Program
Department of Educational Psychology and Counseling
California State University Northridge

Supervisor's Information Sheet

</div>

Student Name _____

Address _____

Home Telephone _____ Cell: _____

E-mail:_____

Fieldwork/Internship District: _____

School and Address _____

_____

School Psychologist Supervisor _____

Supervisor's Telephone at School _____

Cell number_____ E-mail:_____

Please give complete direction for driving to the school from CSUN

_____

_____

_____

_____

School Psychology Program
Department of Educational Psychology and Counseling
California State University, Northridge

FIELDWORK AGREEMENT

_____**PRACTICUM IN SCHOOL PSYCHOLOGY**
_____**INTERNSHIP IN SCHOOL PSYCHOLOGY**

THIS AGREEMENT IS BY AND BETWEEN

Department of Educational Psychology and Counseling
California State University, Northridge
Northridge, CA 91330-8265
(818) 677-2599

AND:

Agency or School: _____

Area (if more than one service location): _____

Address: _____

City, State, Zip: _____

Phone: (   )_____

E-mail: _____

AND:

Candidate Name: _____

Address: _____

City, State, Zip: _____

Home Phone: (   )_____ Work Phone: (   ) _____

E-mail:_____

FOR THE PURPOSE OF PROVIDING FIELDWORK IN SCHOOL PSYCHOLOGY FOR THE ABOVE NAMED CANDIDATE

FOR THE PERIOD OF _____ to _____

IT IS MUTUALLY AGREED:

a) That the above named agency or school will provide the following services and supervision:

   s) An orientation to the agency or school, definition of specific student duties, and supervisor's responsibilities.

   t) Supervision performed by: _____
Degree(s)/Credential(s)/License(s) and Dates granted:

      _____

      _____

      Major field of study: _____

      Relevant work experience: _____

      _____

      _____

   1. Weekly minimum of two-hour individual mentoring, training, and supervision of candidate.

   2. Weekly review and approval of candidate's weekly fieldwork log.

   3. Weekly mentoring, guidance, and monitoring of candidates progress.

6. Supervision of the candidate in accordance with the guidelines established by the agency or school, keeping in mind Standards for Supervisors set forth by the National Association of School Psychologists, including, but not limited to a safe and secure work environment, adequate office space, and support services consistent with that afforded agency school psychologists; provision for participation in continuing professional development activities; release time for internship supervision; and a commitment to the internship as a diversified training experience.

b) That candidate will:

1. Be at the agreed upon location on the following days at the following times:

   _____

   _____

1. Be assigned the following specific duties and responsibilities:

   _____

   _____

   _____

   _____

2. Attend fieldwork course meetings at California State University, Northridge.

3. Keep a log of time spent, which will be reviewed and signed by the field site supervisor.

4. Complete other assignments of the University fieldwork professor.

c) That the School Psychology Program, California State University, Northridge, will:

1. Advise the candidate as to departmental, University, State and Commission on Teacher Credentialing requirements, involving fieldwork.

2. Orient all supervisors to the Commission on Teacher Credentialing and NASP standards and requirements.

3. Provide fieldwork course meetings to discuss common problems and experiences, as well as to assist candidates in case study presentations and other areas of concern.

4. Provide additional experiences, including opportunities for supervision of video or audio taped counseling sessions, professional seminars, and referral sources.

5. Maintain periodic contact with the field site supervisor and the candidate to discuss the candidate's progress, including no less than one on-site visit by the candidate's University professor for the purpose of meeting with the field site supervisor.

6. Maintain appropriate records for registration and grading.

It is the expectation of all three parties involved that the above conditions be met. Should it become apparent that any one of the parties is not meeting the conditions, it is imperative that all three parties meet at the earliest possible date to discuss why these expectations have not been satisfied.

THE FOLLOWING SIGNATURES VERIFY AGREEMENT TO THE ABOVE STATED CONDITIONS:

Candidate: _____ Date: _____

Fieldsite Supervisor: _____ Date: _____

University Professor: _____ Date: _____

Appendix D

California State University Northridge
Michael D. Eisner College of Education - Educational Psychology and Counseling
School Psychology Program

CANDIDATE EVALUATION

_____**Practicum in School Psychology** ___**Fall** ___**Spring** **Year**_____

_____**Internship in School Psychology** ___**Fall** ___**Spring** **Year**_____

Name of Student_____ Date_____

Name of Supervisor/Evaluator_____

Name of School District/Agency_____

RATING INSTRUCTIONS FOR SUPERVISORS:

Dear supervisor,

Please note that this online evaluation is used for both candidates in practicum in school psychology and candidates in internship. Please follow the following directions when rating your candidate.

Practicum in School Psychology Candidates:
When rating candidates in the practicum in school psychology using this online evaluation sent to you, please rate the candidate at their developmental level. For example, except for superior candidates, most practicum in school psychology candidates at the end of the Fall semester (EPC 659EC) will be rated between 2-4 in most areas, with some exceptions, of course. Most candidates will be at minimal to adequate knowledge, skills, or competence. Very rarely, if ever, should a practicum in school psychology student ever be rated 5s in all areas by the end of the Fall semester.

By the *Spring semester*, most candidates in the practicum in school psychology course (EPC 659FC) should be at least in the adequate knowledge, skills, or competence level (4s), with some exceptions. These are typical and expected ratings.

If candidates in the practicum in school psychology courses are below these expectations, please provide this information to both the candidate and the university instructor in order to discuss candidate progress in the program.

Candidates in Internship:
Internship candidates are expected to be rated with 3s and 4s (adequate to above adequate knowledge, skills, and competence) in all areas by the end of the Fall semester of the internship year (EPC 659GC) on the online evaluation. By the end of the Spring

semester of their internship year, candidates are expected to be rated with at least 4s in all areas on the online evaluation, indicating *more than adequate knowledge, skills, and competence* in all areas aligned to NASP and CCTC standards. If there are significant weaknesses observed with the intern, please contact the university professor as soon as possible.

Supervisors are asked to print copies of the evaluation for candidates and university instructors, as the online evaluations will not be viewed per candidate, only as aggregate data. Fieldsite supervisor will be asked to review this evaluation with the candidate in a face-to-face meeting for each candidate he/she supervised. The evaluation form is based on program mandated internship performance outcome requirements and the related program objectives. The instructor also reviews this evaluation during the individual semester meeting with the candidate. Feedback, new program/internship goals, remedial coursework or internship experiences, counseling or other supportive measures may be recommended at that time by the instructor in consultation with the fieldsite supervisor.

KNOWLEDGE BASE:
Please use the following scale to respond to the items in this section. Please note that this section refers to the candidate's **knowledge** of the various areas specified.

5	4	3	2	1	0
Excellent Knowledge	More than Knowledge	Adequate Knowledge	Minimal Knowledge	No Knowledge	Unknown or Not Applicable

Rate the candidate's **KNOWLEDGE** in the following areas:

1. _____ **human development**.

2. _____ **human learning**.

3. _____ **biological bases of behavior**.

4. _____ **multicultural differences**.

5. _____ **ethics** in regards to school psychology.

6. _____ **law** in regards to school psychology.

7. _____ the **role of a school psychologist**.

8. _____ **intellectual assessment administration and interpretation.**

9. _____ **socio-emotional assessment administration and interpretation.**

10. _____ **behavioral assessment and functional assessment**.

11. _____ **empirically based behavioral interventions**.

12. _____ **empirically based academic interventions.**

13. _____ **individual counseling of school age students.**

14. _____ **group counseling of school age students.**

15. _____ **consultation**.

16. _____ **conducting statistics and applied research**.

17. _____ **conducting program evaluation**.

18. _____ **systems theory and systemic interventions**.

19. _____ **problem solving model.**

20. _____ using a **practitioners-scientist approach.**

21. _____ using **data to evaluate the effectiveness of his/her services** in regards to interventions, counseling, and consultation.

22. _____ **regarding agencies and programs** serving special needs children and their families. (This involves knowledge of community agencies, as well as other agencies such as regional centers or other mental health agencies.)

Please make comments in terms of strengths and weaknesses related to this candidate's **knowledge** or preparation in the various areas mentioned above:_____

_____

_____

_____

COMPETENCE:
Please use the following scale to respond to all of the items in this section. Please note that this section refers to the candidate's **competence** in the various areas specified. Competence is defined by his/her <u>ability to perform</u> the various functions.

5	4	3	2	1	0
Excellent Competence	More than Adequate Competence	Adequate Competence	Minimal Competence	No Competence	Unknown or Not Applicable

Please rate the candidate's **COMPETENCE** in:

23. _____ using **ethical guidelines.**

24. _____following the **law,** especially as it relates to school psychology.

25. _____ following guidelines set forth by **IDEA and Section 504.**

26. _____ working with **students, parents, and other professionals from different cultural backgrounds.** (This involves knowing about acculturation, assimilation, being respectful toward their differences, and knowing about cultural issues with various groups.)

27. _____ working with <u>**students**</u> **who speak a language other than English.** (This involves knowing about second language development issues, using interpreters if necessary or referring out when necessary, valuing their differences, and knowing about the issues involved when working with this population.)

28. _____ working with **parents and other professionals who speak a language other than English.** (This involves being respectful, using interpreters if necessary, valuing their differences, and knowing about the issues involved when working with this population.)

29. _____ **using developmental, cognitive, learning, and social theories when developing a hypothesis.**

30. _____ **using informal data through formal observations** to assist him/her derive at a good working hypothesis.

31. _____ using **effective interviewing techniques** to help him/her derive at a good working hypothesis.

32. _____ **intellectual assessment administration and interpretation.**

33. _____ **socio-emotional assessment administration and interpretation.**
CONT.

Please rate the candidate's **COMPETENCE** in:

34. _____ **interpreting psychometric data and integrating it to derive at a good working hypothesis.**

35. _____ using a **working hypothesis to derive appropriate and empirically based academic recommendations and interventions** for students.

36. _____ using a **working hypothesis to derive appropriate and empirically based behavioral recommendations and interventions** for students.

37. _____ **writing comprehensive psycho-educational reports** that address **areas of disability and describe appropriate recommendations** based on data gathered.

38. _____ **conducting a behavioral and functional assessment**.

39. _____ **conducting direct behavioral interventions**.

40. _____ **describing appropriate academic interventions in reading.**

41. _____ **describing appropriate academic interventions in math.**

42. _____**describing appropriate academic interventions in written language.**

43. _____ using appropriate **individual counseling techniques with school age children.**

44. _____ using appropriate **group counseling techniques with school age children.**

45. _____**conducting consultation from entry to evaluation of interventions.**

46. _____ **conducting applied research in the schools.**

47. _____ **conducting a program evaluation in the schools.**

48. _____ using the **problem solving model.**

49. _____ **using a practitioners-scientist approach.**

50. _____ **organizing, preparing, and conducting in-services for parents and teachers.**

51. _____ using **data to evaluate the effectiveness of his/her services** in regards to interventions, counseling, and consultation.

Please make comments in terms of strengths and weaknesses related to this candidate's **competence** in the various areas mentioned above:_____

_____

INTERPERSONAL AND COMMUNICATION SKILLS:

Please use the following scale to respond to all of the items in this section. Please note that this section refers to the candidates **interpersonal and communication skills**:

5	4	3	2	1
Excellent	Above Average	Average	Below Average	Poor

52. The candidate has _____ skills in **relating and communicating with students**.

53. The candidate has _____ skills in **relating and communicating with parents**.

54. The candidate has _____ skills in **relating and communicating with teachers**.

55. The candidate has _____ skills **relating and communicating with administrators and other professionals.**

56. The candidate has _____ **professional behavior, as defined by being punctual and responsible for appointments and meetings.**

57. The candidate has _____ **ability to multi-task and have various roles and responsibilities (e.g., assessment, counseling, consultation).**

58. The candidate has _____ **professional appearance, grooming, and demeanor**.

59. The candidate has _____ **listening skills.**

60. The candidate has _____ ability to **receive constructive criticism**.

61. The candidate has _____ skills in **time management and meeting due dates**.

62. The candidate has _____ skills in **initiative, independence, and flexibility**.

63. The candidate has _____ skills in **participating effectively in Student Study Team (or Child Study Team) and Individualized Education Plan meetings**.

64. The candidate has _____ skills in **assisting and supervising other lesser trained fieldwork or internship students.**

65. The candidate demonstrates _____ **maturity of judgement**. (The candidate makes appropriate decisions, reports problems to supervisor, accepts critical guidance, appropriately implements supervisor's suggestions)

66. The candidate has _____ skills in **maintaining appropriate professional behavior with students and others.**

67. The candidate has _____ skills in **seeking assistance and supervision when needed.**

Please make comments in terms of strengths and weaknesses related to this candidate's **interpersonal and communication skills:**

_____

_____

_____

If weaknesses were indicated above, please specify your recommendations and concrete steps you would like the candidate to take.

Area of Performance	Recommendations
1. Knowledge Base	
2. Competence	
3. Interpersonal and Communication Skills	

Please share this evaluation with candidate.   If you experience any problems or see areas which need to be addressed, please contact internship supervisor as soon as possible or contact Dr. Wilda Laija-Rodriguez at 818-677-7889 or e-mail her at wilda.laija@csun.edu
Please let us know the following:
The candidate and I met together and discussed this evaluation.   _____yes   _____no
The candidate has my permission to read this evaluation.   _____yes   _____no

Signature of Supervisor_____ Date_____

Appendix E

PERFORMANCE BASED OUTCOMES
EPC 659EC: Practicum in School Psychology
Fall Semester 20____

STUDENT NAME:_____

FIELD SITE SUPERVISOR:_____

SCHOOL DISTRICT:_____

INSTRUCTOR:_____

Dear Supervisor: Please evaluate completion of each Performance Based Outcome based on your observations and discussions with the school psychology practica candidate. Your endorsement will reflect that you feel the school psychology practica candidate understands the particular concept as it relates to the field of school psychology. Please indicate whether the candidate has met or not met the requirement, sign and date. Please indicate if you have any recommendations or concerns of the candidate's knowledge base or performance in each area.

NASP STANDARD II: STANDARDS THAT PERMEATE ALL ASPECTS OF SERVICE DELIVERY – DATA BASED DECISION MAKING (NASP Standard II; CCTC Standard 4, 5, 6, 7, 15, 19, 22, 23, 25, & 26).
Fieldsite:
1. Conduct a Data Based Case Study intervention with a student (see rubric Attached to syllabus)
     ____**met**   ___**non met Supervisor Signature**_____

2. Observe and Conduct Individual Standardized Assessments as follows:
    a. Observe and discuss at least 4 psychological assessment sessions done by your school psychologist supervisor. Discuss the practical problems in administration of tests in a school setting with your supervisor.
     ____**met**   ___**non met Supervisor Signature**_____

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

____met ___non met Instructor Signature_____

STANDARD III: PRACTICES THAT PERMEATE ALL ASPECTS OF SERVICE DELIVERY: Consultation and Collaboration (NASP Standard III; CCTC Standard 7, 10, 13, 20, 21, 23, 25 and 26).

1. **Participate in at least 3 parent conferences and/or IEP's.** With your supervisor:

   a. Describe the parent-teacher, or parent-professional relationship
   b. Did the parent feel empowered?
   c. Did the parents know their rights?
   d. Were parents open to working collaboratively with school personnel and vice-versa?
   e. What do you think would improve parent-school collaboration?
   f. Describe the problem solving process used.

   ____met ___non met Supervisor Signature_____

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

   ____met ___non met Instructor Signature_____

2. **Observe consultation in practice:** Participate as an observer in at least one consultation that the school psychologist holds with a parent, teacher, or other school personnel or as joint (including various individuals) consultation.

   Discuss with supervisor what model of consultation he/she used, what worked
   and what did not work in consultation with teacher, parent or administrator. What
   did you think of the problem solving approach used?

   ____met ___non met Supervisor Signature_____

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

   ____met ___non met Instructor Signature_____

STANDARD IV: DIRECT AND INDIRECT SERVICES: STUDENT LEVEL SERVICES
ELEMENT 4.1 Interventions and Instructional Support to Develop Academic Skills
(NASP Standard IV 4.1; CCTC Standard 5, 11, 18, 22, 25, and 26).

1. **Develop an academic goal and intervention for your Data Based Case** (see rubric Attached to syllabus)
   ____**met** ___**non met Supervisor Signature**_____

   Write a brief summary of the problem area, baseline data, goal, and description of intervention.

   ____**met** ___**non met Instructor Signature**_____

STANDARD IV: DIRECT AND INDIRECT SERVICES: STUDENT LEVEL SERVICES
ELEMENT 4. Interventions and Mental Health Services to Develop Social and Life Skills **(NASP Standard IV 4.2; CCTC Standard 2, 3, 4, 7, 8, 10, 14, 17, 19, 20, 21, 22, 25, and 26).**

COUNSELING

1. Under the supervision of the school psychologist, counsel a variety of students representing **various ethnic and cultural backgrounds** and **present a variety of learning and/or behavior problems.**

   Omit identifying information. Keep Confidentiality.

Include the Following:

1. Parent Permission
2. Clear description of your problem formulation (hypothesis) considering ecological, SES, cultural, diversity, gender, language, learning, and adjustment factors.
3. Clear description of Goals and Objectives written in behavioral and measurable terms directly related to hypothesis that address successful learning, adjustment and life skills.
4. Include pre/post data based on systematic observations and other measures
5. Include a Goal Attainment Scale for your goal(s) (GAS)
6. Clear description of plan for intervention, adherence, and strategies used.
7. Describe data clearly and effect size. Provide graphs.
8. Description of sessions for each counselee. Describe your plan, approaches, process, and outcome for that session.
9. Keep a journal on counseling sessions and your insights. (a couple of paragraphs is sufficient)

10. Evaluate techniques in context of the student's cultural and language background.
11. Treatment outcome for each student. You should indicate whether you are seeing progress or not and what you are attributing it to. Refer to outcome data (time series, pre/post, G.A.S. or other other sensitive forms of measuring progress). If no progress, what are the alternatives?
12. Include brief paragraphs summarizing outcome data, as well as graph or visual representation of progress.

    ____**met**   ___**non met**   **Supervisor Signature**_____

    ____**met**   ___**non met**   **Instructor Signature**_____

2. Counsel at least 2 different students of differing ages, none of which have the same presenting problem. Counsel these students for various sessions. Address 1-12 above. A minimum of 32 hours should be devoted to this competency <u>during the year</u>.-

b. Discuss with supervisor and Submit to university instructor by mid semester:

Use counseling rubric to guide you, submit a write up to instructor.

    ____**met**   ___**non met**   **Supervisor Signature**_____

3. Under the supervision of the School Psychologist, **conduct a counseling group** for at least 6 sessions. Decide on the topic with your site supervisor (i.e., social skills,
   etc.)

Describe your topic, goals and objectives, and session plans. Describe group process and what did and did not work (write a 2 page write up to instructor using rubric to guide you). Include data, pre/post GAS, and effect size.

    ____**met**   ___**non met**   **Supervisor Signature**_____

    ____**met**   ___**non met**   **Instructor Signature**_____

STANDARD V: DIRECT AND INDIRECT SERVICES: SYSTEMS LEVEL SERVICES – SCHOOLS
Element 5.1: School Wide Practices to Promote Learning **(NASP Standard V 5.1; CCTC Standard 1, 7, 10, 13, 18, 20, 21, 23, 25, and 26).**

1. Describe the school district organization and operation system (provide a model
   on a chart and describe where in the organization is psychological and
   special education services).

Include description and diagram in your practicum folder.

2. **Explain the policies that relate to psychological service and special education**
Service delivery in one school district. Read a procedural manual for school psychologists and observe daily routine of supervising school psychologist. How were these policies developed? Discuss with your supervisor.

　　　____**met**   ___**non met Supervisor Signature**_____

　　　____**met**   ___**non met Instructor Signature**_____

Element 5.2: Preventive and Responsive Services (NASP Standard V 5.2; CCTC Standard 5, 7, 8, 9, 10, 13, 20, 21, 25, and 26).

1. **Prepare a presentation on resiliency, preventative and responsive services.** Present to the class and if possible to school staff.

　　　____**met**   ___**non met Instructor Signature**_____

STANDARD VI – DIRECT AND INDIRECT S ERVICES: SYSTEMS LEVEL SERVICES: FAMILY-SCHOOL COLLABORATION SERVICES (NASP Standard VI; CCTC Standards 7, 10, 13, 20, 21, 23, 25 and 26).

1. **Conduct an interview with a parent whose child is in special education** (may be an initial or triennial). Explore how the parent feels about special education services and how the family-school collaboration is taking place with that particular case. If necessary, **promote family school collaboration** by facilitating a collaborative relationship between parent(s) and teacher(s). Discuss with your supervisor. Write brief one page write up on your findings.

　　　____**met**   ___**non met Supervisor Signature**_____

　　　____**met**   ___**non met Instructor Signature**_____

STANDARD VII: FOUNDATIONS OF SCHOOL PSYCHOLOGISTS' SERVICE DELIVERY:

Diversity in Development and Learning
2.8: DIVERSITY IN DEVELOPMENT AND LEARNING (NASP Standard VII; CCTC Standards 3, 4, 5, 7, 10, 17, 20, 21, 22, 25, and 26).

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

Write a brief one page summary on the above listed PBO.

＿＿**met** ＿＿**non met** **Instructor Signature＿＿＿＿＿＿＿＿＿＿**

STANDARD VIII: FOUNDATIONS OF SCHOOL PSYCHOLOGISTS' SERVICE DELIVERY: RESEARCH, PROGRAM EVALUATION, LEGAL, ETHICAL AND PROFESSIONAL PRACTICE
ELEMENT 8.1: Research and Program Evaluation **(NASP Standard VIII 8.1; CCTC Standards 23, 24, 25, and 26).**

1. Decide whether you will be pursuing a thesis, project, or comprehensive exam.

2. Write a statement of what you have decided to do.

3. Include who you intend to ask to be part of your committee and what actions you
   have taken.

4. If you are thinking of a thesis or project, make a list of possible topics you would
   like to pursue.

Write list/summary.

＿＿**met** ＿＿**non met** **Instructor Signature＿＿＿＿＿＿＿＿＿＿**

Element 8.2: Legal, Ethical, and Professional Practice
1. **Law and Ethics (NASP Standard VIII 8.2; CCTC Standards 6, 12, 14, 15, 16, 19, 25, and 26).**
   Explain the kinds of information and/or data that are permissible inclusions in a cumulative record. What information and/or data should be included in a psychological report and what kind of information and/or data should be excluded? Describe legal descriptions to be included in psychological reports with your supervisor. Discuss confidentiality issues with your supervisor. Compare
   actual practice with NASP/CASP ethical standards. Discuss with site supervisor.

Write a summary for instructor.
> ____**met   ___non met   Supervisor Signature**_____

> ____**met   ___non met   Instructor Signature**_____

2. **Professional Practice:**
   a. Attend a workshop on a related issue in   school psychology. Fill out Conference
      Attendance Form.
   b. Begin your professional performance based outcome portfolio.
   c. Have a time management system.
   d. Write your own mission statement and professional objectives.

   Write a brief summary explaining what you have done in regards to a-d.

   > ____**met   ___non met   Instructor Signature**_____

   3. Attend at least one psychologists' staff meetings.
   > ____**met   ___non met   Supervisor Signature**_____

Appendix F

Appendix A
PERFORMANCE BASED OUTCOMES
EPC 659FC: Practicum in School Psychology
Spring Semester
<u>DRAFT</u>

STUDENT NAME:_____

DISTRICT:_____

FIELD SITE SUPERVISOR:_____

INSTRUCTOR:_____

Dear Supervisor: Please evaluate completion of each Performance Based Outcome based on your observations and discussions with the school psychology practicum candidate. Your endorsement will reflect that you feel the school psychology practicum candidate understands the particular concept as it relates to the field of school psychology. Please indicate whether the candidate has met standard and to what degree, sign and date. Please indicate if you have any recommendations or concerns of the candidate's knowledge base or performance in each area.

Please use following criteria to rate Performance Based Outcomes on this form.

0	**NOP** - No Opportunity to Perform	Candidate did not have opportunity to perform PBO
1	**NO** - Not Observed	Candidate did not perform the PBO
2	**FBS** - Far Below Standard	Candidate did not begin or finished expectation based on description of PBO
3	**BS** - Below Standard	Candidate did not fulfill ALL described expectations on PBO
4	**MS** - Met Standard	Candidate met expectations based on description of PBO
5	**ES** - Exceeded Standard	Candidate went above and beyond what was described in the PBO

(EPC 659FC) Practicum in school psychology: Performance Based Outcomes – Spring semester

PBO 1	**STANDARD II: STANDARDS THAT PERMEATE ALL ASPECTS OF SERVICE DELIVERY – DATA BASED DECISION MAKING (NASP Standard II; CCTC Standard 4, 5, 6, 7, 12, 15, 19, 22, 23, 24, 25, & 26).**
	Fieldsite:
	1. <u>Conduct (or continue with) a Data Based Case Study intervention with a student of diverse background</u> (see Data Based Attachment C to syllabus - Fall Semester - Decision making rubric - make sure you include pre/post GAS, use single case study design/time series data, and compute effect size.) Consider multi-systemic factors and their influence on student achievement. Use data to support data based decision making to understand, evaluate, and promote positive student performance, program outcomes, and school climate. (CCTC Stds 4, 5, 10, 12, 13, 15, 22, 23, 24)
	Please write brief report outlining areas reflected on data based decision making rubric. (See Appendix EPC 659EC Syllabus) Show your effective use of technology to display visually stimulating data and graphs.
	0 1 2 3 4 5 NOP NO FBS BS MS ES
	Recommendations:
	Field Site Supervisor's Signature & Date: _____
	Instructor's Signature & Date: _____
	2. <u>Conduct Individual Standardized Assessments as follows:</u>
	a. Administer, score, and interpret a variety of individually administered intelligence tests to at least five (5) different students of diverse backgrounds and difficulties. Describe strengths and weaknesses considering typical in a typical growth and development including health and developmental factors, language, cultural variables, SES, and factors of resiliency and how these factors influence learning and achievement. (CCTC Std. 2, 3,) Discuss test battery with supervisor. Submit test scores and results as part of your psychological report (See c).
	0 1 2 3 4 5 NOP NO FBS BS MS ES
	Recommendations:
	Field Site Supervisor's Signature & Date: _____

Instructor's Signature & Date: _____

b. Administer, score, and interpret several visual-motor tests such as the Bender, VMI, visual, and auditory processing tests. Administer visual-motor tests to at least five (5) different students of diverse background and difficulties. Students and tests to be determined by supervisor. Submit test scores and results as part of your psychological report (See c).

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

Recommendations:

Field Site Supervisor's Signature & Date: _____

Instructor's Signature & Date: _____

c. Analyze assessment information in a manner that produces valid inferences using statistical analysis. Write psycho-educational reports for teachers, parents, and school committees based upon assessment data obtained from behavioral observations, interviews, and tests of achievement, intelligence, and visual-motor performance. Consider biological foundations of behavior, learning theories and factors influencing learning and teaching, such as cognition, memory, attention skills, perceptual-sensory processes, emotional state, motivation, organizational skills, gender, social and cultural differences and linguistic factors. Consider congruence between instructional strategies and pupil learning. **Write psycho-educational reports based on expectations given in the Assessment class and rubric.** (CCTC Std. 4, 11, 17)

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

Recommendations:

Field Site Supervisor's Signature & Date: _____

Instructor's Signature & Date: _____

d. At least one of these cases should be of a student who is of diverse background and who is Limited English Proficient. Make special considerations with regard to bilingual assessment procedures and report write up. Submit this report as one of your case studies to University Fieldwork instructor. (CCTC Std. 3, 4)

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

	Recommendations: Field Site Supervisor's Signature & Date: _____ Instructor's Signature & Date: _____ Submit two (2) of these reports by the Spring Recess and the other three (3) by the end of the semester.

2	**STANDARD III: PRACTICES THAT PERMEATE ALL ASPECTS OF SERVICE DELIVERY: Consultation and Collaboration (NASP Standard III; CCTC Standard 7, 10, 13, 20, 21, 23, 25 and 26).**
	
	3. <u>Participate in at least 3 parent conferences and/or IEP's</u> with your supervisor:
	  a. Describe the problem-solving process used and how the educational policies, programs, and practices were developed, adapted, and modified to be culturally congruent with the needs of pupils and families (CCTC Std. 3.d). ***Assist in the development of appropriate program planning to promote successful learning and achievement.*** Write one page summary of experiences.
	
	       0 1 2 3 4 5
	     NOP NO FBS BS MS ES
	
	     Recommendations:
	
	     Field Site Supervisor's Signature & Date: _____
	
	     Instructor's Signature & Date: _____
	
	<u>b. Collaboration and Consultation in practice:</u>
	Consult with teachers and parents on at least two (2) academic and two (2) issues involving social emotional functioning (e.g., self-esteem, personal-social responsibility, motivation, life skills, or other social emotional issue) or group management or social interaction. Describe the theory, model, and processes used in consultation. Demonstrate knowledge of classroom, school, family, and community factors that support student learning and develop skills to assist students who experience learning difficulties. Identify problem areas, collect and analyze information to understand the problem, make decisions regarding service delivery, and evaluate the implementation and outcome of service delivery. Suggest specific changes in classroom environment and home environment to promote safe and caring environments, when appropriate, to facilitate student learning and adjustment. Consider issues regarding culture and language of teacher and students. (CCTC Std.

8, 10, 18, 23). What are the implications? Discuss consultations with supervisor and write summary for instructor. Max 1-2 pages.

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

Recommendations:

Field Site Supervisor's Signature & Date: _____

Instructor's Signature & Date: _____

c. Consultation in practice:
Describe how to work with individuals and groups to facilitate organizational structures and policies that create and maintain positive school climates and safe school environments that promote safety, well-being, learning and promote positive educational outcomes for pupils.   (CCTC Std. 9). Write summary in 1-2 pages.

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

Recommendations:

Field Site Supervisor's Signature & Date: _____

Instructor's Signature & Date: _____

3

STANDARD IV: DIRECT AND INDIRECT SERVICES: STUDENT LEVEL SERVICES

ELEMENT 4.1 Interventions and Instructional Support to Develop Academic Skills
(NASP Standard IV 4.1; CCTC Standard 5, 11, 12, 18, 21, 22, 25, and 26).

   a. Based on your five (5) psycho-educational assessment cases and: a) describe programs and services within a comprehensive model of support at the school site level to promote high expectation and increase pupil learning and achievement, b) recommend appropriate classroom recommendations for prevention and intervention to promote student learning and adjustment at the earliest stages, when possible, c) describe 2 comprehensive plans for implementation, improvement, and evaluation to develop the student's academic skills . (CCTC Std. 5, 12). Consider linguistic and cultural factors.

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

Recommendations:

Field Site Supervisor's Signature & Date: _____

Instructor's Signature & Date: _____

4	**STANDARD IV: DIRECT AND INDIRECT SERVICES: STUDENT LEVEL SERVICES** *ELEMENT 4. Interventions and Mental Health Services to Develop Social and Life Skills* **(NASP Standard IV 4.2; CCTC Standard 2, 3, 4, 7, 8, 10, 14, 17, 19, 20, 21, 22, 25, and 26).**

INDIVIDUAL COUNSELING

1. Under the supervision of the school psychologist, counsel at least four students representing **various ethnic and cultural backgrounds** and **present a variety of learning and/or behavior problems. Address problems at their earliest stages and design recommendations for prevention and intervention (CCTC Std. 5). At least 32 hours of counseling should be documented.**

   Omit identifying information. Keep Confidentiality.

Using the Problem Solving Data Based Decision Model Include the Following:

a. Parent Permission
b. Clear description of your problem formulation (hypothesis)based on multi-systemic factors, cultural, language, ethnic, instructional, health and developmental, and other background factors.
c. Clear description of Goals and Objectives written in behavioral and measurable terms directly related to hypothesis.
d. Include pre/post data
e. Include a Goal Attainment Scale for your goal(s) (GAS)
f. Clear description of plan for intervention and strategies used.
g. Include a pre-post measure to indicate student progress based on your goals
   & objectives. Make sure it correlates with your G.A.S. Include Time series data, graphs, and effect size.
h. Description of sessions for each counselee. Describe your plan,
   approaches, process, and outcome for that session.
i. Keep a journal on counseling sessions and your insights on the process and your effectiveness and sensitivity as a counselor. (a couple of paragraphs is sufficient)
j. Evaluate techniques in context of the student's cultural and language
   background.
k. Treatment outcome for each student. You should indicate whether
   you are seeing progress or not and what you are attributing it to. Refer to
   outcome data (time series, pre/post, G.A.S. or other other sensitive forms
   of measuring progress). If no progress, what are the alternatives?
l. Include brief paragraphs summarizing outcome data, as well as graph or
   visual representation of progress.

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

Recommendations:

Field Site Supervisor's Signature & Date: _____

Instructor's Signature & Date: _____

GROUP COUNSELING

2. Under the supervision of the school psychologist, conduct a counseling group for at least 6 sessions. Decide on the topic with your site supervisor (i.e., self esteem, social skills, etc.). Demonstrate knowledge of socio-psychological concepts of group formation, reference groups, inter-group and intra-group relationships and conflict. Interview teachers and other school staff members for possible candidates for group counseling. Consider cultural and linguistic factors. Discuss referrals with supervisor and plan group sessions. (CCTC Std. 14)

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

   Recommendations:

   Field Site Supervisor's Signature & Date: _____

   Instructor's Signature & Date: _____

4. Conduct at least 6 group counseling sessions with school-aged children based on your plan. Discuss your ability to facilitate the group process and mediate conflict.

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

   Recommendations:

   Field Site Supervisor's Signature & Date: _____

   Instructor's Signature & Date: _____

Describe your topic, goals and objectives, and session plans. Describe group process and what did and did not work (write a 2 page write up summary of interventions, progress, etc. to instructor using rubric to guide you).

5	**STANDARD V: DIRECT AND INDIRECT SERVICES: SYSTEMS LEVEL SERVICES – SCHOOLS** *Element 5.1: School Wide Practices to Promote Learning* **(NASP Standard V 5.1; CCTC Standard 1, 7, 10, 13, 18, 20, 21, 23, 25, and 26).** 1. **Evaluate effective instruction** based on educational psychology factors when conducting observations. Write two summaries of observations including school wide practices to support learning, classroom environment, classroom and school climate, and effective instruction factors that you may or may not have observed in the classroom and at the school that support or negatively impact learning and adjustment (CCTC Std. 5.d). Make recommendations.

	0 1 2 3 4 5 NOP NO FBS BS MS ES Recommendations: Field Site Supervisor's Signature & Date: _____ Instructor's Signature & Date: _____ **2. Organization and Operation of Schools and comprehensive Models of Service Delivery:** Provide a graphic representation using technology of the organization and operation of programs in the district and school you are placed. Describe in one page the program and services used as part of a comprehensive model of support at your school site designed to promote high expectations and increase student learning. What type of programs are in place to support learning and adjustment at your school? Who is allowed to participate in these programs? How is outcome data gathered, stored, evaluated, and shared? What technology is used for these programs and to store and share data? (CCTC Std. 13, 15, 18). 0 1 2 3 4 5 NOP NO FBS BS MS ES Recommendations: Field Site Supervisor's Signature & Date: _____ Instructor's Signature & Date: _____
6	**Element 5.2: Preventive and Responsive Services** (NASP Standard V 5.2; CCTC Standard 5, 7, 8, 9, 10, 13, 20, 21, 25, and 26). 1. Prepare for and conduct an in-service workshop for teachers or parents on a subject of your choice focusing on prevention or interventions in the schools. This is to be done based on need for professional development. a. Conduct a needs assessment based on consultation with field site supervisor. b. Based on need, prepare a presentation based on a literature review and best practices approach. Use technology to prepare a visually stimulating presentation. (CCTC Std. 15) c. Conduct an in-service education program of at least ½ hour duration and receive supervisor's evaluation. d. Give teachers a feedback sheet (**attached to your syllabus**) where they are to rate your performance.

Submit all of the above and supervisor's evaluation of in-service.

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

        Recommendations:

        Field Site Supervisor's Signature & Date: _____

        Instructor's Signature & Date: _____

b. Interview the Crisis Intervention coordinator at your school. Get information regarding procedures and models to provide systematic school safety planning. Include information regarding a comprehensive school climate and crisis response plans addressing elements of prevention, intervention, and treatment. Include how you would address the needs of witnesses, victims, and possible perpetrators of violence to promote enhanced teaching and learning. Write a 1 page summary. (CCTC Std. 9)

    Design your own crisis intervention procedure and put together a resource packet for yourself, in case you are to become involved in crisis intervention.

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

        Recommendations:

        Field Site Supervisor's Signature & Date: _____

        Instructor's Signature & Date: _____

c. If you do become involved in crisis intervention, write a 1-2 page summary of your experiences. (CCTC Std. 21)

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

        Recommendations:

        Field Site Supervisor's Signature & Date: _____

        Instructor's Signature & Date: _____

7	**STANDARD VI – DIRECT AND INDIRECT SERVICES: SYSTEMS LEVEL SERVICES: FAMILY-SCHOOL COLLABORATION SERVICES (NASP Standard VI; CCTC Standards 7, 10, 13, 20, 21, 23, 25 and 26).**
	1. Serve as a liaison between community, school and various referral resources. In connection with one of your cases, assist parents in making contact with helping professional and communicate with the helper about the child's special needs. Promote family school collaboration and collaboration with other agencies to promote successful student development, well-being, learning and adjustment (CCTC Std. 7).
	
	Write 1 page summary of your experiences and insights.
	
	     0 1 2 3 4 5
	   NOP NO FBS BS MS ES
	
	   Recommendations:
	
	   Field Site Supervisor's Signature & Date: _____
	
	   Instructor's Signature & Date: _____
	
	5. Consult with 5 different parents when conducting the 5 required psychoeducational assessments. Promote school home collaboration to assist with interventions. Discuss assessment results and recommendations for interventions.
	
	     0 1 2 3 4 5
	   NOP NO FBS BS MS ES
	
	   Recommendations:
	
	   Field Site Supervisor's Signature & Date: _____
	
	   Instructor's Signature & Date: _____

8	**STANDARD VII: FOUNDATIONS OF SCHOOL PSYCHOLOGISTS' SERVICE DELIVERY: Diversity in Development and Learning**
	2.8: DIVERSITY IN DEVELOPMENT AND LEARNING (NASP Standard VII; CCTC Standards 3, 4, 5, 7, 10, 17, 20, 21, 22, 25, and 26).
	
	1. Understand bilingual and multicultural education. Observe three (3) separate school settings which provide different instructional programs for bilingual and/or bicultural children. Discuss observations and implications in terms of effective instruction and development of cognitive, language, and academic skills.
	
	Write 2 page summary.
	
	    0 1 2 3 4 5
	   NOP NO FBS BS MS ES
	
	   Recommendations:
	
	   Field Site Supervisor's Signature & Date: _____
	
	   Instructor's Signature & Date: _____

9	**STANDARD VIII: FOUNDATIONS OF SCHOOL PSYCHOLOGISTS' SERVICE DELIVERY: RESEARCH, PROGRAM EVALUATION, LEGAL, ETHICAL AND PROFESSIONAL PRACTICE** *ELEMENT 8.1: Research and Program Evaluation* **(NASP Standard VIII 8.1; CCTC Standards 12, 23, 24, 25, and 26).**
	
	    1. **Using a single case study design,** design one instructional program evaluation using the problem-solving data based decision making model, including monitoring and evaluation, and involving at least one intervention plan for a students and present written plan to supervisor and to CSUN instructor. This can be part of your data based case study (see 1 above). Consider child and classroom factors (CCTC Std. 12). Plan to gather and evaluate data. Provide quantitative data and effect size.
	
	       0 1 2 3 4 5
	     NOP NO FBS BS MS ES
	
	     Recommendations:
	
	     Field Site Supervisor's Signature & Date: _____
	
	     Instructor's Signature & Date: _____
	
	    2. Design a program evaluation to evaluate a school program. See course requirement for EPC 603. Attach your program evaluation research design.
	
	       0 1 2 3 4 5

NOP   NO   FBS   BS   MS   ES

Recommendations:

Field Site Supervisor's Signature & Date: _____

Instructor's Signature & Date: _____

3. Critique one research article and indicate what statistical results would indicate valid results. See Requirement for EPC 603 and attach critique.

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

Recommendations:

Field Site Supervisor's Signature & Date: _____

Instructor's Signature & Date: _____

3. Thesis/Project Preparation

a. Fill out form and obtain signatures from committee members for your thesis or project. (Know that this can change).

b. Formulate subject for thesis or project with the assistance of your chair.

c. Begin to design your study or project.

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

Recommendations:

Field Site Supervisor's Signature & Date: _____

Instructor's Signature & Date: _____

| 10 | ***Element 8.2: Legal, Ethical, and Professional Practice*** **(NASP Standard VIII 8.2; CCTC Standards 6, 12, 14, 15, 16, 19, 25, and 26).**

1. Law and Ethics:
  Describe law and ethical issues experienced in two different cases. Demonstrate an understanding of the process and procedures identified in federal, state laws, and and case law, related to special education service, such as IDEIA and Section 504. Describe in detail. List resources you can where you can access information regarding ethical and legal issues. (CCTC Std. 6, 19). Keep confidentiality.   Write a 1-2 |

page summary of each case.

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

Recommendations:

Instructor's Signature & Date: _____

2. Professional Practice:
a. Participate in local and state professional associations in psychology, particularly school psychology. Become a student member of one such association. Provide proof to instructor.

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

Recommendations:

Instructor's Signature & Date: _____

b. Attend one (1) professional conference of a state or local psychological association. (i.e., NASP, CASP, LASP, V-CASP). Write one page summary of experiences and professional issues. (CCTC Std. 19). Fill out Conference Attendance Form.

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

Recommendations:

Instructor's Signature & Date: _____

d. Continue with your professional performance based outcome portfolio.

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

Recommendations:

Instructor's Signature & Date: _____

e. Write a two page paper describing the importance of "leadership in operating as a systems change agent" and describe what will be your steps in assuming this leadership role to advocate for students and families (CCTC Std. 12).

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

Recommendations:

Instructor's Signature & Date: _____
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Appendix G
*Please note: Due to a horizontal formatting, this document does not show the column where supervisor and professor rate and sign. Candidates will provide a complete document to supervisor.

California State University, Northridge
Michael D. Eisner College of Education
Department of Educational Psychology and Counseling
School Psychology Program

Internship in School Psychology (EPC 659GC) – Fall
DRAFT
PERFORMANCE BASED OUTCOMES - RATING CRITERIA

Dear Supervisor: Please evaluate completion of each Performance Based Outcome based on your observations and discussions with the school psychology intern. Please indicate whether the candidate has met the standard and to what degree, sign and date. Please indicate if you have any recommendations or concerns of the candidate's knowledge base, skills, or competence in each area.

Please use following criteria to rate Performance Based Outcomes on this form.

1	**NOP** - No Opportunity to Perform	Intern did not have opportunity to perform PBO
2	**NM** - Not Met	Intern had the opportunity, but did not fulfill PBO
3	**PM** - Partially Met	Intern continues to need frequent guidance and supervision with PBO
4	**M** - Met Standard	Intern completed PBO independently with minimal supervision
5	**MS** - Mastered Standard	Intern completed PBO with competency equivalent to a practicing school psychologist

If you feel the intern is not meeting the standard or only partially meeting the standards, please discuss with the intern and contact the university instructor. Candidates in internship should be meeting the standards and obtaining ratings of at least 3s and 4s by the end of the Fall semester.

Please note that while the PBOs for internship are the same for both Fall and Spring semesters, PBOs and expectations have been divided into two documents to make it easier to monitor progress.

1.	**DATA-BASED DECISION MAKING AND ACCOUNTABILITY**		
	(NASP Standard II; CCTC Standard 4, 5, 6, 7, 15, 19, 22, 23, 25, & 26).		

DATA-BASED DECISION MAKING AND ACCOUNTABILITY

(NASP Standard II; CCTC Standard 4, 5, 6, 7, 15, 19, 22, 23, 25, & 26).

1. School psychologists have knowledge of varied methods of assessment and data collection methods for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes.

2. 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 use psychological and educational assessment, data collection strategies, and technology resources and apply results to design, implement, and evaluate response to services and programs.

1. Psycho-Educational Assessment

a. Administer, score, and interpret a variety of individually administered intelligence tests to at least 14 different students of differing abilities and from diverse cultural and linguistic backgrounds over the year. Batteries should be chosen based on the student's need. Seven (7) of these assessments should be conducted in the Fall and 7 in the Spring. Submit test scores and results as part of your psycho-educational report for each of these assessments (see PBO 1c).

Experience with the following populations is expected.
 a) Learning Disabled
 b) Emotionally Disturbed
 c) Limited English Proficient
 d) Severe Developmentally Delayed
 e) Alternative Assessment

b. Administer, score, and interpret at least 14 tests of academic achievement such as WJ-III Achievement or WIAT-II and 14 tests of psychological processing such as the TAPS-III, CTOPP-2, TVPS-III, and VMI. Seven (7) of these assessments should be conducted in the Fall and seven (7) in the Spring. Submit test scores and results as part of your psycho-educational report (see PBO 1c).

c. Write and submit 7 psycho-educational reports at the end of each semester, 14 for the year, in portfolio with evaluation rubrics attached. Reports should be comprehensive and not based on a simple template. At least 3 of the 7 reports in each semester should adhere to format required by you university professors and have a rated rubric attached. One of these three reports should also include a rated rubric by your internship supervisor. Refer to Psycho-educational report rubric.

Demonstrate knowledge of learning theories and factors influencing learning and teaching. In your reports include:
- Gender, cultural and linguistic differences
- Language Proficiency

- Cognition
- Information Processing: Attention & Memory
- Perceptual sensory processes
- Social-Emotional state
- Motivation
- Executive functions/organizational skills
- Legal and Ethical Factors
- Statistically Significant Strength and weaknesses
- Congruence between students Ss and Ws and instructional strategies

Write a summary evaluating your progress in your assessment skills and report writing at the end of the semester. Include steps you need to take to become better in your assessment and data based problem solving skills.

d. Attend and participate in at least two (2) IEP's per semester, and a total of 4 for the year to consider special education placement. Share data from psycho-educational assessment in a manner in which the parent can understand findings.

2. Response-to-Intervention - Identify a student with an academic need (e.g., reading decoding or fluency) and assess and provide interventions to address the student's need. Employ the problem-solving model within a multi-tiered framework for addressing the student's needs. This case study can be done by working directly with the student, in consultation with their teacher, or combination of the two. Include important elements such as research-based interventions, systematic progress monitoring, goal attainment scale, and data-based decision-making.

4. **You are required to conduct one of the psycho-educational or strength based assessments in the TLCC through the Berke Assessment Clinic.**

| 2 | **CONSULTATION AND COLLABORATION**

(NASP Standard III; CCTC Standard 7, 10, 13, 20, 21, 23, 25 and 26).

1. School psychologists have knowledge of varied methods and theories of consultation, collaboration, and communication applicable to individuals, families, groups, and systems and used to promote effective implementation of services.

2. 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** with others during design, implementation, and evaluation of services and programs.

Candidate should demonstrate skills needed to work effectively with pupils and their families from diverse backgrounds. | **Consultation Case Study**

1. Conduct at least 1 comprehensive consultation case per semester for a total of at least 2 for the year. Use the problem solving model involving clear hypothesis, goals, goal attainment scales, interventions, baseline and outcome data.

Consult with a teacher and a parent on an issue involving academic or behavioral difficulties. Use the consultation models discussed in your consultation class and describe which model you are using and why. Provide evidence of progress monitoring and evaluation of student progress. Include a pre-post measure or time-series data to indicate student progress based on your goal/objectives. Include Goal Attainment Scale, Pre/Post GAS and Effect Size. Goals and interventions should be clear and directly related to your hypothesis.

Include a total of 2 parent and 2 teacher evaluation forms for consultation cases. Include a total of 2 Supervisor evaluation forms.

Refer to Consultation rubric.

Your consultation report should reflect areas listed on the rubric. Limit your report to 7 pages.

a. Write a 1-2 page summary of consultation with a teacher or parent on improving a student's **self-esteem**. Describe the consultation and at least four ways of increasing self-esteem in the classroom and at home based on psychological concepts. Consider ecological factors. This can be one of your two consultation cases required for this PBO. Make sure to state that your consultation was to raise self-esteem.

b. Write a 1-2 page summary of consultation with a teacher or parent regarding a child or adolescent at risk for **drop-out**. Discuss child's progress or lack thereof, suggest interventions and a progress monitoring system. This can be one of your consultation cases required for this PBO. Make | |

		sure to state that your consultation was to address concerns regarding a student at -risk for drop- out.	
3.	**INTERVENTIONS AND INSTRUCTIONAL SUPPORT TO DEVELOP ACADEMIC SKILLS** **(NASP Standard IV 4.1; CCTC Standard 5, 11, 18, 22, 25, and 26).** 1. School psychologists have knowledge of biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence based curriculum and instructional strategies. 2. School psychologists, in collaboration with others, demonstrate skills to use assessment and data-collection methods and to implement and evaluate services that support cognitive and academic skills.	Describe how to modify the classroom organization and instruction to assist students in adjustment, growth and learning based on information gathered from psycho-educational and ecological assessments by designing **at least two data-based interventions per semester** for a total of 4 for the year. These should be academic or behavioral interventions to **support academic skills.** The intervention plans should include hypothesis, goals, goal attainment scaling, time-series data, monitoring and evaluation of progress. Outcome data should be included. **Goal Attainment Scale must be included with all intervention plans**. Pre/Post GAS and Effect Sizes should be highlighted. Submit two (2) written 2-3 page summaries to internship supervisor and university instructor per semester to include hypothesis, systematic observations, GAS, intervention plans, monitoring evaluation and outcome data, Pre/Post GAS, graphs and Effect Size, to be attached to summary. Be sure to discuss process and progress. **Refer to Data-Based Case Study rubric (Part I).**	**F** **C** **N** **U** **F** **C** **U**

| 4. | **INTERVENTIONS AND MENTAL HEALTH SERVICES TO DEVELOP SOCIAL AND LIFE SKILLS**

(NASP Standard IV 4.2; CCTC Standard 2, 3, 4, 7, 8, 10, 14, 17, 19, 20, 21, 22, 25, and 26).

1. School psychologists have knowledge of biological, cultural, developmental, and social influences on behavior and mental health; behavioral and emotional impacts on learning and life skills; and evidence-based strategies to promote social–emotional functioning and mental health. Candidates are able to recognize the behaviors and contexts that are precursors to the development of internalizing, externalizing disorders and dropping out of school.

2. School psychologists, in collaboration with others, demonstrate skills to use assessment and data-collection methods and to implement and evaluate services that support socialization, learning, and mental health. Candidates demonstrate an understanding of multiple factors on achievement.

3. School psychologists demonstrate an understanding of the principles associated with the building of self esteem, personal and social responsibility, and their relationship to the life long learning process. | **1. Individual Counseling**

Counsel at least two (2) individual students per semester for a total of 4 for the year. Each student must receive a minimum of six (6) counseling sessions.

Please include the following:

1. Parent Permission
2. Clear description of your problem formulation (hypothesis) - Consider and include: externalizing and internalizing disorders and relationship to dropping out of school, self-esteem, personal and social responsibility (self-regulation and self-advocacy), and their relationship to the lifelong learning process and future outcomes.
3. Clear description of Goals and Objectives written in behavioral and measurable terms directly related to hypothesis.
4. Include pre/post data and/or time series data
5. Include a Goal Attainment Scale for your goal(s) (GAS)
6. Clear description of plan for intervention and strategies used.
7. Include a pre-post measure to indicate student progress based on your goals & objectives. Make sure it correlates with your G.A.S.
8. Brief description of sessions for each counselee. Describe your plan, approaches, process, and outcome for that session.
9. Integrate Resiliency interventions
10. Evaluate techniques in context of the student's cultural and language background.
11. Treatment outcome for each student. You should indicate whether you are seeing progress or not and what you are attributing it to. Refer to outcome data (time series, pre/post, G.A.S. or other sensitive forms of measuring progress). If no progress, what are the alternatives?
13. **Include side by side comparisons of GAS**
14. Include brief paragraphs summarizing outcome data, as well as graph or visual representation of progress. | |

		Refer to Counseling rubric. **2. Group Counseling** Conduct at least one (1) **counseling group** per semester for a total of at least 2 for the year. Groups will need to be either **social skills or life skills group**. At least one social skills group based on an evidenced based approach is required. a. Interview teachers and other school staff members for possible candidates for group counseling. Discuss referrals with supervisor and plan group sessions. Discuss group composition, rules, ethical and legal issues with supervisor. b. Conduct group sessions with school aged children based on your plan under the supervision of internship supervisor. c. Provide evidence of progress monitoring and evaluation of student progress and generalization of skills. d. Include a pre-post measure or time series data to indicate student progress based of your goal/objectives. Goals should be clear, as well as interventions. Include Pre/Post GAS and Effect Size. **Submit Group Counseling Evaluation Rubric completed by your internship supervisor.** 3. Individual Counseling: Submit to university instructor 1 report reflecting areas 1-14 listed above. Also Refer to rubric attached, which will be used to grade your case. Your report should be 3-5 pages. 4. Group Counseling: Submit to university instructor 1 report reflecting areas 1-4 listed above. Also Refer to rubric attached, which will be used to grade your case. Your report should be 3-5 pages.	**F** **3.** **N** In **F** **4.** **N** In Su co **F** **U**
5.	**SCHOOL-WIDE PRATICES TO PROMOTE LEARNING** **(NASP Standard V 5.1; CCTC Standard 1, 7, 10, 13, 18, 20, 21, 23, 25, and 26).** 1. School psychologists have knowledge of school and systems structure, organization, and theory; general and special education; technology resources; and evidence-based school practices	1. Demonstrate knowledge of the school as a system. participate regularly in student study teams and individualized education plan meetings to develop and promote academic outcomes, learning, social development,	**F** **1.** **N** In

that promote academic outcomes, learning, social development, and mental health.	and mental health for students. Participate in at least 5 SSTs and 5 IEPs and contribute actively to the development of learning, social development, and mental health goals and interventions of students.	**F** **1.** **N** Ir
2. School psychologists, in collaboration with others, demonstrate skills to develop and implement practices and strategies to create and maintain effective and supportive learning environments for children and others.	b. **FBA:** Candidate will perform one Functional Behavior Assessment per semester for a total of 2 for the year. Candidate will consider school environment, safety, and Well being of all students.	
3. School psychologists demonstrate understanding of the ways in which school environments can enhance the safety and well being of all students.	**Refer to FBA rubric.**	
	c. Provide documentation of a Positive Behavior Support Plan or Behavior Intervention Plan developed at the IEP that is based on your FBA for at least one of these two cases. Refer to rubric attached.	**F** **1.** **N** **U**
	Internship supervisor is to verify the FBAs. Submit FBA and Positive Behavior support or Behavior Intervention Plan to instructor by the end of the semester.	
	Submit 1 report to the university instructor. Please refer and follow FBA rubric.	**F**
	2. Design and conduct one (1) **workshop or in-service** per semester for a total of two (2) for the year. The workshop or in-service can be for parents, teachers, or staff. These should be developed with assistance from your internship supervisor.	**2.** **N** Ir
	a. Submit workshop agendas, needs assessment surveys, and evaluation of your in-service by participants. **Please use feedback evaluation form attached to gather data from participants.**	**F** **2.** **N** Ir
	b. **Submit a 1-2 page summary** outlining the procedures in designing the topic, agenda, and evaluation of your in-service to University Instructors. **Attach to your summary separately including the title of your workshop/in-service with aggregate data reflecting the data obtained from feedback evaluation gathered from participants.**	
	NOTE: Aggregate data is a summation of all the data obtained from your participants. Please include number of participants, mean, and standard deviation.	**F** **3.** **N**

		3. Consult with counselors regarding vocational and career information. **Write a brief one page summary.**		In
				F
				U
6.	**PREVENTIVE AND RESPONSIVE SERVICES** **(NASP Standard V 5.2; CCTC Standard 5, 7, 8, 9, 10, 13, 20, 21, 25, and 26).** 1. School psychologists have knowledge of principles and research related to **resilience** and **risk factors** in learning and mental health, services in schools and communities to support multi-tiered prevention, and evidence-based strategies for effective crisis response. 2. School psychologists, in collaboration with others, demonstrate skills to promote services that enhance learning, mental health, safety, and physical well-being through protective and adaptive factors and to implement effective crisis preparation, response, and recovery.	Use a multi-systemic focus to work with students, families, and staff to intervene using principles and research based on resiliency and risk factors by: 1. Integrating research related to resilience and risk factors into your work with students, families, and staff. Make use, assess, and clearly delineate risk and assets by using the 40 developmental assets research (searchinsitutue.org). When working on a Data Based Case Study: a. use the 40 developmental asset list found through the searchinsitutue.org to evaluate which assets students have and which assets they are lacking. Create **a list of student's strengths and needs.**		**F** **1.** **N** In

		b. develop multi-systemic interventions involving a collaboration with parents, teachers, and other individuals to **increase or put in place at least one developmental asset.**	**F** **1.** **N** In
		c. develop a pre-post measure and time-series data to evaluate the implementation of the multi-systemic intervention involving the developmental asset(s). Include Pre/Post GAS and Effect Size.	**F** **1.** **N** In
		d. use a pre-post questionnaire and/or time series data, and/or GAS for the student (client) to evaluate the impact or effectiveness of the implementation for increasing student academic performance, learning, mental health, physical well-being, safety and/or social adjustment.	**F** **1.** In
		2. Prepare and conduct crisis intervention teams and interventions by: a. Reviewing their school or district's crisis/incident response procedures & protocols & writing a summary & review of the psychologist's role as the school mental health specialist proposing modifications where needed.	**F** **2.** **N** In
		b. Developing &/or implementing a training program or workshop, &/or leadership team, for students &/or staff related to bullying prevention/ intervention/response at their school/district. Provide model of school safety planning and	**F** **2.** **N**

		include comprehensive school climate and crisis response plans addressing elements of prevention, intervention and treatment. c. Providing how you would address the needs of witnesses, victims to enhanced learning and adjustment. **Continued from Fall semester.**	Ir 2. 1 **N** Ir **F** U
7.	**FAMILY-SCHOOL COLLABORATION SERVICES** **(NASP Standard VI; CCTC Standards 7, 10, 13, 20, 21, 23, 25 and 26).** 1. School psychologists have knowledge of principles and research related to family systems, strengths, needs, and culture; evidence-based strategies to support family influences on children's learning, socialization, and mental health; and methods to develop collaboration between families and schools. 2. School psychologists, in collaboration with others, demonstrate skills to design, implement, and evaluate services that respond to culture and context and facilitate family and school partnership/interactions with community agencies for enhancement of academic.	Demonstrate knowledge of principles and research related to family systems, strengths, needs, and culture and use evidence based strategies to support families and emphasize collaboration between families and schools by enhancing school-home collaboration with at least one family. Candidate will: 1. Consult with a family assisting them achieve a positive home-school collaboration by enhancing a collaborative relationship between parent and teacher to assist the student. The candidate will demonstrate skills to design, implement, and evaluate an intervention to work on a specified problem, such as homework or classroom completion, through collaborating with parent and teacher and using a scientifically based intervention using data (pre/post) to support the intervention. Candidate will submit to professor: 1) Referral issue 2) Hypothesis including reference to culture and context	**F** **1.** **N** Ir

		3) Goals
		4) design of intervention based on hypothesis and goals
		5) include other community agencies when necessary and describe involvement
		6) implementation of intervention
		7) intervention adherence
		8) evaluation of intervention
		9) supporting data
		10) evaluation feedback from parent and teacher
		11) summary of case including the above

2. Creating/implementing/facilitating a parent support group that meets for 4 – 6 sessions to discuss effective parenting &/or positive behavior support strategies based upon an evidence-based model. Candidate will include community agency information as resources for future support.

3. List and describe a case where a referral to a community agency took place. Submit the following:

  a. Initial referral
  b. Hypothesis
  c. Need for referral
  d. Community agency used for referral

8. **DIVERSITY IN DEVELOPMENT AND LEARNING**

(NASP Standard VII; CCTC Standards 3, 4, 5, 7, 10, 17, 20, 21, 22, 25, and 26).

Through assessment and consultation, candidates will work

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

2. School psychologists demonstrate skills to provide professional services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds and across multiple contexts, with recognition that an understanding and respect for diversity in development and learning and advocacy for social justice are foundations of all aspects of service delivery. | with a student, family, and school staff to address an issue related to diversity in development and learning, including factors related to culture, context, gender, and individual and role differences and use evidence based strategies and diversity factors to enhance services by:

1.a. Conducting a bilingual assessment with an ELL student. **Refer to bilingual assessment rubric.** Conduct an assessment with a culturally diverse student employing alternative assessment, when necessary.

1.b. Consult and collaborate with parents and teachers to develop culturally sensitive interventions that advocate appropriate and successful program planning and for social justice.

Refer to rubric.

2.a. Consult and collaborate with parents and teachers to develop culturally sensitive interventions that advocate for social justice.

2b. present and exchange information in a variety of contexts with diverse students and families, teachers and others to enhance communication.0 |

9.	**RESEARCH AND PROGRAM DESIGN AND EVALUATION**		
	(NASP Standard VIII 8.1; CCTC Standards 23, 24, 25, and 26).		
	1. School psychologists have knowledge of research design, statistics, measurement, varied data collection and analysis techniques, and program evaluation methods sufficient for understanding research and interpreting data in applied settings.	Demonstrate skills to evaluate and apply research as a foundation for service delivery and to evaluate programs that support effective learning and in collaboration with others use or describe various techniques and technology resources for research/program design, data collection, measurement, analysis, and program evaluation to support effective practices at the individual, group, and or systems levels by:	**E**
			1.
			N
		1. Identifying a particular academic or behavioral program or system currently in place at your school or district and **creating, and if possible, implementing** a research design or program evaluation that will consist of:	In
	2. School psychologists demonstrate skills to 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, analysis, and program evaluation to support effective practices at the individual, group, and/or systems levels.	a. describing the program and purpose for the support of pupil cognitive development, academic achievement, social emotional development, mental health, and/or life skills;	
			E
		b. describing research and program evaluation design;	
		c. describing data collection procedures and tools to gather data;	
		d. describing analysis for measuring its effectiveness in meeting its goals; and	U
		e. interpreting and describing evaluation results verbally and by using technology to write report and create visually stimulating graphs.	**F**
			2.
			N
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		2. Demonstrate knowledge of programs and services within a comprehensive model of support at the schools to promote high expectations and increase learning and achievement by designing prevention, intervention, and treatment services	**F**

78

		across the hierarchy of student's needs. Based on a student you are working with: a. understand the student needs based on an assessment or data and consider system ecological factors; b. make recommendations for appropriate comprehensive program support within the IEP or student teams c. delineate data based goals based on high expectations to increase learning, achievement, and adjustment d. design a prevention, intervention or treatment program to support student needs. d. describe monitoring and evaluation of goals using data.	**U** **F** **N** Ir **F** **U**
10.	**LEGAL, ETHICAL, AND PROFESSIONAL PRACTICE** **(NASP Standard VIII 8.2; CCTC Standards 6, 12, 14, 15, 16, 19, 25, and 26).** 1. School psychologists have knowledge of the history and foundations of school psychology; multiple service models and methods; ethical, legal, and professional standards and code of ethics; and other legal mandates related to professional identity and effective practice as school psychologists. 2. School psychologists demonstrate skills to provide services consistent with ethical, legal, and professional standards; engage in responsive ethical and professional decision-	Demonstrate professional practice, legal, and ethical practice in school psychology by: a. Participating in local and state professional associations in psychology, particularly school psychology. Become a student member of one such association. Provide proof to university instructor. b. Attending one professional conference of a state or local psychological association, (e.g., CASP or LAASP). Complete Conference Attendance Form. c. Demonstrating ethical and legal practice based on their assessments, counseling, prevention, intervention, consultation, and other activities related to school. Candidates will be evaluated on the law and ethics applied to their case studies, as well as on the candidate evaluation (Assessment tools: appendix D; psychoeducational report rubric). Demonstrate an ability to investigate information about ethical and legal matters using the internet and discuss this process	

| | | making;
collaborate with other professionals;
and apply professional work
characteristics needed for effective
practice as school psychologists,
including respect for human diversity
and social justice, communication
skills, effective interpersonal skills,
responsibility, adaptability, initiative,
dependability, and technology skills. | with your supervisor and university professor. | |

Appendix H
*Please note: Due to a horizontal formatting, this document does not show the column where supervisor and professor rate and sign. Candidates will provide a complete document to supervisor.

California State University, Northridge
Michael D. Eisner College of Education
Department of Educational Psychology and Counseling
School Psychology Program

Internship in School Psychology (EPC 659HC) – Spring
DRAFT
PERFORMANCE BASED OUTCOMES - RATING CRITERIA

Dear Supervisor: Please evaluate completion of each Performance Based Outcome based on your observations and discussions with the school psychology intern. Please indicate whether the candidate has met the standard and to what degree, sign and date. Please indicate if you have any recommendations or concerns of the candidate's knowledge base, skills, or competence in each area.

Please use following criteria to rate Performance Based Outcomes on this form.

1	**NOP** - No Opportunity to Perform	Intern did not have opportunity to perform PBO
2	**NM** - Not Met	Intern had the opportunity, but did not fulfill PBO
3	**PM** - Partially Met	Intern continues to need frequent guidance and supervision with PBO
4	**M** - Met Standard	Intern completed PBO independently with minimal supervision
5	**MS** - Mastered Standard	Intern completed PBO with competency equivalent to a practicing school psychologist

If you feel the intern is not meeting the standard or only partially meeting the standards, please discuss with the intern and contact the university instructor. Candidates in internship should be meeting the standards and obtaining ratings of at least 4s by the Spring semester.

Please note that while the PBOs for internship are the same for both Fall and Spring semesters, PBOs and expectations have been divided into two documents to make it easier to monitor progress.

| 1. | **DATA-BASED DECISION MAKING AND ACCOUNTABILITY**

(NASP Standard II; CCTC Standard 4, 5, 6, 7, 15, 19, 22, 23, 25, & 26).

1. School psychologists have knowledge of varied methods of assessment and data collection methods for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes.

2. 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 use psychological and educational assessment, data collection strategies, and technology resources and apply results to design, implement, and evaluate response to services and programs. | **1. Psycho-Educational Assessment**

a. Administer, score, and interpret a variety of individually administered intelligence tests to at least 14 different students of differing abilities and from diverse cultural and linguistic backgrounds over the year. Batteries should be chosen based on the student's need. Seven (7) of these assessments should be conducted in the Fall and 7 in the Spring. Submit test scores and results as part of your psycho-educational report for each of these assessments (see PBO 1c).

Experience with the following populations is expected.
e) Learning Disabled
f) Emotionally Disturbed
g) Limited English Proficient
h) Severe Developmentally Delayed
e) Alternative Assessment

b. Administer, score, and interpret at least 14 tests of academic achievement such as WJ-III Achievement or WIAT-II and 14 tests of psychological processing such as the TAPS-III, CTOPP-2, TVPS-III, and VMI. Seven (7) of these assessments should be conducted in the Fall and seven (7) in the Spring. Submit test scores and results as part of your psycho-educational report (see PBO 1c).

c. Write and submit 7 psycho-educational reports at the end of each semester, 14 for the year, in portfolio with evaluation rubrics attached. Reports should be comprehensive and not based on a simple template. At least 3 of the 7 reports in each semester should adhere to format required by you university professors and have a rated rubric attached. One of these three reports should also include a rated rubric by your internship supervisor. Refer to Psycho-educational report rubric.

Demonstrate knowledge of learning theories and factors influencing learning and teaching. In your reports include:
• Gender, cultural and linguistic differences
• Language Proficiency | <u>S</u>
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a)
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		- Cognition - Information Processing: Attention & Memory - Perceptual sensory processes - Social-Emotional state - Motivation - Executive functions/organizational skills - Legal and Ethical Factors - Statistically Significant Strength and weaknesses - Congruence between students Ss and Ws and instructional strategies Write a summary evaluating your progress in your assessment skills and report writing at the end of the semester. Include steps you need to take to become better in your assessment and data based problem solving skills. d. Attend and participate in at least two (2) IEP's per semester, and a total of 4 for the year to consider special education placement. Share data from psycho-educational assessment in a manner in which the parent can understand findings. **2. Response-to-Intervention - Identify a student with an academic need (e.g., reading decoding or fluency) and assess and provide interventions to address the student's need. Employ the problem-solving model within a multi-tiered framework for addressing the student's needs. This case study can be done by working directly with the student, in consultation with their teacher, or combination of the two. Include important elements such as research-based interventions, systematic progress monitoring, goal attainment scale, and data-based decision-making.** 5. **You are required to conduct one of the psycho-educational or strength based assessments in the TLCC through the Berke Assessment Clinic.**	
2	**CONSULTATION AND**	

| | COLLABORATION

(NASP Standard III; CCTC Standard 7, 10, 13, 20, 21, 23, 25 and 26).

1. School psychologists have knowledge of varied methods and theories of consultation, collaboration, and communication applicable to individuals, families, groups, and systems and used to promote effective implementation of services.

2. 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** with others during design, implementation, and evaluation of services and programs.

Candidate should demonstrate skills needed to work effectively with pupils and their families from diverse backgrounds. | **Consultation Case Study**

1. Conduct at least 1 comprehensive consultation case per semester for a total of at least 2 for the year. Use the problem solving model involving clear hypothesis, goals, goal attainment scales, interventions, baseline and outcome data.

Consult with a teacher and a parent on an issue involving academic or behavioral difficulties. Use the consultation models discussed in your consultation class and describe which model you are using and why. Provide evidence of progress monitoring and evaluation of student progress. Include a pre-post measure or time-series data to indicate student progress based on your goal/objectives. Include Goal Attainment Scale, Pre/Post GAS and Effect Size. Goals and interventions should be clear and directly related to your hypothesis.

Include a total of 2 parent and 2 teacher evaluation forms for consultation cases. Include a total of 2 Supervisor evaluation forms.

Refer to Consultation rubric.

Your consultation report should reflect areas listed on the rubric. Limit your report to 7 pages.

a. Write a 1-2 page summary of consultation with a teacher or parent on improving a student's **self-esteem**. Describe the consultation and at least four ways of increasing self-esteem in the classroom and at home based on psychological concepts. Consider ecological factors. This can be one of your two consultation cases required for this PBO. Make sure to state that your consultation was to raise self-esteem.

b. Write a 1-2 page summary of consultation with a teacher or parent regarding a child or adolescent at risk for **drop-out**. Discuss child's progress or lack thereof, suggest interventions and a progress monitoring system. This can be one of your consultation cases required for this PBO. Make sure to state that your consultation was to address concerns | **S**
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		regarding a student at -risk for drop- out.	
3.	**INTERVENTIONS AND INSTRUCTIONAL SUPPORT TO DEVELOP ACADEMIC SKILLS** **(NASP Standard IV 4.1; CCTC Standard 5, 11, 18, 22, 25, and 26).** 1. School psychologists have knowledge of biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence based curriculum and instructional strategies. 2. School psychologists, in collaboration with others, demonstrate skills to use assessment and data-collection methods and to implement and evaluate services that support cognitive and academic skills.	Describe how to modify the classroom organization and instruction to assist students in adjustment, growth and learning based on information gathered from psycho-educational and ecological assessments by designing **at least two data-based interventions per semester** for a total of 4 for the year. These should be academic or behavioral interventions to **support academic skills.** The intervention plans should include hypothesis, goals, goal attainment scaling, time-series data, monitoring and evaluation of progress. Outcome data should be included. **Goal Attainment Scale must be included with all intervention plans**. Pre/Post GAS and Effect Sizes should be highlighted. Submit two (2) written 2-3 page summaries to internship supervisor and university instructor per semester to include hypothesis, systematic observations, GAS, intervention plans, monitoring evaluation and outcome data, Pre/Post GAS, graphs and Effect Size, to be attached to summary. Be sure to discuss process and progress. **Refer to Data-Based Case Study rubric (Part I).**	**S** **C** **N** **U** **S** **C** **U**
4.	**INTERVENTIONS AND MENTAL**		

	HEALTH SERVICES TO DEVELOP SOCIAL AND LIFE SKILLS **(NASP Standard IV 4.2; CCTC Standard 2, 3, 4, 7, 8, 10, 14, 17, 19, 20, 21, 22, 25, and 26).** 1. School psychologists have knowledge of biological, cultural, developmental, and social influences on behavior and mental health; behavioral and emotional impacts on learning and life skills; and evidence-based strategies to promote social–emotional functioning and mental health. Candidates are able to recognize the behaviors and contexts that are precursors to the development of internalizing, externalizing disorders and dropping out of school. 2. School psychologists, in collaboration with others, demonstrate skills to use assessment and data-collection methods and to implement and evaluate services that support socialization, learning, and mental health. Candidates demonstrate an understanding of multiple factors on achievement. 3. School psychologists demonstrate an understanding of the principles associated with the building of self esteem, personal and social responsibility, and their relationship to the life long learning process.	**1. Individual Counseling** Counsel at least two (2) individual students per semester for a total of 4 for the year. Each student must receive a minimum of six (6) counseling sessions. Please include the following: 1. Parent Permission 2. Clear description of your problem formulation (hypothesis) - Consider and include: externalizing and internalizing disorders and relationship to dropping out of school, self-esteem, personal and social responsibility (self-regulation and self-advocacy), and their relationship to the lifelong learning process and future outcomes. 3. Clear description of Goals and Objectives written in behavioral and measurable terms directly related to hypothesis. 4. Include pre/post data and/or time series data 5. Include a Goal Attainment Scale for your goal(s) (GAS) 6. Clear description of plan for intervention and strategies used. 7. Include a pre-post measure to indicate student progress based on your goals & objectives. Make sure it correlates with your G.A.S. 8. Brief description of sessions for each counselee. Describe your plan, approaches, process, and outcome for that session. 9. Integrate Resiliency interventions 10. Evaluate techniques in context of the student's cultural and language background. 11. Treatment outcome for each student. You should indicate whether you are seeing progress or not and what you are attributing it to. Refer to outcome data (time series, pre/post, G.A.S. or other sensitive forms of measuring progress). If no progress, what are the alternatives? 13. **Include side by side comparisons of GAS** 14. Include brief paragraphs summarizing outcome data, as well as graph or visual representation of progress. **Refer to Counseling rubric.**	**S** **1.** **N** In **S** **2.** **N** In

86

		2. Group Counseling Conduct at least one (1) **counseling group** per semester for a total of at least 2 for the year. Groups will need to be either **social skills or life skills group**. At least one social skills group based on an evidenced based approach is required. a. Interview teachers and other school staff members for possible candidates for group counseling. Discuss referrals with supervisor and plan group sessions. Discuss group composition, rules, ethical and legal issues with supervisor. b. Conduct group sessions with school aged children based on your plan under the supervision of internship supervisor. c. Provide evidence of progress monitoring and evaluation of student progress and generalization of skills. d. Include a pre-post measure or time series data to indicate student progress based of your goal/objectives. Goals should be clear, as well as interventions. Include Pre/Post GAS and Effect Size. **Submit Group Counseling Evaluation Rubric completed by your internship supervisor.** 3. Individual Counseling: Submit to university instructor 1 report reflecting areas 1-14 listed above. Also Refer to rubric attached, which will be used to grade your case. Your report should be 3-5 pages. 4. Group Counseling: Submit to university instructor 1 report reflecting areas 1-4 listed above. Also Refer to rubric attached, which will be used to grade your case. Your report should be 3-5 pages.	**Sp** **3.** **N** Ir **Sp** **4.** **N** Ir Su co — **Sp** **U**
5.	**SCHOOL-WIDE PRATICES TO PROMOTE LEARNING** **(NASP Standard V 5.1; CCTC Standard 1, 7, 10, 13, 18, 20, 21, 23, 25, and 26).** 1. School psychologists have knowledge of school and systems structure, organization, and theory; general and special education; technology resources; and evidence-based school practices that promote academic outcomes,	1. Demonstrate knowledge of the school as a system. participate regularly in student study teams and individualized education plan meetings to develop and promote academic outcomes, learning, social development, and mental health for students. Participate in at least 5 SSTs	**Sp** **1.** **N** Ir

	learning, social development, and mental health. 2. School psychologists, in collaboration with others, demonstrate skills to develop and implement practices and strategies to create and maintain effective and supportive learning environments for children and others. 3. School psychologists demonstrate understanding of the ways in which school environments can enhance the safety and well being of all students.	and 5 IEPs and contribute actively to the development of learning, social development, and mental health goals and interventions of students. b. **FBA:** Candidate will perform one Functional Behavior Assessment per semester for a total of 2 for the year. Candidate will consider school environment, safety, and Well being of all students. **Refer to FBA rubric.** c. Provide documentation of a Positive Behavior Support Plan or Behavior Intervention Plan developed at the IEP that is based on your FBA for at least one of these two cases. Refer to rubric attached. Internship supervisor is to verify the FBAs. Submit FBA and Positive Behavior support or Behavior Intervention Plan to instructor by the end of the semester. **Submit 1 report to the university instructor. Please refer and follow FBA rubric.** 2. Design and conduct one (1) **workshop or in-service** per semester for a total of two (2) for the year. The workshop or in-service can be for parents, teachers, or staff. These should be developed with assistance from your internship supervisor. a. Submit workshop agendas, needs assessment surveys, and evaluation of your in-service by participants. **Please use feedback evaluation form attached to gather data from participants.** b. **Submit a 1-2 page summary** outlining the procedures in designing the topic, agenda, and evaluation of your in-service to University Instructors. **<u>Attach to your summary separately including the title of your workshop/in-service with aggregate data reflecting the data obtained from feedback evaluation gathered from participants.</u>** **NOTE: Aggregate data is a summation of all the data obtained from your participants. Please include number of participants, mean, and standard deviation.**	**Sp** **1.** **N** In **Sp** **1.** **N** **U** **Sp** **2.** **N** In **Sp** **2.** **N** In **Sp** **3.** **N** In

3. Consult with counselors regarding vocational and career information. **Write a brief one page summary.**

| 6. | **PREVENTIVE AND RESPONSIVE SERVICES**

(NASP Standard V 5.2; CCTC Standard 5, 7, 8, 9, 10, 13, 20, 21, 25, and 26).

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

2. School psychologists, in collaboration with others, demonstrate skills to promote services that enhance learning, mental health, safety, and physical well-being through protective and adaptive factors and to implement effective crisis preparation, response, and recovery. | Use a multi-systemic focus to work with students, families, and staff to intervene using principles and research based on resiliency and risk factors by:

1. Integrating research related to resilience and risk factors into your work with students, families, and staff. Make use, assess, and clearly delineate risk and assets by using the 40 developmental assets research (searchinsitutue.org).

When working on a Data Based Case Study:

a. use the 40 developmental asset list found through the searchinsitutue.org to evaluate which assets students have and which assets they are lacking. Create **a list of student's strengths and needs.** | S̲
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b. develop multi-systemic interventions involving a

		collaboration with parents, teachers, and other individuals to **increase or put in place at least one developmental asset.**		**S** **1.** **N** Ir
				S **1.** **N** Ir
		c. develop a pre-post measure and time-series data to evaluate the implementation of the multi-systemic intervention involving the developmental asset(s). Include Pre/Post GAS and Effect Size.		
		d. use a pre-post questionnaire and/or time series data, and/or GAS for the student (client) to evaluate the impact or effectiveness of the implementation for increasing student academic performance, learning, mental health, physical well-being, safety and/or social adjustment.		**S** **1.** Ir
		2. Prepare and conduct crisis intervention teams and interventions by:		**S** **2.** **N** Ir
		a. Reviewing their school or district's crisis/incident response procedures & protocols & writing a summary & review of the psychologist's role as the school mental health specialist proposing modifications where needed.		
		b. Developing &/or implementing a training program or workshop, &/or leadership team, for students &/or staff related to bullying prevention/ intervention/response at their school/district. Provide model of school safety planning and include comprehensive school climate and crisis response plans addressing elements of prevention, intervention and treatment.		**S** **2.** **N** Ir 2. l **N** Ir
		c. Providing how you would address the needs of witnesses,		**S**

		victims to enhanced learning and adjustment. **Continued from Fall semester.**	U

7.	**FAMILY-SCHOOL COLLABORATION SERVICES**
	
	(NASP Standard VI; CCTC Standards 7, 10, 13, 20, 21, 23, 25 and 26).
	
	1. School psychologists have knowledge of principles and research related to family systems, strengths, needs, and culture; evidence-based strategies to support family influences on children's learning, socialization, and mental health; and methods to develop collaboration between families and schools.
	
	2. School psychologists, in collaboration with others, demonstrate skills to design, implement, and evaluate services that respond to culture and context and facilitate family and school partnership/interactions with community agencies for enhancement of academic.
		Demonstrate knowledge of principles and research related to family systems, strengths, needs, and culture and use evidence based strategies to support families and emphasize collaboration between families and schools by enhancing school-home collaboration with at least one family.
		
		Candidate will:
		1. Consult with a family assisting them achieve a positive home-school collaboration by enhancing a collaborative relationship between parent and teacher to assist the student. The candidate will demonstrate skills to design, implement, and evaluate an intervention to work on a specified problem, such as homework or classroom completion, through collaborating with parent and teacher and using a scientifically based intervention using data (pre/post) to support the intervention.
		
		Candidate will submit to professor:
		    12) Referral issue
		    13) Hypothesis including reference to culture and context
		    14) Goals
		    15) design of intervention based on hypothesis and goals
		    16) include other community agencies when necessary and describe involvement
		    17) implementation of intervention
		    18) intervention adherence
		    19) evaluation of intervention
		    20) supporting data
		    21) evaluation feedback from parent and teacher
		    22) summary of case including the above
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		2. Creating/implementing/facilitating a parent support group that meets for 4 – 6 sessions to discuss effective parenting &/or positive behavior support strategies based upon an evidence-based model. Candidate will include community agency information as resources for future support.

		3. List and describe a case where a referral to a community agency took place. Submit the following:
		
		    e. Initial referral
		    f. Hypothesis
		    g. Need for referral
		    h. Community agency used for referral

8.	**DIVERSITY IN DEVELOPMENT AND LEARNING** **(NASP Standard VII; CCTC Standards 3, 4, 5, 7, 10, 17, 20, 21, 22, 25, and 26).** 1. School psychologists have knowledge of individual differences, abilities, disabilities, and other diverse characteristics; principles and research related to diversity factors for children, families, and schools, including factors related to culture, gender, context, and individual and role differences; and evidence-based strategies to enhance services and	Through assessment and consultation, candidates will work with a student, family, and school staff to address an issue related to diversity in development and learning, including factors related to culture, context, gender, and individual and role differences and use evidence based strategies and diversity factors to enhance services by: 1.a. Conducting a bilingual assessment with an ELL student. **Refer to bilingual assessment rubric.** Conduct an assessment with a culturally diverse student employing alternative assessment, when necessary.

	address potential influences related to diversity. 2. School psychologists demonstrate skills to provide professional services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds and across multiple contexts, with recognition that an understanding and respect for diversity in development and learning and advocacy for social justice are foundations of all aspects of service delivery.	1.b. Consult and collaborate with parents and teachers to develop culturally sensitive interventions that advocate appropriate and successful program planning and for social justice. **Refer to rubric.** 2.a. Consult and collaborate with parents and teachers to develop culturally sensitive interventions that advocate for social justice. 2b. present and exchange information in a variety of contexts with diverse students and families, teachers and others to enhance communication.0	**S** **1.** **N** In **S** **2.** **N** In **S** **2.** **N** In **S** **U**
9.	**RESEARCH AND PROGRAM DESIGN**		

	AND EVALUATION
	
	(NASP Standard VIII 8.1; CCTC Standards 23, 24, 25, and 26).
	
	1. School psychologists have knowledge of research design, statistics, measurement, varied data collection and analysis techniques, and program evaluation methods sufficient for understanding research and interpreting data in applied settings.
	
	2. School psychologists demonstrate skills to 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, analysis, and program evaluation to support effective practices at the individual, group, and/or systems levels.
		Demonstrate skills to evaluate and apply research as a foundation for service delivery and to evaluate programs that support effective learning and in collaboration with others use or describe various techniques and technology resources for research/program design, data collection, measurement, analysis, and program evaluation to support effective practices at the individual, group, and or systems levels by:
		
		1. Identifying a particular academic or behavioral program or system currently in place at your school or district and **creating, and if possible, implementing** a research design or program evaluation that will consist of:
		   f. describing the program and purpose for the support of pupil cognitive development, academic achievement, social emotional development, mental health, and/or life skills;
		   g. describing research and program evaluation design;
		   h. describing data collection procedures and tools to gather data;
		   i. describing analysis for measuring its effectiveness in meeting its goals; and
		   j. interpreting and describing evaluation results verbally and by using technology to write report and create visually stimulating graphs.
		
		2. Demonstrate knowledge of programs and services within a comprehensive model of support at the schools to promote high expectations and increase learning and achievement by designing prevention, intervention, and treatment services across the hierarchy of student's needs. Based on a student you are working with:
		a. understand the student needs based on an assessment or data and consider system ecological factors;
		b. make recommendations for appropriate comprehensive program support within the IEP or student teams
		c. delineate data based goals based on high expectations to increase learning, achievement, and adjustment
		d. design a prevention, intervention or treatment program to support student needs.
		d. describe monitoring and evaluation of goals using data.
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10.	**LEGAL, ETHICAL, AND PROFESSIONAL PRACTICE**	Demonstrate professional practice, legal, and ethical practice in school psychology by:
	(NASP Standard VIII 8.2; CCTC Standards 6, 12, 14, 15, 16, 19, 25, and 26).	a. Participating in local and state professional associations in psychology, particularly school psychology. Become a student member of one such association. Provide proof to university instructor.
	1. School psychologists have knowledge of the history and foundations of school psychology; multiple service models and methods; ethical, legal, and professional standards and code of ethics; and other legal mandates related to professional identity and effective practice as school psychologists.	b. Attending one professional conference of a state or local psychological association, (e.g., CASP or LAASP). Complete Conference Attendance Form.
	2. School psychologists demonstrate skills to 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 respect for human diversity and social justice, communication skills, effective interpersonal skills, responsibility, adaptability, initiative, dependability, and technology skills.	c. Demonstrating ethical and legal practice based on their assessments, counseling, prevention, intervention, consultation, and other activities related to school. Candidates will be evaluated on the law and ethics applied to their case studies, as well as on the candidate evaluation (Assessment tools: appendix D; psychoeducational report rubric). Demonstrate an ability to investigate information about ethical and legal matters using the internet and discuss this process with your supervisor and university professor.