



CSULB School Psychology Handbook

2007-2008

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CSULB School Psychology Program:

The CSULB School Psychology program is accredited by the National Association of School Psychologists (NASP), Commission on Teacher Credentialing (CTC), and the National Council for Accreditation of Teacher Education (NCATE). The program consists of 15 core School Psychology courses (equal to 48 semester units) and 12-units of graduate-level specialization. This includes 4-units of practicum and 6-units of fieldwork/internship. In addition to satisfactorily completing coursework and field experiences while maintaining a 3.0 GPA, students are expected to demonstrate personal competencies or professional work characteristics necessary for a successful and effective career in education (see CSULB School Psychology Personal Competencies Review form in the Appendix). Finally, students are required to take the National School Psychology Examination (ETS/PRAXIS II #10400) and participate in the Performance-Based Exit Interview 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, 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, 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, the program teaches future school psychologists to assess a student's prior learning, and cognitive, social, emotional, and behavioral skills to make recommendations for accommodations, interventions, and services (Gresham, & Noell, 1999; Kamphaus, Reschly, 1997; Reynolds, & Imperato-McCammon, 1999). Additionally, the program prepares future school psychologists to assist in developing personal competencies such as confidence, perseverance, conflict resolution, and organization for students at-risk of 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, the 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, degree of home-school collaboration is related to student academic competence, self-concept, behavior, attendance, academic engagement, and suspension rates (Christenson, Rounds, Gorney, 1992; Comer, 1984). 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, the 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, the program also is grounded in current legal and ethical guidelines for practice (NASP, AERA, APA, NCME, 2000; Pryzwanski, 1993). Students are taught to apply both high quality research results (Phillips, 1999) and 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 faculty;
3. develop in school psychology graduate 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 school psychology graduate students to provide professional services to students, schools and the community;
5. prepare school psychology graduate 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, graduates will:

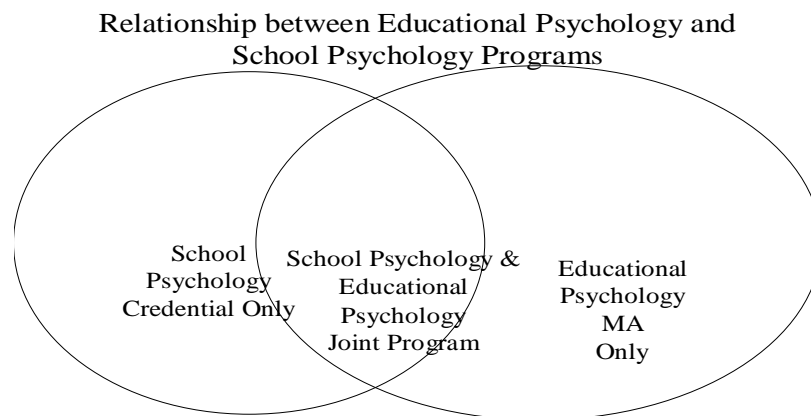
1. define current problem areas, strengths and needs at the individual, group, and system level through assessment, and measure the effects of decisions that result from the problem solving process;
2. listen well, participate in discussions, convey information and work collaboratively with others at an individual, group and system level;
3. 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. 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, respect, and work with individuals and groups with a variety of strengths and needs from diverse racial, cultural, ethnic, experiential and linguistic backgrounds;
6. 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 developing and implementing 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 form partnerships between parents, educators and the community;
9. be well-versed in current literature on various aspects of education and child development, 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 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 48-unit course of study for the School Psychology program, students must complete a master's program. Master's degrees in the behavioral sciences from other accredited Universities are generally acceptable. Students without a master's degree must complete the master's degree in Educational Psychology at CSULB while completing the School Psychology Credential program. The joint School Psychology/Educational Psychology program is the only option available to students entering the program without a completed master's degree in a behavioral science from another accredited University. Typically, the Master's Degree in Educational Psychology is completed the year before students begin their final fieldwork/internship experience.



PREREQUISITES		
EDP Course	Units	Course Title
301/302	3	Child (or Adolescent) development and learning.
405	3	Positive strategies for classroom management
419	3	Educational statistics
SCHOOL PSYCHOLOGY CORE COURSE WORK		
EDP Course	Units	Course Title
517	3	Seminar in school counseling
520	3	Research methods in education
524A	3	Psychoeducational Assessment I - Seminar
524B	2	Psychoeducational Assessment I - Lab
525A	3	Psychoeducational diagnosis in multicultural settings II - Seminar
525B	2	Psychoeducational diagnosis in multicultural settings II - Lab
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
579	4	Curriculum-based academic assessments and interventions
COUN 601	3	Trauma and grief counseling
605	3	Learning, motivation, cognition, and social development theories
641A/641 B	2/2	School psychology practicum
642A/642B	3/3	School psychology fieldwork/internship
Plus 12 units in a related field of study = 60 units.		

ADDITIONAL COURSES FOR EDUCATIONAL PSYCHOLOGY MASTER'S DEGREE

EDP Course	Units	Course Title
519	3	Quantitative educational data analysis I (comps requirement only)
541	3	Seminar in educational measurement and assessment (comps requirement/thesis elective)
595	3	Qualitative research methods (thesis elective only)
596	3	Program evaluation (comps requirement/thesis elective)
604	3	Seminar in human development (comps and thesis requirement)
696	3	Directed research (thesis elective only)
698	6	Thesis (thesis requirement)

Note: comps requirement = course requirement for students electing to take comprehensive exams; thesis elective = course option for students electing to complete a thesis. Thesis students must complete 6 units of EDP 698 and a 3-unit elective to fulfill the master's requirement.

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 units per semester) and one year of full-time internship or fieldwork. Students who are completing the joint School Psychology/Educational Psychology master's program may take more time to complete the credential program than students who have earned a master's degree in a related field at another university. Furthermore, the program may be shorter for students who obtain approved course equivalencies on select courses (Please see page 13 on procedures for obtaining course equivalencies) and attend summer school. However, due to course scheduling, students in either the Credential Only or Joint program should plan on completing the program in no less than 3 years. Please see the "3-Year Course Offering Plan" on the EDPAC department website (<http://www.ced.csulb.edu/edpac/courses/>) for information regarding when courses are offered and the number of sections. Below is a suggested course sequence plan^a:

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

Year 1			Year 2			Year 3	
Summer	Fall	Spring	Summer	Fall	Spring	Fall	Spring
EDP 301 or 302 EDP 405	EDP 528 EDP 524A EDP 524B EDP 419 or 520, and/or COUN 601	EDP 525A EDP 525B EDP 520 or 605, and/or COUN 601	Any prerequisites	EDP 579 *EDP 641A **EDP 517	EDP 641B **EDP 560 **EDP 536	EDP 642A ***EDP 527	EDP 642B

Students Beginning CSULB Joint School Psychology Credential and Educational Psychology Master's Degree Program:

Year 1			Year 2			Year 3	
Summer	Fall	Spring	Summer	Fall	Spring	Fall	Spring
EDP 301 or 302 EDP 405	EDP 528 EDP 524A EDP 524B EDP 419 or 520, and/or COUN 601	EDP 525A EDP 525B EDP 520 or COUN 601; EDP 519 or thesis elective	Any preqs not completed; EDP 604 EDP 596 or thesis elective (e.g., EDP 696)	EDP 579 *EDP 641A **EDP 517 EDP 698 (thesis req) or EDP 536	EDP 605 EDP 641B **EDP 560 EDP 698 (thesis req) or EDP 541 or thesis elective or EDP 536 Comprehensive Exam	EDP 642A ***EDP 527	EDP 642B

Note: Many courses have prerequisites; if you deviate from this schedule, check the prerequisite requirements for each course listed in the CSULB Undergraduate & Graduate Catalogue.

*Note: requires volunteer work in a public school under the supervision of a school psychologist to enroll in this course.

**Note: requires concurrent enrollment in EDP 641A or B, or EDP 642A or B.

*** Note: must be concurrently enrolled in EDP 642A.

^a Courses **may** be taken prior to the time designated in the sequence only with consent of the student's advisor.

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. If you choose to take courses in the summer (and we encourage you to do so), 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 MyCSULB.edu. Please be advised that students may not choose the Credit/No Credit grading option for master's degree and credential course requirements.

Practica

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 may assist with practicum placement by providing students with leads. However, primary responsibility for securing a placement is the student's.

Students are required by the California Commission on Teaching Credentialing (CCTC) and the National Association of School Psychologists (NASP) to complete a minimum of 450 practica hours prior to beginning their fieldwork/internship. CSULB school psychology students will complete 145 hours during clinical experiences (EDP 524B, 525B, 579), 89 hours during school-based practica experiences that supplement a course (EDP 528, 517, 536), and 300 hours during the Practica courses (EDP 641A & B) for a total of 504 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 (recommended).

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

Course	Hours	Activities
517	30 hrs. (school)	Facilitate a group counseling intervention at school site; consult with teachers and administration on student needs and progress.
524A	54 hrs. (clinic)	Administration of published, norm-referenced assessments in clinic; Report writing.
525A	50 hrs.	Administration of published, norm-referenced assessments in clinic;

	(clinic)	Report writing; Consultation with parent.
528	15 hrs. (school) 4 hrs. (school)	Shadow a school psychologist and discuss observations as they relate to the NASP domains of training and practice; Observe for 2 hours in at least two different special education programs on a school campus.
536	20 hrs. (school)	Consult with school staff regarding the academic and behavioral needs of students; Consult on the implementation of an intervention based on identified needs of an individual, group, or class.
560	20 hrs. (school)	Conduct a Functional Analysis Assessment on a school-age child; implement and monitor the behavior intervention plan.
579	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	300 hrs. (school)	150 hours = 2 credit course; <u>300 hours</u> needed to fulfill practica requirements.
Total	145 hrs. 389 hrs. 534 hrs.	Clinic PreK-12 public school Total Hours

With the exception of EDP 641A & B, 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 products), watching a video of their performance, and observing them through the one-way windows in the Educational Psychology Clinic. In addition to program faculty, a field-based school psychologist supervises students completing the Practicum courses (ED P 641 A & B). Field-based supervisors are professionals who possess the background, training and credentials appropriate to the practicum experience and have at least two years of school psychological experience.

Three hundred practica hours are met by completing EDP 641A & B for two units each. Students who work in public schools may complete the first 150 hours of EDP 641A & B while working at their site under the supervision of their site school psychologist. The remaining 150 hours must be completed in a formalized practicum wherein the student commits considerable time to learning the profession from an experienced school psychologist. These 150 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 641B) 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

Students will draft an activities plan with the instructor of EDP 641A & B (who will supervise these activities in collaboration with the school-based school psychologist in the district), meet weekly with the University supervisor (i.e., the instructor of EDP 641A & B) for supervision, and complete specific assignments demonstrating the skills he/she acquired during each 150 hour practica. In

addition, students will keep weekly logs of their activities and submit these (signed by the site supervisor) to their University supervisor. Please note the following catalogue course descriptions and activities required for each course:

EDP 641A: Prerequisites: Admission to the school psychology program, EDP 524A & B, EDP 525A & B, EDP 528. Corequisite: EDP 579. Seminar and completion of 150 contiguous hours of supervised field placement for a minimum of one and maximum of 5 full days per week; with a minimum of 4 weeks and a maximum of 1 year at no more than two sites and with two supervisors. Credit/No Credit grading only. This course is currently only offered in the Fall.

This course provides students with observations of and entry level participation in routine school psychological services. Students will:

- Log practicum hours, activities and reflections weekly.
- Research the diversity of their school site, develop a 2-3 page report on the school's population including proportions of students by racial/ethnic, free/reduced cost 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/> and review the school's accountability report card on the web.
- Extensively interview the supervising psychologist and write a two page report. Interview protocol will be provided.
- Observe for at least one hour in each special education program on your school campus and interview site school psychologist supervisor about how he/she services each program. Write a one page summary.
- Attend at least one Student Study Team (SST) meeting and an IEP meeting. Write a one page reflection on your experience.
- Observe in and gather information on a Non-Public School (NPS), preferably one to which your district sends students and write a one page reflection on the experience.
- Begin an evaluation of the effectiveness of a program implemented at your school (e.g., school retention policy, reading program, character education curriculum, etc.). Specific requirements and a rubric for this project will be provided. This project will be started in EDP 641A and completed in EDP 641B.
- Write a reflection of your practicum experience and draft a plan for EDP 641B. Review your ratings of activities devoted to each of the NASP domains from the past semester and refer to these in your reflection and plan. What skills need to be furthered develop? What types of experiences are needed to develop these skills? How will these experiences be gained? Write a 2-3 page report.
- Review and submit to the EDP 641A instructor the site school psychologist supervisor's evaluation.

EDP 641B: Prerequisites: Admission to the school psychology program, EDP 524A & B, EDP 525A & B, EDP 528, EDP 641A. Seminar and completion of 150 contiguous hours of supervised field placement for a minimum of one and maximum of 5 full days per week; with a minimum of 4 weeks and a maximum of 1 year at no more than two sites and with two supervisors. Credit/No Credit grading only. This course is offered only in the Spring.

This course provides students with additional supervised participation in routine school psychological services to complete the 450 hour practicum requirement. Students will:

- Implement an empirically supported behavioral intervention (requirement met in EDP 560 if course is taken concurrently with EDP 641B).
- Collect Curriculum-Based Measurement academic or behavioral local norms at the class-, grade-, or school-wide basis. Organize and interpret the data in a written report and be prepared to discuss how the norms may be utilized to make data-based decisions regarding students.
- Conduct and write a report on two triennial evaluations; one evaluation should be conducted on a youth with transition planning as a focus.
- Write a reflection of your practicum experience and draft a plan for EDP 642A. Review your ratings of activities devoted to each of the NASP domains from the past semester and refer to these in your reflection and plan. What skills do you need to further develop? What types of experiences do you need to develop these skills? How will you make these experiences happen? Write a 2-3 page report.

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

- Provide direct academic intervention(s) with a student or group of students.
- Co-facilitate a parent education group.
- Participate in retention/promotion meetings.
- Provide staff development trainings on class-wide behavior management, academic interventions, special education referral policy, etc.
- Draft a paper for submission and publication to *CASP Today* or the *Communiqué*, a paper or poster presentation proposal to the CASP (California Association of School Psychologists) and/or NASP (National Association of School Psychologists) annual conventions.

Documentation and evaluation of each of the above required (and enhancing) activities and assignments will be maintained by you and your University-based supervisor (e.g., EDP 641A/B instructor). School-site supervisors also will evaluate practica students (see the Practica Supervisor Evaluation Form in the Appendix) based on the NASP's Domains for Training and Practice.

Fieldwork/Internship:

Our program, the Commission on Teacher Credentialing (CTC), and NASP 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. For students desiring to complete their internship over 2 years (600 hours each year), continuous enrollment and university supervision is required. Thus, during the first year of internship students should enroll in EDP 642A in the Fall for 3-units, and EDP 797 (Independent Individual Study) in the Spring for 1-unit. The second year of internship, students should enroll in 1-unit of EDP 797 in the Fall, and 3-units of EDP 642B in the Spring. Please note that students will receive an "I" in EDP 642A the first year of internship until all requirements are met in EDP 797 in the Spring.

Additionally, CTC requires fieldworkers to have experience in at least two levels of schooling. The levels referred to are preschool (ages 3-5); elementary (grades K-6); junior high (grades 7-8,

or 7-8-9); senior high (grades 9-12); and transition programs (ages 18-22). Any two of those five are acceptable, as long as at least 200 hours are documented in each of the two levels.

Students who have completed all prerequisite and core credential coursework (except EDP 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 may benefit the student by allowing them to earn a salary 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 in which the student works on behalf of the student. Students are responsible for securing their own fieldwork/internship positions and for obtaining the proper internship credential paperwork from their district and the CSULB Credential Office. Fieldwork/interns are evaluated each semester by both their school site supervisor and the University instructor of EDP 642. After completion of the Educational Psychology Master's Degree and before beginning fieldwork, students will need to be readmitted to the University as a credential-only student. Contact Nancy McGlothlin (nmcglth@csulb.edu) in the Graduate Studies office for assistance. Ms. McGlothlin can readmit you without the additional university fee.

Personal Competencies

Students must demonstrate specific professional work characteristics to ensure that school psychology candidates possess the knowledge, skills, and dispositions required for successful careers in education. Both CTC and NASP require that approved programs “employ a systematic, valid process to ensure that all candidates, prior to the conclusion of the internship experience, are able to integrate domains of knowledge and apply professional skills in delivering a comprehensive range of services evidenced by measurable positive impact on children, youth, families, and other consumers” (NASP Training Standard 4.3). See Appendix for CSULB School Psychology Personal Competencies Review form. Faculty meet as a group to evaluate students' personal competencies or “professional work characteristics” at regular benchmark periods, including (1) prior to beginning practicum and/or <30 units; (2) completion of MA and/or prior to internship; and (3) conclusion of internship and prior to graduation. In addition to program faculty evaluating students' professional work characteristics, practicum and internship supervisors evaluate students' professional work habits at the end of each semester of practicum and internship. Field supervisor ratings are considered during each benchmark review. At the end of each benchmark period, faculty-completed competency reviews will be sent to all candidates. If a candidate is rated a ‘2’ (minimal) or lower in any area, or receives a total score of 24 or less (minimal or unsatisfactory), the program director and/or faculty members will meet with the candidate to discuss the identified area(s) of concern, and identify an action plan and timeline for remediation (see Appendix for CSULB School Psychology Candidate Intervention Plan). Occasionally, faculty may meet and complete a candidate competency review outside of the benchmark period due to immediate concerns regarding a candidate's professional work characteristics. In these cases, candidates will be immediately notified and requested to meet with the program director and/or faculty. Please be advised that candidates who fail two or more times to achieve satisfactory ratings on the personal competency review, despite the development, agreement, and implementation of a Candidate Intervention Plan, may not be recommended for the internship credential and/or PPS credential.

Communication

The program coordinator, Dr. Hagans, will disseminate two program newsletters per year. In addition, all students are required to submit a course-taking plan (i.e., Calyx Memo) in November. Program newsletters, the required Calyx Memo, and other communiqués throughout the year will be sent via email. University policy recognizes e-mail as an official form of communication; thus, 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 regarding changes to their e-mail address. Individual instructor and course announcements and notifications are typically sent through BeachBoard and thus, are sent to the email address that is listed on MyCSULB. It is the student's responsibility to ensure that the contact information on MyCSULB is current. Students are eligible for, but are not required to have, a CSULB email account. In addition, it is important that the Graduate Studies Office (ED1 – 7) and the Credential Office (ED1-42) have your current email and mailing addresses. If you move, alert the University, Graduate Studies Office, and Credential Office.

Additional Requirements

- You must be **admitted as a graduate student to the University** prior to registering for courses.
- Students must take the **CBEST** their first year in the program, and **pass the CBEST prior to beginning fieldwork/internship**. Please go to <http://www.cbest.nesinc.com/> for more information and to register to take the CBEST.
- Student must obtain a **certificate of clearance** from the state prior to beginning any school-based activities, including practica, fieldwork/internship, and coursework activities. You are encouraged to obtain the certificate of clearance and open a file with the Credential Office the beginning of your first semester (ED1-42). You will be required to show proof of filing for your certificate of clearance prior to beginning your practicum activities. Please see the Appendix for information regarding Applying for a Certificate of Clearance On-Line.
- To maintain your enrollment in the university and program, 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 will be dropped from the University and the program and will need to re-apply if they plan to return.
- Students must maintain a 3.0 GPA to remain in good standing in the program. Failure to do so may place the student on academic probation.
- Students must have completed a **Master's degree** prior to completing the School Psychology credential program.
- Students in the Joint School Psychology/Educational Psychology master's program must pass the **CSULB Writing Proficiency Exam (WPE)** prior to advancement to candidacy. Please go to http://www.csulb.edu/divisions/students2/testing/test_information/wpe/ for information and enrollment to take the WPE. Please note that if you have passed the

Writing Proficiency Exam at another CSU campus, or obtained a 4 or higher on the GRE writing portion, you are exempt from this requirement. Please take proof of exemption to the Enrollment Services office in BH-101.

- All School Psychology students must take the **National School Psychology Examination** (Praxis Test #10400 from ETS) before completing the program. Students must ensure that their scores are forwarded by ETS to program faculty and the Credential Center. 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 take this exam during their final (fieldwork/internship) semester of study. The 2007-2008 Praxis Bulletin may be downloaded from <http://www.ets.org/Media/Tests/PRAXIS/pdf/01361.pdf>.
- All School Psychology students in the spring of their last semester in the program must participate in the program's **Performance-Based Exit Interviews**. Individual, 20-minute interviews are conducted by three members of our Community Advisory Team, which may include faculty members. The candidate will be asked a set of open-ended interview questions based on the NASP Domains for Training and Practice. Questions are in the form of vignettes on the topic of assessment, intervention, and legal and ethical standards. Candidate interview performance does not impact student grades, promotion, or graduation from the CSULB School Psychology program.

Deadlines to Remember for Joint Educational Psychology Master's Students

Advancement to Candidacy: Complete all prerequisites and 6 units of the core courses; passing score on WPE or exemption; and enrolled in at least one course during the semester of advancement.

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

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

Comprehensive Exam Application: Comprehensive Exam students: 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 ED1-42 (985-4109; credentials@csulb.edu), evaluates and processes records for fulfillment of credential requirements and recommends students for the intern or full PPS School Psychology credentials. It is highly recommended that students open a credential file their first semester in the program and simultaneously obtain their certificate of clearance if they have not done so already. Once you begin a file with the Credential Center, the center periodically generates and sends to the student and program director individual candidate progress reports indicating course and other requirements you have fulfilled, and those you need

to complete to be recommended for the credential. All requirements for completion of the school psychology credential program (including Praxis Exam results) must be received by the Credential Center before a candidate is recommended for the PPS school psychology credential to the Commission on Teacher Credentialing in California.

Course Waivers

Prerequisites and some program core courses may be waived for equivalent courses completed at another accredited University within the past 7 years. Students seeking a course waiver are required to follow the College of Education’s waiver process. To obtain a course waiver, students must 1) obtain and complete a *Petition for Course Equivalency* available in the EDPAC office (ED1-10); 2) attach supporting documents as outlined in the petition, e.g., official catalogue description, official transcripts showing you took the course and your grade, syllabus (recommended but not required); 3) return documents to the EDPAC office for consideration. The documents will be routed to the instructor who teaches the class the student is seeking to waive. It is not the decision of the program director or faculty on whether a course you took at another university meets the objectives of the course you seek to waive. The instructor of that course makes the final decision.

Copies of all signed *Petition for Course Equivalency* forms for each course that has been approved for waiver must be submitted to the Credential Center. If you waive a course required by both the Educational Psychology Master’s program and the School Psychology Credential program, a copy of the equivalency form must be placed in both your graduate file (Graduate Studies and Research Office) and your credential file (Credential Center).

The following coursework must appear on CSULB transcripts or be waived through an approved and signed course equivalency form. Please note courses that are not eligible for waiver.

EDP 560*	EDP 579*
EDP 517*	COUN 601
EDP 520	EDP 605
EDP 524 A & B	EDP 641 A & B
EDP 525 A & B*	EDP 527*
EDP 528*	EDP 642A*
EDP 536*	EDP 642B*
*Courses not eligible for waiver or substitution.	

The following requirements must be completed and evidence provided to the Credential Center to be recommended to receive the PPS School Psychology Credential:

- Bachelor Degree
- Master’s Degree
- Certificate of Clearance or Valid Basic Credential
- Coordinator Clearance of Prerequisite and Specialization Clearance (School Psychology Credential Only students; available in the Appendix)
- Passing CBEST Scores
- Take and submit scores from the School Psychology Praxis II Exam
- Participate in Performance-Based Exit Interview
- Approval of School Psychology Coordinator based on demonstration of personal competencies

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 required to complete the “Calyx Memo” (see Calyx Memo in the Appendix) and return it to their advisor before the Thanksgiving holiday. Advisors will review the Memo, which details the student’s plan for taking courses, practicum, and fieldwork/internship, and respond to the student via e-mail if there are any concerns or concerns. Advisors also are available to meet during scheduled office hours or by appointment regarding program planning.

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 assessment and intervention materials. The school psychology program uses the clinic facilities for four of its courses: EDP 524B, 525B, 527, and 579.

Student Scholarships

Below is a partial list of student scholarships available through professional organizations and the college and university.

Awarding Institution	Amount	Deadline
NASP Graduate Minority Scholarship 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	Up to \$750.00 to attend	January 31

www.casponline.org	CASP convention	
CSULB College of Education Scholarships www.ced.csulb.edu	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. Additionally, some districts/states offer an additional stipend for school psychologists who hold the NCSP. For more information, please go to http://nasponline.org/certification/becoming_NCSP.aspx.

Professional Memberships

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/>); Council for Exceptional Children (<http://www.cec.sped.org>) 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 useful local networking and leadership opportunities. Students are strongly encouraged to attend state and national conferences held by these and related professional organizations.

APPENDIX

<u>Form</u>	<u>Procedure</u>
Joint School Psych/Ed Psych Advisement Form (pg. 18) School Psychology Credential Only Advisement Form (pg. 19)	Completed with your advisor upon beginning the program; updated as needed.
Calyx Memo (pg. 20)	Completed every November and returned to your advisor before Thanksgiving for approval.
Personal Competencies Review Form (pg. 22)	Completed by the program director and faculty on each student at regular benchmark periods.
Candidate Intervention Plan (pg. 24)	Action plan to remediate areas of concern as noted on the Personal Competencies Review form.
Prerequisite and Specialization Clearance Form (pg. 25)	Credential Only Students: completed with School Psychology Program Coordinator prior to graduation and returned to the Credential Office.
Field Supervisor Evaluation of Practicum Student Form (pg. 27) Field Supervisor Evaluation of Fieldworker/Intern Form (pg. 31)	Completed at the end of EDP 641A and end of EDP 641B by your practicum supervisor and returned to your university supervisor; Completed at the end of EDP 642A and end of EDP 642B by your fieldwork/intern supervisor and returned to your university supervisor.
Fieldworker/Intern Evaluation of Fieldwork Supervisor Form (pg. 35)	Completed at the end of EDP 642A and end of EDP 642B by you and returned to your university supervisor.
Applying for a Certificate of Clearance On-Line (pg. 36)	Completed the first year in the program, before engaging in field-related activities.

CSULB Joint School Psychology and Educational Psychology Master's Advisement Form

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

Course code and abbreviation	Taken/ Waived	Sum	Fall	Sprg	Sum	Fall	Spr
Prerequisites							
EDP 301/ 302 – child/adol dev.							
EDP 419 – ed. statistics							
EDP 405 – classroom management							
Core Courses							
EDP 517 – school counseling sem							
EDP 520 – research methods							
EDP 524A - psychoed assmt- seminar							
EDP 524B - psychoed assmt- lab							
EDP 525A -psychoed diag. - seminar							
EDP 525B -psychoed diag. - lab							
EDP 527 – advanced assmt for intervent							
EDP 528 – orientation to the field							
EDP 536- consultation							
EDP 560 – behavior assmt & int							
EDP 579- CBA & intervention							
COUN 601 – trauma/grief couns.							
EDP 605 – Learning, motivation, cognition, social dev. theories							
EDP 641A/B – practicum							
EDP 642A/B –fieldwork/internship							
Educational Psychology MA Requirements							
EDP 519 - Quantitative analysis (comps req)							
EDP 541 – Ed. measure & assessment (comps req/thesis elective)							
EDP 604 - Human Development							
EDP 595 – Qualitative Research (thesis elective)							
EDP 696 – Directed Research (thesis elective)							
Thesis (thesis requirement)							
Comprehensive Exam (comps requirement)							

CSULB School Psychology Credential Only Advisement Form

Name: _____ Advisor: _____

Date of entry into school psychology program _____

Date of expected completion of the program _____

Phone: _____ E-mail: _____

Course code and abbreviation	Waived/ Taken	Sum	Fall	Sprg	Sum	Fall	Spr
Prerequisites							
EDP 301/ 302 – child/adol dev.							
EDP 419 – ed. statistics							
EDP 405 – classroom management							
Core Courses							
EDP 517 – school counseling sem							
EDP 520 – research methods							
EDP 524A - psychoed assmt - seminar							
EDP 524B – psychoed assmt - lab							
EDP 525A -psychoed diag. - seminar							
EDP 525B – psychoed diag - lab							
EDP 527 – advanced assmt for int							
EDP 528 – orientation to the field							
EDP 536- consultation							
EDP 560 – behavior assmt & int							
EDP 579-CBA & intervention							
COUN 601 – trauma/grief couns.							
EDP 605 – Learning, motivation, cognition, social dev. theories							
EDP 641A/B – practicum							
EDP 642A/B -fieldwork							
Elective (12 units in related field)							

2007 CALYX MEMO
Mandatory School Psychology Advisement Survey

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

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

Course code and abbreviation	Completed	Waived	Currently Enrolled Fall 2007	Plan to take Spring 2008	Plan to take Summer or Fall 2008
EDP 301/ 302 – child/adol dev.					
EDP 419 – ed. statistics					
EDP 405 – classroom mgnt.					
EDP 517 – school counseling sem					
EDP 520 – research methods					
EDP 524A - psychoed. assmt - sem					
EDP 524B – psychoed. assmt - lab					
EDP 525A -psychoed diag. - sem					
EDP 525B – psychoed diag. - lab					
EDP 527 – advanced assmt for int					
EDP 528 – orientation to the field					
EDP 536- consultation					
EDP 560 – behavior assmt & int					
EDP 579 -CBM & intervention					
EDP 596 – program eval					
COUN 601 – trauma/grief couns.					
EDP 605 – Learn, motivation, cognition, social dev. theories					
EDP 641A/B - Practica					
EDP 642A/B -fieldwork					
Additional MA requirements					
Prerequisite and Specialization Clearance on file with Credential Office (Credential Only Students)					
Praxis Exam					

Calyx Memo (cont'd)

I _____ have/ _____ have not passed the CBEST.

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

Check one:

_____ I completed my master's degree at _____ in _____
Date completed: _____ (University) (field of specialization)

_____ I am currently enrolled in the Joint Educational Psychology Master's/School Psychology Credential Program at CSULB.

For those enrolled in the Joint Ed Psych/School Psych program, do you plan to:
take comprehensive exams ____ OR write a thesis ____ ; undecided _____

When do you expect to complete the master's degree (pass comprehensive exams or finish thesis and file for graduation)? _____

Practicum:

Semester/Year you plan to begin EDP 641A: _____

Semester/Year you plan to complete EDP 641B: _____

Plan (where, when, number of hours at each setting, who will supervise?):

Fieldwork/Internship:

When do you plan to begin EDP 642A? _____

When do you plan to complete EDP 642B? _____

Plan (where, when, number of hours at each setting, who will supervise?):

What comments, concerns or questions do you have at this time regarding your progress in the school psychology program?

Advisors comments:

Advisor Signature: _____ Date: _____

CSULB School Psychology Program Personal Competencies Review

Student: _____ **Date:** _____ **Raters:** _____

Review Period:

- <30 units and/or prior to practicum
- Completion of MA and/or prior to internship
- Conclusion of internship and prior to graduation
- Other _____

Ratings:

- | | |
|---------------------------|--------------------------------------|
| 1 = <i>Unsatisfactory</i> | Rarely demonstrates competency |
| 2 = <i>Minimal</i> | Occasionally demonstrates competency |
| 3 = <i>Satisfactory</i> | Usually demonstrates competency |
| 4 = <i>Proficient</i> | Consistently demonstrates competency |

Competency	Unsatisfactory 1	Minimal 2	Satisfactory 3	Proficient 4	Points
Attendance	Numerous tardies/early departures OR 4+ absences.	Several tardies/early departures OR 3 absences.	Few tardies/early departures OR 2 absences.	Timely and consistent presence in class/supervision.	
Preparedness	Rarely, if ever, well prepared for class/supervision, e.g., evidence of reading & assignment completion; note taking; contributing to class discussion; asking questions.	Occasionally well-prepared for class/supervision; e.g., evidence of reading & assignment completion; note taking; contributing to class discussion; asking questions.	Usually well-prepared for class/supervision; e.g., evidence of reading & assignment completion; note taking; contributing to class discussion; asking questions.	Consistently well-prepared for class/supervision; e.g., evidence of reading & assignment completion; note taking; contributing to class discussion; asking questions.	
Continuous Learning	Rarely, if ever, demonstrates curiosity, creativity, & flexibility regarding course content, processes and tasks; sets high expectations.	Occasionally demonstrates curiosity, creativity & flexibility regarding course content, processes & tasks; sets high expectations.	Usually demonstrates curiosity, creativity & flexibility regarding course content, processes & tasks; sets high expectations.	Consistently demonstrates curiosity, creativity & flexibility regarding course content, processes & tasks; sets high expectations.	
Positive Climate	Rarely, if ever, views feedback & situations maturely; analyzes feedback & makes appropriate adjustments to enhance personal growth & learning; analyzes comments & interactions to make adjustments to promote a positive learning environ.	Occasionally views feedback & situations maturely; analyzes feedback & makes adjustments to enhance personal growth & learning; analyzes comments & interactions to make adjustments to promote a positive learning environment.	Usually views feedback & situations maturely; analyzes feedback and makes appropriate adjustments to enhance personal growth & learning; analyzes comments & interactions to make adjustments to promote a positive learning environment.	Consistently views feedback & situations maturely; analyzes feedback and makes appropriate adjustments to enhance personal growth & learning; analyzes comments & interactions to make adjustments to promote a positive learning environment.	
Competency	Unsatisfactory	Minimal	Satisfactory	Proficient	Points

DRAFT 8/29/07

	1	2	3	4	
Reflective	Rarely, if ever, willing to suspend initial judgments, receptive to critical examination of multiple perspectives, generate effective/productive options, make reasoned decisions with supporting evidence, make connections to previous reading, courses, and/or experiences.	Occasionally willing to suspend initial judgments, receptive to critical examination of multiple perspectives, generate effective/productive options, make reasoned decisions with supporting evidence, make connections to previous reading, courses, and/or experiences.	Usually willing to suspend initial judgments, receptive to critical examination of multiple perspectives, generate effective/productive options, make reasoned decisions with supporting evidence, make connections to previous reading, courses, and/or experiences.	Consistently willing to suspend initial judgments, receptive to critical examination of multiple perspectives, generate effective/productive options, make reasoned decisions with supporting evidence, make connections to previous reading, courses, and/or experiences.	
Thoughtful & Responsive Listener	Rarely, if ever, demonstrates ability to thoughtfully listen and respond to people's insights, needs, and concerns; e.g., ask questions, summarize points, etc.	Occasionally demonstrates ability to thoughtfully listen and respond to people's insights, needs, and concerns; e.g., ask questions, summarize points, etc.	Usually demonstrates ability to thoughtfully listen and respond to people's insights, needs, and concerns; e.g., ask questions, summarize points, etc.	Consistently demonstrates ability to thoughtfully listen and respond to people's insights, needs, and concerns; e.g., ask questions, summarize points, etc.	
Cooperative & Collaborative	Rarely, if ever, works to keep group on task, maximize individual talents, evenly distribute responsibility, etc.	Occasionally works to keep group on task, maximize individual talents, evenly distribute responsibility, etc.	Usually works to keep group on task, maximize individual talents, evenly distribute responsibility, etc.	Consistently works to keep group on task, maximize individual talents, evenly distribute responsibility, etc.	
Respectful	Rarely, if ever, shows courtesy & consideration for people & ideas; demonstrates sensitivity with respect to appropriate use of language.	Occasionally shows courtesy & consideration for people & ideas; demonstrates sensitivity with respect to appropriate use of language.	Usually shows courtesy & consideration for people & ideas; demonstrates sensitivity with respect to appropriate use of language.	Consistently shows courtesy & consideration for people & ideas; demonstrates sensitivity with respect to appropriate use of language.	

Unsatisfactory Level: *8-15 points*
Minimal Level: *16-23 points*
Satisfactory Level: *24-31 points*
Proficient Level: *32 points*

Total Score: _____

Used with permission from the University of Wisconsin-Stout School Psychology program, 2007.

CSULB School Psychology Candidate Intervention Plan

Candidate:	Date:
Faculty:	
Area of concern: <ul style="list-style-type: none"> ○ Attendance ○ Preparedness ○ Continuous learning ○ Positive climate ○ Reflective ○ Thoughtful & responsive listening ○ Cooperative/collaborative ○ Respectful ○ Other 	Identify and describe the specific competency that initiated the concern:
Candidate Expectation(s): <i>operationally define candidate expectations related to identified area(s) of concern.</i>	
1.	
2.	
3.	
4.	
Intervention: <i>outline a course of action, person(s) responsible, and timeline to be accomplished.</i>	
1.	Date:
2.	Date:
3.	Date:
4.	Date:
Approval: <i>All parties agree to the course of action outlined above and agree to fulfill stated responsibilities.</i>	
Candidate's Signature:	Date:
Program Director's Signature:	Date:
Faculty Signature(s):	Date:
Other:	Date:
Next review scheduled for:	

CSULB School Psychology Program
Prerequisite and Specialization Clearance Form
School Psychology Credential Only Students

Student: _____

Advisor: _____

Program Coordinator: _____

Completion of Prerequisite Courses

Course	Units	Title	University	Date
EDP 301/302	3	Child (or Adolescent) development and learning.		
EDP 405	3	Classroom management		
EDP 419	3	Educational statistics		

Completion of Twelve Semester Units of Specialization
Specialization: _____

Course	Units	Title	University	Date

Program Coordinator Approval:

The above student has met the prerequisite and specialization requirements for completing the CSULB School Psychology Program:

Program Coordinator Signature

Date

Description of Specialization Areas and Examples of Related Coursework

To meet the 12-unit specialization requirement, students must complete 12-graduate level, semester units in a related specialization. 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 courses would 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, etc.

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, design of instruction in math, social studies, science, history, reading, etc.; 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.

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 Program Field Supervisor Evaluation of Practicum Student

Name of Practicum Student: _____

Name of Fieldwork Supervisor: _____

Fieldwork School Site and District: _____

Circle One: 641A 641B Year _____

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 practicum student's current skill level. For each skill, select one of the following response options:

Under prepared = The student has limited knowledge or capabilities in this area.

Entry-level = The student demonstrated entry-level knowledge and skills in this area. He/she engages in activities related to this skill with **supervision**.

Well developed = The student's skills are well-developed in this area. The intern **independently or with minimal supervision** accomplishes activities related to this skill area.

Outstanding = The student demonstrated **advanced** knowledge or skills in this area. He/she contributes unique and meaningful information or assistance in this area.

No opportunity = The supervisor has not had the opportunity to evaluate the student'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
<ul style="list-style-type: none"> • Knowledge of general education curriculum and programs 	Under prepared	Entry-level	Well developed	Outstanding	No Opportunity
<ul style="list-style-type: none"> • 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	Outstanding	No Opportunity

Comments:

Please indicate if there are concerns in any of the following areas:

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 appropriately and effectively with students
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Interacts appropriately and effectively with staff and parents
<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.

Would you recommend this practicum student progress to fieldwork/internship?

Yes No

Comments:

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

Fieldwork Supervisor Signature: _____ Date: _____

Fieldwork Supervisor Phone Number or Email: _____

Practicum Student Signature: _____ Date: _____

University Supervisor Signature: _____ Date: _____

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

CSULB School Psychology Program Field Supervisor Evaluation of Fieldworker/Intern

Name of Fieldworker/Intern: _____

Name of Fieldwork Supervisor: _____

Fieldwork School Site and District: _____

Circle One: 642A 642B Year _____

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 = The intern has limited knowledge or capabilities in this area.

Entry-level = The intern demonstrated entry-level knowledge and skills in this area. He/she engages in activities related to this skill with **supervision**.

Well developed = The intern's skills are well-developed in this area. The intern **independently or with minimal supervision** accomplishes activities related to this skill area.

Outstanding = The intern demonstrated **advanced** knowledge or skills in this area. He/she contributes unique and meaningful information or assistance in this area.

No opportunity = The supervisor has not had the opportunity to evaluate the 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 intern 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
<ul style="list-style-type: none"> • Knowledge of general education curriculum and programs 	Under prepared	Entry-level	Well developed	Outstanding	No Opportunity
<ul style="list-style-type: none"> • 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	Outstanding	No Opportunity

Comments:

Please indicate if there are concerns in any of the following areas:

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 appropriately and effectively with students
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Interacts appropriately and effectively with staff and parents
<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.

Would you recommend this fieldworker/intern for a school psychology credential?
 __ Yes __ No

Comments:

I ___ have ___ have not shared the results of this survey with the fieldworker/intern.

Fieldwork Supervisor Signature: _____ Date: _____

Fieldwork Supervisor Phone Number or Email: _____

Fieldworker/Intern Signature: _____ Date: _____

University Supervisor 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.

**CSULB School Psychology Program
Fieldworker/Intern Evaluation of Fieldwork Supervisor**

Student: _____ Date: _____

Circle One: EDP 642A EDP 642B Year _____

Fieldwork Site & District: _____

Primary Supervisor: _____

Number of supervisors (excluding University faculty): _____

Please rate your supervisor's performance on the following items using a scale of 1-4
(1 = need improvement; 2 = acceptable; 3 = good; 4 = excellent; NA = not applicable)

1. Availability for additional consultation beyond scheduled supervision meetings

1 2 3 4 NA

2. Receptivity to feelings and opinions

1 2 3 4 NA

3. Provided support and helped you gain confidence

1 2 3 4 NA

4. Provided positive feedback

1 2 3 4 NA

5. Provided corrective feedback in a sensitive and appropriate manner

1 2 3 4 NA

6. Offered useful, practical suggestions

1 2 3 4 NA

7. Provided direct supervision once a week

1 2 3 4 NA

8. Encouraged self-evaluation

1 2 3 4 NA

9. Shared resources

1 2 3 4 NA

10. Overall, I felt well-supported by the supervisors in the district I worked.

Strongly Agree Agree Disagree Strongly Disagree

Applying for a Certificate of Clearance On-line

Certificates of Clearance are issued by the Commission on Teacher Credentialing (CTC) to credential candidates before they enter into practicum and fieldwork, or prior to admission to a professional preparation program. Title 5 regulations require that an application for Certificate of Clearance be filed to determine whether or not a candidate meets the state standards for character and fitness to teach in California's public schools. To apply for a Certificate of Clearance On-line, follow Steps 1 through 3 below. If you have any questions regarding these instructions, contact the Credential Center at 562/985-4109, or email credentials@csulb.edu

Step 1

- Go to the Commission on Teacher Credentialing website at www.ctc.ca.gov
- Download the Live Scan Form (41-LS.pdf) from "Quick Hits" at the bottom of the page. Print 3 copies
- Take the Live Scan Forms to an agency providing fingerprinting services. For all California locations, including the CSULB campus police department, go to <http://caag.state.ca.us/fingerprints/publications/contact.htm>. The California Department of Justice (DOJ), and the Federal Bureau of Investigation (FBI) will review the fingerprints and forward clearance to the Commission.
- You must complete the Live Scan process before continuing to Step 2.

Step 2

- Return to the Commission on Teacher Credentialing website at www.ctc.ca.gov
- Click on "Look Up a Credential"
- Click on "Direct Application (Non-recommendation only)", and complete the Character and Identification form. If you answer 'yes' to any of the fitness questions, an explanation must be filled in. Submit online. If you completed both Step 1 and Step 2 you have successfully filed for a Certificate of Clearance application.

Step 3

- Approximately a week after filing your Certificate of Clearance application, you can monitor your status online. To monitor your application online, click on "Search for a Teacher's Application Status and Credentials Held" at the CTC website. When the Certificate of Clearance is granted, print and submit a copy of the CTC printout to the Credential Center in ED1-42. The Certificate of Clearance is valid for five years.
- You must submit a granted Certificate of Clearance printout to the Credential Center before you enter any University-sponsored practicum or fieldwork.