

**CALIFORNIA STATE UNIVERSITY,
NORTHRIDGE**

**DEPARTMENT OF EDUCATIONAL PSYCHOLOGY
AND COUNSELING**



SCHOOL PSYCHOLOGY PROGRAM

SUPERVISOR'S HANDBOOK

Revised February 2022

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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 psychologists. Towards the end of the Practicum in school psychology, the candidate should essentially be able to function with little 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 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 targets students 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 Master of Science degree program in Counseling, with a specialization in School Psychology (Degree will be Masters in School Psychology in Fall 2022 pending approval). In addition, candidates will also be working on an Advanced Pupil Personnel Services Credential. **Students applying will be seeking both a Master of Science degree in Counseling with specialization in School Psychology and an Advanced Pupil Personnel Services Credential. 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, Advisors, and Support Personnel

The school psychology program coordinator and faculty of the school psychology program provides information, advisement, counseling, and support for candidates interested and/or matriculated in the school psychology program. The coordinator and professors 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.

Program Coordinator:

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

Program advisors meet with candidates during specific classes and/or individually to address coordination of classes, expectations, assessment, and other program pertinent issues. Candidates are expected to meet seek council from their advisor and/or the program coordinator when needing information or when seeking support.

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 in School Psychology Advisors: Wilda Laija-Rodriguez, Ph.D., and Jean Ramage, Ph.D.

Internship in School Psychology Advisors: Michael Geisser, M.A., and Joan Golden, Ph.D., and Wilda Laija-Rodriguez, Ph.D.,

Thesis, Graduate Project, or Comprehensive Exam: Wilda Laija-Rodriguez, Ph.D. or 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
Shyrea Minton, Ph.D.
merril.simon@csun.edu
ED 2222
(818) 677-2558

Department Office Manager
Teresa Cordova
ED 1218
(818) 677-2601

Department Secretary
Madison Baker
ED 1218
(818) 677-2599

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

School Psychology 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, and emotional success through comprehensive and coordinated support delivery systems that provide prevention and/or appropriate interventions to help provide safe, healthy, and nurturing environments to support all students develop resilience and life success. To achieve this objective, candidates in the school psychology program use the systems ecological model to engage multi-systemic multi-tiered support to enhance developmental assets which lead to optimized life success for diverse populations. 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. The problem-solving data-based decision making process is emphasized in all aspects of service delivery, as well as the use of data and evidenced based interventions to maximize student success. 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.

School Psychology Program 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 multi-tiered model emphasizing professional, social advocacy, and ethical practice. We expect our graduates to follow and develop best practices derived from using data and evidenced based information to base their decisions and practice. 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. *The school psychology faculty focus on continued improvement in the school psychology program by meeting regularly to discuss student progress, outcomes, as well as improving instruction, curriculum, and overall program development and evaluation.*

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.

School Psychology Program Goals and Student Learning Objectives

In alignment with university goals expectations, the school psychology program has the following program goals and student learning objectives:

Program Goal 1. Foundation of the Profession, Professional, and Legal and Ethical Practice: Provide a foundation of the profession of school psychology, including history and roles and functions, emphasize professional practice, including effective communication and interpersonal skills, and emphasize the use of legal and ethical decision making when working with students, staff, and parents within a comprehensive model of delivery service. Mentoring and supervision practice is expected to be a professional responsibility during the program and as part of ongoing professional development.

SLO1: Foundations of the Profession and Professional Practice: School Psychology candidates will obtain at least a B on their exams and/or project(s) in specific classes, and/or satisfactory performance on instructor and/or supervisor evaluations based on their ability to demonstrate **knowledge** of the field of school psychology and exhibit characteristics of effective school psychologists, which include good self-awareness of strength and weaknesses, satisfactory communication and interpersonal skills, persistence, creativity, flexibility, good time management, good ethical and legal judgement and understand how these factors influence their practice, and a professional responsibility to mentor and supervise others in their pursuit to develop professional development. Candidates will use a comprehensive model of school psychological services and seek and provide mentoring to enhance their practice, as well as mentor and supervise others. (*NASP Domain 10: Legal, Ethical, and Professional Practice; CCTC SPPE 10*)

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

Program Goal 2. Respect for Human Diversity and Equitable Practices for Diverse Student Populations: Provide a foundation and expectation to understand, respect, and celebrate human diversity and promote effective services, social justice, and social advocacy for all

students, families, and schools. (*NASP Domain 8: Equitable Practices for Diverse Student Populations; CCTC SPPE 8*)

SLO 3: Respect for Human Diversity and Equitable Practices: School Psychology candidates will obtain at least a B on their exams and/or project(s) in specific classes, and/or satisfactory performance on instructor and/or supervisor evaluations based on their ability to demonstrate ***Knowledge*** of human diversity, including individual differences, abilities, disabilities, religion, culture, and cultural identity, race, sexual orientation, gender identity and expression, socioeconomic status, and other diverse characteristics within individuals and families, the effects they have on development and learning, and promote effective general and special education services, social justice, and social advocacy for all students, families, and schools to address potential influences related to diversity. (*NASP Domain 8; CCTC SPPE 8*)

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

SLO 4: Foundational Content Knowledge: School Psychology candidates will obtain at least a B on their exams and/or project(s) in specific classes, and/or satisfactory performance on instructor and/or supervisor evaluations based on their ability to demonstrate ***knowledge*** of foundational content knowledge to school psychology candidates based on biological, cultural, and social influences on learning, behavioral, cognitive, and social emotional development, psychology and educational theories and models.

SLO 5: Evidence Based Practice, Program Evaluation, and Research: School Psychology candidates will obtain at least a B on their exams and/or project(s) in specific classes, and/or satisfactory performance on instructor and/or supervisor evaluations based on their ***knowledge*** and ability 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, and analysis to support effective practices at the individual, group, and/or systems levels. (*NASP Domain 9: Research and Evidence-Based Practice; CCTC SPPE 9*)

Program Goal 4: Assessment and Problem Solving Data Based Decision Making: Provide knowledge and skills in assessment and problem solving data-based decision making to monitor progress and evaluate outcomes for students, families, schools, and/or consumers.

SLO 6: Assessment: School Psychology candidates will obtain at least a B on their exams and/or project(s) in specific classes, and/or satisfactory performance on instructor and/or supervisor evaluations based on their ability to show ***knowledge, skills, and competence*** in their assessment skills. (*NASP Domain 1: Data Based Decision Making; CCTC SPPE 1*)

SLO 7: Problem Solving Data Based Decision Making and Response to Intervention: School Psychology candidates will obtain at least a B on their exams and/or project(s) in specific classes, and/or satisfactory performance on instructor and/or supervisor evaluations based on their ***knowledge, skills, and competence*** to use the problem-solving model to make data-based decisions as they gather, measure, and evaluate data to look at student, family, schools, and/or consumer's outcomes. (*NASP Domain 1: Data Based Decision Making; CCTC SPPE 1*)

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

SLO 8: Consultation and Collaboration: School Psychology candidates will obtain at least a B on their exams and/or project(s) in specific classes, and/or satisfactory performance on instructor and/or supervisor evaluations based on their ability to demonstrate ***knowledge, skills, and competence*** on promoting family, school, and community collaboration and consultation and to work within multidisciplinary teams. (*NASP Domain 2: Consultation and Collaboration; CCTC SPPE 2*)

SLO 9: Family, School and Community Collaboration: School Psychology candidates will obtain at least a B on their exams and/or project(s) in specific classes, and/or satisfactory performance on instructor and/or supervisor evaluations based on their ability to demonstrate ***knowledge, skills, and competence*** on principles and research related to family systems, strengths, needs, and cultural contexts and design, implementation and evaluation of evidence-based strategies to support positive family influences on children's learning and mental health; and exercise strategies to develop collaboration between families and schools and family and community agencies to enhance academic and social behavioral outcomes for children. (*NASP Domain 7: Family, School, and Community Collaboration; CCTC SPPE 7*)

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

SLO 10: Academic Interventions using Risk and Resiliency Theory/Research and Systems-Ecological Approach: School Psychology candidates will obtain at least a B on their exams and/or project(s) in specific classes, and/or satisfactory performance on instructor and/or supervisor evaluations based on ***knowledge, skills, and competence*** on the use of academic interventions based on evidence based practice, effective teaching and instruction, diversity in learning and language proficiency, effective data based assessment, monitoring, and evaluation, and a systems ecological approach to address individual and systemic factors to improve academic outcomes. (*NASP Domain 3: Academic Interventions and Instructional Supports; CCTC SPPE 3*)

SLO 11: Behavioral Interventions using Risk and Resiliency Theory/Research and Systems-Ecological Approach: School Psychology candidates will obtain at least a B on their exams and/or project(s) in specific classes, and/or satisfactory performance on instructor and/or

supervisor evaluations based on their ability to demonstrate **knowledge, skills, and competence** to design and use behavioral interventions using theory and evidence based practice, risk and resiliency theory/research/developmental assets, social emotional learning, and a systems ecological approach to address individual and systemic factors to improve behavioral outcomes. (NASP Domain 4: Mental and Behavioral Health Services and Intervention; CCTC SPPE 4)

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

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

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

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

National Association of School Psychologists (NASP) Standard II Domains and California Commission on Teacher Credentialing (CCTC) School Psychology Professional Evaluation (SPPE) Standards

Program Goals and Objectives are aligned to the following Standard II: NASP Domains and CCTC SPPE Standards:

NASP Domain 1 (CCTC SPPE 1): Data-Based Decision Making

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

NASP Domain 2 (CCTC SPPE 2): Consultation and Collaboration

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

NASP Domain 3 (CCTC SPPE 3): Academic Interventions and Instructional Supports

School psychologists understand the biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curricula and instructional strategies. School psychologists, in collaboration with others, use assessment and data collection methods to implement and evaluate services that support academic skill development in children.

NASP Domain 4 (CCTC SPPE 4): Mental and Behavioral Health Services and Interventions

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

NASP Domain 5 (CCTC SPPE 5): School-Wide Practices to Promote Learning School psychologists understand systems structures, organization, and theory; general and special education programming; implementation science; and evidence-based, school-wide practices that promote learning, positive behavior, and mental health. School psychologists, in collaboration with others, develop and implement practices and strategies to create and maintain safe, effective, and supportive learning environments for students and school staff.

NASP Domain 6 (CCTC SPPE 6): Services to Promote Safe and Supportive Schools School psychologists understand principles and research related to social–emotional well-being, resilience and risk factors in learning, mental and behavioral health, services in schools and communities to support multitiered prevention and health promotion, and evidence-based strategies for creating safe and supportive schools. School psychologists, in collaboration with others, promote preventive and responsive services that enhance learning, mental and behavioral health, and psychological and physical safety and implement effective crisis prevention, protection, mitigation, response, and recovery.

NASP Domain 7 (CCTC SPPE 7): Family, School, and Community Collaboration School psychologists understand principles and research related to family systems, strengths, needs, and cultures; evidence-based strategies to support positive family influences on children’s learning and mental health; and strategies to develop collaboration between families and schools. School psychologists, in collaboration with others, design, implement, and evaluate services that respond to culture and context. They facilitate family and school partnerships and interactions with community agencies to enhance academic and social–behavioral outcomes for children.

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

NASP Domain 9 (CCTC SPPE 9): Research and Evidence-Based Practice

School psychologists have knowledge of research design, statistics, measurement, and varied data collection and analysis techniques sufficient for understanding research, interpreting data, and evaluating programs in applied settings. As scientist practitioners, school psychologists evaluate and apply research as a foundation for service delivery and, in collaboration with others, use various techniques and technology resources for data collection, measurement, and analysis to support effective practices at the individual, group, and/or systems levels.

NASP Domain 10 (CCTC SPPE 10): Legal, Ethical, and Professional Practice

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

Performance Based Outcomes

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.

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 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.

School Psychology Program Sequence

Prerequisites (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 based on approval from program coordinator and/or graduate advisor/coordinator. Please check approved list of equivalent courses. A course substitution, along with the course description and informal or informal transcript should be attached to the course substitution)

Required Courses for the Master's of Science in Counseling with specialization in School Psychology

YEAR 1 – Fall Semester

*EPC 655	Seminar in Counseling Theory and Practice (3) <i>(Pending approval, this class will be substituted by EPC 604: Multisystemic Academic Interventions for School Psychologists in Fall 2022)</i>
*EPC 659A	Communication Skills in Counseling (3) <i>(Course number and title will change to EPC 659SPA Communication Skills for School Psychologists in Fall 2022)</i>
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 School Psychologists (3) <i>(Course number and title will change to EPC 643SP Diversity in School Psychologists in Fall 2022)</i>
*EPC 659B	Practicum in Counseling (3) <i>(Course number and title will change to EPC 659SPB Practicum in Counseling for School Psychologists in Fall 2022)</i>
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) <i>(Course number and title will change to EPC 674SP Family Development Across the Lifespan in Fall 2022)</i>

Development Across the Lifespan in Fall 2022)

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)
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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)

* Pending approval, the courses with the asterisk will change in the Fall 2022. Also, the ultimate degree will be Masters in School Psychology, rather than Masters in Counseling with Specialization in School Psychology.

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, history, legal, and professional dispositions and foundations, 2) resilience and development and learning in multisystemic and multi-tiered settings, 3) communication, interpersonal relationships, and counseling, 4) psychometric assessment skills and data-based assessment, planning, monitoring, and evaluation, 5) consultation and collaboration with families, educational professionals, and community members, 6) prevention, intervention, and postvention, and 7) research and evidenced based practice. These developmental strands were designed in a sequential manner to foster the candidate's developmental competencies 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 between various classes, different classes, and different requirements to emphasize a comprehensive model of service delivery. The developmental strands were designed to help candidates become capable of meeting the various demands of the program and the 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 developmental strands specified above and in the Performance Based Outcomes. Candidates are required to conduct at least 450 hours of practica their second year and a full time internship consisting of at least 1200 hours their third year.

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

Passing the Praxis II in school psychology exam is required of all candidates in the program. Candidates are required 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 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 EPC 659 GC & HC: Internship in School Psychology	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
Vedeesh Saggarr, 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 three 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. Supervisors 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 in direct supervision.
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 (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, as well as the National Association of School Psychologists Professional Conduct Manual.
16. Candidates must purchase liability insurance with a minimum of 4,000,000 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 four evaluation forms of performance based outcomes for students in Appendix E-H. 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 (CASPs) state conference.

Suggestions for Practicum Supervisors

The following is a sequence of activities and suggested supervisory practices for practicum and internship candidates. 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.

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 and 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.

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.

The fieldsite 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 candidates 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

First Semester Courses (Fall) – Descriptions

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.

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, childcare settings. Planning strategies for assessment-based intervention and evaluation of effectiveness.

Second Year Requirements

Preparation for Second Year

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.

Practicum in School Psychology Information

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 ensure 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.

Fourth Semester Courses (Fall) - Descriptions

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

(Prerequisites: EPC 659A and EPC 659) The course addresses individual and group counseling techniques to assist students with adjustment, social emotional functioning and mental health in the schools. Research and theory are aligned to best practices in wellness promotion, resiliency, crisis intervention and individual and group counseling. Application of developmental, diversity, and legal and ethical principles is stressed. Application of relevant research-based theories and outcome-based practice with children is emphasized.

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” in Appendix E) 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 in the Student Handbook 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 B-C 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 (Prerequisites EPC 600 or equivalent; Admission to CSUN master’s program). Introduces quantitative and qualitative clinical research methods, including randomized clinical trials, efficacy and effectiveness studies, program evaluation, client outcome, clinician effectiveness and evidence-based practice strategies. Emphasis placed on conducting research and evaluating outcomes with children, couples, families, diverse clients and vulnerable populations. Also covers federal, state and private foundation agendas, systems of access and channels for funding mental health research.

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 F.)

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

(Prerequisite for EPC 697: Candidate must assemble a comprehensive exam committee prior to registration). Advanced studies of comprehensive topics. Taken during final semester of program. See Department Culminating Experience Handbook for information on how to form a committee. (Credit/No Credit only)

(Prerequisite for EPC 698C: Candidate must assemble a project/thesis exam committee prior to registration). Develop a thesis or project on an advanced topic in student's field of specialization. Typically taken during final two semesters of program. See Department Culminating Experience Handbook for information on how to form a committee. (Credit/No Credit only)

Eighth Semester (Spring) Courses

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

(Prerequisite for EPC 697: Candidate must assemble a comprehensive exam committee prior to registration). Advanced studies of comprehensive topics. Taken during final semester of program. See Department Culminating Experience Handbook for information on how to form a committee. (Credit/No Credit only)

(Prerequisite for EPC 698C: Candidate must assemble a project/thesis exam committee prior to registration). Develop a thesis or project on an advanced topic in student's field of specialization. Typically taken during final two semesters of program. See Department Culminating Experience Handbook for information on how to form a committee. (Credit/No Credit only)

Appendix B

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

Supervisor's Information Sheet

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

Appendix C

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

FIELDSITE AGREEMENT

_____PRACTICUM IN SCHOOL PSYCHOLOGY Year_____

_____INTERNSHIP IN SCHOOL PSYCHOLOGY Year_____

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:

1. That the above named agency or school will provide the following services and supervision:
 - a. An orientation to the agency or school, definition of specific student duties, and supervisor's responsibilities.

- b. Supervision performed by supervisor with at least 3 years experience:

Degree(s)/Credential(s)/License(s) and Dates granted:

Major field of study: _____

Relevant work experience: _____

- c. Weekly minimum of two-hour individual mentoring, training, and supervision of candidate.
 - d. Weekly review and approval of candidate's weekly fieldwork log.
 - e. Weekly mentoring, guidance, and monitoring of candidates' progress.

2. Supervisors will work with the university to make sure that candidates have experience and show competence in the NASP standards II Domains 1-10 and CCTCs SPPEs 1-10.
3. 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.

a. That candidate will:

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

2. Be assigned the following specific duties and responsibilities:

- b. Attend fieldwork course meetings at California State University, Northridge.
 - c. Keep a log of time spent, which will be reviewed and signed by the field site supervisor.
 - d. Complete other assignments of the University fieldwork professor.
4. That the School Psychology Program, California State University, Northridge, will:
 - a. Advise the candidate as to departmental, University, State and Commission on Teacher Credentialing requirements, involving fieldwork.
 - b. Orient all supervisors to the Commission on Teacher Credentialing and NASP standards and requirements.

- c. 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.
- d. Provide additional experiences, including opportunities for supervision of video or audio taped counseling sessions, professional seminars, and referral sources.
- e. 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.
- f. 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: _____

FW #5

RRM (3/91, Revised 02/22/22)

**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 ability to perform 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 **students 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**.

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____**

**DRAFT - PLEASE NOTE THIS MAY CHANGE FOR YOUR CLASS
USE THE ONE GIVEN TO YOU BY YOUR PROFESSOR**

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/fieldwork candidate. Your endorsement will reflect that you feel the school psychology practica/fieldwork candidate understands the particular concept as it relates to the field of school psychology. Please indicate use the legend below to rate the candidate. Please indicate if you have any recommendations or concerns of the candidate's knowledge base or performance in each area.
Please use 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

Revised 02/22

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

Fieldsite:

1. Conduct a Data Based Case Study intervention with a student (see rubric Attached to syllabus)

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

Recommendations:

Field Site Supervisor's Signature & Date: _____

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

Recommendations:

Instructor's Signature & Date: _____

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.

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

Recommendations:

Field Site Supervisor's Signature & Date: _____

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

Recommendations:

Instructor's Signature & Date: _____

- 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)

The administration of these tests should be under the close supervision of a school psychologist or instructor.

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

Recommendations:

Field Site Supervisor's Signature & Date: _____

0 1 2 3 4 5

NOP NO FBS BS MS ES

Recommendations:

Instructor's Signature & Date: _____

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

1. Participate in at least 3 parent conferences and/or IEP's with multidisciplinary teams, including 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.

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

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

Recommendations:

Field Site Supervisor's Signature & Date: _____

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

Recommendations:

Instructor's Signature & Date: _____

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?

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

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

Recommendations:

Field Site Supervisor's Signature & Date: _____

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

Recommendations:

Instructor's Signature & Date: _____

NASP Domain 3 (CCTC SPPE 3): ACADEMIC INTERVENTIONS AND INSTRUCTIONAL SUPPORTS

- 1. Develop an academic goal and intervention for your Problem Solving Data Based Case** (see rubric Attached to syllabus)

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

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

Recommendations:

Field Site Supervisor's Signature & Date: _____

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

Recommendations:

Instructor's Signature & Date: _____

NASP Domain 4 (CCTC SPPE 4): MENTAL AND BEHAVIORAL HEALTH SERVICES AND INTERVENTIONS TO DEVELOP SOCIAL AND LIFE SKILLS

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 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.

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

Recommendations:

Field Site Supervisor's Signature & Date: _____

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

Recommendations:

Instructor's Signature & Date: _____

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 during the year.

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

Use counseling rubric to guide you, submit summary listing information 1-12 in section 1 above to professor.

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

Recommendations:

Field Site Supervisor's Signature & Date: _____

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

Recommendations:

Instructor's Signature & Date: _____

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, self-esteem, SEL, dropout prevention, resiliency, grief, prevention, 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.

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

Recommendations:

Field Site Supervisor's Signature & Date: _____

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

Recommendations:

Instructor's Signature & Date: _____

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

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 and curriculum services. Who is in charge of curriculum development, instruction, and evaluation to promote equitable educational services for all students, including diverse students?

Include description and diagram in your practicum folder.

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

Recommendations:

Field Site Supervisor's Signature & Date: _____

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

Recommendations:

Instructor's Signature & Date: _____

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

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

Recommendations:

Field Site Supervisor's Signature & Date: _____

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

Recommendations:

Instructor's Signature & Date: _____

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

Preventive and Responsive Services

1. **Prepare a presentation on preventative and responsive services related to social emotional wellbeing, resiliency and risk factors in learning, mental and behavioral health, and/or services in schools and communities to support multitiered prevention and health promotion, and include evidence based strategies for creating safe and supportive schools.** Present to the class and if possible to school staff.

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

Recommendations:

Field Site Supervisor's Signature & Date: _____

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

Recommendations:

Instructor's Signature & Date: _____

NASP Domain 7 (CCTC SPPE 7): FAMILY, SCHOOL, & COMMUNITY COLLABORATION

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). When possible,

facilitate partnerships between parents and community agencies. Discuss with your supervisor. Write brief one page summary on your findings.

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

Recommendations:

Field Site Supervisor's Signature & Date: _____

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

Recommendations:

Instructor's Signature & Date: _____

NASP Domain 8 (CCTC SPPE 8): EQUITABLE PRACTICES FOR DIVERSE STUDENT POPULATIONS

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

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

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

Recommendations:

Field Site Supervisor's Signature & Date: _____

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

Recommendations:

Instructor's Signature & Date: _____

NASP Domain 9 (CCTC SPPE 9): RESEARCH AND EVIDENCED BASED PRACTICE

1. Decide whether you will be pursuing a thesis, project, or comprehensive exam. Write a statement of what you have decided to do. Include who you intend to ask to be part of your committee and what actions you have taken. If you are thinking of a thesis or project, make a list of possible topics you would like to pursue. Start conducting your literature review.
2. When conducting your literature review, use research to describe evidenced based service delivery and collaboration with others, using various techniques and technology resources for assessment, data collection, measurement, and analysis to support effective practices and interventions at the individual, group, and/or systems levels.

Write summary of your plan to do exam or project. Begin conducting your literature review and include #2 above in your responses.

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

Recommendations:

Field Site Supervisor's Signature & Date: _____

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

Recommendations:

Instructor's Signature & Date: _____

NASP Domain 10 (CCTC SPPE 10): Legal, Ethical, and Professional Practice

1. Law and Ethics

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 professor.

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

Recommendations:

Field Site Supervisor's Signature & Date: _____

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

Recommendations:

Instructor's Signature & Date: _____

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

Discuss with your supervisor and write a summary for professor.

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

Recommendations:

Field Site Supervisor's Signature & Date: _____

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

Recommendations:

Instructor's Signature & Date: _____

3. Professional Practice:

- a. Attend a workshop on a related issue in school psychology. Fill out Conference Attendance Form. Attend workshops through NASP, CASP, or local CASP affiliates.
- b. Begin your professional performance based outcome 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.

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

Recommendations:

Field Site Supervisor's Signature & Date: _____

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

Recommendations:

Instructor's Signature & Date: _____

4. Attend at least one psychologists' staff meetings.

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

Recommendations:

Field Site Supervisor's Signature & Date: _____

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

Recommendations:

Instructor's Signature & Date: _____

Appendix F
PERFORMANCE BASED OUTCOMES
EPC 659FC: Practicum in School Psychology
Spring Semester_____

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

Revised 02/22

PBO 1	<p>NASP Domain 1 (CCTC SPPE 1): DATA BASED DECISION MAKING</p> <p>Fieldsite:</p> <p>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, monitor, evaluate, and promote positive student performance, program outcomes, and school climate.</p>
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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.

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Recommendations:

Field Site Supervisor's Signature & Date: _____

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Recommendations:

Instructor's Signature & Date: _____

2. Conduct Individual Standardized Assessments as follows:

- 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. Discuss test battery with supervisor. Submit test scores and results as part of your psychological report (See c).

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Recommendations:

Field Site Supervisor's Signature & Date: _____

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NOP NO FBS BS MS ES

Recommendations:

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).

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NOP NO FBS BS MS ES

Recommendations:

Field Site Supervisor's Signature & Date: _____

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NOP NO FBS BS MS ES

Recommendations:

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.**

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Recommendations:

Field Site Supervisor's Signature & Date: _____

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NOP NO FBS BS MS ES

Recommendations:

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.

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Recommendations:

Field Site Supervisor's Signature & Date: _____

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NOP NO FBS BS MS ES

Recommendations:

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

3. Participate in at least 3 parent conferences and/or IEP's 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. **Assist the multidisciplinary team in the development of appropriate program**

planning to promote successful learning and achievement. Write one page summary of experiences.

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Recommendations:

Field Site Supervisor's Signature & Date: _____

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NOP NO FBS BS MS ES

Recommendations:

Instructor's Signature & Date: _____

b. Collaboration and Consultation in practice:

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 recommend skills to assist students who experience learning difficulties. Identify problem areas, collect and analyze information to understand the problem, make decisions regarding service delivery, monitor, 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. What are the implications? Discuss consultations with supervisor and write summary for instructor. Max 1-2 pages.

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Recommendations:

Field Site Supervisor's Signature & Date: _____

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Recommendations:

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 equitable educational outcomes for all pupils. Write summary in 1-2 pages.

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Recommendations:

Field Site Supervisor's Signature & Date: _____

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Recommendations:

Instructor's Signature & Date: _____

3

NASP Domain 3 (CCTC SPPE 3): ACADEMIC INTERVENTIONS AND INSTRUCTIONAL SUPPORTS

- 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, monitoring, and evaluation to develop the student's academic skills . Consider linguistic and cultural factors.

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NOP NO FBS BS MS ES

Recommendations:

Field Site Supervisor's Signature & Date: _____

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NOP NO FBS BS MS ES

Recommendations:

Instructor's Signature & Date: _____

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

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. 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 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.

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Recommendations:

Field Site Supervisor's Signature & Date: _____

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Recommendations:

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, SEL, 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.

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Recommendations:

Field Site Supervisor's Signature & Date: _____

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Recommendations:

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.

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Recommendations:

Field Site Supervisor's Signature & Date: _____

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NOP NO FBS BS MS ES

Recommendations:

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

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

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. Make recommendations. Write summary for professor.

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NOP NO FBS BS MS ES

Recommendations:

Field Site Supervisor's Signature & Date: _____

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NOP NO FBS BS MS ES

Recommendations:

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? Write summary for professor.

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NOP NO FBS BS MS ES

Recommendations:

Field Site Supervisor's Signature & Date: _____

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NOP NO FBS BS MS ES

Recommendations:

Instructor's Signature & Date: _____

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

1. Prepare for and conduct an in-service workshop for teachers or parents on a topic that focuses on promoting safe and supportive schools and on prevention and 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.

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.

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NOP NO FBS BS MS ES

Recommendations:

Field Site Supervisor's Signature & Date: _____

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NOP NO FBS BS MS ES

Recommendations:

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.

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

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Recommendations:

Field Site Supervisor's Signature & Date: _____

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Recommendations:

Instructor's Signature & Date: _____

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

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Recommendations:

Field Site Supervisor's Signature & Date: _____

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NOP NO FBS BS MS ES

Recommendations:

Instructor's Signature & Date: _____

7 NASP Domain 7 (CCTC SPPE 7): FAMILY, SCHOOL, & COMMUNITY COLLABORATION

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.

Write 1 page summary of your experiences and insights.

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Recommendations:

Field Site Supervisor's Signature & Date: _____

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Recommendations:

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. When necessary, support parents in making connections with community agencies.

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NOP NO FBS BS MS ES

Recommendations:

Field Site Supervisor's Signature & Date: _____

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Recommendations:

Instructor's Signature & Date: _____

8 NASP Domain 8 (CCTC SPPE 8): EQUITABLE PRACTICES FOR DIVERSE STUDENT POPULATIONS

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. Describe issues of equity, social justice, and how you can advocate for these students' needs.

Write 2 page summary.

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NOP NO FBS BS MS ES

Recommendations:

Field Site Supervisor's Signature & Date: _____

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NOP NO FBS BS MS ES

Recommendations:

Instructor's Signature & Date: _____

9 NASP Domain 9 (CCTC SPPE 9): RESEARCH AND EVIDENCE-BASED PRACTICE

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. Plan to gather and evaluate data. Provide quantitative data and effect size.

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NOP NO FBS BS MS ES

Recommendations:

Field Site Supervisor's Signature & Date: _____

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Recommendations:

Instructor's Signature & Date: _____

2. Design a system wide program evaluation to evaluate a school program with a focus on prevention, intervention, and equitable practices for all students. See course requirement for EPC 603. Attach your program evaluation research design.

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Recommendations:

Field Site Supervisor's Signature & Date: _____

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Recommendations:

Instructor's Signature & Date: _____

3. Critique one research article and indicate what statistical results would indicate valid results. Write a summary on the evidenced based research and how this can support school psychological services practice. See Requirement for EPC 603 and attach critique.

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Recommendations:

Field Site Supervisor's Signature & Date: _____

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NOP NO FBS BS MS ES

Recommendations:

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.

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NOP NO FBS BS MS ES

Recommendations:

Field Site Supervisor's Signature & Date: _____

Instructor's Signature & Date: _____

10 NASP Domain 10 (CCTC SPPE 10): LEGAL, ETHICAL, AND PROFESSIONAL PRACTICE

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. Keep confidentiality. Write a 1-2 page summary of each case.

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Recommendations:

Field Site Supervisor's Signature & Date: _____

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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.

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NOP NO FBS BS MS ES

Recommendations:

Field Site Supervisor's Signature & Date: _____

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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. Fill out Conference Attendance Form.

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Recommendations:

Field Site Supervisor's Signature & Date: _____

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Recommendations:

Instructor's Signature & Date: _____

d. Continue with your professional performance based outcome portfolio.

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NOP NO FBS BS MS ES

Recommendations:

Field Site Supervisor's Signature & Date: _____

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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 work on social justice and advocate for students and families.

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

Recommendations:

Instructor's Signature & Date: _____

Appendix G

EPC 659GC: INTERNSHIP IN SCHOOL PSYCHOLOGY FALL _____

PERFORMANCE BASED OUTCOMES (revised 01/22)

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

Please note that the PBOs for internship are the same for both Spring and Fall semesters. The PBOs and expectations have been divided into two documents to make it easier to monitor progress each semester. **Some ratings of 3s are acceptable for the Fall semester, but ratings of at least 4s are expected by the end of the Spring Semester.**

NASP AND CCTC STANDARDS WILL BE ADDRESSED AND ASSESSED USING THIS PBO DOCUMENT AND OTHER ATTACHED EVALUATIONS AND RUBRICS.

Student-Intern: _____

Supervisor(s): _____

University Instructor: _____

District: _____

1.	NASP Domain 1 (CCTC SPPE 1): DATA-BASED DECISION MAKING AND ACCOUNTABILITY 1. School psychologists have knowledge of varied methods of assessment and data	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	<u>Fall</u>				
			1.a. 1 2 3 4 5 NOP NM PM M MA	Internship Supervisor's Signature & Date			

<p>4. Work within multitiered and multidisciplinary teams to assess and intervene.</p>	<ul style="list-style-type: none"> • 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 <p>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.</p> <p>d. Attend and participate in at least two (2) IEPs 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.</p> <p>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,</p>	<p>Fall</p> <p>1.d.</p> <table style="width: 100%; text-align: center;"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> </tr> <tr> <td>NOP</td> <td>NM</td> <td>PM</td> <td>M</td> <td></td> </tr> <tr> <td>MA</td> <td></td> <td></td> <td></td> <td></td> </tr> </table>	1	2	3	4	5	NOP	NM	PM	M		MA				
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systematic progress monitoring, goal attainment scale, and data-based decision-making. Use technology to collect, analyze, and communicate appropriate outcomes.

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

Internship Supervisor's Signature & Date

Fall

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Internship Supervisor's Signature & Date

Fall

Spring or Fall

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MA			

University Instructor's Signature & Date

<p>2</p>	<p>NASP Domain 2 (CCTC SPPE 2): CONSULTATION AND COLLABORATION</p> <p>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.</p> <p>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.</p> <p>Candidate should demonstrate skills needed to work effectively with pupils and their families from</p>	<p>Consultation Case Study</p> <p>1. Conduct at least <u>1 comprehensive consultation case per semester for a total of at least 2 for the year.</u> Use the problem solving model involving clear hypothesis, goals, goal attainment scales, interventions, baseline and outcome data.</p> <p>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. Describe issues of diversity, as well as parent and teacher involvement. Work within multidisciplinary teams to affect change and promote social justice. 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.</p> <p>Include a total of 2 parent and 2 teacher evaluation forms for consultation cases. Include a total of 2 Supervisor evaluation forms.</p> <p>Refer to Consultation rubric.</p> <p>Your consultation report should reflect areas listed on the rubric. See Attachment F page 49. Limit your report to 7 pages.</p> <p>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 and work within</p>	<p><u>Fall</u></p> <table border="0"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> </tr> <tr> <td>NOP</td> <td>NM</td> <td>PM</td> <td>M</td> <td></td> </tr> <tr> <td>MA</td> <td></td> <td></td> <td></td> <td></td> </tr> </table> <p>Internship Supervisor's Signature & Date _____</p> <p>Parent Evaluation Form #1 _____</p> <p>Parent Evaluation Form #2 _____</p> <p>Teacher Evaluation Form #1 _____</p> <p>Teacher Evaluation Form #2 _____</p> <p>Supervisor Cons. Evaluation Form #1 _____</p> <p>Supervisor Cons. Evaluation Form #2 _____</p> <p><u>Spring or Fall</u></p> <p>2.a</p> <table border="0"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> <tr> <td>5</td> <td></td> <td></td> <td></td> </tr> </table>	1	2	3	4	5	NOP	NM	PM	M		MA					1	2	3	4	5			
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	<p>Supports</p> <p>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.</p> <p>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.</p>	<p>assessments by designing at least two data-based academic interventions per semester for a total of 4 for the year. These should be one academic intervention to <u>support academic skills</u> and one behavioral or social emotional intervention per semester.</p> <p>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.</p> <p>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. Focus should be on an evidenced based intervention and assessing student progress. Be sure to discuss process and progress.</p> <p>Refer to Data-Based Case Study rubric (Part I).</p>	<p>NOP NM PM M MA</p> <p><u>University Instructor's Signature & Date</u></p> <p><u>Fall</u></p> <p>Case 2:</p> <p>1 2 3 4</p> <p>5</p> <p>NOP NM PM M MA</p> <p><u>University Instructor's Signature & Date</u></p>
4.	<p>NASP Domain 4 (CCTC SPPE 4): MENTAL AND BEHAVIORAL HEALTH SERVICES AND INTERVENTIONS SOCIAL AND LIFE SKILLS</p> <p>1. School psychologists have knowledge of biological, cultural, developmental, and social influences on</p>	<p>1. Individual Counseling</p> <p>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. <i>Identify problem behaviors that are precursors to development of internalizing and externalizing disorders, dropping out, poor self esteem, and poor life skills. Include the following factors and explain how they influence the problem and how you will use this information for goal development and intervention: knowledge of biological,</i></p>	<p><u>Fall</u></p> <p>1.</p> <p>1 2 3 4 5</p> <p>NOP NM PM M MA</p> <p>Internship Supervisor's Signature & Date</p>

<p>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.</p> <p>2. School psychologists, in collaboration with others, demonstrate skills to use assessment and data-collection methods and to implement and evaluate services that promote resilience and positive behavior, support socialization and adaptive skills, and enhance mental and behavioral health.</p> <p>3. School psychologists demonstrate an understanding of the principles associated with the building of self esteem, personal</p>	<p><i>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.</i></p> <p>Please include the following:</p> <ol style="list-style-type: none"> 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 	<p><u>Fall</u></p> <p>2.</p> <table style="width: 100%; text-align: center;"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> </tr> <tr> <td>NOP</td> <td>NM</td> <td>PM</td> <td>M</td> <td></td> </tr> <tr> <td>MA</td> <td></td> <td></td> <td></td> <td></td> </tr> </table> <p>Internship Supervisor’s Signature & Date</p>	1	2	3	4	5	NOP	NM	PM	M		MA				
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<p>and social responsibility, and their relationship to the life long learning process.</p>	<p>14. Include brief paragraphs summarizing outcome data, as well as graph or visual representation of progress.</p> <p>Refer to Counseling rubric.</p> <p>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 <u>social skills or life skills group</u>. At least one social skills group based on an evidenced based approach is required.</p> <p>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.</p> <p>b. Conduct group sessions with school aged children based on your plan under the supervision of internship supervisor. Consider sociocultural, psychological concepts when forming groups. Address inter-group and intra-group relations and conflicts appropriately.</p> <p>c. Provide evidence of progress monitoring and evaluation of student progress and generalization of skills.</p> <p>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.</p> <p>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.</p> <p>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</p>	<p>Fall</p> <p>3.</p> <table border="0"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> </tr> <tr> <td>NOP</td> <td>NM</td> <td>PM</td> <td>M</td> <td></td> </tr> <tr> <td>MA</td> <td></td> <td></td> <td></td> <td></td> </tr> </table> <p>Internship Supervisor's Signature & Date</p> <p>Fall</p> <p>4.</p> <table border="0"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> </tr> <tr> <td>NOP</td> <td>NM</td> <td>PM</td> <td>M</td> <td></td> </tr> <tr> <td>MA</td> <td></td> <td></td> <td></td> <td></td> </tr> </table> <p>Internship Supervisor's Signature & Date</p> <p>Submit Counseling Evaluation Rubric completed by your</p>	1	2	3	4	5	NOP	NM	PM	M		MA					1	2	3	4	5	NOP	NM	PM	M		MA				
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3. Consult with counselors regarding vocational and career information. **Write a brief one-page summary.**

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6.	<p>NASP Domain 6 (CCTC SPPE 6): SERVICES TO PROMOTE SAFE AND SUPPORTIVE SCHOOLS</p> <p>1. School psychologists have knowledge of principles and research related to social-emotional well being, 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.</p> <p>2. School psychologists, in collaboration with others, demonstrate skills to promote preventive and responsive services that enhance learning, mental and behavioral health, and psychological and physical safety and implement effective crisis prevention, protection, mitigation, response, and</p>	<p>Use a multi-systemic multidisciplinary focus to work with students, families, and staff to intervene using principles and research based on resiliency and risk factors by:</p> <p>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).</p> <p>When working on a Data Based Case Study:</p> <p>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.</p> <p>b. develop multi-systemic interventions involving a multidisciplinary collaboration with parents, teachers, other individuals and community members to increase or put in place at least one developmental asset.</p> <p>c. develop a pre-post measure and time-series data to evaluate the implementation of the multi-systemic intervention involving the multidisciplinary team to implement the developmental asset(s). Include Pre/Post GAS and Effect Size.</p> <p>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 mental health, physical well-being, safety and/or social adjustment in response to a stressor or</p>	<p>Fall</p> <p>1.a.</p> <table border="0"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> </tr> <tr> <td>NOP</td> <td>NM</td> <td>PM</td> <td>M</td> <td></td> </tr> <tr> <td>MA</td> <td></td> <td></td> <td></td> <td></td> </tr> </table> <p>Internship Supervisor’s Signature & Date</p> <p>Fall</p> <p>1.b.</p> <table border="0"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> </tr> <tr> <td>NOP</td> <td>NM</td> <td>PM</td> <td>M</td> <td></td> </tr> <tr> <td>MA</td> <td></td> <td></td> <td></td> <td></td> </tr> </table> <p>Internship Supervisor’s Signature & Date</p> <p>Fall</p> <p>1.c.</p> <table border="0"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> </tr> <tr> <td>NOP</td> <td>NM</td> <td>PM</td> <td>M</td> <td></td> </tr> <tr> <td>MA</td> <td></td> <td></td> <td></td> <td></td> </tr> </table>	1	2	3	4	5	NOP	NM	PM	M		MA					1	2	3	4	5	NOP	NM	PM	M		MA					1	2	3	4	5	NOP	NM	PM	M		MA				
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	<p>recovery.</p>	<p>crisis.</p> <p>2. Prepare and <u>conduct crisis intervention teams</u> and interventions by:</p> <p>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.</p> <p>b. Developing &/or implementing a training program or workshop, &/or leadership team, for students &/or staff related to enhancing safe schools/ 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, protection, mitigation, response, and recovery.</p> <p>c. Providing how you would address the needs of witnesses, victims to enhanced learning and adjustment.</p> <p>Continued from Fall semester.</p>	<p>Internship Supervisor’s Signature & Date</p> <p>Fall</p> <p>1.d.</p> <table border="0"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> <tr> <td>5</td> <td></td> <td></td> <td></td> </tr> <tr> <td>NOP</td> <td>NM</td> <td>PM</td> <td>M</td> </tr> <tr> <td>MA</td> <td></td> <td></td> <td></td> </tr> </table> <p>Internship Supervisor’s Signature & Date</p> <p>Fall</p> <p>2.a.</p> <table border="0"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> </tr> <tr> <td>NOP</td> <td>NM</td> <td>PM</td> <td>M</td> <td></td> </tr> <tr> <td>MA</td> <td></td> <td></td> <td></td> <td></td> </tr> </table> <p>Internship Supervisor’s Signature & Date</p> <p>Fall</p> <p>2.b.</p> <table border="0"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> </tr> <tr> <td>NOP</td> <td>NM</td> <td>PM</td> <td>M</td> <td></td> </tr> <tr> <td>MA</td> <td></td> <td></td> <td></td> <td></td> </tr> </table> <p>Internship Supervisor’s Signature & Date</p> <p>2.c.</p> <table border="0"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> </tr> <tr> <td>NOP</td> <td>NM</td> <td>PM</td> <td>M</td> <td></td> </tr> <tr> <td>MA</td> <td></td> <td></td> <td></td> <td></td> </tr> </table> <p>Internship Supervisor’s Signature</p>	1	2	3	4	5				NOP	NM	PM	M	MA				1	2	3	4	5	NOP	NM	PM	M		MA					1	2	3	4	5	NOP	NM	PM	M		MA					1	2	3	4	5	NOP	NM	PM	M		MA				
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7.	<p>NASP Domain 7 (CCTC SPPE 7): FAMILY, SCHOOL, & COMMUNITY COLLABORATION</p> <p>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.</p> <p>2. School psychologists, in collaboration with others, demonstrate skills to design, implement, and evaluate services that respond to culture and context</p>	<p>Candidate will 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 demonstrate cultural competence when working with diverse families.</p> <p>Candidate will:</p> <p>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.</p> <p>Candidate will submit to professor:</p> <ol style="list-style-type: none"> 1) Referral issue 2) Reference understanding of family systems, strengths, needs, and culture and use evidence based strategies to support families 3) demonstrate cultural competence 	<p><u>Fall</u></p> <p>1.</p> <p>1 2 3 4 5</p> <p>NOP NM PM M</p> <p>MA</p> <p>Internship Supervisor’s Signature & Date</p>

<p>and facilitate family and school partnership/interactions with community agencies for enhancement of academic and social-behavioral outcomes for children.</p>	<p>when working with diverse families.</p> <ol style="list-style-type: none"> 4) Hypothesis including reference to culture and family context 5) Goals 6) design of intervention based on hypothesis and goals 7) include other community agencies when necessary and describe involvement 8) describe home-school collaboration 9) implementation of intervention 10) intervention adherence 11) evaluation of intervention 12) supporting data 13) evaluation feedback from parent and teacher 14) summary of case including the above <p>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. Promote inclusion and home school collaboration with diverse parents.</p> <p>3. List and describe a case where a referral to a community agency took place. Submit the following:</p> <ol style="list-style-type: none"> a. Initial referral b. Hypothesis c. Need for referral d. Community agency used for referral 	<p>Fall</p> <p>2.</p> <table style="width: 100%; text-align: center;"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> </tr> <tr> <td>NOP</td> <td>NM</td> <td>PM</td> <td>M</td> <td></td> </tr> <tr> <td>MA</td> <td></td> <td></td> <td></td> <td></td> </tr> </table> <p>Internship Supervisor’s Signature & Date</p> <p>Fall</p>	1	2	3	4	5	NOP	NM	PM	M		MA				
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8.	<p>NASP Domain 7 (CCTC SPPE 7): EQUITABLE PRACTICES FOR DIVERSE STUDENT POPULATIONS</p> <p>1. School psychologists have knowledge of individual differences, abilities, disabilities, and other diverse characteristics and the impact they have on development; b) principles and research related to diversity in children, families, and schools, and</p>	<p>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 child development, religion, culture and cultural identity, race, sexual orientation, gender identity and expression, socioeconomic status, and other variables and use evidence based strategies and diversity factors to enhance services and address potential influences related to diversity by:</p> <p>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. Explore issues related to child development,</p>	<p><u>Fall</u></p> <p>1.a.</p> <table border="0"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> </tr> <tr> <td>NOP</td> <td>NM</td> <td>PM</td> <td>M</td> <td></td> </tr> <tr> <td colspan="5">MA</td> </tr> </table>	1	2	3	4	5	NOP	NM	PM	M		MA																			
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<p>communities, including factors related to child development, religion, culture and cultural identity, race, sexual orientation, gender identity and expression, socioeconomic status, and other variables, and c) evidence-based strategies to enhance services and address potential influences related to diversity.</p>	<p>religion, culture and cultural identity, race, sexual orientation, gender identity and expression, socioeconomic status, and other variables and use evidence based strategies and diversity factors to incorporate you're your recommendations how to enhance services and address potential influences related to diversity.</p>	<p>Internship Supervisor's Signature & Date</p>
<p>2. School psychologists demonstrate skills to provide professional services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds through an ecological lens across multiple contexts, and b) recognize that an understanding and respect for diversity in development and learning and advocacy for social justice are foundations of all aspects of service delivery.</p>	<p>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.</p> <p>Refer to rubric.</p> <p>2.a. Consult and collaborate with parents and teachers to develop culturally sensitive interventions that advocate for social justice.</p> <p>2b. present and exchange information in a variety of contexts with diverse students and families, teachers and others to enhance communication.</p>	<p>Fall</p> <p>1.b. 1 2 3 4 5 NOP NM PM M MA</p>
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<p>9.</p>	<p>NASP Domain 9 (CCTC SPPE 9): RESEARCH AND EVIDENCED-BASED PRACTICE</p> <p>1. School psychologists have knowledge of research design, statistics, measurement, varied data collection and analysis techniques, sufficient for understanding research, interpreting data, and evaluating programs in applied settings.</p> <p>2. School psychologists demonstrate skills to evaluate and apply research as a</p>	<p>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:</p> <p>1. Identifying a particular academic or behavioral program or system currently in place at your school or district and <u>creating, and if possible, implementing</u> a research design or program evaluation that will consist of:</p> <p>a. describing the program and purpose for the support of pupil cognitive development, academic achievement, social emotional development, mental health, and/or life skills;</p> <p>b. describing research and program evaluation design and identify adequate vs in adequate research;</p> <p>c. describing data collection procedures and tools to gather data;</p>	<p><u>Fall</u></p> <p>1.</p> <p>1 2 3 4 5</p> <p>NOP NM PM M</p> <p>MA</p> <p>Internship Supervisor's Signature & Date</p> <p><u>Fall</u></p> <p>1 2 3 4</p> <p>5</p> <p>NOP NM PM M</p>

<p>10</p>	<p>NASP Domain 10 (CCTC SPPE 10): LEGAL, ETHICAL, AND PROFESSIONAL PRACTICE</p> <p>1. Candidates have knowledge of the history and foundations of school psychology; multiple service models and methods; ethical, legal, and professional standards; and other factors related to professional identity and effective practice as school psychologists.</p> <p>2. Candidates have skills to provide services consistent with ethical, legal, and professional standards; engage in responsive ethical and professional decision-making; and collaborate with other professionals.</p> <p>3. Candidates apply professional work characteristics needed for effective practice as school psychologists, including effective interpersonal skills, responsibility, adaptability, initiative, dependability, technology</p>	<p>1. a Candidates demonstrate knowledge of history and foundations of school psychology and implications for practice; multiple service models and methods for service delivery in all that they do.</p> <p>1b.Candidates will continue to develop their professional identity and effective practices as school psychologist and participate in local and state professional associations in psychology, particularly school psychology. Become a student member of one such association. Provide proof to university instructor.</p> <p>1c. Attending one professional conference of a state or local psychological association, (e.g., CASP or LAASP). Complete Conference Attendance Form.</p> <p>2. a Candidates demonstrate ethical and legal practice based on assessments, counseling, prevention, intervention, consultation, and activities related to school psychology. Candidates will be evaluated on the law and ethics applied to their case studies. (Assessment tools: appendix D; psychoeducational report rubric).</p> <p>2 b. Candidates demonstrate an ability to investigate information about ethical and legal matters using various resources and the internet and discuss this process with your supervisor and university professor.</p> <p>3. Candidates will be evaluated based on their dispositions and professional work characteristics using the candidate evaluation.</p>	<p><u>Fall</u></p> <table border="0"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> </tr> <tr> <td>NOP</td> <td>NM</td> <td>PM</td> <td>M</td> <td></td> </tr> <tr> <td>MA</td> <td></td> <td></td> <td></td> <td></td> </tr> </table> <p>Internship Supervisor's Signature & Date</p> <p><u>Fall</u></p> <table border="0"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> <tr> <td>5</td> <td>NOP</td> <td>NM</td> <td>PM</td> </tr> <tr> <td>MA</td> <td></td> <td></td> <td>M</td> </tr> </table> <p><u>University Instructor's Signature & Date</u></p>	1	2	3	4	5	NOP	NM	PM	M		MA					1	2	3	4	5	NOP	NM	PM	MA			M
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	<p>competency, advocacy skills, respect for human diversity and a commitment to social justice and equity.</p>		
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Appendix H
California State University, Northridge
 Michael D. Eisner College of Education
 Department of Educational Psychology and Counseling
 School Psychology Program

EPC 659HC: INTERNSHIP IN SCHOOL PSYCHOLOGY
SPRING _____
PERFORMANCE BASED OUTCOMES (revised 01/22)

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

Please note that the PBOs for internship are the same for both Spring and Fall semesters. The PBOs and expectations have been divided into two documents to make it easier to monitor progress each semester. **Some ratings of 3s are acceptable for the Fall semester, but ratings of at least 4s are expected by the end of the Spring Semester.**

NASP AND CCTC STANDARDS WILL BE ADDRESSED AND ASSESSED USING THIS PBO DOCUMENT AND OTHER ATTACHED EVALUATIONS AND RUBRICS.

Student-Intern: _____

Supervisor(s): _____

University Instructor: _____

District: _____

<p>1.</p>	<p>NASP Domain 1 (CCTC SPPE 1): DATA-BASED DECISION MAKING AND ACCOUNTABILITY</p> <p>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 within a multitiered system of supports.</p> <p>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 and monitor and evaluate student progress.</p> <p>3. Include knowledge of diverse factors,</p>	<p>1. Psycho-Educational Assessment</p> <p>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).</p> <p>Experience with the following populations is expected.</p> <p>e) Learning Disabled f) Emotionally Disturbed g) Limited English Proficient h) Severe Developmentally Delayed e) Alternative Assessment</p> <p>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).</p> <p>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 2 of the 7 reports in each semester should adhere to format required by your university professors and have a rated rubric attached. One of these two reports should also include a rated rubric by your internship supervisor. Refer to Psycho-educational report rubric. Be</p>	<p>Fall</p> <p>1.a.</p> <table border="0"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> </tr> <tr> <td>NOP</td> <td>NM</td> <td>PM</td> <td>M</td> <td>MA</td> </tr> </table> <p>Internship Supervisor's Signature & Date</p> <p>a) ___ met ___ not met b) ___ met ___ not met c) ___ met ___ not met d) ___ met ___ not met e) ___ met ___ not met</p> <p>Fall</p> <p>1.b.</p> <table border="0"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> </tr> <tr> <td>NOP</td> <td>NM</td> <td>PM</td> <td>M</td> <td>MA</td> </tr> </table> <p>Internship Supervisor's Signature & Date</p> <p>Fall</p> <p>1.c.</p> <table border="0"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> </tr> <tr> <td>NOP</td> <td>NM</td> <td>PM</td> <td>M</td> <td>MA</td> </tr> </table>	1	2	3	4	5	NOP	NM	PM	M	MA	1	2	3	4	5	NOP	NM	PM	M	MA	1	2	3	4	5	NOP	NM	PM	M	MA
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	<p>such as culture, gender, language, religion, etc., and how these affect performance and include these factors as you make culturally and linguistically compatible recommendations.</p> <p>4. Work within multitiered and multidisciplinary teams to assess and intervene.</p>	<p>sure to include health and dev, language, cultural, SES, diversity, and factors of resilience.</p> <p>Demonstrate knowledge of learning theories and factors influencing learning and teaching, including ecological factors in the classroom, family, and community. In your reports include:</p> <ul style="list-style-type: none"> • 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 <p>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.</p> <p>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.</p>	<p>Internship Supervisor's Signature & Date</p>
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<p>(CCTC SPPE 2): CONSULTATION AND COLLABORATION</p> <p>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.</p> <p>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.</p> <p>Candidate should demonstrate skills needed to work effectively with pupils and their families from diverse backgrounds and promote social</p>	<p>1. Conduct at least <u>1 comprehensive consultation case per semester for a total of at least 2 for the year</u>. Use the problem solving model involving clear hypothesis, goals, goal attainment scales, interventions, baseline and outcome data.</p> <p>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. Describe issues of diversity, as well as parent and teacher involvement. Work within multidisciplinary teams to affect change and promote social justice. 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.</p> <p>Include a total of 2 parent and 2 teacher evaluation forms for consultation cases. Include a total of 2 Supervisor evaluation forms.</p> <p>Refer to Consultation rubric.</p> <p>Your consultation report should reflect areas listed on the rubric. See Attachment F page 49. Limit your report to 7 pages.</p> <p>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 and work within multidisciplinary teams, including the parent, to promote change and social justice. This can be one of your two</p>	<p>Fall</p> <table border="0"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> </tr> <tr> <td>NOP</td> <td>NM</td> <td>PM</td> <td>M</td> <td>MA</td> </tr> </table> <p>Internship Supervisor's Signature & Date _____</p> <p>Parent Evaluation Form #1 _____</p> <p>Parent Evaluation Form #2 _____</p> <p>Teacher Evaluation Form #1 _____</p> <p>Teacher Evaluation Form #2 _____</p> <p>Supervisor Cons. Evaluation Form #1 _____</p> <p>Supervisor Cons. Evaluation Form #2 _____</p>	1	2	3	4	5	NOP	NM	PM	M	MA
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	<p>Academic Interventions and Instructional Supports</p> <p>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.</p> <p>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.</p>	<p>students in adjustment, growth and learning based on information gathered from psycho-educational and ecological assessments by designing at least two data-based academic interventions per semester for a total of 4 for the year. These should be one academic intervention to <u>support academic skills and one behavioral or social emotional intervention per semester.</u></p> <p>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.</p> <p>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. Focus should be on an evidenced based intervention and assessing student progress. Be sure to discuss process and progress.</p> <p>Refer to Data-Based Case Study rubric (Part I).</p>	<p>Fall Case 1: 1 2 3 4 5 NOP NM PM M MA</p> <p><u>University Instructor's Signature & Date</u></p> <p>Fall Case 2: 1 2 3 4 5 NOP NM PM M MA</p> <p><u>University Instructor's Signature & Date</u></p>
4.	<p>NASP Domain 4 (CCTC SPPE 4): MENTAL AND BEHAVIORAL HEALTH SERVICES</p>	<p>1. Individual Counseling</p> <p>Counsel at least two (2) individual students per semester for a total of 4 for the year. Each student must receive a</p>	<p><u>Fall</u></p>

<p>AND INTERVENTIONS SOCIAL AND LIFE SKILLS</p> <p>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.</p> <p>2. School psychologists, in collaboration with others, demonstrate skills to use assessment and data-collection methods and to implement and evaluate services that promote resilience and positive behavior, support socialization and adaptive skills, and enhance mental and behavioral health.</p>	<p>minimum of six (6) counseling sessions. <i>Identify problem behaviors that are precursors to development of internalizing and externalizing disorders, dropping out, poor self esteem, and poor life skills. Include the following factors and explain how they influence the problem and how you will use this information for goal development and intervention: 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.</i></p> <p>Please include the following:</p> <ol style="list-style-type: none"> 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 	<p>1.</p> <table style="width: 100%; text-align: center;"> <tr> <td style="width: 20%;">1</td> <td style="width: 20%;">2</td> <td style="width: 20%;">3</td> <td style="width: 20%;">4</td> <td style="width: 20%;">5</td> </tr> <tr> <td>NOP</td> <td>NM</td> <td>PM</td> <td>M</td> <td>MA</td> </tr> </table> <p>Internship Supervisor's Signature & Date</p>	1	2	3	4	5	NOP	NM	PM	M	MA
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<p>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.</p>	<p>10. Evaluate techniques in context of the student’s cultural and language background.</p> <p>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?</p> <p>13. Include side by side comparisons of GAS</p> <p>14. Include brief paragraphs summarizing outcome data, as well as graph or visual representation of progress.</p> <p>Refer to Counseling rubric.</p> <p>2. Group Counseling</p> <p>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.</p> <p>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.</p> <p>b. Conduct group sessions with school aged children based on your plan under the supervision of internship supervisor. Consider sociocultural, psychological concepts when forming groups. Address inter-group and intra-group relations and conflicts appropriately.</p> <p>c. Provide evidence of progress monitoring and evaluation of student progress and generalization of skills.</p> <p>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.</p>	<p>Fall</p> <p>2.</p> <table border="0"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> </tr> <tr> <td>NOP</td> <td>NM</td> <td>PM</td> <td>M</td> <td>MA</td> </tr> </table> <p>Internship Supervisor’s Signature & Date</p>	1	2	3	4	5	NOP	NM	PM	M	MA
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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.

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Internship Supervisor's Signature & Date

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Internship Supervisor's Signature & Date

Submit Counseling Evaluation Rubric completed by your

<p>learning and mental health, services in schools and communities to support multi-tiered prevention, and evidence-based strategies for effective crisis response.</p> <p>2. School psychologists, in collaboration with others, demonstrate skills to promote preventive and responsive services that enhance learning, mental and behavioral health, and psychological and physical safety and implement effective crisis prevention, protection, mitigation, response, and recovery.</p>	<p>Study:</p> <p>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.</p> <p>b. develop multi-systemic interventions involving a multidisciplinary collaboration with parents, teachers, other individuals and community members to increase or put in place at least one developmental asset.</p> <p>c. develop a pre-post measure and time-series data to evaluate the implementation of the multi-systemic intervention involving the multidisciplinary team to implement the developmental asset(s). Include Pre/Post GAS and Effect Size.</p> <p>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 mental health, physical well-being, safety and/or social adjustment in response to a stressor or crisis.</p> <p>2. Prepare and <u>conduct crisis intervention teams</u> and interventions by:</p> <p>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.</p> <p>b. Developing &/or implementing a training program or workshop, &/or leadership team, for students &/or staff related to enhancing safe schools/ bullying prevention/ intervention/response at their</p>	<p>Fall</p> <p>1.a.</p> <table border="0"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> </tr> <tr> <td>NOP</td> <td>NM</td> <td>PM</td> <td>M</td> <td>MA</td> </tr> </table> <p>Internship Supervisor’s Signature & Date</p> <p>Fall</p> <p>1.b.</p> <table border="0"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> </tr> <tr> <td>NOP</td> <td>NM</td> <td>PM</td> <td>M</td> <td>MA</td> </tr> </table> <p>Internship Supervisor’s Signature & Date</p> <p>Fall</p> <p>1.c.</p> <table border="0"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> </tr> <tr> <td>NOP</td> <td>NM</td> <td>PM</td> <td>M</td> <td>MA</td> </tr> </table> <p>Internship Supervisor’s Signature & Date</p> <p>Fall</p> <p>1.d.</p> <table border="0"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> <tr> <td>5</td> <td>NOP</td> <td>NM</td> <td>PM</td> </tr> <tr> <td></td> <td></td> <td></td> <td>M</td> </tr> <tr> <td></td> <td></td> <td></td> <td>MA</td> </tr> </table> <p>Internship Supervisor’s Signature & Date</p> <p>Fall</p>	1	2	3	4	5	NOP	NM	PM	M	MA	1	2	3	4	5	NOP	NM	PM	M	MA	1	2	3	4	5	NOP	NM	PM	M	MA	1	2	3	4	5	NOP	NM	PM				M				MA
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7.	<p>NASP Domain 7 (CCTC SPPE 7): FAMILY, SCHOOL, & COMMUNITY COLLABORATION</p> <p>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.</p> <p>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 and social-behavioral outcomes for children.</p>	<p>Candidate will 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 demonstrate cultural competence when working with diverse families.</p> <p>Candidate will:</p> <p>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.</p> <p>Candidate will submit to professor:</p> <p>15) Referral issue 16) Reference understanding of family systems, strengths, needs, and culture and use evidence based strategies to support families 17) demonstrate cultural competence when working with diverse families. 18) Hypothesis including reference to culture and family context 19) Goals 20) design of intervention based on hypothesis and goals 21) include other community agencies when necessary and</p>	<p><u>Fall</u></p> <p>1.</p> <table style="width: 100%; text-align: center;"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> </tr> <tr> <td>NOP</td> <td>NM</td> <td>PM</td> <td>M</td> <td>MA</td> </tr> </table> <p>Internship Supervisor's Signature & Date</p>	1	2	3	4	5	NOP	NM	PM	M	MA
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		<p>describe involvement</p> <p>22) describe home-school collaboration</p> <p>23) implementation of intervention</p> <p>24) intervention adherence</p> <p>25) evaluation of intervention</p> <p>26) supporting data</p> <p>27) evaluation feedback from parent and teacher</p> <p>28) summary of case including the above</p> <p>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. Promote inclusion and home school collaboration with diverse parents.</p> <p>3. List and describe a case where a referral to a community agency took place. Submit the following:</p> <p>e. Initial referral</p> <p>f. Hypothesis</p> <p>g. Need for referral</p> <p>h. Community agency used for referral</p>	<p>Fall</p> <p>2.</p> <table border="0"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> </tr> <tr> <td>NOP</td> <td>NM</td> <td>PM</td> <td>M</td> <td>MA</td> </tr> </table> <p>Internship Supervisor's Signature & Date</p> <p>Fall</p> <p>3.</p> <table border="0"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> </tr> <tr> <td>NOP</td> <td>NM</td> <td>PM</td> <td>M</td> <td>MA</td> </tr> </table> <p>Internship Supervisor's Signature & Date</p>	1	2	3	4	5	NOP	NM	PM	M	MA	1	2	3	4	5	NOP	NM	PM	M	MA
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8.	<p>NASP Domain 7 (CCTC SPPE 7): EQUITABLE PRACTICES FOR DIVERSE STUDENT POPULATIONS</p> <p>1. School psychologists have knowledge of individual differences, abilities, disabilities, and other diverse characteristics and the impact they have on development; b) principles and research related to diversity in children, families, and schools, including factors related to child development, religion, culture and cultural identity, race, sexual orientation, gender identity and</p>	<p>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 child development, religion, culture and cultural identity, race, sexual orientation, gender identity and expression, socioeconomic status, and other variables and use evidence based strategies and diversity factors to enhance services and address potential influences related to diversity by:</p> <p>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. Explore issues related to child development, religion, culture and cultural identity, race, sexual orientation, gender identity and expression, socioeconomic status, and other variables and use evidence based strategies and diversity factors to incorporate you're your</p>	<p><u>Fall</u></p> <p>1.a.</p> <p>1 2 3 4 5</p> <p>NOP NM PM M MA</p> <p>Internship Supervisor's Signature & Date</p>

<p>expression, socioeconomic status, and other variables, and c) evidence-based strategies to enhance services and address potential influences related to diversity.</p> <p>2. School psychologists demonstrate skills to provide professional services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds through an ecological lens across multiple contexts, and b) recognize that an understanding and respect for diversity in development and learning and advocacy for social justice are foundations of all aspects of service delivery.</p>	<p>recommendations how to enhance services and address potential influences related to diversity.</p> <p>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.</p> <p>Refer to rubric.</p> <p>2.a. Consult and collaborate with parents and teachers to develop culturally sensitive interventions that advocate for social justice.</p> <p>2b. present and exchange information in a variety of contexts with diverse students and families, teachers and others to enhance communication.</p>	<p>Fall</p> <p>1.b.</p> <table border="0"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> </tr> <tr> <td>NOP</td> <td>NM</td> <td>PM</td> <td>M</td> <td>MA</td> </tr> </table> <p>Internship Supervisor's Signature & Date</p> <p>Fall</p> <p>2.a.</p> <table border="0"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> </tr> <tr> <td>NOP</td> <td>NM</td> <td>PM</td> <td>M</td> <td>MA</td> </tr> </table> <p>Internship Supervisor's Signature & Date</p> <p>Fall</p> <p>2.b.</p> <table border="0"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> </tr> <tr> <td>NOP</td> <td>NM</td> <td>PM</td> <td>M</td> <td>MA</td> </tr> </table> <p>Internship Supervisor's Signature & Date</p> <p>Fall</p> <table border="0"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> <tr> <td>5</td> <td></td> <td></td> <td></td> </tr> </table>	1	2	3	4	5	NOP	NM	PM	M	MA	1	2	3	4	5	NOP	NM	PM	M	MA	1	2	3	4	5	NOP	NM	PM	M	MA	1	2	3	4	5			
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9.	<p>NASP Domain 9 (CCTC SPPE 9): RESEARCH AND EVIDENCED-BASED PRACTICE</p> <p>1. School psychologists have knowledge of research design, statistics, measurement, varied data collection and analysis techniques, sufficient for understanding research, interpreting data, and evaluating programs in applied settings.</p> <p>2. School psychologists demonstrate skills to evaluate and apply research as a foundation for</p>	<p>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:</p> <p>1. Identifying a particular academic or behavioral program or system currently in place at your school or district and <u>creating, and if possible, implementing</u> a research design or program evaluation that will consist of:</p> <p>f. describing the program and purpose for the support of pupil cognitive development, academic achievement, social emotional development, mental health, and/or life skills;</p> <p>g. describing research and program evaluation design and identify adequate vs in adequate research;</p> <p>h. describing data collection procedures and tools to gather</p>	<p><u>Fall</u></p> <p>1.</p> <p style="text-align: center;">1 2 3 4 5 NOP NM PM M MA</p> <p>Internship Supervisor's Signature & Date</p> <p><u>Fall</u></p> <p style="text-align: center;">1 2 3 4 5</p>

10	<p>NASP Domain 10 (CCTC SPPE 10): LEGAL, ETHICAL, AND PROFESSIONAL PRACTICE</p> <p>1. Candidates have knowledge of the history and foundations of school psychology; multiple service models and methods; ethical, legal, and professional standards; and other factors related to professional identity and effective practice as school psychologists.</p> <p>2. Candidates have skills to provide services consistent with ethical, legal, and professional standards; engage in responsive ethical and professional decision-making; and collaborate with other professionals.</p> <p>3. Candidates apply professional work characteristics needed for effective practice as school psychologists, including effective interpersonal skills, responsibility, adaptability, initiative, dependability, technology competency, advocacy skills, respect for human diversity and a commitment to social justice and equity.</p>	<p>1a. Candidates demonstrate knowledge of history and foundations of school psychology and implications for practice; multiple service models and methods for service delivery in all that they do.</p> <p>1b. Candidates will continue to develop their professional identity and effective practices as school psychologist and participate in local and state professional associations in psychology, particularly school psychology. Become a student member of one such association. Provide proof to university instructor.</p> <p>1c. Attending one professional conference of a state or local psychological association, (e.g., CASP or LAASP). Complete Conference Attendance Form.</p> <p>2a. Candidates demonstrate ethical and legal practice based on assessments, counseling, prevention, intervention, consultation, and activities related to school psychology. Candidates will be evaluated on the law and ethics applied to their case studies. (Assessment tools: appendix D; psychoeducational report rubric).</p> <p>2 b. Candidates demonstrate an ability to investigate information about ethical and legal matters using various resources and the internet and discuss this process with your supervisor and university professor.</p> <p>3. Candidates will be evaluated based on their dispositions and professional work characteristics using the candidate evaluation.</p>	<p><u>Fall</u></p> <p>1 2 3 4 5 NOP NM PM M MA</p> <p>Internship Supervisor's Signature & Date</p> <p><u>Fall</u></p> <p>1 2 3 4 5 NOP NM PM M MA</p> <p><u>University Instructor's Signature & Date</u></p>
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