CALIFORNIA STATE UNIVERSITY
LONG BEACH
College of Education

CSULB School Psychology Program Handbook 2022-2023

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CSULB School Psychology Program

The CSULB School Psychology program is approved by the National Association of School Psychologists (NASP) and accredited by the Commission on Teacher Credentialing (CTC). Candidates completing this program are employed in P-12 educational settings and provide direct and indirect psychological and academic support to students. The Educational Specialist degree (Ed.S.) is based on 60 units of course work (plus 6-units of prerequisites), and includes 4-units of practicum and 6-units of fieldwork/internship. Candidates in the Ed.S. in School Psychology program concurrently fulfill requirements for the Pupil Personnel Services (PPS) Credential in School Psychology. The PPS in School Psychology is required by the California Commission on Teacher Credentialing (CTC) for persons employed in public schools as a School Psychologist. In addition to satisfactorily completing coursework and field experiences while maintaining a 3.0 GPA, candidates are expected to demonstrate personal competencies and professional work characteristics necessary for a successful and effective career in education (see CSULB School Psychology Personal Competencies Review form in the Appendix) that are aligned with NASP Standards and CTC Performance Expectations. A culminating activity (e.g., thesis or comprehensive exam) is required, as well as satisfactory completion of the Internship Portfolio. Finally, all candidates are required to take the National School Psychology Examination (Praxis) prior to completion of the program. Please note the terms *candidate*, *graduate student*, and *student* are used throughout the handbook, depending on the context, to represent graduate students enrolled in the CSULB School Psychology program.

Program requirements are designed to align with the NASP Professional Standards (2020).

Training Philosophy

The CSULB School Psychology program is based on an ecological theoretical perspective (Brofenbrenner, 1979). By promoting an ecological model, candidates 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, candidates are well-versed in the varied conditions of risk and sources of resilience that impact child development, with a particular emphasis on changeable, rather than static conditions (Wang, Haertal, & 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, 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, and 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 candidates 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 candidates 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. Additionally, candidates are taught within a scientist-practitioner model to apply evidence-based practices, current legal mandates, and established standards of ethical practice (e.g., AERA, APA, NASP) in making decisions about assessment, intervention, and prevention for students with and without disabilities. In summary, the program relies on a variety of knowledge bases to prepare candidates for the ever changing role of the school psychologist.

Program Goals

The following goals are based on our training philosophy and support the Vision and Mission Statement of the College of Education (CED). The school psychology program is designed to:

Goal 1:
Provide excellent instruction in all areas related to the practice of school psychology.

Goal 2:
Advance the knowledge base in school psychology through candidate research, and the research and writing of faculty.

Goal 3
Develop in school psychology candidates a sense of the necessity for life-long independent study as well as an appreciation of the value of collaborative interactions.

Goal 4
Serve the needs of the community by training school psychology candidates to provide professional services to diverse students, schools, and the community.

Goal 5
Prepare school psychology candidates to meet all entry-level and continuing education standards for credentialing and licensure appropriate to their future work settings.

Program Learning Outcomes

The program is designed to foster the following program learning (candidate) outcomes based on NASP domains of practice (2020); overall program outcomes are a CTC requirement.

Outcome 1:
Understand and utilize practices that permeate all aspects of service delivery including data-based decision-making, consultation, and collaboration.

Outcome 2:
Provide student-level services for academics and mental and behavioral health.

Outcome 3:
Provide systems-level services to promote learning, safe and supportive schools, and collaboration across family, school, and community.

Outcome 4:
Demonstrate consideration of foundational concepts of service delivery, including equity, diversity, evidence base, ethical principles, and legal guidelines.

NASP Domains of Practice (2020)
More specifically, the following domains guide course design, fieldwork experiences, and assessment of candidate learning outcomes. Please see the Appendix for an illustration of how coursework maps onto the NASP domains of practice ("Matrix of Courses by NASP Domain").

1. *Data-Based Decision Making*: School psychologists have knowledge of and utilize varied methods of assessment and data collection methods for identifying strengths and needs, developing effective interventions, services, and programs, and measuring progress and outcomes within a multi-tiered system of supports.

2. *Consultation and Collaboration*: School psychologists have knowledge of varied methods of consultation, collaboration, and communication applicable to individuals, families, groups, and systems as well as methods to promote effective implementation of services.

3. *Academic Interventions and Instructional Supports:* School psychologists understand the biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curricula and instructional strategies.

4. *Mental and Behavioral Health Services and Interventions*: School psychologists understand the biological, cultural, developmental, and social influences on mental and behavioral health; behavioral and emotional impacts on learning and life skills; and evidence-based strategies to promote social–emotional functioning.

5. *School-Wide Practices to Promote Learning*: School psychologists understand school and systems' structure, organization, and theory; general and special education programming; implementation science; and evidence-based school practices that promote learning, positive behavior, and mental health.

6. Services to Promote Safe and Supportive Schools: School psychologists understand principles and research related to social-emotional well-being, resilience and risk factors in learning, mental and behavioral health, services in schools and communities to support multi-tiered prevention and health promotion, and evidence-based strategies for creating safe and supportive schools.

7. *Family-School Collaboration Services:* School psychologists understand principles and research related to family systems, strengths, needs, and cultures; evidence-based strategies to support positive family influences on children's learning and mental health; and strategies to develop collaboration between families and schools.

8. Equitable Practices for Diverse Student Populations: School psychologists have knowledge and inherent respect for individual differences, abilities, disabilities, and other diverse characteristics and the effects they have on development and learning. They also understand principles and research related to diversity in children, families, schools, and communities, including factors related to child development, religion, culture and cultural identity, race, sexual orientation, gender identity and expression, socioeconomic status and other variables.

9. *Research and Evidence-Based Practice*: School psychologists have knowledge of research design, statistics, measurement, and varied data collection and analysis techniques sufficient for understanding research, interpreting data, and evaluating programs in applied settings.

10. *Legal, Ethical, and Professional Practice*: School psychologists have knowledge of the history and foundations of school psychology; multiple service models and methods; ethical, legal, and professional standards; and other factors related to professional identity and effective practice as school psychologists.

PROGRAM REQUIREMENTS

The following details information regarding required coursework, field experiences, personal competencies, and culminating internship activity.

Coursework

The School Psychology program at CSULB is a 60-unit course of study that leads to an advanced terminal degree (Ed.S.) and the Pupil Personnel Services (PPS) Credential in School Psychology. Table 1 below summarizes the Ed.S. course requirements.

Table 1: Ed.S. in School Psychology Coursework Requirements

Prerequisites		
EDP Course	**Units**	**Course Title**
301 **or** 302	3 3	Child Development and Learning: A Cross-Cultural Perspective Early and Late Adolescent Development and Learning: A Cross-Cultural Perspective
405	3	Positive Strategies for Classroom Management
Year 1		
EDP Course	**Units**	**Course Title**
528	3	Introduction to School Psychology
419	3	Educational Statistics
524A	3	Psychoeducational Assessment of Diverse Populations
524B	2	Psychoeducational Assessment: Clinical Applications
520	3	Quantitative Research Methods in Education
524C	2	Psychoeducational Assessment II: Clinical Applications
560	3	Functional Behavior Assessment and Positive Behavior Support
603	3	Mental and Behavioral Health in Schools
Year 2		
EDP Course	**Units**	**Course Title**
517	2	Individual and Group Counseling in Schools
536	3	Collaborative Consultation in Schools
527	3	Advanced Assessment for Intervention
518	3	School Crisis Response
579A	3	Academic Assessment and Intervention
579B	2	Academic Assessment and Intervention: Clinical Applications
641A	2	School Psychology Practicum
641B	2	School Psychology Practicum
Year 3		
EDP Course	**Units**	**Course Title**
643	3	Systemic Approaches to Interventions in Schools
642A	3	Fieldwork I- School Psychology
642B	3	Fieldwork II- School Psychology
SCHOOL PSYCHOLOGY SPECIALIZATION AND CULMINATING ACTIVITY (select one option below)		
Comprehensive Exam Two of the following (6-units): EDP 519 (Quantitative Educational Data Analysis), 595 (Qualitative Research Methods in Education), 596 (Program Evaluation in Education), 604 (Seminar in Human Development) **PLUS** EDP 695 (3-units, School Psychology Capstone) **PLUS** Comprehensive Exam **and** Internship Portfolio (including passing Praxis)		

Thesis One of the following (3-units): EDP 595 (Qualitative Research Methods in Education), 519 (Quantitative Educational Data Analysis) **PLUS** EDP 698 (6-units, Thesis) **and** Internship Portfolio (including attempting Praxis)
Candidates with MA: Use 6-9 units in a related field of study from existing MA/MS (i.e., specialization area) per advisor. **PLUS** EDP 695 (3-units, School Psychology Capstone), Comprehensive Exam **and** Internship Portfolio **OR** EDP 698 (6 units) and one course from MA/MS per advisor **PLUS** Thesis **and** Internship Portfolio (including attempting Praxis)

In Table 2 below is the recommended course sequence for the Ed.S. program. Please note that many courses have prerequisites; if candidates deviate from this schedule and do not complete a required prerequisite, they will likely not be able to take the next course in a sequence. Also note that most courses listed below are not offered every semester, with most courses offered once per year. Additionally, courses are scheduled to not conflict with other courses typically taken that year and semester in the program (i.e., first-year courses are scheduled to not conflict with other first-year courses, etc.). Candidates planning to complete a first-year recommended course in their second year may experience a course conflict in their second year.

Table 2. Ed.S. in School Psychology Program Recommended Course Sequence

Semester	Year 1	Year 2	Year 3
Fall	301/302 (if not waived) 405 419 524A/B 528 Units: 11-14	517 or 536 579A&B 641A 519 or 596 or 595 (comps option) or 519 or 595 and 698 (thesis) Units: 12-14	642A 695 Units: 6
Spring	560 520 524C 603 604 (comps option) Units: 11-14	517 or 536 527 641B 518 596 or 595 (comps option) or 698 (thesis) Units: 12	642B 643 Units: 6

Register and confirm your class schedule at www.MyCSULB.edu. Do not wait to register. Classes with low enrollment will be cancelled. You must be admitted as a graduate student to the University prior to registering for courses. Once the University has admitted you, you will receive information on registering via MyCSULB.edu. Please be advised that candidates may not choose the Credit/No Credit grading option for required program coursework. Some coursework (e.g., EDP 301, 302, 405) may be taken, if it is offered, in the summer. During spring semester of the first year, candidates will be assigned by the program coordinator to enroll in a specific section of EDP 536 and EDP 517 to balance the class size of these courses. Additionally, candidates are not guaranteed choice of instructor for multi-section

courses offered during the same semester; the program coordinator might ask candidates to move sections if balancing enrollment is necessary after registration.

Waiving Coursework

Candidates may waive courses based on prior coursework that is equivalent. However, the following courses cannot be waived:

- EDP 527 Advanced assessment for intervention
- EDP 528 Introduction to school psychology
- EDP 560 Functional behavioral assessment and positive behavioral support
- EDP 579 Curriculum-based academic assessments and interventions
- EDP 536 Collaborative consultation in the schools
- EDP 641A/B School psychology practicum
- EDP 642A/B School psychology fieldwork/internship
- EDP 643 Systematic approaches to interventions in schools

To determine which courses you might petition for equivalency, review the official University catalogue description of the course you think may meet our requirement and compare it to the CSULB official catalogue description. If the description is similar, the class may be waivable[1]. Please note that program faculty do not typically have the decision power to decide whether a course is equivalent. The College of Education (CED) requires candidates to follow the procedure described below for course waiver considerations. In consultation with your advisor, you may submit a Petition for Course Equivalency to the Graduate Studies Office (GSO). The course equivalent must be upper-division- this is 300 level or higher at CSULB. Please find detailed instructions and a portal to submit petitions on the GSO website. Be prepared to include the following as attachments:

1. Copy of transcript that has the course on it (this can be unofficial copy or a copy of an official transcript)
2. Transcript key
3. Course description, syllabus recommended (could be from a course catalog and/or a syllabus.
4. Submit documents to the Graduate Studies Office (EED-7 or ced-gradstudies@csulb.edu) for consideration. The documents will be routed to the instructor who teaches the class who will determine if the course you took previously meets the objectives of our classes.
5. The Graduate Studies Office will notify you by email of the outcome and will provide a copy of approved petitions to the Credential Center.

In addition to any equivalent coursework, candidates with a masters' degree in a related program may waive[1] the 9-unit emphasis with approval from their advisor. The candidate and advisor may select up to 9 units of coursework from the master's degree to replace 9-units specialization coursework of the 60 units required to complete the PPS credential program. The candidates' Education Specialist degree would then be conferred based on the lower number of units earned in the CSULB School Psychology program (e.g., 51). Note, a minimum of 42 units must be completed in the CSULB School Psychology program.

In both cases, (coursework equivalency and/or masters' degree in related field) the course must have been completed no longer than 7 years prior to graduation from the school psychology program. If the courses were taken longer ago, the candidate must write a revalidation memo for each course describing how they stayed current in the content of the course. The memo is sent with an advisor's

[1] Note: the "waiver" is for the Ed.S., which would then be reduced by the number of units for the degree. The PPS still requires 60 units and can 'count' the course equivalencies.

approval memo to the Graduate Studies Office (ced-gradstudies@csulb.edu) prior to filing advancement to candidacy.

Fieldwork Requirements

CTC and NASP require all school psychology candidates to demonstrate the application of knowledge and skills in relevant settings and under appropriate supervision, evaluation, and support. Our program integrates fieldwork throughout the entire course of study to build skill acquisition, fluency, and generalization. First year coursework builds foundational skills and candidates complete brief fieldwork experiences in P-12 schools and work in our Community Clinic for Counseling and Educational Services as assignment requirements. Second year coursework is focused on the application of skills in our Community Clinic and a formal practicum fieldwork experience (EDP 641A/B) in P-12 schools. Finally, third year coursework focuses on advanced consultation skills and candidates complete their internship/culminating field experience through a primary placement in P-12 schools (EDP 642A/B).

The following general requirements apply to all fieldwork experiences.

1. *Proof of Basic Skills Proficiency*: California Education Code and Title V Regulations specify that applicants for a credential to serve in public schools must verify basic skills proficiency before the credential will be issued. Options for satisfying basic skills requirement include passing the CBEST or CSU Early Assessment Program or the CSU Placement Examinations, achieve a qualifying score on the SAT or ACT or College Board Advanced Placement (AP) Examination. Please find detailed information here.

2. *Certificate of Clearance*: Candidates must obtain a Certificate of Clearance from CTC prior to beginning any school-based activities, including practica, fieldwork/internship, and coursework activities. Because some first-year, fall courses include school observations and interviews, new candidates should obtain their Certificate of Clearance the summer before their fall semester begins. Failing to report prior convictions, even if they have been expunged, will likely result in a delay or even possible denial of your application. You will be required to show proof of filing for a Certificate of Clearance prior to engaging in any activities in a school setting. Please find detailed information regarding applying for a certificate of clearance here.

3. *School-based Supervision*: field-based supervisors are professionals who possess the background, training and credentials appropriate to the fieldwork experience and have at least three years of school psychological experience in the setting and specific site in which they are supervising the school psychology practicum student or intern.

4. *University Supervision*: candidates meet bi-weekly as a group with their University supervisor (i.e., instructor of EDP 641A/B, EDP 642A/B) for supervision and complete specific assignments at their fieldwork site(s) to meet the NASP standards for training and practice. In addition, candidates keep weekly logs of their activities and reflections, and submit these (signed by their site supervisor) to their University supervisor.

5. *Securing Fieldwork Placements*: although program faculty are required to approve all fieldwork experiences prior to candidates accruing hours, candidates are required to find their own fieldwork placement. Previous candidate evaluations of practica and internship supervisors are located in the Clinician Room across from the Community Clinic in a locked file drawer. Candidates seeking practica or intern placements may ask the Graduate Assistant or Clinic Coordinator for access to review the evaluations. In addition, the School Psychology Student Association (SPSA) hosts a Friday afternoon

meeting in February-March for districts who are interested in securing practica students and/or interns the following fall. This is a great opportunity for candidates to meet with potential fieldwork supervisors and obtain information regarding unique training experiences and attendance is strongly encouraged.

6. *Expected Activities*: practica students and interns are expected to engage in an array of activities based on the NASP Practice Model with a range of populations based on age, race, ethnicity, linguistic proficiency, socioeconomic status, gender identity, and ability. Specific course requirements are included in course syllabi.

7. *Multiple Settings*: The four basic field experience settings for school psychologists include (a) preschool, (b) elementary, (c) middle school or junior high, and (d) high school. It is expected that candidates will complete a total of 450 clock hours of practica and 1,200 clock hours of internship/culminating field experience. Although candidates are encouraged to obtain diverse field experiences, it is recognized that many candidates will accrue most of their 1,650 clock hours of field experience in one primary setting. It is expected that candidates will complete field experiences in three (3) of these four (4) settings. A total of 200 hours is required for the second and third field experience settings when combining all practica and field experiences.

8. The School Psychology Program includes *face-to-face contact* for its entire duration. Candidates are expected to complete their fieldwork and internship experience at approved sites for which CSULB has affiliation agreements that are located within the Los Angeles and Orange County areas. Candidates may contact the Office of Clinical Practice for a listing of approved fieldwork sites. Candidates who wish to complete fieldwork experiences outside of these two counties must complete and submit the College of Education petition for Out-of-Area Fieldwork by March 1st. Please see the Appendix for the official policy statement.

9. *Fieldwork hours completed as a non-district employee must only occur during CSULB's fall and spring semesters* since student liability insurance coverage is limited to this timeframe. Candidates should communicate these dates to their site supervisors before beginning fieldwork hours.

Practicum Requirements

Candidates must complete a practicum experience under the supervision of a credentialed and experienced (3 years) school psychologist. Candidates are required by CTC and NASP to complete a minimum of 450 practica hours prior to beginning internship/culminating field experience. At least 100 practica hours must be in a school setting that includes at least 50% ethnically, culturally, racially, economically, and/or linguistically diverse students.

CSULB school psychology candidates complete 111 practica hours in our Community Clinic for Counseling and Educational Services setting (EDP 524B, 524C, 579, 527, 517) and 343 hours in P-12 school settings supervised by university faculty and site supervisors (EDP 641A & B, 405, 528, 560, 517, 536) for a total of 454 practica hours. Candidates are required to keep a log of all EDP 641A/B activities and the number of hours completed each semester. Most of the hours needed to satisfy EDP 641 A/B may be completed 1-1.5 days per week, including time spent off-site preparing. Candidates who are training on one of the OSEP grants can count grant hours accrued toward the 150 hours per semester. Please note: most school psychology training programs do not offer extensive training in a clinic; therefore, it is not uncommon for practica students in other programs to commit to 2 or more days per week at a practica site. Our expectation is that candidates commit to only 1-1.5 days per week and attend additional days only if necessary to make-up hours or attend a special event (e.g., IEP meeting,

staff meeting, etc.) The second year of the program is very busy and candidates who commit to 2 days per week of practica may struggle to meet all program requirements.

Practica policy and courses that include the completion of practica hours are summarized below in Table 3.

Table 3. Summary of Practica Hours and Activities

First Year, Brief Fieldwork				
			Hours by Setting	
Course Number	**Course Title**	**Activities**	**P-12 School**	**CSULB Clinic**
EDP 405	Positive Strategies for Classroom Management	Complete a classroom observation focused on universal strategies for managing student behavior and collect direct behavioral observation data for a single student to design an evidence-based intervention.	10	
EDP 528	Introduction to School Psychology	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.	8	
EDP 524B	Psychoeducational Assessment: Clinical Applications	Administration of published, norm-referenced assessments in clinic; report writing.		10
EDP 524C	Psychoeducational Assessment II: Clinical Applications	Administration of published, norm-referenced assessments in clinic; report writing; consultation with parent.		20
EDP 560	Functional Behavior Assessment and Positive Behavior Support	Complete an assessment for a behavior-focused referral concern, create a behavior intervention plan, provide direct intervention or support and monitor progress.	25	
Second Year, Practicum				
			Hours by Setting	
Course Number	**Course Title**	**Semester Units**	**P-12 School**	**On-Campus Agency, CSULB Community Clinic**
EDP 517	Counseling and Mental Health in Schools	Engage in individual counseling in clinic; conduct group counseling at a school site; consult with parent, teacher(s), and administrator(s) regarding student needs and progress.	15*	15
EDP 536	Collaborative Consultation in Schools	Consult with school staff regarding the academic and behavioral needs of students; consult on the implementation of an intervention based on the identified needs of an individual, group, or class.	20*	
EDP 527	Advanced Assessment for Intervention	Administration of a developmental assessment and early childhood curriculum-based assessments in the clinic; report writing. Engage in transition assessment and planning with a secondary student with disabilities in the clinic; report writing.		25
EDP 579	Curriculum-based Assessments and Academic Interventions	Provide direct academic intervention services (10 weeks x 2 times per week @60 min = 20 hours) in clinic; prepare lesson plans and keep logs regarding results (15 hours); write intervention plan and summary reports (6 hours).		41

EDP 641A	School Psychology Practicum	At least 150 hours (including school-based hours from 517 and/or 536) of site-based activities aligned with NASP 2020 Practice Model	150	
EDP 641B	School Psychology Practicum	At least 150 hours (including school-based hours from 517 and/or 536) of site-based activities aligned with NASP 2020 Practice Model	150	
Total	454 hours, School Psychology Fieldwork/Practicum (343 P-12, 111 on-campus agency) **Hours from EDP 517 and 536 are included as part of the 300 total hours for EDP 641A/B*			

With the exception of EDP 641A and EDP 641B, the instructor of each course listed above primarily provides supervision of practica activities. Candidate performance is evaluated through the completion of school-based and clinic-related course requirements aligned with the NASP Domains of Practice (2020). University instructors ensure that candidates meet course objectives by examining candidate work (permanent products), watching candidates' recorded performance via video recordings, and observing via the Community Clinic for Counseling and Educational Services. In addition to program faculty, a field-based school psychologist supervises candidates completing the Practicum courses (ED P 641A & B) and completes an evaluation of the candidate at least once per semester; see the Appendix *Field Supervisor Evaluation of Practica Student*.

Three hundred practica hours are met by completing EDP 641A & B for two units each. Candidates who concurrently work in public schools may complete the first 150 hours of EDP 641A while working at their school site, engaged in school psychology-related activities under the supervision of their site school psychologist. The remaining 150 hours must be completed in a formalized practicum wherein the candidate commits considerable time to learning the profession from an experienced school psychologist. These 150 hours cannot be completed in the school in which the candidate has worked or is currently working. To ensure that this placement provides sufficient consistency to allow the candidate to manage cases, run counseling groups, etc. the contiguous placement must include:

- A minimum of one full day (~8 hours) and a maximum of 5 full days per week.
- A minimum of 10 weeks and a maximum of 1 year.
- No more than two sites or two supervisors.

Additional activities that enhance candidates' practica experiences but are not required include, but are not limited to:

- Provide direct academic intervention(s) to a student or group of students
- Co-facilitate a parent education group
- Participate in your school's SST, grade-level meetings, and/or 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 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 candidates and their University supervisor (e.g., EDP 641A/B instructor). School-site supervisors also will evaluate practica candidates based on the NASP Domains for Training and Practice at least once per semester for EDP 641A/B. Candidates who do not show evidence of successful completion of required practica activities and/or experiences, or who do not demonstrate professional and personal competencies as outlined in the CSULB School Psychology Personal Competencies Evaluation (see below for

more information), may be required to complete additional practica hours, repeat a semester of practica, and/or may not be recommended for internship.

Internship/Culminating Field Experience

The school psychology program, CTC, and NASP require candidates to complete a minimum of 1200 hours of internship to demonstrate competency as a candidate for the PPS School Psychology Credential. *A detailed description of internship/culminating field experience requirements is in the Internship Handbook and is shared with candidates during their second year in the program.*

A brief overview is provided below.

At least 1000 hours are to be accrued providing direct and indirect services to students in a school setting (P-12) and remaining hours may be acquired in another setting such as a private school, community agency serving school-age children and youth, or engagement in relevant research and evaluation experiences. The CSULB School Psychology program requires that at least 600 hours be accrued in a school setting that includes at least 50% ethnically, culturally, racially, economically, and/or linguistically diverse students. Candidates who do not show evidence of successful completion of the internship based on University and/or fieldwork supervisor observations, completion of course and program requirements, and/or evaluations of professional and personal competencies may be asked to complete additional hours, repeat a semester of fieldwork, or may not be recommended for the PPS Credential. A summary of hours is provided in Table 4.

Table 4. Summary of Internship Hours and Activities

Third Year, Internship/Culminating Field Experience				
			Hours by Setting	
Course Number	**Course Title**	**Activities**	**P-12 School**	**On-Campus Agency, CSULB Community Clinic**
EDP 642A	Fieldwork I- School Psychology	Site-based activities aligned with NASP 2020 Practice Model	600	
EDP 642B	Fieldwork II- School Psychology	Site-based activities aligned with NASP 2020 Practice Model	600	
Total	1200 hours, Internship/Culminating Field Experience			

Internship Portfolio

As a graduate student in the NASP-approved CSULB School Psychology program, interns are required to complete and submit an Internship Portfolio at the conclusion of their internship experience. The Portfolio includes work samples completed at the internship site(s) that meet specific criteria outlined by the School Psychology faculty and NASP standards for training and practice. The Portfolio serves as an opportunity for faculty to review, analyze, and aggregate culminating candidate data for program improvement while also providing graduate students structured feedback on the attainment of skills critical to effective practice in the schools. Please see the Internship Handbook for details.

Personal Competencies

Candidates must demonstrate specific professional and personal competencies to ensure school psychology candidates possess the knowledge, skills, and dispositions required for successful careers as school psychologists. CTC- and NASP-approved programs are required to assess professional work

characteristics as part of both practica and internship experiences to "ensure that interns attain the competencies and demonstrate the professional work characteristics needed for effective practice as early career, independent school psychologists" (NASP Training Standard 4.3).

Program faculty meet each month and a designated time is devoted to discussing candidate issues or concerns. At that time, faculty consider whether an evaluation of a candidate's competencies is warranted. If a candidate competency evaluation is warranted, the candidate will be immediately notified and requested to meet with the program coordinator and/or faculty, and their advisor. Personal competencies are also part of fieldwork evaluations completed by site supervisors. This is a parallel to the Professional Conduct Referral Process outlined in the College of Education's Student Professional Conduct Policy and procedures.

Please see Appendix for a copy of the CSULB School Psychology Personal Competencies Evaluation. 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), an intervention plan and timeline for remediation will be developed. Please see Appendix for CSULB School Psychology Candidate Intervention Plan. Please be advised that candidates who fail two or more times to achieve satisfactory ratings on a personal competency review, despite the development, agreement, and implementation of a Candidate Intervention Plan, may not be recommended for internship and/or the PPS School Psychology credential.

Faculty Advising

All candidates are required to meet with their advisor in the spring or summer prior to beginning the program in fall. In this meeting a 2- to 3-year schedule of courses will be drafted (see Jonquil Advisement Form in the Appendix). Every November, all candidates receive an email from the program director regarding fall mandatory advising. Candidates are required to provide any requested information or changes to their Jonquil Advisement Form to their advisor before the Thanksgiving holiday. Advisors will review the information, which details the candidate's plan for courses, practicum, and fieldwork/internship, and address any candidate questions or concerns. Advisors will respond to the candidate via email if there are any concerns or questions that need addressing and may request a synchronous meeting with the candidate. Candidates may request a synchronous meeting with their advisor at any time. Advisors are available to meet during scheduled office hours or by appointment. Please see Jonquil Advisement Form in the Appendix.

COLLEGE AND UNIVERSITY REQUIREMENTS

The following is a summary of activities required of graduate students in the College of Education and California State University, Long Beach.

Advancement to Candidacy

All candidates must file for Advancement to Candidacy that represents the formulation of an official program of study for a master's degree in the College of Education. It is the process that establishes candidates' catalog rights and forms the basis of your degree audit when you are ready to graduate. While there is no specific deadline to advance to candidacy, it is important to advance to candidacy as soon as possible and in accordance with advisor recommendations. Prior to having advanced to candidacy, graduate students are subject to any new CSULB Catalog requirements that may go into effect while enrolled. Advancement to candidacy is a prerequisite to enrolling in thesis coursework (EDP 698) or applying for comprehensive exams, and must occur at least one semester prior to the semester in which you enroll in EDP 698 or complete comprehensive exams. Advancement is also required prior to applying for fieldwork/internship. Advisors will work with candidates to ensure their Jonquil Advisement Form is accurate and complete and submit it to the Graduate Studies Office as part of the documentation for the Advancement to Candidacy process.

Culminating Activity: Thesis or Comprehensive Exams

All candidates must complete a culminating degree activity of either thesis or comprehensive exam. The comprehensive exam includes a written, in-house exam (administered in early spring of the final program year) and a passing score on the National School Psychology Examination (Praxis), typically taken in late fall or spring of the last year in the program. Although all School Psychology candidates must take the National School Psychology Examination prior to completing the program, candidates who opt to take comprehensive exams must obtain a passing score on the exam, as well as pass the written, in-house exam to successfully meet the requirements of the culminating activity. A passing score on the National School Psychology Examination allows candidates to obtain certification as a Nationally Certified School Psychologist (NCSP). For additional information regarding the National School Psychology Examination, please go to http://www.ets.org/praxis/nasp/requirements. Candidates can take the Praxis on their own any time after the second year. Results are due to the Graduate Studies Office by May 1st (or December 1 for fall graduation) of the year they want to graduate. Candidates must submit a request to take comprehensive exams to the Graduate Studies Office by **October 1st** prior to sitting for the exam in spring. Applications and additional information regarding comprehensive exams may be found on the Graduate Studies Office linked here. The in-house comprehensive exam is typically held during the first week of the Spring semester with a re-take in late April.

The second option for completing the culminating activity is thesis, a written document of an independent research study. A thesis committee is formed by the candidate which includes a "Chair" (full-time, tenured or tenure-track CED faculty) and 2-3 "Readers," faculty members in the program, department, College or University. A third reader may be a member of the community with relevant knowledge and experience of the thesis topic. Candidates typically enroll in thesis units (EDP 698) in both fall and spring (3 units each; 6 units total) of their second year; however, solidifying a thesis topic and reviewing the literature should occur in the spring and summer prior to enrolling in thesis units. Please note that final approval of Chapters 1-3 by your Thesis Chair as well as data collection must be completed prior to going on internship. School Psychology candidates are required to attend College of Education Thesis and Project Seminars, which meets on Thursdays at 7 PM approximately twice a month for from April of their first year in the program until March of their second year in the program, including summer. Failure to attend the seminars will result in being discontinued from completing a thesis by your Thesis Chair.

Candidates must submit a thesis proposal to the program director by February 1st of their first-year. Program faculty will review proposals and collaborate to find thesis chairs. Proposal submission does not guarantee the availability of a faculty member to act as chair. Guidance on developing thesis proposals will be offered during fall of first year. A request to complete a thesis must be submitted to the Graduate Studies Office by **March 1st** prior to enrolling in thesis units (EDP 698) the following fall. Applications and additional information regarding thesis may be found on the website of the Graduate Studies Office. Completion and submission of the Praxis exam is a requirement for the degree; thus, thesis candidates must take the Praxis exam to be eligible to receive the Ed.S. however, they are not required to pass the exam to receive their degree and be recommended for the credential. However, a passing score on the Praxis is required for national certification.

District Affiliation Agreements

Due to the potential for injury to the candidate, as well as property damage and liability exposure for the University, an Affiliation Agreement must be in place at the district, community agency, or institution in which the candidate is completing a field experience. Prior to accruing field hours, an Affiliation Agreement must be in writing and specify minimum insurance requirements applicable to the contracting parties and include appropriate hold harmless provisions based upon the needs of the contracting parties.

Agreements are legally binding documents that commit the University and the district to explicit terms and conditions and thus, must be reviewed for legal requirements. Although most local districts have a current Affiliation Agreement with CSULB, smaller districts or those located on the edges of Los Angeles and Orange Country areas may not. Agreements typically require the written consent of a district's Board of Education as well as the University's Office of Risk Management; thus, it is imperative that candidates check with the Office of Clinical Practice prior to beginning their field experience.

Opening a File at the Credential Center

To be recommended to receive the PPS School Psychology Credential, candidates must open a file at the Credential Office. Opening a file should be completed before newly admitted candidates begin their first fall semester. Once a file is opened with the Credential Center, the Center periodically generates and sends to the candidates progress reports indicating course and other requirements that have been fulfilled, and those that need to be completed. All requirements for completion of the school psychology program (including approved course waivers, successful completion of thesis or comprehensive exams, Praxis exam results) must be received by the Credential Center before a candidate is recommended for the PPS Credential in School Psychology.

Graduate Writing Assessment Requirement (GWAR)

Graduate students who were (1) awarded an undergraduate or graduate degree from an accredited college or university in the United States; or (2) awarded an undergraduate or graduate degree from an accredited non-US institution located in a country where English is a primary language of communication; or (3) attained a score of 4 or higher on the analytical writing test of the GRE or GMAT are exempt from the GWAR Placement Exam (GPE). Enrollment Services will determine at the time of admission whether students are exempt from the GPE and will indicate their exempt status on the student's Test Score Summary in MyCSULB. Detailed information about the GWAR is linked here.

Important College and University Policies, Regulations, and Resources

College of Education Expectations for Professional Conduct

Professional conduct and ethical dispositions are expected of all CED students at all stages of program participation including: advising, coursework, clinical/field practice, and extra-curricular activities in face-to-face, hybrid and online/virtual learning environments.

A CED student is expected to:

1. Act to benefit all individuals and communities by promoting the physical and psychological safety of others. Do no harm.
2. Abide by the mission, policies, procedures, safety regulations, and standards of professionalism of partnering institutions (e.g., schools, clinics, colleges, community organizations) when engaged in clinical or field practice.
3. Demonstrate cultural competence and responsiveness in honoring and respecting multiple perspectives, identities, and lived experiences of others in diverse classroom and clinical settings.
4. Monitor professional integrity by engaging in self-reflective practice and acknowledging the consequences of one's own actions or inactions on others.
5. Maintain essential collegial behaviors and ethical obligations delineated in standards of professional practice by accrediting organizations and professional associations in one's field of practice, including but not limited to the California Commission on Teacher Credentialing and other associations noted in the appendices to this document.

CED students must adhere to CSULB's Rules and Regulations and student conduct codes enforced by the CSULB Office of Student Conduct & Ethical Development, as well as to college, department, and program policies. If deemed necessary, reports of discriminatory behaviors toward others based on age, culture, national origin, gender, ability, race, religion, or sexual orientation will be referred to the CSULB Office of Equity and Diversity. Observed forms of harassment in physical or digital form may require immediate referral to the CSULB Office of Student Conduct & Ethical Development. Claims of sexual harassment, discrimination, harassment, or retaliation will be reported immediately to the CSULB Office of Equity and Diversity.

Special Needs Accommodations

Students with disabilities who require reasonable academic accommodations are strongly encouraged to register with the Bob Murphy Access Center (BMAC) each semester. Students must submit supporting disability documentation to BMAC and provide faculty of any BMAC verification of accommodations as early in the semester as possible. BMAC is located in the Student Success Center, Room 110 and may also be reached by phone at (562) 985-5401 or via email at bmac@csulb.edu.

During this time of COVID-19, if you have any condition that prevents you from attending class in-person or wearing a face covering/mask, please contact BMAC at bmac@csulb.edu for reasonable accommodations

Sexual Assault, Rape, Dating/Domestic Violence and Stalking

Title IX prohibits gender discrimination, including sexual harassment and sexual misconduct. If you have experienced sexual harassment, sexual assault, rape, dating/domestic violence, or stalking, the campus confidential Victim's Advocate is available to help. Jaqueline Urtez (e: advocate@csulb.edu, p: (562) 985-2668) can provide **free** and **confidential** support, accommodations, and referrals for victims without

having to report the assault to campus authorities. While students are welcome to discuss assaults with faculty, both faculty and teaching assistants are mandatory reporters who are required to report all incidents of sexual harassment/misconduct to the Title IX office for follow-up and possible investigation. Students who do wish to report the assault for possible investigation may contact the confidential victim's advocate, who can help them through the reporting process, or they can report the assault directly to the Title IX Office by completing an online reporting form at https://cm.maxient.com/reportingform.php?CSULongBeach&layout_id=100 or contacting the Office of Equity & Diversity at OED@csulb.edu.

Student Support Services

The Division of Student Affairs has prepared a helpful guide, Student Resources During COVID-19. A full list of student support services is also available on the Programs and Services website. All units and programs are offering services, primarily in a virtual format; visit individual websites for up-to-date contact information.

Students who are facing challenges resulting in housing and/or food insecurity are urged to contact the Basic Needs Program. Students may also email supportingstudents@csulb.edu or call (562)985-2038.

Plagiarism/Academic Integrity Policy

Class Attendance

University Regulations Governing the Master's Degree

Final Comprehensive Examination

Thesis

Academic Probation and Disqualification

Academic Credit

College of Education New Student Resources

College of Education Graduate Culture Initiative

College of Education Graduate Student Awards and Research Competitions

Applying for the PPS School Psychology Credential

Additional Requirements

- To maintain your enrollment in the university and program, all candidates are required to take a minimum of one prerequisite or core program course per semester (excluding summer). Exceptions are made for medical or personal leave. Candidates requesting a leave must file a "leave of absence" with University Enrollment Services (BH-101) and notify their school psychology advisor and the program coordinator. Candidates who fail to file a leave of absence will be dropped from the

University and the program and will need to re-apply if they plan to return to the program. Information regarding filing for a leave of absence may be found here.

- Candidates may complete the program on a full- or part-time basis. In accordance with University regulations governing Master's degree programs, the school psychology program must be completed within seven years of the date the candidate's program was initiated.
- All candidates must maintain a 3.0 GPA to remain in good standing in the program. Failure to do so may place the candidate on academic probation.

GENERAL INFORMATION

Knowledge of the following information will ensure your successful and timely completion of the CSULB Ed.S. degree and receipt of the PPS Credential in School Psychology.

Communication

Program announcements and requirements, job opportunities, professional development opportunities, and other communiqués throughout the year are sent via email by the program coordinator or student assistants. University policy recognizes email as an official form of communication; thus, most information is disseminated electronically and NOT through the U.S. mail. Candidates are responsible for checking their email regularly and informing the program coordinator regarding changes to their email address. Individual instructor course announcements and notifications are typically sent through BeachBoard and thus, are sent to the email address listed on MyCSULB. It is the candidate's responsibility to ensure that the contact information on MyCSULB is current. Candidates are eligible for, but are not required to have, a CSULB email account. In addition, it is important that the Graduate Studies Office (EE-7) and the Credential Office (EE-42) have your current email and mailing addresses. If you move, alert University Admissions, College of Education Graduate Studies Office, and the Credential Office.

CED Credential Center

The Credential Center, located in EED-42, evaluates and processes records for fulfillment of credential requirements and recommends candidates for the intern and/or full PPS School Psychology credentials to CTC.

CED Graduate Studies Office

Located in EED-7, the Graduate Studies Office assists prospective and current students with questions about graduate program applications and admissions, petition for course equivalencies, graduate culture initiative activities and events, advancement to candidacy, program changes, application for thesis or comprehensive examinations, application for fieldwork, maintaining continuous enrollment in the program through GS 700, applying for a leave of absence, and completing university graduation requirements and filing for graduation.

CSULB Graduate Studies Resource Center (GSRC)

The GSRC offers a wide array of information and resources for current and prospective graduate students. Located on the 5th floor of the library, the GRSC provide information regarding campus events, workshops, research opportunities, and funding.

The Writer's Resource Lab (WRL)

The WRL provides ongoing writing instruction to any currently enrolled CSULB student via one-on-one tutorials. As an integral part of writing-across-the-curriculum program at CSULB, the WRL exists to help

students become more effective and independent writers. Information on scheduling an appointment can be found here.

Thesis and Dissertation Office
Located on the 5th floor of the Library, the Thesis and Dissertation Office helps students prepare manuscripts using proper University format guidelines and the style guide approved by individual departments.

Financial Aid and Scholarships Office
Information regarding on- and off-campus scholarships at CSULB. Information on Graduate Assistantships and Fellowships also are available.

Community Clinic for Counseling and Educational Services
Candidates provide assessment and intervention services to preschool, elementary, secondary, and post-secondary students in the Community Clinic as part of their coursework in the program. The CSULB Community Clinic is a training facility that includes 24 individual client rooms with one-way mirrored windows with speaker and headphone capability. Video recording and playback, and extensive assessment and intervention materials also are available. The school psychology program uses the clinic facilities for several courses: EDP 517, 524B, 524C, 527, and 579.

Nationally Certified School Psychologist (NCSP)
Candidates are encouraged to pursue the NCSP credential through NASP. This credential can facilitate obtaining licensure in other states, and some districts/states offer an additional stipend for school psychologists who hold the NCSP. Passing the Praxis exam is a requirement.

Memberships in Professional Associations
Joining the following professional organizations is highly recommended: 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) and the Orange County Association of School Psychologists (OCASP; http://ocasp.net/) provide candidates with useful local networking and leadership opportunities. Candidates are strongly encouraged to attend state and national conferences held by these and related professional organizations.

APPENDIX

Form	Procedure
ASEC Department Code of Civility	Read prior to beginning coursework
Ed.S. Jonquil Advising Form (Sample)	Completed with your advisor upon beginning the program; and every fall
Personal Competencies Review Form	Completed as needed by the program coordinator and faculty for identified candidates.
Candidate Intervention Plan	Action plan to remediate area(s) of concern as noted on the Personal Competencies form
CED Plagiarism Policy	College-wide policy on plagiarism and cheating
Matrix of Courses by NASP Domain	Coursework by NASP Domains for Training and Practice
Benchmarks for Ed.S. Degree	List of key requirements and deadlines
Field Supervisor Evaluation of Practica Student	Completed by your field supervisor end of semester, 641A/B
Program Assessment Plan	Assignments and benchmarks for progress toward credential and degree.

CALIFORNIA STATE UNIVERSITY, LONG BEACH

COLLEGE OF EDUCATION
Advanced Studies in Education and Counseling Department

Code of Civility:
Our Department values respect, responsibility, preparation, involvement, and work ethic.

We expect the following:

Faculty and students will come to class prepared to learn, teach and collaboratively engage with each other.

Students and faculty will actively serve the educational community.

Students and faculty will display professional ethical behavior and academic honesty (i.e., no plagiarism).

Students will come to class on time and prepared to learn with organized course materials and assignments.

Faculty will effectively manage class time by beginning and ending the class on time.

Students will honor and adhere to deadlines by completing assigned readings and submitting assignments as listed in the course syllabus.

Faculty will honor deadlines by returning assignments with constructive feedback within a reasonable time period (generally 1-2 weeks) of assignment submission.

Faculty, students, and staff will honor each other's perspectives, respect each other, and display common courtesy.

Program Plan/Jonquil (SAMPLE)
Educational Specialist Degree Program in School Psychology

Name:		**Date:**	
Advisor:		**Admission Year:**	

Courses	Waived/ Summer (indicate W or S)	Fall	Spring	Fall	Spring	Fall	Spring
		Year 1		*Year 2*		*Year 3*	
EDP 301/ 302 Child or Adol Dev	?	?					
EDP 405 Classroom Management	?	?					
EDP 419 Educational Statistics (3 units)		X					
EDP 517 Indiv/Group Counseling (2 units)	NA			?	?		
EDP 520 Research Methods (3 units)			X				
EDP 524A Psychoed Assmt (3 units)		X					
EDP 524B Psychoed Lab I (2 units)		X					
EDP 524C Psychoed Lab II (2 units)			X				
EDP 527 Advanced Assmt for Interv (3 units)	NA				X		
EDP 528 Intro to School Psychology (3 units)	NA	X					
EDP 536 Consultation (3 units)	NA			?	?		
EDP 560 Behavior Assmt & Interv	NA		X				
EDP 579A Academic Assmt and Int (3 units)	NA			X			
EDP 579B Academic Assmt and Int: Lab (2 units)	NA			X			
EDP 518 Crisis Response (3 units)					X		
EDP 603 Mental and Behavioral Health in Schools (3 units)			X				
EDP 641A Practicum (2 units)	NA			X			
EDP 641B Practicum (2 units)	NA				X		
EDP 642A Internship (3 units)	NA					X	
EDP 642B Internship (3 units)	NA						X
EDP 643 Systemic Approaches (3 units)	NA						X

Culminating Activity and Specialization (choose option below and select electives accordingly):

Comprehensive Exam
Two of the following (6-units): EDP 519 (Quantitative Educational Data Analysis), 595 (Qualitative Research Methods in Education), 596 (Program Evaluation in Education), 604 (Seminar in Human Development)
PLUS EDP 695 (3-units, School Psychology Capstone)
PLUS Comprehensive Exam **and** Internship Portfolio (including passing Praxis)

Thesis
One of the following (3-units): EDP 595 (Qualitative Research Methods in Education), 519 (Quantitative Educational Data Analysis)
PLUS EDP 698 (6-units, Thesis) **and** Internship Portfolio (including attempting Praxis)

Candidates with MA
Use 6-9 units in a related field of study from existing MA/MS (i.e., specialization area) per advisor.
PLUS EDP 695 (3-units, School Psychology Capstone), Comprehensive Exam **and** Internship Portfolio

OR EDP 698 (6 units) and one course from MA/MS per advisor

PLUS Thesis **and** Internship Portfolio (including attempting Praxis)							
		Year 1		***Year 2***		***Year 3***	
EDP 519 (comps/thesis elective)				Comps/ Thesis			
EDP 695 School Psych Capstone (comps elective)						Comps	
EDP 595 (comps/thesis elective)				Comps/ Thesis	Comps/ Thesis		
EDP 604 (comps elective)			Comps				
EDP 596 (comps elective)					Comps		
EDP 698 (6 units; thesis requirement)				Thesis	Thesis		
Grants only: EDSP 454 (T3), EDSP 525 (BASIS), EDSP 534 (CASA)							
Waivers Incoming candidates should consult the program handbook on how to petition for course equivalencies and see additional notes below. Highlight any courses for which a revalidation memo is needed because it was completed 7 years prior to expected date of graduation.							
Total number of units to complete the EdS program: Total units waived: Expected equivalency coursework:							

To determine courses you might petition for equivalency, review the official University catalog description of the course you think may meet our requirement and compare it to the CSULB official 2022-23 catalog description.

If the description is similar, the class may be waivable[1]. Please note that program faculty do not typically have the decision power to decide whether a course is equivalent. The College of Education requires candidates to follow the procedure described below for course waiver considerations. In consultation with your advisor, you may submit a Petition for Course Equivalency to the Graduate Studies Office (GSO). The course equivalent must be upper-division- this is 300 level or higher at CSULB. Please follow all instructions on the GSO website here.

In addition to any equivalent coursework, candidates with a masters' degree in a related program may waive the 9-unit emphasis with approval from their advisor. The candidate and advisor may select up to 9 units of coursework from the master's degree to replace 9 units specialization coursework of the 60 units required to complete the PPS credential program. The candidates' Education Specialist degree would then be conferred based on the lower number of units earned in the CSULB School Psychology program (e.g., 51). Note, a minimum of 42 units must be completed in the CSULB School Psychology program.

Please note that several courses may not be waived. They are noted on the above Program Plan and are also listed in the School Psychology Program Handbook.

CSULB School Psychology Program
Personal Competencies Review

This is a parallel process to the College of Education's Student Professional Conduct Policy and procedures.

Candidate: _____ **Date:** _____ **Raters:** _____

Review Period:

- ☐ *<30 units and/or prior to practicum*
- ☐ *Completion of practica and prior to internship*
- ☐ *Mid-internship or conclusion of internship*
- ☐ *Other* _____

Ratings:

1 = *Unsatisfactory*; *rarely demonstrates competency*
2 = *Minimal*; *occasionally demonstrates competency*
3 = *Satisfactory*; *usually demonstrates competency*
4 = *Proficient; consistently demonstrates competency*

Competency	Unsatisfactory	Minimal	Satisfactory	Proficient	Points
	1	2	3	4	
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.	

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

Competency	Unsatisfactory 1	Minimal 2	Satisfactory 3	Proficient 4	Points
Reflective	Rarely, if ever, willing to suspend initial judgments, receptive to critical examination of multiple perspectives, generates effective/productive options, makes reasoned decisions with supporting evidence, makes connections to previous reading, courses, and/or experiences.	Occasionally willing to suspend initial judgments, receptive to critical examination of multiple perspectives, generates effective/productive options, makes reasoned decisions, makes connections to previous reading, courses, experiences.	Usually willing to suspend initial judgments, receptive to critical examination of multiple perspectives, generates effective/productive options, makes reasoned decisions with supporting evidence, makes connections to previous reading, courses, and/or experiences.	Consistently willing to suspend initial judgments, receptive to critical examination of multiple perspectives, generates effective/productive options, makes reasoned decisions with supporting evidence, makes 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., asks questions, summarizes points)	Occasionally demonstrates ability to thoughtfully listen and respond to people's insights, needs, and concerns (e.g., asks questions, etc.)	Usually demonstrates ability to thoughtfully listen and respond to people's insights, needs., and concerns (e.g., ask questions, summarize points)	Consistently demonstrates ability to thoughtfully listen and respond to people's insights, needs., and concerns (e.g., asks questions, summarize points)	
Cooperative & Collaborative	Rarely, if ever, works to keep group on task, maximizes individual talents, evenly distributes responsibility, etc.	Occasionally works to keep group on task, maximizes individual talents, evenly distributes responsibility, etc	Usually works to keep group on task, maximizes individual talents, evenly distributes responsibility, etc	Consistently works to keep group on task, maximizes individual talents, evenly distributes 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.	
Program Participation	Rarely, if ever, participates in program retreats/orientations; completes advising memos; seeks advisor input when appropriate; follows program handbook & catalogue (e.g., takes courses in sequence, completes fieldwork hours in required settings, etc.).	Occasionally participates in program retreats/orientations; completes advising memos; seeks advisor input when appropriate; follows program handbook & catalogue (e.g., takes courses in sequence, completes fieldwork hours in required settings, etc.).	Usually participates in program retreats/orientations; completes advising memos; seeks advisor input when appropriate; follows program handbook & catalogue (e.g., takes courses in sequence, completes fieldwork hours in required settings, etc.).	Participates in program retreats/orientations; completes advising memos; seeks advisor input when appropriate; follows program handbook & catalogue (e.g., takes courses in sequence, completes fieldwork hours in required settings, etc.).	

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

Total Score: _____

CSULB School Psychology Candidate Intervention Plan

Candidate:	**Date:**
Faculty:	
Area of concern: ☐ 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 Input: *candidate response/action related to identified area(s) of concern.*	
1.	
2.	
3.	
4.	
Intervention: *course of action, person(s) responsible, and timeline to be accomplished.*	
1.	Date:
2.	Date:
3.	Date:

4.	Date:
Approval: *All parties agree to the course of action outlined above and agree to fulfill stated responsibilities.*	
Candidate's Signature:	Date:
Program Director's Signature:	Date:
Faculty Signature(s):	Date:
Other:	Date:
Next review scheduled for:	

California State University, Long Beach
College of Education

Graduate Programs Policy on Academic Integrity

Approved by the CED Graduate Programs Committee 4.8.15, Amended 5.3.17, 5.1.19 and 3.3.21

Students are encouraged to review closely Academic Senate Policy 21-01 on Academic Integrity Regarding Cheating and Plagiarism.

Guiding Principles

1. The College of Education recognizes that developing scholarly writing skills is an essential component of graduate education. The College offers resources and support throughout students' careers so that they may learn and practice proper attribution skills and develop as scholarly writers.
2. An essential element in having a positive graduate learning experience is taking seriously one's educational responsibilities and adhering to principles of academic integrity. As with other forms of academic misconduct, cheating, plagiarism and self-plagiarism are considered to be serious breaches of academic integrity and may have serious consequences for a student's course grade and/or progress toward the degree. Students who are found to be in violation of Academic Senate PS 21-01 and/or the College of Education Graduate Programs Policy on Academic Integrity may be dismissed from the program, particularly for multiple offenses and/or in the case of cheating, plagiarism or self-plagiarism on a doctoral qualifying paper or master's/doctoral culminating activity.

Overview of Cheating

Cheating is defined in PS 21-01 as "the act of obtaining, trying to obtain, or helping someone else to obtain academic credit for work by using dishonest, deceptive, or fraudulent means." For examples of cheating, consult PS 21-01.

Overview of Plagiarism

Plagiarism is defined in PS 21-01 as "the act of using the ideas or work of another person or persons as if they were one's own, without giving credit to the source." Plagiarism may occur unintentionally if a student is not careful while taking notes and/or appropriately citing sources in their work. Students must paraphrase, summarize, or acknowledge another's work using appropriate references and citations following American Psychological Association (APA) style, which is the most frequently used citation style in education.

Overview of Self-Plagiarism

Self-plagiarism is generally defined in PS 21-01 as "re-use of one's own work for multiple assignments within one or multiple courses, or presenting previous work in another context without citing it as one's own." According to PS 21-01, "It is recommended that faculty clearly indicate in their syllabi to what extent students may or may not re-use their own previously created work. In the absence of clear direction from the syllabus, students are advised to receive prior authorization from the instructor in any course before they re-use any portion of their own work."

In the College of Education, self-plagiarism may involve students submitting portions of their previously submitted work as original work or building upon previously submitted work for a new assignment, doctoral qualifying paper, or culminating activity (comprehensive exam, master's project, master's thesis, or doctoral dissertation) without the consent of the current instructor, program, or supervisor of the culminating activity. The College of Education acknowledges that many assignments and projects are developmental in nature and that building upon prior work may be allowed or encouraged by faculty, programs, and supervisors in certain cases. Re-submission of previously submitted work as original or building upon previously submitted work without the approval of the instructor, program, or supervisor of the course or culminating activity constitutes self-plagiarism and will be addressed according to the process outlined in Academic Senate Policy 21-01 and the College of Education Graduate Programs Policy on Academic Integrity.

Cheating, Plagiarism or Self-Plagiarism in Coursework

When a faculty member suspects a student of cheating, plagiarism, or self-plagiarism, the faculty member has a recommended sequence of actions to take as outlined in Academic Senate Policy 21-01. College of Education graduate program coordinators agree that minimally the faculty member will:

1. Thoroughly investigate the work in question, including careful examination of any plagiarism detection/originality analysis reports (e.g., TurnItIn.com).
2. Within 30 days of the alleged incident, arrange a conference with the student to notify the student of the charge and supporting evidence and discuss the issue to gain an understanding of the student's intent and explanation. Inform the student in writing about PS 21-01 and the College of Education Graduate Programs Policy on Academic Integrity. As a result of the conference and depending on the intentionality of the violation, the faculty member may suggest skill development and referral to writing coaches, on-line resources, and/or the APA manual.
3. If cheating, plagiarism, or self-plagiarism has occurred a faculty member may:
    a. Pursue additional actions, as outlined in Academic Senate Policy 21-01 (5.6.1).
    b. After consultation with the department chair and Associate Dean for Faculty Development, Research and Graduate Studies, dismiss the student from the program for academic integrity violations, particularly in egregious cases or when multiple offenses have occurred.
    c. Complete the online Academic Integrity form and submit it to the Office of Student Conduct and Ethical Development for possible university intervention and/or disciplinary action. Completing a form is encouraged in all cases to provide documentation of the academic integrity violation.

Cheating, Plagiarism, or Self-Plagiarism in Doctoral Qualifying Papers and Master's/Doctoral Culminating Activities

Doctoral qualifying papers and master's/doctoral culminating activities (comprehensive exams, master's theses, master's projects, doctoral dissertations) represent the highest level of graduate work and are outside the confines of a specific class and the purview of a single faculty member.

1. Doctoral qualifying papers and culminating activities, including comprehensive exams; master's projects; master's theses; master's project, master's thesis, and doctoral dissertation proposals; and doctoral dissertations may be submitted to a digital submission platform to be examined by plagiarism detection/originality analysis software.
2. If a plagiarism detection report suggests that plagiarism or self-plagiarism is evident or if cheating is alleged, the appropriate program coordinator or administrator will notify the department chair and, if applicable, the appropriate supervising faculty member.
3. The appropriate supervising faculty member and/or department chair will conduct a thorough investigation of the documents and/or details related to alleged incident(s) of cheat, plagiarism, or self-plagiarism. If the faculty member/department chair finds that there is sufficient evidence to indicate cheating, plagiarism, or self-plagiarism, a conference will occur with the student within 30 days of the incident to discuss the concern. Prior to the conference, the student will be informed in writing about PS 21-01 and the College of Education Graduate Programs Policy on Academic Integrity. During the conference, the student will be notified of the charge and supporting evidence. At the conclusion of that meeting, the faculty member/department chair will make a determination as to whether cheating, plagiarism, or self-plagiarism. The Associate Dean for Faculty Development, Research and Graduate Studies will be notified of any instances in which cheating, plagiarism, or self-plagiarism have occurred in a doctoral qualifying paper or master's/doctoral culminating activity.

When cheating, plagiarism, or self-plagiarism has occurred in a qualifying paper or doctoral/master's culminating activity, the faculty member/department chair follows the guidelines below.

1. Comprehensive Exams: student fails the entire exam and is referred to the Office of Student Conduct and Ethical Development via the online Academic Integrity form for university disciplinary action.
2. Qualifying Papers: student fails the exam and is referred to the Office of Student Conduct and Ethical Development via the online Academic Integrity form for university disciplinary action.
3. Master's Project, Master's Thesis or Doctoral Dissertation Proposal: student fails the proposal defense (as appropriate) and is referred to the Office of Student Conduct and Ethical Development via the online Academic Integrity form for university disciplinary action.
4. Master's Project, Master's Thesis or Doctoral Dissertation: student fails the project, thesis or dissertation and is referred to the Office of Student Conduct and Ethical Development via the online Academic Integrity form for university disciplinary action.

After meeting with the student in a case of cheating, plagiarism, or self-plagiarism in doctoral qualifying papers or master's/doctoral culminating activities, program faculty, department chairs, and/or the Associate Dean may determine that the student should be dismissed from the program, regardless of potential university disciplinary action.

If the student is not dismissed from the program, he or she will be placed on Administrative Academic Probation via the College of Education. The Administrative Academic Probation letter will outline specific actions and expectations that need to be completed in order to satisfactorily complete the program.

If, at any time while on Administrative Academic Probation related to cheating, plagiarism, or self-plagiarism in a doctoral qualifying paper or master's/doctoral culminating activity, a subsequent violation occurs, action will be taken as outlined in the standing Administrative Academic Probation letter. Typically, a subsequent violation will result in dismissal from the program by the College of Education.

Matrix of Courses by NASP Domain (2020)

	(1) Data-Based Decision Making	(2) Consultation and Collaboration	(3) Academic Interventions and Instructional Supports	(4) Mental and Behavioral Health Services and Interventions	(5) School-Wide Practices to Promote Learning	(6) Services to Promote Safe and Supportive Schools	(7) Family, School, and Community Collaboration	(8) Equitable Practices for Diverse Student Populations	(9) Research and Evidence-Based Practice	(10) Legal, Ethical, and Professional Practice
301/ 302				X		X		X		
405	X	X		X	X					
419									X	
517		X		X		X	X	X	X	X
520									X	
524A/B	X									X
524C	X		X				X	X		X
527	X	X	X					X		X
528	X	X	X	X	X	X	X	X	X	X
536	X	X		X	X		X			
560	X	X		X	X	X		X	X	X
579	X	X	X				X	X	X	X
518				X		X		X		
603				X		X		X		
641A/B	X				X			X		X
642A/B	X	X	X	X		X			X	X
643		X		X	X	X		X		X

BENCHMARKS FOR ED.S. DEGREE IN SCHOOL PSYCHOLOGY

The CSULB University Catalog (http://www.csulb.edu/divisions/aa/catalog/current/index.html) and CSULB School Psychology Program Handbook contain additional information regarding graduate study and the school psychology program at CSULB. Candidates are responsible for knowing the contents of these two documents.

Deadline	Activity	Document/Resource
Enrollment	Meet with assigned advisor to schedule first year of courses (at minimum)	CSULB School Psychology Program Handbook and Jonquil Advisement Form
YEAR 1		
Before fall semester begins	Petition for Course Equivalencies (if any)	https://www.csulb.edu/college-of-education/graduate-studies-office/petition-for-course-equivalency
Before fall semester begins	Obtain Certificate of Clearance from CTC	https://www.csulb.edu/college-of-education/credential-center/general-requirements
Before fall semester begins	Open a file with the Credential Center	https://www.csulb.edu/college-of-education/credential-center/files-and-applications/open-a-credential-center-file
November	Complete and return Jonquil Memo	CSULB School Psychology Program Handbook
February 1st *	Advancement to Candidacy (if thesis)	https://www.csulb.edu/college-of-education/graduate-studies-office/advancement-to-candidacy
March 1st *	Apply for Thesis (if applicable)	https://www.csulb.edu/college-of-education/graduate-studies-office/ced-thesis-and-project
Spring	Secure Practicum Placement	CSULB School Psychology Program Handbook
YEAR 2		
March 1st	Apply for Fieldwork/Internship	
Spring	Secure Fieldwork/Internship Placement	CSULB School Psychology Program Handbook
February 1st+	Advancement to Candidacy (if comps)	https://www.csulb.edu/college-of-education/graduate-studies-office/advancement-to-candidacy

March 1st+	Apply for Thesis (if applicable)	https://www.csulb.edu/college-of-education/graduate-studies-office/ced-thesis-and-project
Spring^	Advancement to Candidacy (if comps)	https://www.csulb.edu/college-of-education/graduate-studies-office/advancement-to-candidacy
YEAR 3		
October 1st^	Apply for Comprehensive Exam (if applicable)	https://www.csulb.edu/college-of-education/graduate-studies-office/comprehensive-examination
October 15th	Apply for Graduation	http://www.csulb.edu/registration-and-records/apply-graduate-graduate-students
Fall/Spring	Take Praxis Exam	https://www.ets.org/praxis/nasp/overview
Fall/Spring	Defend Thesis (if applicable)	
Spring^	Take Comprehensive Exam (if applicable)	

* If enrolling in EDP 698 Year 2
+ If enrolling in EDP 698 Year 3
^If taking comprehensive exams

CSULB School Psychology Program
Field Supervisor Evaluation of PRACTICA Student

Name of Practica Student: _____

Name of Fieldwork Supervisor: _____

Fieldwork School Site and District: _____

Circle One: 641A 641B Year _____

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The following section lists the 10 skill domains identified in the *NASP Standards for Training and Field Placement* (July, 2010) and some specific sub-skills our program is interested in tracking. **Please rate the degree to which the PRACTICA student successfully engages in these activities in collaboration with others**. For each skill, select one of the following response options:

1 - Minimally = the PRACTICA student does not effectively engage in this activity and/or requires considerable supervision.
2 - Developing = the PRACTICA student is occasionally effective when engaging in this activity and requires some supervision.
3 - Well-developed = the PRACTICA student is frequently effective when engaging in this activity and requires minimal supervision.
4 - Outstanding = the PRACTICA student is consistently effective when engaging in these activities. Little to no direct supervision is required for the student to independently engage in this activity.
N/O - No Opportunity = field supervisor has not had the opportunity to evaluate the PRACTICA student's level of performance while engaged in this activity.

Domain 1: Data-Based Decision Making OVERALL	**1**	**2**	**3**	**4**	**N/O**
• Records review: clearly and succinctly summarizes important information from all relevant student records	1	2	3	4	N/O
• Observation: conducts systematic observations in relevant settings and meaningfully summarizes data	1	2	3	4	N/O
• Interviewing: gathers relevant and functional information on an identified problem from teachers, parents, administrators, outside service providers, etc.	1	2	3	4	N/O

• Chooses measurement tools relevant to the purpose of the assessment, e.g., screening, intervention planning and evaluation, eligibility determination	1	2	3	4	N/O
• Administers, scores, and interprets assessment data in accordance to standardization requirements	1	2	3	4	N/O
• Interprets and synthesizes assessment data in a manner understood by educators and parents	1	2	3	4	N/O
• Interprets data in consideration of sensory, motor, language, and cultural differences	1	2	3	4	N/O
• Links assessment results to the design, implementation, and evaluation of evidenced-based interventions	1	2	3	4	N/O
Domain 2: Consultation and Collaboration OVERALL	**1**	**2**	**3**	**4**	**N/O**
• Utilizes effective consultation strategies across situations, contexts, and diverse audiences	1	2	3	4	N/O
• Effectively collaborates to plan, implement, problem-solve, and make decisions regarding instruction, interventions, and services	1	2	3	4	N/O
• Effectively communicates information (oral and written) to diverse audiences (e.g., teachers, parents, community, etc.)	1	2	3	4	N/O
Domain 3: Academic Interventions and Instructional Supports OVERALL	**1**	**2**	**3**	**4**	**N/O**
• Knowledge of effective instructional design, e.g., scaffolding, modeling, corrective feedback, opportunities to respond, flexible grouping	1	2	3	4	N/O
• Uses progress monitoring data to inform instruction	1	2	3	4	N/O
• Knowledge of evidence-based academic programs, e.g., standard protocol interventions	1	2	3	4	N/O
• Implements and evaluates evidence-based academic instruction and programs	1	2	3	4	N/O
Domain 4: Mental and Behavioral Health Services and Interventions OVERALL	**1**	**2**	**3**	**4**	**N/O**

• Considers various influences on mental health (social, cultural, developmental, etc) in a problem-solving model	1	2	3	4	N/O
• Uses evidence-based counseling techniques	1	2	3	4	N/O
• Uses evidence-based interventions to support students social-emotional functioning	1	2	3	4	N/O
• Accesses appropriate mental health services for students	1	2	3	4	N/O
• Uses function al behavior assessment methodologies in response to an identified concern, and develops and monitors behavior support plans for individual students	1	2	3	4	N/O
• Uses principles of positive behavior support at the group, class, and school-wide levels	1	2	3	4	N/O
Domain 5: School-Wide Practices to Promote Learning OVERALL	**1**	**2**	**3**	**4**	**N/O**
• Knowledge of general, special, and alternative education programs	1	2	3	4	N/O
• Knowledge of local, state, and federal policies and regulations	1	2	3	4	N/O
• Knowledge of evidence-based school-wide interventions to prevent problems, promote positive school climate, and target an identified need	1	2	3	4	N/O
Domain 6: Services to Promote Safe and Supportive Schools OVERALL	**1**	**2**	**3**	**4**	N/O
• Knowledge of prevention and intervention programs and services to promote the learning and mental health of children and families	1	2	3	4	N/O
• Knowledge of evidence-based crisis prevention, response, and recovery techniques at the individual and school-wide level	1	2	3	4	N/O
Domain 7: Family, School, and Community Collaboration OVERALL	**1**	**2**	**3**	**4**	**N/O**

• Demonstrates positive and respectful communication with parent(s); non-judgmental	1	2	3	4	N/O
• Ensures meaningful participation of families in decision-making	1	2	3	4	N/O
• Recognizes and promotes the need to address concerns across environments	1	2	3	4	N/O
• Provides direct services to parents to promote success across contexts	1	2	3	4	N/O
Domain 8: Equitable Practices for Diverse Student Populations OVERALL	**1**	**2**	**3**	**4**	**N/O**
Effectively engages in a variety of activities with the following populations:					
• English language learners	1	2	3	4	N/O
• Racial/ethnic minorities	1	2	3	4	N/O
• Students with disabilities	1	2	3	4	N/O
• LGBTQIA+ youth	1	2	3	4	N/O
• Students raised in poverty	1	2	3	4	N/O
Domain 9: Research and Evidence-Based Practice OVERALL	**1**	**2**	**3**	**4**	N/O
• Utilizes knowledge of statistics and measurement appropriate for school settings	1	2	3	4	N/O
• Utilizes knowledge of data collection and analysis applicable to school settings	1	2	3	4	N/O
• Accesses and accurately interprets research literature to inform his/her practice	1	2	3	4	N/O
Domain 10: Legal, Ethical, and Professional Practice	**1**	**2**	**3**	**4**	N/O
• Demonstrates knowledge of multiple school psychology service delivery models and methods	1	2	3	4	N/O
• Demonstrates professional work characteristics such as respect for human diversity and social justice, effective interpersonal skills, responsibility, adaptability, initiative, and dependability	1	2	3	4	N/O
• Provides services consistent with legal and ethical standards and regulations	1	2	3	4	N/O

• Utilizes supervision and mentoring for effective school psychology practice	1	2	3	4	N/O

Please rate the PRACTICA student in the following areas by selecting one of the response options for each competency area:

1. Unsatisfactory = Rarely demonstrates competency
2. Minimal = Occasionally demonstrates competency
3. Satisfactory = Usually demonstrates competency
4. Proficient = Consistently demonstrates competency

Competency	Unsatisfactory	Minimal	Satisfactory	Proficient
	1	**2**	**3**	**4**
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 supervision/meetings, e.g., evidence of note taking; contributing to discussion; asking questions.	Occasionally well-prepared for supervision/meetings, e.g., evidence of note taking; contributing to discussion; asking questions.	Usually well-prepared for supervision/meetings, e.g., evidence of note taking; contributing to discussion; asking questions.	Consistently well-prepared for supervision/meetings, e.g., evidence of note taking; contributing to discussion; asking questions.
Continuous Learning	Rarely, if ever, demonstrates curiosity, creativity & flexibility, processes & tasks; sets high expectations, receptive to new information.	Occasionally demonstrates curiosity, creativity & flexibility, processes & tasks; sets high expectations, receptive to new information.	Usually demonstrates curiosity, creativity & flexibility, processes & tasks; sets high expectations, receptive to new information.	Consistently demonstrates curiosity, creativity & flexibility, processes & tasks; sets high expectations, receptive to new information.
Positive Climate	Rarely, if ever, views feedback & situations maturely; analyzes feedback & makes appropriate	Occasionally views feedback & situations maturely; analyzes feedback & makes adjustments to	Usually views feedback & situations maturely; analyzes feedback and makes appropriate	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.	enhance personal growth & learning; analyzes comments & interactions to make adjustments to promote a positive learning environment.	adjustments to enhance personal growth & learning; analyzes comments & interactions to make adjustments to promote a positive learning environment.	adjustments to enhance personal growth & learning; analyzes comments & interactions to make adjustments to promote a positive learning environment.
Reflective	Rarely, if ever, willing to suspend initial judgments, receptive to critical examination of multiple perspectives, generates effective/productive options, makes reasoned decisions with supporting evidence, makes connections to previous reading, courses, and/or experiences.	Occasionally willing to suspend initial judgments, receptive to critical examination of multiple perspectives, generates effective/productive options, makes reasoned decisions, makes connections to previous reading, courses, experiences.	Usually willing to suspend initial judgments, receptive to critical examination of multiple perspectives, generates effective/productive options, makes reasoned decisions with supporting evidence, makes connections to previous reading, courses, and/or experiences.	Consistently willing to suspend initial judgments, receptive to critical examination of multiple perspectives, generates effective/productive options, makes reasoned decisions with supporting evidence, makes 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., asks questions, summarizes points, etc.)	Occasionally demonstrates ability to thoughtfully listen and respond to people's insights, needs, and concerns (e.g., asks 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., asks questions, summarize points, 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.

Would you recommend this PRACTICA student continue to second semester of practica (end of fall only) or for internship (end of spring only)?
__Yes __ No

Comments:

I ____have ____ have not shared the results of this evaluation with the practica student.

Fieldwork Supervisor Signature: _____ Date: _____

Fieldwork Supervisor Phone Number or Email: _____

Practica Student Signature: _____ Date: _____

University Supervisor Signature: _____ Date: _____

Thank you for completing this evaluation. If you have not shared the results of the evaluation with the practica student, the University Supervisor will share these results with them.

	Program Learning Outcomes					
	Outcome 1: Practices that permeate all services. **Data-based decision making; Consultation and collaboration**	**Outcome 2: Direct Services, Student Level** **Academic interventions and supports; Mental and behavioral health services**	**Outcome 3: Indirect Services, Systems Level** **School-wide practices to promote learning; Services to promote safe and supportive schools; Family, school, and community collaboration**	**Outcome 4: Foundations of Service Delivery** **Equitable practices for diverse populations; Research and evidence-based practice; Legal, ethical, and professional practice**	***Evidence***	***When Collected***
Transition Pt. 1: Admission					GPA	Annually each Spring
					Essay	
					Letter of Rec	
					Interview	
Transition Pt. 2: Qualification for Culminating Experience	EDP 536 *(Rubric Scores)*	EDP 536 *(Rubric Scores)*			Consultation Case Study	Fall & Spring
	EDP 579 *(Rubric Scores)*	EDP 579 *(Rubric Scores)*			Academic Clinic Case Study	Fall
	EDP 560 *(Rubric Scores)*	EDP 579 *(Rubric Scores)*			Behavior Case Study	Spring
	EDP 641AB				Field Supervisor Evaluation	Spring
Transition Pt. 3: Exit		Portfolio			School-Based Academic Case Study	Spring
		Portfolio			School-Based Behavior Case Study	Spring
				Portfolio	Ethics Case Study	Spring
			EDP 643		Systems Change Project	Spring
	Comps: Consultation	Comps: Problem Solving		Comps: Research & Diversity	Comprehensive Exam	Spring
	Internship Portfolio				Summative Assessment	Spring
	Praxis Exam				Summative Assessment (ETS)	Spring
Ongoing Follow-up					CED Alumni Survey	Fall Every 3 Years
CED Conceptual Framework	Collaboration	Effective Pedagogy	Evidence-based Practices	Leadership; Advocacy		