

9/5/2007



CSULB School Psychology Handbook

2005-2006

Kristin Powers, Ph.D., NCSP, Associate Professor

Kristi Hagans-Murillo, Ph.D., Assistant Professor & Program Coordinator

CSULB School Psychology Program:

The CSULB School Psychology program is accredited by the National Association of School Psychologists (NASP), California Commission on Teacher Credentialing (CCTC), and the National Council for Accreditation of Teacher Education (NCATE). The program consists of 18 core School Psychology courses (equal to 51 semester units) and 9 units of graduate-level specialization. This includes 3 units of apprenticeship and 6 units of fieldwork/internship. In addition to satisfactorily completing coursework, students are expected to demonstrate personal competencies in confidence, persistence, organization, collaboration, and resiliency (see Personal Competency Form in Appendix D). Finally, students are expected to take the National School Psychology Examination (ETS/PRAXIS II #10400) prior to completion of the credential program.

Training Philosophy

The CSULB School Psychology program is based on an ecological theoretical perspective (Bronfenbrenner, 1979). By promoting an ecological model, our students learn to understand that student achievement and behavioral difficulties result from a discrepancy between the developing capabilities of the student and the multiple demands of his/her environment (Ogbu, 1981; Sroufe, 1979). Accordingly, our students are well versed in the varied conditions of risk and sources of resilience that impact child development, with a particular emphasis on manipulable rather than static conditions (Wang, Haertel, & Walberg, 1993). For example, beginning at the center of an ecological system with the child, our program teaches future school psychologists to assess a student's prior learning, and cognitive, social, emotional, and perceptual skills in order to make recommendations for accommodations, interventions, and services (Gresham, & Noell, 1999; Kamphaus, Reschly, 1997; Reynolds, & Imperato-McCammon, 1999). More importantly, our program prepares future school psychologists to assist in developing personal competencies such as confidence, perseverance, conflict resolution, and organization among students at-risk for school failure (Bernard, 2000).

An ecological model does not solely focus on the learner. Recognizing that learning is a transactional process in which the learner is affected and affects the learning environment and the learning process, our program emphasizes the proximal and distal environmental influences of the family, home-school relationship, peers, neighborhoods, communities, world of work, public policies, and culture. For example, home-school collaboration is correlated with student test scores, grades, self-concept, behavior, attendance, academic engagement, and suspension rates (Christenson, Rounds, Gorney, 1992; Comer, 1984). Our CSULB students receive extensive preparation in consulting and collaborating with parents and teachers on modifying the learning environment so that the effectiveness of both parents and teachers is maximized (Gutkin & Curtis, 1999; Zins & Erchul, 1995). Recognizing that teacher preparation and competency is as influential on student outcomes as home environment and student characteristics (Darling-Hammond, 1997), the program teaches future school psychologists to identify and promote best practices in instruction and curriculum for all students, including those with exceptional needs (Gersten & Baker, 2000; Rosenshine, 1997; Swanson, 2000).

School psychologists are often called on during times of crises. Therefore, our program trains students to respond to crises according to best practices (Poland, Pitcher & Lazarus, 1995), and more importantly, to be actively involved in crisis prevention programs (Domitrovich &

Greenberg, 2000; Meyers & Nastasi, 1999). Training in crisis prevention and intervention is based on the theoretical tenets described above – increasing personal competency and resiliency among students, forging strong school/home/community partnerships, and preparing teachers to respond to student need.

Because School Psychology has become an increasingly litigious profession, our program also is grounded in current legal and ethical guidelines for practice (NASP, AERA, APA, NCME, 2000; Pryzwanski, 1993). Our students are taught to apply both high quality research results (Phillips, 1999) and the current legal requirements in making decisions about assessment and interventions for students with and without disabilities. In summary, the program relies on a variety of knowledge bases to prepare students for the ever changing role of the school psychologist.

Program Goals

The following goals of the school psychology program are based on the Philosophy, Values and Beliefs statement presented above, and support the Theme and Mission Statement of the College of Education.

The school psychology program is designed to:

1. provide competent instruction in all areas related to the practice of school psychology;
2. advance the knowledge base in school psychology through student research, and the research and writing of the faculty;
3. develop in our students a sense of the necessity for life-long independent study as well as an appreciation of the value of collaborative interactions;
4. serve the needs of the community by training our students to provide professional services to students, schools and the community;
5. prepare our students to meet all entry-level and continuing education standards for credentialing and licensure appropriate to their future work settings.

Student Outcomes

The program is designed to foster the following student outcomes, which are based on the National Association of School Psychologists' eleven "Domains" for training programs. From the training experiences provided by the program of studies, our graduates will:

1. be able to define current problem areas, strengths and needs at the individual, group, and system level through assessment, and measure the effects of decisions that result from the problem solving process;
2. have the ability to listen well, participate in discussions, convey information and work together with others at an individual, group and system level;
3. be able to develop challenging but achievable cognitive and academic goals for all students, provide information about ways in which students can achieve these goals, and monitor student progress toward these goals;
4. be able to develop challenging but achievable behavioral, affective or adaptive goals for all students, and provide information about ways in which students can achieve these goals and monitor student progress toward these goals;
5. be aware of, appreciate, and work with individuals and groups with a variety of strengths and needs from diverse racial, cultural, ethnic, experiential and linguistic backgrounds;

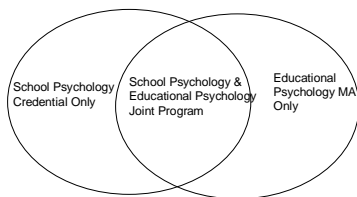
6. have the ability to understand the school as a system and work with individuals and groups to facilitate structures and policies that create and maintain schools as safe, caring and inviting places for members of the school community;
7. have knowledge of child development and psychopathology in order to develop and implement prevention and intervention programs for students with a wide range of needs and disorders;
8. have knowledge of family influences that affect students' wellness, learning and achievement, and be able to form partnerships between parents, educators and the community;
9. know current literature on various aspects of education and child development, be able to translate research into practice, and understand research design and statistics in sufficient depth to conduct investigations relevant to their own work;
10. assume responsibility for developing as professionals and practice in ways which meet all appropriate ethical, professional and legal standards to enhance the quality of services, and to protect the rights of all parties.
11. have knowledge of information sources and technology that can safeguard or enhance the quality of the services they provide.

The Joint School Psychology Credential and Educational Psychology Masters Program

The School Psychology program at CSULB is not a degree-granting program. Upon completion, students are eligible to be recommended to receive the California Pupil Personnel Services (PPS) credential in School Psychology, which is required to work as a school psychologist in any public preK-12 California school.

In addition to completing the 54 unit course of study for the School Psychology program, students must complete a master's program. Master's degrees in the behavioral sciences from another accredited University are generally acceptable. Students without a master's degree will complete the master's degree in Educational Psychology while they complete the School Psychology program. The joint School Psychology/Educational Psychology program is the only option available to students entering the program Fall 2003 or later who do not have a master's from another accredited University. Typically the Masters in Educational Psychology is completed the year before students begin fieldwork/internship.

Relationship between Educational Psychology and School Psychology Programs



SCHOOL PSYCHOLOGY COURSE WORK

PREREQUISITES

EDP Course	Units	Title
301/302	3	Child (or Adolescent) development and learning.
305	3	Educational Psychology
350	3	Education of exceptional children
419	3	Educational statistics
420	3	Tests, measurement and evaluation

SCHOOL PSYCHOLOGY PROGRAM CORE COURSE WORK

EDP Course	Units	Title
405	3	Positive strategies for classroom management
517	3	Seminar in school counseling
520	3	Research methods in education
524	4	Psychoeducational assessment
525	4	Psychoeducational diagnosis in multicultural settings
527	3	Advanced assessment for intervention
528	3	Orientation to professional school psychology
536	3	Collaborative consultation in the schools
560	3	Behavioral analysis and positive behavioral interventions
579A	4	Curriculum-based academic assessments and interventions
596	3	Program evaluation in education
COUN 601	3	Trauma and grief counseling
605	3	Seminar on consultation in school learning
641A, B, C	1,1,1	School psychology practicum
642A/642B	3/3	School psychology field work

Plus 9 units in related field of study = 60 units.

**ADDITIONAL COURSES FOR
EDUCATIONAL PSYCHOLOGY MASTERS DEGREE**

EDP Course	Units	Title
519	3	Quantitative educational data analysis I
541	3	Seminar in educational measurement and assessment
595	3	Qualitative research methods
604	3	Seminar in human development
698 or Comp. Exam	6	Thesis

Length of Program

On average, students complete the credential program in 3 - 4 years. This includes 2 - 3 years of full time coursework (9-12 credits per semester) and one year of full-time internship or fieldwork. Students who are completing the joint School Psychology/Educational Psychology masters program may take more time to complete the credential program than students who have earned a masters degree in a related field at another university. Furthermore, the program will be shorter for students who have some classes waived by the instructor of the course. See the following course sequence plan:

**Students Beginning CSULB School Psychology Program with a
Masters Degree in a Related Field:**

Summer Year 1	Fall Year 1	Spring Year 1
(Any prerequisites) 305, 419, 420 301/302, 350, or 405	528 601 517	520* 596* 605*
Summer Year 2	Fall Year 2	Spring Year 2
405	524 579A 641A**	525 560** 641B

9/5/2007

Summer Year 3	Fall Year 3	Spring Year 3
641C	642A	642B
	527	536

* note prerequisites include 419, 420, 305

**note you must be working or able to volunteer in a public school to enroll in this course.

*** note, this plan assumes the 9 units of elective coursework requirement was met by your
master's program

**Students Beginning CSULB School Psychology Program and
Educational Psychology Masters Degree Program:**

Summer First Year	Fall First Year	Spring First Year
(Any prerequisites) 305, 419, 420 301/302, 350, or 405	528 601 519*	595* 520* Any prerequisites left
Summer Second Year	Fall Second Year	Spring Second Year
Any prerequisites left	604 596 517	605 541 (698 Thesis)
Summer Third Year	Fall Third Year	Spring Third Year
	524 579A 641A** (698 Thesis)	525 560** (Comps or finish Thesis) (EdPsy Masters complete)
Summer Fourth Year	Fall Fourth Year	Spring Fourth year
641B & C	642A 527	642B 536

Note: Each course has prerequisites, if you deviate from this schedule, check the prerequisite requirements for each course listed in the Catalogue.

* note prerequisites include 419, 420, 305

** note you must be working or able to work in a public school to enroll in this course.

Registering for Classes

Register and confirm your class schedule at www.Mycsulb.edu. Do not wait to register. Classes with low enrollment will be cancelled. You may register and wait as long as a month to pay the tuition, so do not let finances deter you from enrolling. You may take a summer class if you choose. You can register for summer classes without being admitted to the University as a graduate student by enrolling through Open University. You must be admitted as a graduate student to the University prior to registering for fall and spring courses. Once the University has admitted you, you will receive information on registering via mysulb.edu.

Practica (Formerly Apprenticeship):

Students must complete a practicum experience under the supervision of a credentialed and experienced (>2 years) school psychologist. Students are required to find their own practica site. At least 100 practica hours must be in a school setting that includes at least 50% ethnically, culturally, racially, and/or linguistically diverse students. Program professors can assist by providing students with leads.

Students are required to complete a minimum of 450 practica hours prior to beginning their fieldwork/internship due to CCTC requirements. CSULB school psychology students will complete 168 hours during clinical experiences (EDP 517, 524, 525, 579A, 560), 22 hours during school-based practica experiences that supplement a course (EDP 405, 528, 517), and 300 hours during the Practica courses (EDP 641 A, B, & C) for a total of 512 practica hours. An additional thirty hours of school based practica is required by EDP 560 which may be counted toward the requirements of EDP 641B (i.e., implement an empirically supported behavioral intervention) if the course is completed prior to fieldwork/internship.

The practica hours, courses, activities and targeted skills are described in the following table.

Course	Hours	Activities
405	8 hrs. (school)	Consult with a classroom teacher or implement a behavioral intervention in a public school setting
517	23 hrs (clinic)	On-going counseling with a student (8 weeks @ 1 hr – 8hrs) in clinic Consultation with parent/teacher (4 Xs @ 15 min = 1 hr) Prepare and write-up results of each counseling session (8 hrs.) Write final report (3hrs) Consultation with 2 nd parent or teacher (1 hr) Write final report (2hrs)
524	54 hrs. (clinic)	Administration of standardized tests in clinic Report writing
525	50 hrs. (clinic)	Administration of standardized tests in clinic Report writing Consultation with parent
528	6 hrs. (school)	Shadow a school psychologist for 1 day. Students discuss their observations though-out the course as they relate to the domains of training and practices identified by NASP.
605	8 hrs (school)	Consultation with a teacher and/or parent regarding an under-performing student
579A	41 hrs. (clinic)	Provide direct academic intervention services (10 wks X 2 times per week @60 min = 20 hrs) in clinic Prepare lesson plans and write logs regarding results (15 hrs) Write intervention plan and summary reports (6 hrs.)
641 A, B & C	300 hrs. (school)	100 hours = 1 credit course; <u>300 hours</u> needed to complete all three 1 credit courses
Total	168 hrs 322 hrs. 490 hrs.	Clinic Hours Hours in K-12 public school Total

With the exception of 641, the instructor of each course listed above primarily provides supervision of the practica activities. Student performance is evaluated through completion of school-based and clinic-related course requirements. Instructors ensure that students meet course objectives by examining student work (permanent product), watching a video tape of the performance, and observing them through the one-way windows in the clinic. In addition to program faculty, a site school psychologist supervises students completing the Practicum courses (ED P 641 A, B, & C). Field-based supervisors are experienced (minimum of two years) professionals who possess background, training and credentials appropriate to the practicum experience.

Three hundred practica hours are met by completing EDP 641A, B, and C for one unit each. Please note the following catalogue descriptions:

EDP 641A: Prerequisites: Admission to the school psychology program and EDP 528. Students will complete 100 hours of field placement with an experienced school psychologist(s). EDP 641A, B, & C may be taken concurrently; however, recorded practicum hours may not be duplicated. This course is currently only offered in the Fall.

EDP 641B: Prerequisites: Admission to the school psychology program and EDP 528. Co-requisites: EDP 524. Students will complete 100 contiguous hours of field placement with an experienced school psychologist(s). A contiguous practicum consists of a minimum of one full day and a maximum of 5 full days per week, for a minimum of 4 weeks and a maximum of 1 year, at no more than two sites and with no more than two supervisors. EDP 641A, B, & C may be taken concurrently; however, recorded practicum hours may not be duplicated. This course is currently offered only in the Spring and Summer.

EDP 641C: Prerequisites: Admission to the school psychology program, EDP 524 and EDP 528. Students will complete 100 contiguous hours of field placement with an experienced school psychologist(s). A contiguous practicum consists of a minimum of one full day and a maximum of 5 full days per week, a minimum of 4 weeks and a maximum of 1 year, at no more than two sites and with no more than two supervisors. EDP 641A, B, & C may be taken concurrently; however, recorded practicum hours may not be duplicated. This course is currently offered only in the Spring and Summer.

Students who work in public schools may complete the first 100 hours of the practica requirement (i.e., EDP 641A) while working at their site under the supervision of their site school psychologist. The remaining two hundred hours must be completed in a formalized practicum wherein the student commits considerable time to learning the profession from an experienced school psychologist. These 200 hours can not be completed in the school in which the student has or currently works. To ensure that this placement provides sufficient consistency to allow the student to manage cases, run groups, etc. the contiguous placement (associated with 641 B & C) must include:

- A minimum of one full day and a maximum of 5 full days per week
- A minimum of 4 weeks and a maximum of 2 years
- No more than two sites or two supervisors

9/5/2007

Students will draft a plan with the instructor of EDP 641 (who will supervise these activities in collaboration with the school psychologist from the LEA), meet monthly with the University supervisor (i.e., the instructor of EDP 641) for supervision, and complete a portfolio demonstrating the skills he/she acquired during each 100 hour practica. In addition, students will keep weekly logs of their activities and submit these (signed by the site supervisor) to the University supervisor. The following activities are required for each course:

EDP 641A:

- Research the diversity at your school site and develop 2-3 page report on the school's population including proportions of students by racial/ethnic, free/reduced price lunch, English Language Learners, disability group membership, and recent state-wide test scores (API and/or reading and math average by grade level). Students should begin their research by visiting the State website: <http://data1.cde.ca.gov/dataquest/>
- Observe in each special education program on campus and interview the site school psychologist about how he/she services each program.
- Lead or co-facilitate a social skills group (either pull-out or entire class) following a published program (e.g., Think First, You can do it, Second Step, etc.)
- Attend at least one Student Study Team (SST) meeting and an IEP meeting
- Attend back-to-school night or interview a parent regarding an SST, IEP or psychoeducational evaluation.
- Conduct a brief evaluation regarding the effectiveness of a program implemented at your school (e.g., the school retention policy, a reading program, character education curriculum, etc.).
- Write a reflection on your practica experiences and draft a plan for your next practica experience.

EDP 641B

- Implement an empirically supported behavioral intervention (requirement and 30 hours met in 560 if course is completed successfully prior to fieldwork/internship).
- Implement an empirically supported academic intervention (individual, small group or class-wide).
- Administer a minimum of 3 commercially developed, individually administered, tests of achievement or intelligence/cognition (do not 'count' test administered for EDP 524 or 525) for a psychoeducational evaluation. Discuss how the test results inform or fail to inform the referral question.
- Write a reflection on your practica experiences and draft a plan for your next practica experience.

EDP 641C

- Conduct and write-up a minimum of 2 triennial evaluations (1 should be conducted on a high school youth with transition planning as a focus).
- Assist in the evaluation of a preschool youth (or a youth from another specialized population such as autism, DHH, etc. if you do not have access to a preschool youth with a suspected disability)

9/5/2007

- Describe the ecological influences (i.e., home, school, community) on the school performance of a group of students and make recommendations.
- Visit a special education non-public school.
- Write a reflection on your practica experiences and draft a plan for your fieldwork/internship.

Additional activities that will enhance your practica experience include, but are not limited to:

- Provide direct instruction in an after-school tutoring program
- Co-facilitate a parent education group
- Participate in retention/promotion meetings
- Provide staff development trainings on ADHD, behavior management, etc.
- Observe a special education-related due process hearing.
- Interview a teacher, principal, and district administrator about NCLB.
- Draft a submission paper to CASP Today or CASP convention.

Documentation of each of the above required (and enhancing) activities will be maintained in your portfolio.

District site supervisors will evaluate practica students (see the practica supervisor evaluation form in the Appendix). Likewise, the University supervisor will evaluate practica student based on their portfolio submissions, reflections shared in class, final reflection paper, and future plan.

Fieldwork and Internship:

Our program and the California Commission on Teacher Credentialing (CCTC) regulations require students to complete a minimum of 1200 hours of School Psychology fieldwork. At least 600 fieldwork hours must be in a school setting that includes at least 50% ethnically, culturally, racially, and/or linguistically diverse students. Students who have completed all prerequisite and core credential coursework (except 527, 536, 560, 642A and B) and a master's degree are eligible to apply for an internship credential. The internship credential is awarded by CTC and generally benefits the student by allowing them to earn more money while completing their fieldwork hours. In short, all graduates of the program complete a fieldwork experience, with some holding the internship credential while others do not. Intern credentials are district specific; they are awarded to the district the student works for on behalf of the student. Students are responsible for securing their own fieldwork/internship positions. Fieldwork/interns are evaluated each semester by both the site supervisor and the University instructor of EDP 642. Students who complete their master's degree at CSULB prior to completing the school psychology credential program may need to be readmitted to the University as a credential-only student. Contact Nancy McGlothlin (nmcgloth@csulb.edu) in the Graduate Studies office for assistance. She can readmit you without additional university paperwork or fees.

Program Orientation

A mandatory joint School Psychology and Educational Psychology program orientation will be held during the second week of classes during the Orientation to Professional School Psychology class (E DP 528). Many of the questions that arise the first week or two of school will be

addressed during this orientation. A reminder and the room location will be sent to you in late August.

Communication

The program coordinator, Dr. Hagans-Murillo, will disseminate two program newsletters per year. In addition, you will be sent a course-taking plan (i.e., Rose Memo) in November and other communiqués through-out the year as needed. University policy now recognizes e-mail as an official form of communication, so most information will be disseminated electronically and NOT through the U.S. mail. Students are responsible for checking their e-mail regularly and informing the program coordinator about changes to their e-mail address. Students are eligible for a CSULB internet account and must provide an e-mail address they currently use to the program coordinator. In addition, it is important that the Graduate Studies and Research Office (ED1 – 7) has your current email and mailing addresses. If you move, alert the University and the Graduate Studies office.

Additional Requirements

- You must be **admitted as a graduate student to the University** prior to registering for fall courses. For an application to the University as a graduate student, contact the Office of Admissions and Records (562/985-5471), ED 1 room 17, or you can apply on-line.
- Students must take the **CBEST** their first year, and pass the CBEST prior to beginning fieldwork or internship.
- Student must obtain a **certificate of clearance** from the state prior to beginning practica, fieldwork or internship. You are encouraged to obtain the certificate of clearance and open a file with the Credential Office your first semester (ED1-42).
- Students are required to take a minimum of one prerequisite, master's degree, or core program course per semester (excluding summer). Exceptions are made for medical or personal leave. Students requesting a leave must file a "leave of absence" with the University enrollment services and contact their school psychology advisor and the program coordinator. Students who fail to file a leave of absence or inform the appropriate program faculty may be dropped from the University and the program and will need to re-apply if they plan to return.
- Students must **demonstrate personal competencies** in confidence, persistence, organization, collaboration, and resiliency (see personal competence form in the Appendix). In EDP 528, students will conduct a self-survey and develop their own personal development plan in areas of weakness (without sharing). Students will be offered opportunity to discuss/seek help for areas of weakness on a confidential basis with their program advisor. From time to time, students will be given feedback -- especially when their performance does not reveal sufficient levels of development in one or more of the personal development competencies. Students whose level of personal development fails to achieve a satisfactory threshold will be offered guidance and support throughout program. It is, in part, students' responsibility to seek advice/help as advisors may not be fully aware. Students who fail to achieve minimum standards of personal competence will not be recommended for fieldwork and/or the credential.

- Students must complete a **Master's degree** prior to completing the School Psychology credential program.
- Students in the joint School Psychology/Educational Psychology masters program must pass the CSULB **Writing Proficiency Exam (WPE)** prior to advancement to candidacy.
- All School Psychology students beginning the program after Fall 2001 must take the **National School Psychology Examination** (Praxis Test #10400 from ETS) before completing the program. Scores will be forwarded by ETS to program faculty to use in making improvements to the program. A passing score on this test may allow the student to obtain certification as a Nationally Certified School Psychologist (NCSP). Performance on this exam does not impact student grades, promotion or graduation from the CSULB School Psychology program. Most students will take this exam during their final (fieldwork) year of study.

Deadlines to Remember for Joint Master's Students

Advancement to Candidacy: Complete all prerequisites and 6 units of the program; WPE and enrolled during the semester

Thesis Application: October 1st – Spring Enrollment; March 1st – Summer and Fall

IRB Approval: Applications received by the Last Thursday of preceding month are agendaed for the next monthly meeting on the 2nd Thursday of month. Agendas and application materials are sent to all IRB members two weeks prior to meeting.

Comprehensive Exam Application: October 1st – Spring Enrollment; March 1st - Summer and Fall

Request to Graduate: For spring or summer, file between May 1 and October 1 the preceding year; For Fall graduation, file between December 1 and March 1 the preceding year.

Credential Center

The Credential Center, located in ED1 room 42 (985-4109; credentials@csulb.edu), evaluates and processes records in order to recommend students for the intern or full PPS school psychology credentials. Students should open a credential file their first year and obtain a current certificate of clearance if they do not already have one. Once you begin a file with the Credential Center, the center can create a report that indicates course and other requirements you have fulfilled, and those you need to complete to be recommended for the credential. These reports are completed when you apply for an intern or full credential. An example report is contained in the Appendix. A copy of a signed *Petition for Course Equivalency* form for each course you waive must be submitted to the credential office. If you waive a course required by both the Educational Psychology master's program and the school psychology credential program, a copy of the form must be placed in both your graduate file (Graduate Office) and your credential file (Credential office). The following table lists the requirements for students entering the program after Fall 2002:

The following coursework must appear on CSULB transcripts or be waived through a signed course equivalency form:

EDP 405	EDP 560
EDP 517	EDP 579 ^a
EDP 520	EDP 596
EDP 524	COUN 601
EDP 525	EDP 605
EDP 527	EDP 641 A, B, C (3 units)
EDP 528	EDP 642A
EDP 536	EDP 642B

The following requirements must be completed to be approved to receive the School Psychology Credential:

- Bachelor Degree
- Master’s Degree
- Certificate of Clearance or Valid Basic Credential
- Coordinator Clearance of Prerequisite and Specialization Clearance*
- Pass CBEST
- Take Praxis Exam
- Approval of School Psychology Coordinator based on demonstration of personal competencies

* Coordinator Clearance of Prerequisite and Specialization Clearance located in the Appendix

Course Equivalencies

Electives and some core courses may be waived for equivalent courses completed at other accredited Universities within the past 7 years. Prerequisite and core school psychology courses can be waived by petitioning for course equivalency. Complete the “petition for course equivalency” available in the EDPAC office. The EDPAC staff will route the petition to the appropriate instructor who will review your petition. You must attach transcripts and an official catalogue copy describing the course you wish to petition. Check with the department office in 4 to 6 weeks if you have not received notice about your petition. The following courses can not be waived: ED P 517, 525, 527, 528, 536, 560, 579A, and 642 A & B.

Advisement

All students should meet with their advisor prior to beginning the program. In this meeting a 2- to 3-year schedule of courses will be drafted (see Advisement form in the Appendix). Every fall, students are to complete the “Rose Memo” (see Rose Memo in the Appendix) and return it to

their advisor. Their advisor will review the Memo, which details the student's plan for taking courses and completing other requirements, and respond to the student via e-mail or telephone if there are any concerns. Advisors are also available to meet during their office hours and by appointment.

Educational Psychology Clinic

Students will provide assessment and intervention services to preschool, elementary, and secondary students in the Educational Psychology Clinic as part of their coursework. The CSULB Educational Psychology Clinic is an excellent facility, and includes one-way mirrored windows, the capability for video recording and playback, and extensive testing and remedial materials. The school psychology program uses the clinic facilities for four of its courses: ED P 517, 524, 525, and 579A.

Student Scholarships

Awarding Institution	Amount	Deadline
NASP Graduate Minority Scholarship Program www.nasponline.org	\$5,0000.00	December 1
CASP Cultural and Linguistic Diversity Scholarship www.casponline.org	\$1,000.00 (renewable for 3 years)	January 31
Paul Henkin Scholarship www.casponline.org	Up to \$750.00 to attend CASP convention	January 31
CSULB College of Education Scholarships Applications available outside of Graduate Office	One application for 10 – 20 individual scholarships ranging from \$500 to \$2000	Second week in February

Nationally Certified School Psychologist (NCSP)

Students are encouraged to pursue the Nationally Certified School Psychologist (NCSP) credential through the National Association of School Psychologists (NASP). This credential can facilitate obtaining licensure in other states.

Professional Membership

Joining the following professional organizations is highly encouraged: National Association of School Psychologists (<http://www.nasponline.org/>); California Association of School Psychologists (<http://www.casponline.org/main.htm>); and American Educational Research Association (<http://www.aera.net>). Student memberships are very economical and it is never too early to begin to build your professional library. In addition, local associations such as the Greater Long Beach Association of School Psychologists (GLBASP) provide students with

9/5/2007

useful networking and leadership opportunities. Students are also encouraged to attend state and national conferences held by these and related professional organizations.

APPENDIX

<u>Form</u>	<u>Procedure</u>
Credential Only Advisement Advisement for Joint School Psych/Ed Psych Students	Complete with your advisor upon beginning the program and update as needed.
Rose Memo	Complete every November and return to your advisor before Thanksgiving.
Personal Competency Form	On going; students must demonstrate competency in these areas to be recommended for fieldwork or credential.
Prerequisite and Specialization Clearance	Complete with School Psychology Program Coordinator prior to graduation and turn in to the Credential Office.
Practica Evaluation Fieldwork/Internship Evaluation	Complete once per semester at the end of the semester by your practica/fieldwork supervisor and return to the practica/fieldwork instructor.
District-University Fieldwork/Internship Agreement	Complete the beginning of Fall semester and return to the instructor.

School Psychology and Educational Psychology Masters Advisement Form

Name: _____ Advisor: _____
 Date of entry into school psychology program _____
 Date of expected completion of the program _____
 Phone: _____ E-mail: _____

	Select one option per course						
Course code and abbreviation	Taken/ Waived	Sum	Fall	Sprg	Sum	Fall	Spr
Prerequisites							
EDP 301/ 302 – child/adol dev.							
EDP 305 – educational psych.							
EDP 350 – except. education							
EDP 419 – ed. statistics							
EDP 420 – test, measurement, eval							
Core Courses							
EDP 405 – classroom mgnt.							
EDP 517 – school counseling sem							
EDP 520 – prgm eval and research							
EDP 524- psychoed assmt							
EDP 525-psychoed diag.							
EDP 527 – advanced assmt for int							
EDP 528 – orientation to the field							
EDP 536- consultation							
EDP 560 – behavior assmt & int							
EDP 579A-CBA & intervention							
EDP 596 – program eval							
COUN 601 – trauma/grief couns.							
EDP 605 – consult. on schl. learn							
EDP 641A/B/C – apprenticeship							
EDP 642A/B -fieldwork							
MA Requirements							
EDP 519 - Quantitative analysis							
EDP 541 – Ed. measure & assmt							
EDP 604 - Human Dev							
EDP 595 – Qualitative Research							
Thesis							
Comps							

9/5/2007

School Psychology Program Only Advisement Form

Name: _____ Advisor: _____

Date of entry into school psychology program _____

Date of expected completion of the program _____

Phone: _____ E-mail: _____

	Select one option per course						
Course code and abbreviation	Waived/ Taken	Sum	Fall	Sprg	Sum	Fall	Spr
Prerequisites							
EDP 301/ 302 – child/adol dev.							
EDP 305 – educational psych.							
EDP 350 – except. education							
EDP 419 – ed. statistics							
EDP 420 – test, measurement, eval							
Core Courses							
EDP 405 – classroom mgnt.							
EDP 517 – school counseling sem							
EDP 520 – prgm eval and research							
EDP 524- psychoed assmt							
EDP 525-psychoed diag.							
EDP 527 – advanced assmt for int							
EDP 528 – orientation to the field							
EDP 536- consultation							
EDP 560 – behavior assmt & int							
EDP 579A-CBA & intervention							
EDP 596 – program eval							
COUN 601 – trauma/grief couns.							
EDP 605 – consult. on schl. learn							
EDP 641A/B/C – apprenticeship							
EDP 642A/B -fieldwork							
Elective (9 units in related field)							

*A = Applied for Course Equivalency; G = Granted Course Equivalency, T = Taken

9/5/2007

Rose Memo: School Psychology Advisement Survey

Please complete and return to your advisor (i.e., Dr. Hagans-Murillo or Dr. Powers) by **Thanksgiving**.

Name: _____ Advisor: _____

Date of entry into school psychology program _____

Date of expected completion of the program _____

Phone: _____ E-mail: _____ Date: _____

Course code and abbreviation	Completed	Waived	Currently Enrolled Fall 200_	Plan to take Spring 200_	Plan to take Fall 200_
EDP 301/ 302 – child/adol dev.					
EDP 305 – educational psych.					
EDP 350 – except. education					
EDP 419 – ed. statistics					
EDP 420 – test, measurement, eval					
EDP 405 – classroom mgnt.					
EDP 517 – school counseling sem					
EDP 520 – prgm eval and research					
EDP 524- psychoed. assmt					
EDP 525-psychoed diag.					
EDP 527 – advanced assmt for int					
EDP 528 – orientation to the field					
EDP 536- consultation					
EDP 560 – behavior assmt & int					
EDP 579A-CBM & intervention					
EDP 596 – program eval					
COUN 601 – trauma/grief couns.					
EDP 605 – consult. on schl. learn					
EDP 641A/B/C - Practica					
EDP 642A/B -fieldwork					
Additional MA requirements					
Prerequisite and Specialization Clearance on file with Credential Office					
Praxis Exam					

I _____ have/ _____ have not passed the CBEST.

I _____ have/ _____ have not obtained a certificate of clearance from the state.

9/5/2007

Check one:

_____ I have completed my masters degree in _____ date: _____

_____ I plan to apply to a master's degree program in _____ date: _____

_____ I am currently enrolled in a master's degree in _____

For those enrolled in a master's degree program only: Do you plan to:

___ write for comprehensive exam; ___ write a thesis; ___ undecided

When do you expect to complete the master's degree? _____

Apprenticeship:

Date you plan to begin _____

Date you plan to complete 300 hours _____

Plan (Where, when, number of hours, who will supervise, 641A, B, & C credits):

When do you plan to begin fieldwork/internship? _____

When do you plan to complete the program? _____

Are there any comments, concerns or questions that you have at this time regarding your progress in the school psychology program?

Advisors comments:

Advisor Signature: _____ Date: _____

School Psychology Credential Program

Personal Competency Evaluation Form

Name of Student _____ Date _____

Person Making Evaluation _____

Timing of Evaluation (tick one):

During a Class End of Class Pre-fieldwork/ Pre-credential
 (Class No: _____) (Class No: _____) Internship

Instructions: You may choose to evaluate a student on one or all of the five categories below and one or all of the questions represented in each category. If you are unsure or do not wish to answer a question, place a tick in “Not Applicable” column.

<u>Competence</u>	<u>Not Applicable</u>	<u>Extensive Work Needed</u>	<u>Just Below Threshold</u>
ACADEMIC CONFIDENCE			
1. Answers questions in class and participates in class discussion. _____	_____	_____	_____
2. Speaks in class with a “confident” tone of voice. _____	_____	_____	_____
3. Discusses and “appropriately” challenges opinions of lecturer and “experts” in field. _____	_____	_____	_____
4. Expresses own opinions about issues or topics in the field. _____	_____	_____	_____
WORK PERSISTENCE (EFFORT)			
5. Conscientiously edits own work to ensure high standard. _____	_____	_____	_____
6. Puts in good effort at early stages of assignment rather than delaying work until the last minute _____	_____	_____	_____
7. Completes work when due rather than makes excuses, asks for extensions or misses deadlines. _____	_____	_____	_____

9/5/2007

8. Comes to class prepared. _____

9. Does advance task preparation necessary to administer
a test, conduct a counseling session or consult. _____

WORK ORGANIZATION

10. Has on hand needed resources (e.g., books, test protocols,
psycho-educational resources.) _____

11. Seems to set goals to do his/her best rather than
something less. _____

12. Manages time effectively. _____

13. Break down complicated tasks into component
parts/steps. _____

GETTING ALONG (COLLABORATION)

14. Is a constructive member of cooperative learning groups. _____

15. Is helpful in offering assistance to others. _____

16. Takes a leadership role in groups. _____

17. Is good at organizing people to get a job done. _____

18. Has a warm and caring approach to others. _____

RESILIENCY (CAPACITY TO COPE WITH ADVERSITY)

19. Reacts well (does not get overly upset) to constructive
and negative feedback on quality of work. _____

20. Bounces back (e.g., continues working hard, regains
optimism) after receiving negative feedback on quality
of work. _____

21. Deals with "perceived unfairness" in a non-hostile,
constructive fashion. _____

9/5/2007

22. Copes well emotionally when faced with requirements of a class or credential program that are different from his/her expectations.

23. Is flexible when faced with changing requirements of a situation.

Additional comments and recommendations:

9/5/2007

Student: _____

Advisor: _____

Program Coordinator: _____

Completion of Prerequisite Courses

Course	Units	Title	University	Date
EDP301/302	3	Child (or Adolescent) development and learning.		
EDP 305	3	Educational psychology		
EDP 350	3	Education of exceptional children		
EDP 419	3	Educational statistics		
EDP 420	3	Tests, measurement and evaluation		

Completion of Nine Semester Units Specialization

Specialization: _____

Course	Units	Title	University	Date

Program Coordinator Signature of Approval: The above student has met the prerequisite and specialization requirements to completing the CSUBL School Psychology Program:

Program Coordinator Signature

Date

Description of Specialization Areas and Examples of Related Coursework

In order to meet the 9 unit specialization requirement, students must complete 9 graduate level, semester units in a related specialization.

In order to fulfill this requirement, these courses must be:

- completed within the past 7 years (unless the student petitions for an exception to this rule);
- passed by the student with a grade of B or higher;
- part of a master's degree program completed by the student;
- part of a master's degree program in a field related to school psychology;
- completed at an accredited University; and
- verified by the CSULB school psychology program coordinator's review of the student's official transcripts.

Example courses that would qualify for meeting the specialization requirement for 8 related fields are provided below. Notice, each of these courses can be linked to at least one NASP domain for training and practice; and the preparation provided in these types of course will be an asset to any school psychologist.

Educational Psychology

Human development, cognition, learning, motivation, emotion, educational psychology, statistics, measurement, evaluation, etc.

Special Education

Collaboration, teaching methods for students with disabilities, assessment of students with disabilities, seminar on emerging issues, transition planning, interventions, inclusion, etc.

School Counseling

Counseling theories, counseling practices (e.g., group, individual, and multicultural counseling), schools as systems, laws and ethics guiding counseling, clinical interviewing,

Marriage and Family Counseling

Counseling theories, counseling practices (e.g., group, individual, and multicultural counseling), laws and ethics guiding counseling, clinical interviewing, psychopharmacology, human sexuality, human development, family systems, substance abuse counseling, etc.

Psychology (Research, Clinical, Organizational, etc.)

Personality and social behavior, cognition, motivation, learning, social, sexuality, physiology, neuropsychological, psychopharmacology, psychology of women, children, adolescents, fathers, community psychology, clinical psychology, abnormal psychology, family systems, clinical interview, clinical assessment, advanced research, advanced statistics, psycholinguistics, etc.

Curriculum and Instruction

Intercultural education, advanced studies in literacy, teaching math, social studies, science, analysis of instruction through reflection, etc.

Administration/Leadership

Instructional leadership, instructional assessment, schools as organizations, social, political and policy issues of urban schools, educational governance, education law, etc.

9/5/2007

Child Development/ Early Childhood Education

Intercultural education, history and philosophy of early childhood education, curriculum for young children, parent education and involvement in educational environments, research seminar on early childhood, leadership and supervision of early childhood programs, etc.

CSULB School Psychology Practicum Evaluation

Name of Supervisor: _____

Name of Practicum Student: _____

The following section lists the 11 skill domains identified in the *NASP Standards for Training and Field Placement* (July, 2000) and some specific sub-skills that our program is interested in tracking. Please consider these skills and competencies as you assess the apprentice's current skill level. For each skill, select one of the following response options:

Under prepared = By this point, the apprentice should have better knowledge or capabilities in this area than they demonstrated during the practicum.

In Progress = The apprentice demonstrated emerging knowledge and skills in this area. They are able to engage in activities related to this skill with **considerable supervision**.

Entry-level = The apprentice demonstrated entry-level knowledge and skills in this area. They are able to engage in activities related to this skills with only **minor supervision**.

Well developed = The apprentice has very well developed skills in this area. It is a relative strength for the apprentice. The apprentice is able to **independently** contribute unique and meaningful information or assistance in this area.

No opportunity = The supervisor has not had the opportunity to evaluate the apprentice's level of performance in this skill.

Data-based Decision-Making and Accountability (Overall)	Under prepared	In progress	Entry-level	Well developed	No Opportunity
• Observation skills	Under prepared	In progress	Entry-level	Well developed	No Opportunity
• Interview skills	Under prepared	In progress	Entry-level	Well developed	No Opportunity
• Reviewing records	Under prepared	In progress	Entry-level	Well developed	No Opportunity
• Standardized test administration	Under prepared	In progress	Entry-level	Well developed	No Opportunity
• Academic assessment	Under prepared	In progress	Entry-level	Well developed	No Opportunity
• Cognitive assessment	Under prepared	In progress	Entry-level	Well developed	No Opportunity
• Behavioral assessment	Under prepared	In progress	Entry-level	Well developed	No Opportunity
• Ecological assessment	Under prepared	In progress	Entry-level	Well developed	No Opportunity

• Interpreting assessment results	Under prepared	In progress	Entry-level	Well developed	No Opportunity
• Linking assessment to interventions	Under prepared	In progress	Entry-level	Well developed	No Opportunity
• Making eligibility decisions	Under prepared	In progress	Entry-level	Well developed	No Opportunity
Consultation and Collaboration (Overall)	Under prepared	In progress	Entry-level	Well developed	No Opportunity
• Communication skills	Under prepared	In progress	Entry-level	Well developed	No Opportunity
• Collaboration skills	Under prepared	In progress	Entry-level	Well developed	No Opportunity
• Positive interpersonal skills	Under prepared	In progress	Entry-level	Well developed	No Opportunity
• Consulting with teachers	Under prepared	In progress	Entry-level	Well developed	No Opportunity
• Consulting with parents	Under prepared	In progress	Entry-level	Well developed	No Opportunity
• Share information with diverse/broader audience	Under prepared	In progress	Entry-level	Well developed	No Opportunity
Effective Instruction and Development of Cognitive/Academic Skills (Overall)	Under prepared	In progress	Entry-level	Well developed	No Opportunity
• Knowledge of effective instruction	Under prepared	In progress	Entry-level	Well developed	No Opportunity
• Knowledge of effective academic interventions	Under prepared	In progress	Entry-level	Well developed	No Opportunity
• Intervention planning	Under prepared	In progress	Entry-level	Well developed	No Opportunity
• Goal setting and progress monitoring skills.	Under prepared	In progress	Entry-level	Well developed	No Opportunity

• Intervention evaluation	Under prepared	In progress	Entry-level	Well developed	No Opportunity
Socialization and Development of Life Skills (Overall)	Under prepared	In progress	Entry-level	Well developed	No Opportunity
• Knowledge of human development.	Under prepared	In progress	Entry-level	Well developed	No Opportunity
• Counseling skills	Under prepared	In progress	Entry-level	Well developed	No Opportunity
• Accessing mental health services for students.	Under prepared	In progress	Entry-level	Well developed	No Opportunity
• Positive behavior management	Under prepared	In progress	Entry-level	Well developed	No Opportunity
Student Diversity in Development and Learning (Overall)	Under prepared	In progress	Entry-level	Well developed	No Opportunity
Considering the following populations, to what extent is the student equipped to provide fair assessments of and/or effective interventions to:					
• English language learners	Under prepared	In progress	Entry-level	Well developed	No Opportunity
• Racial/ethnic minorities	Under prepared	In progress	Entry-level	Well developed	No Opportunity
• Students with disabilities	Under prepared	In progress	Entry-level	Well developed	No Opportunity
• Gay, lesbian and bi-sexual youth	Under prepared	In progress	Entry-level	Well developed	No Opportunity
• Student raised in economic poverty	Under prepared	In progress	Entry-level	Well developed	No Opportunity
School and Systems Organization, Policy Development, and Climate (Overall)	Under prepared	In progress	Entry-level	Well developed	No Opportunity
• Knowledge of general education curriculum and programs	Under prepared	In progress	Entry-level	Well developed	No Opportunity
• Knowledge of special education programs	Under prepared	In progress	Entry-level	Well developed	No Opportunity

• Knowledge of federal, state, and district laws and policies	Under prepared	In progress	Entry-level	Well developed	No Opportunity
Prevention, Crisis Intervention and Mental Health (Overall)	Under prepared	In progress	Entry-level	Well developed	No Opportunity
Home/School/Community Collaboration (Overall)	Under prepared	In progress	Entry-level	Well developed	No Opportunity
Research and Program Evaluation (Overall)	Under prepared	In progress	Entry-level	Well developed	No Opportunity
Knowledge of the Field of School Psychology (Overall)	Under prepared	In progress	Entry-level	Well developed	No Opportunity
Information Technology (Overall)	Under prepared	In progress	Entry-level	Well developed	No Opportunity

Please indicate if there are any areas of concern with the following:

Meets expectation	Area of Concern	
<input type="checkbox"/>	<input type="checkbox"/>	Arrives on time consistently
<input type="checkbox"/>	<input type="checkbox"/>	Uses time effectively
<input type="checkbox"/>	<input type="checkbox"/>	Informs supervisor and makes arrangement for absences
<input type="checkbox"/>	<input type="checkbox"/>	Reliably completes requested or assigned tasks on time
<input type="checkbox"/>	<input type="checkbox"/>	Is responsive to local norms for clothing, language, behavior, etc
<input type="checkbox"/>	<input type="checkbox"/>	Receptive to learning new information
<input type="checkbox"/>	<input type="checkbox"/>	Actively seeks new information from staff or supervisor
<input type="checkbox"/>	<input type="checkbox"/>	Ability to learn and understand new information
<input type="checkbox"/>	<input type="checkbox"/>	Understanding of concepts, theories and information
<input type="checkbox"/>	<input type="checkbox"/>	Ability to apply new information in different settings
<input type="checkbox"/>	<input type="checkbox"/>	Interacts comfortably and effectively with students
<input type="checkbox"/>	<input type="checkbox"/>	Interacts comfortably and effectively with staff
<input type="checkbox"/>	<input type="checkbox"/>	Staff regards the apprentice favorably

Would you recommend that this apprentice continue in the field of school psychology? __ Yes __ No
 I ____ have ____ have not shared the results of this survey with the practicum student.

Supervisor's Signature: _____ Phone: _____

Apprentice Signature: _____ Date: _____

University Faculty Signature: _____ Date: _____

CSULB School Psychology Fieldworker/Internship Evaluation

Name of Supervisor: _____

Name of Fieldworker/Intern: _____

The following section lists the 11 skill domains identified in the *NASP Standards for Training and Field Placement* (July, 2000) and some specific sub-skills that our program is interested in tracking. Please consider these skills and competencies as you assess the fieldworker/intern's current skill level. For each skill, select one of the following response options:

Under prepared = By this point, the fieldworker/intern should have better knowledge or capabilities in this area than they demonstrated during the fieldwork.

Entry-level = The fieldworker/intern demonstrated entry-level knowledge and skills in this area. They are able to engage in activities related to this skill with **supervision**.

Well developed = The fieldworker/intern's skills are well developed in this area. The fieldworker/intern is able to **independently or with minimal supervision** accomplish activities related to this skill area.

Outstanding = The fieldworker/intern demonstrated **advanced** knowledge or skills in this area. It is a relative strength for the fieldworker/intern. He/she is able to contribute unique and meaningful information or assistance in this area.

No opportunity = The supervisor has not had the opportunity to evaluate the fieldworker/intern's level of performance in this skill.

Data-based Decision-Making and Accountability (Overall)	Under prepared	Entry-level	Well developed	Outstanding	No Opportunity
• Observation skills	Under prepared	Entry-level	Well developed	Outstanding	No Opportunity
• Interview skills	Under prepared	Entry-level	Well developed	Outstanding	No Opportunity
• Reviewing records	Under prepared	Entry-level	Well developed	Outstanding	No Opportunity
• Standardized test administration	Under prepared	Entry-level	Well developed	Outstanding	No Opportunity
• Academic assessment	Under prepared	Entry-level	Well developed	Outstanding	No Opportunity
• Cognitive assessment	Under prepared	Entry-level	Well developed	Outstanding	No Opportunity
• Behavioral assessment	Under prepared	Entry-level	Well developed	Outstanding	No Opportunity

• Interpreting assessment results	Under prepared	Entry-level	Well developed	Outstanding	No Opportunity
• Linking assessment to interventions	Under prepared	Entry-level	Well developed	Outstanding	No Opportunity
• Making eligibility decisions	Under prepared	Entry-level	Well developed	Outstanding	No Opportunity
Consultation and Collaboration (Overall)	Under prepared	Entry-level	Well developed	Outstanding	No Opportunity
• Communication (oral and written) skills	Under prepared	Entry-level	Well developed	Outstanding	No Opportunity
• Consulting with teachers	Under prepared	Entry-level	Well developed	Outstanding	No Opportunity
• Consulting with parents	Under prepared	Entry-level	Well developed	Outstanding	No Opportunity
Effective Instruction and Development of Cognitive/Academic Skills (Overall)	Under prepared	Entry-level	Well developed	Outstanding	No Opportunity
• Knowledge of effective instruction	Under prepared	Entry-level	Well developed	Outstanding	No Opportunity
• Knowledge of effective academic interventions	Under prepared	Entry-level	Well developed	Outstanding	No Opportunity
• Goal setting and progress monitoring skills.	Under prepared	Entry-level	Well developed	Outstanding	No Opportunity
• Intervention evaluation	Under prepared	Entry-level	Well developed	Outstanding	No Opportunity
Socialization and Development of Life Skills (Overall)	Under prepared	Entry-level	Well developed	Outstanding	No Opportunity
• Knowledge of human development.	Under prepared	Entry-level	Well developed	Outstanding	No Opportunity
• Counseling skills	Under prepared	Entry-level	Well developed	Outstanding	No Opportunity
• Accessing mental health services for students.	Under prepared	Entry-level	Well developed	Outstanding	No Opportunity
• Positive behavior management	Under prepared	Entry-level	Well developed	Outstanding	No Opportunity

• Social and emotional interventions	Under prepared	Entry-level	Well developed	Outstanding	No Opportunity
Student Diversity in Development and Learning (Overall)	Under prepared	Entry-level	Well developed	Outstanding	No Opportunity
Considering the following populations, to what extent is the student equipped to provide fair assessments of and/or effective interventions to:					
• English language learners	Under prepared	Entry-level	Well developed	Outstanding	No Opportunity
• Racial/ethnic minorities	Under prepared	Entry-level	Well developed	Outstanding	No Opportunity
• Students with disabilities	Under prepared	Entry-level	Well developed	Outstanding	No Opportunity
• Gay, lesbian and bi-sexual youth	Under prepared	Entry-level	Well developed	Outstanding	No Opportunity
• Student raised in economic poverty	Under prepared	Entry-level	Well developed	Outstanding	No Opportunity
School and Systems Organization, Policy Development, and Climate (Overall)	Under prepared	Entry-level	Well developed	Outstanding	No Opportunity
• Knowledge of general education curriculum and programs	Under prepared	Entry-level	Well developed	Outstanding	No Opportunity
• Knowledge of special education programs	Under prepared	Entry-level	Well developed	Outstanding	No Opportunity
Prevention, Crisis Intervention and Mental Health (Overall)	Under prepared	Entry-level	Well developed	Outstanding	No Opportunity
Home/School/Community Collaboration (Overall)	Under prepared	Entry-level	Well developed	Outstanding	No Opportunity
Research and Program Evaluation (Overall)	Under prepared	Entry-level	Well developed	Outstanding	No Opportunity

Knowledge of the Field of School Psychology (Overall)	Under prepared	Entry-level	Well developed	Outstanding	No Opportunity
<ul style="list-style-type: none"> Knowledge of federal, state, and district laws and policies 	Under prepared	Entry-level	Well developed	Outstanding	No Opportunity
<ul style="list-style-type: none"> Knowledgeable and can locate additional research-based information. 	Under prepared	Entry-level	Well developed	Outstanding	No Opportunity
<ul style="list-style-type: none"> Knowledgeable about varied role of school psychologists 	Under prepared	Entry-level	Well developed	Outstanding	No Opportunity
Information Technology (Overall)	Under prepared	Entry-level	Well developed	Well developed	No Opportunity

Please indicate if there are any areas of concern with the following:

Exceeds expectations	Meets expectation	Area of Concern	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Arrives on time consistently
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Uses time effectively
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Informs supervisor and makes arrangement for absences
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Reliably completes requested or assigned tasks on time
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Responsive to local norms for clothing, language, behavior, etc
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Receptive to learning new information
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Actively seeks new information from staff or supervisor
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Ability to learn and understand new information
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Understanding of concepts, theories and information
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Ability to apply new information in different settings
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Interacts comfortably and effectively with students
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Interacts comfortably and effectively with staff
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Staff regards the fieldworker/intern favorably
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Interpersonal skills
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Accepts supervision in professional manner.

9/5/2007

Would you recommend that this fieldworker/intern continue in the field of school psychology?

Yes No

I have have not shared the results of this survey with the practicum student.

Supervisor's Signature: _____ Phone: _____

Fieldworker/intern Signature: _____ Date: _____

University Faculty Signature: _____ Date: _____

Thank you for completing this evaluation. If you have not shared the results with the fieldworker/intern, the instructor will share these results with him/her.

9/5/2007

CALIFORNIA STATE UNIVERSITY, LONG BEACH
Department of Educational Psychology, Administration, and Counseling

SCHOOL PSYCHOLOGY PROGRAM
District - University Internship/Fieldwork Agreement

The _____ School District, and the person(s) representing the district, whose names appear below, hereby enter into this District - University Internship/Fieldwork Agreement with California State University, Long Beach, on behalf of _____, who has agreed to serve as a school psychology intern in the district.

The intern/fieldworker agrees to serve under the conditions and for the duration of the agreement as described in the intern's contract. The District and the University agree to provide joint supervision of the intern as described in the Internship/Field Work Guidelines, which are attached.

The District agrees to provide supervision of the everyday activities of the intern, and to provide a supervising credentialed school psychologist(s) who has at least three years experience, and who agrees to directly supervise the intern at least two hours each week. Additionally, the district agrees to provide the intern with experience in a school setting that includes at least 50% ethnically, culturally, racially, and/or linguistically diverse students for approximately half of the hours accrued at the district. The University agrees to provide a liaison faculty member who keeps in contact with the District supervisor, provides an internship seminar on a regular basis at CSULB, and makes an on-site visit to the District each semester to observe the work of the intern and to consult with the intern's supervisor(s).

The objectives to be attained, and the experiences to be engaged in by the intern are determined by the District and are equivalent to those engaged in by credentialed school psychologists in the District, and are also determined by the Commission on Teacher Credentialing of the State of California, and are listed in the attached form: School psychology Field Work/Internship Evaluation. This form, in addition to personal conversations between the site supervisor(s) and University faculty supervisor constitute the method of evaluation of the intern. The form is filled out by the District intern supervisor at the end of each semester of internship, and is signed by the intern and University supervisor.

Exceptions to these agreements must be agreed to by all concerned parties and attached to this form.

SIGNATURES:

District Intern/Fieldwork Supervisor: _____ Date: _____

University Program Coordinator: _____ Date: _____

Intern: _____ Date: _____

Revised 8/30/05