CALIFORNIA STATE UNIVERSITY
LONG BEACH
College of Education

CSULB School Psychology Internship Handbook
202X-202X

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CSULB School Psychology Fieldwork/Internship Handbook
2021-22

The CSULB School Psychology program, California Commission on Teacher Credentialing (CTC), and National Association of School Psychologists (NASP) require candidates to complete a minimum of 1200 hours of fieldwork/internship to demonstrate competency as a candidate for the Pupil Personnel Services (PPS) Credential in School Psychology Credential. Per CTC, at least 1000 hours are to be accrued providing direct and indirect services to students in a school setting (PreK-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.

All school psychology candidates must complete 6 units of internship credits (EDP 642A= 3 units; EDP 642B= 3 units) but may choose to complete internship part-time over two consecutive years (600 hours each year). To complete internship on a part-time basis over two years, candidates register for 1-2 units of EDP 642A (fall) and EDP 642B (spring) each semester and year they are engaged in fieldwork/internship for a total of six units of fieldwork/internship across the two years. Please note that students must complete EDP 642A (fall enrollment only) prior to enrolling in EDP 642B (spring enrollment only).

CTC requires school psychology interns to have experience in at least three settings. The settings referred to are preschool, elementary, middle school or junior high, and high school. Any three of those four are acceptable, as long as at least 200 hours are documented in a second and third setting during either practicum or internship. A District-University Internship/Fieldwork Agreement must be agreed upon and signed by all involved parties (i.e., District Supervisor, University Supervisor, Intern) before a candidate begins their internship. Additionally, interns are required to complete the Internship/Fieldwork Training Plan with their field supervisor at the beginning of EDP 642A (fall) and 642B (spring) to ensure candidates receive training and experience in each of the NASP domains. Prior student evaluations of intern supervisors are located in the Clinician Room across from the Community Clinic in a locked file drawer. Students seeking internship placements may ask the Graduate Assistant, Clinic Coordinator or any school psychology faculty member to unlock the drawer to review the evaluations, which are filed by district.

Interns may complete up to 200 hours in a non-school setting under the supervision of an appropriately credentialed/licensed psychologist for that setting. Non-school based internship settings and supervisors must be approved by the EDP 642A/B University Instructor and Program Coordinator.

Some interns/fieldworkers may be required to obtain a Pupil Personnel Services Internship Credential if the district in which they are completing their fieldwork hours is offering a paid internship experience. Intern Credentials are district-specific and are awarded to the district in which the candidate is

completing their internship. Intern Credentials are processed through the College of Education Credential Center.

GENERAL 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. This requires documentation of, at a minimum, 1000 clock hours in a school setting. General requirements for all fieldwork experiences as well as specific requirements for each experience are outlined below.

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.
2. *Certificate of Clearance*: Candidates must obtain a Certificate of Clearance from CTC prior to beginning any school-based activities, including coursework activities, practica, and fieldwork/internship. Proof of filing for a Certificate of Clearance is required.
3. *Field-based Supervision*: field-based supervisors are professionals who possess the background, training, and credentials appropriate to the fieldwork experience and, as required by the National Association of School Psychologists (NASP) and the Commission on Teacher Credentialing (CTC), have at least 3-years' experience working as a credentialed school psychologist, and is an employee or consultant of the district or agency. Based on NASP (2016) best practice guidelines for internship supervision, fieldwork supervisors are responsible for no more than two interns or practica students, or one intern and one practica student, at any one time*.
4. *University Supervision*: candidates meet bi-weekly as a group with their University Supervisor (i.e., instructor of EDP 642A/B) for supervision and complete specific assignments at their internship site(s) to meet NASP standards. Additionally, candidates keep weekly logs of their activities and submit these via Google Docs (see Appendix for instructions). University instructors conduct a minimum of one site observation and district supervisor interview per semester.
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 internship placement. Prior student evaluations of internship supervisors are located in the Clinician Room across from the Community Clinic in a locked file drawer. Students seeking intern placements may ask the Graduate Assistant, Clinic Coordinator, or any school psychology faculty member to unlock the drawer 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 students to meet with potential fieldwork supervisors and obtain information regarding unique training experiences.
6. *Expected Activities*: fieldworkers/interns are required to engage in a variety of activities, including completion of the Internship Portfolio, based on the NASP Standards for Training and Practice with a range of populations based on age, race, ethnicity, linguistic proficiency, socioeconomic status, gender identity and expression, sexual orientation, and ability.
7. The CSULB School Psychology Program is a face-to-face program for its entire duration. Students are expected to attend all classes in person. Students are expected to complete their

fieldwork/internship experience at an approved site for which CSULB has [affiliation agreements](#) within the Los Angeles and Orange County areas. Students who wish to complete fieldwork experiences outside of these two counties must obtain approval from their advisor by March 1st prior to beginning internship in the fall.

FIELDWORK/INTERNSHIP GUIDELINES
To ensure optimal training experiences, the CSULB School Psychology training program has established the following general guidelines for any student completing fieldwork/internship:

1. <u>Paid/Underpaid internships</u>. It is increasingly common for students to complete a fieldwork/internship that is unpaid or underpaid[1], yet many of the demands placed on them have remained the same. To provide un/under paid interns the time needed to study for comprehensive exams, complete thesis requirements and class assignments, reflect, and possibly obtain paid employment elsewhere, interns are expected to work no more than 4 days a week at their internship sites.
2. <u>Restricted Number of School Sites</u>. Interns will be assigned to **no more than two sites** per semester. Interns need the opportunity to develop meaningful connections with a small number of school staff, programs, and K-12 students by focusing on one or two schools per semester. Itinerant assignments at more than two schools are inappropriate for interns.
3. <u>Program Requirements Take Precedence</u>. Completing the fieldwork/internship is one of many program requirements. Attending class, completing assignments, and participating in program events are important requirements and should be supported and accommodated by fieldwork/internship sites and supervisors.
4. <u>Diverse Training Experiences</u>. The intern should be provided opportunities to develop a broad and diverse role, including development of professional competence in, for example, assessment, intervention, counseling, consultation, and research. Participating in professional development and developing competencies in a broad range of areas and diverse populations is critical, including but not limited to general education, special education, bilingual education, age, disabilities, and cultures. The intern is not to devote more than 40% of their time to one type of activity, such as psychoeducational evaluations or counseling services.
5. <u>Quality Supervision.</u> The intern's primary supervisor should serve as a model school psychologist engaging in broad and diverse service delivery. The designation of a credentialed school psychologist as the intern's primary site supervisor is subject to the approval of the University program faculty.
6. <u>Ongoing Communication.</u> Training programs and school districts must work together to mutually enhance each other's work. Regular communication about training program policies and district practices should occur so that the best collaboration can occur in support of training practices.

REQUIRED ACTIVITIES
1. Develop a Fieldwork/Intern Individualized Training Plan with your field-based supervisor based on the NASP domains (See Appendix for training plan form and example plan).
2. Complete a daily log of activities using Google Docs. Students are responsible for daily logging of internship hours and activities, and ensuring their Google Doc is up-to-date prior to each class meeting. Additionally, students must upload a completed and signed Weekly Fieldwork

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[1] Underpaid is defined here as less than $12,880 based on the 2021 Federal poverty guidelines for a single person.

Supervisor Approval form to their Google Doc, which includes a signed statement that your supervisor approves the activities and hours accrued for that week. See Appendix for Instructions.

3. Each semester of internship, arrange for your university supervisor to observe you engaged in a school psychology-related activity, and interview one of your site supervisors.
4. Each semester of internship, submit a completed Supervisor Evaluation of Intern form from each of your site supervisors (See Appendix for form).
5. Each semester, submit a completed Intern Evaluation of Site Supervisor form for each of your supervisors (See Appendix for form).
6. Complete an Internship Portfolio (See description below and rubric in Appendix).

DISTRICT AFFILIATION AGREEMENTS
Due to the potential for injury to the student, 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. Agreements typically require the written consent of a district's Board of Education as well as the University's Office of Risk Management. CED's Office of Clinical Practice (OCP) facilitates the initiation and renewal of all Affiliation Agreements between the district, university, college, and program. Many local districts have a current Affiliation Agreement with CSULB and the school psychology program. Prior to accepting a field placement, please review the list of current Affiliation Agreements on OCP's website.

CSULB SCHOOL PSYCHOLOGY PROGRAM-DISTRICT INTERNSHIP AGREEMENT
This is not a legally binding document but it is intended to make the program expectations for internship clear to both the intern and their supervisors. The intern should review it with each of their supervisors, obtain appropriate signatures, and return to the instructor of EDP 642A the first week of classes. The agreement is included in the Appendix.

INTERNSHIP PORTFOLIO
As a graduate student in the NASP-approved CSULB School Psychology program, students are required to complete and submit an Internship Portfolio at the conclusion of the internship experience. The Portfolio will include work samples completed at your internship site(s) that meet specific criteria outlined by the School Psychology faculty and NASP standards for training and practice. The purpose of the Portfolio is to provide School Psychology faculty an opportunity for graduate students to receive structured feedback on the attainment of skills critical to effective practice in the schools. Faculty also will review, analyze, and aggregate Portfolio data for program improvement. The Portfolio also provides an opportunity for graduate students to self-reflect and evaluate the myriad of skills learned throughout the program.

The Internship Portfolio is submitted to the instructor of EDP 642B in one PDF document. The final Internship Portfolio is due to the instructor of EDP 642B in May (specific date to be announced by the instructor). At least one complete Case Study (behavior or academic) and resume or CV are due to the EDP 642A instructor by the end of the fall semester (specific date to be announced by the instructor). A

signed rubric by the fieldwork supervisor who provided guidance/supervision to the intern in completing the case studies is required. See Internship Portfolio Academic/Behavior Case Study Rubric in the Appendix.

Required Documents
1. Title Page
2. Table of Contents
3. Current Resume/CV (not to exceed 3 pages)
4. Behavioral Intervention Case Study, including
   - Case Study report (7-10 pages, inclusive of charts and graphs) organized by the following rubric headings: Problem Identification, Problem Analysis, Intervention, and Evaluation
   - Graded rubric (if applicable) signed by supervising fieldwork supervisor
5. Academic Intervention Case Study, including
   - Case Study report (7-10 pages, inclusive of charts and graphs) organized by the following rubric headings: Problem Identification, Problem Analysis, Intervention, and Evaluation
   - Graded rubric (if applicable) signed by supervising fieldwork supervisor
6. Ethics Case Study (not to exceed 3 pages), including graded rubric (see EDP 642A syllabus), organized by rubric headings
7. Praxis Score Report (all 3 pages)
8. Final Reflection and Professional Development Plan (not to exceed 4 pages; see EDP 642B syllabus)

Formatting and Submission Requirements
- All documents above submitted to Dropbox in one PDF file
- Two Excel files (not PDFs) of effect size data from the two case studies submitted to Dropbox, including
  - In the Excel spreadsheet titled "Effect Size Calculator," baseline and intervention data with Standardized Mean Difference and Percent Non-Overlapping Data (PNOD) calculated
- APA style
- 12-point font
- Double-spaced (except resume/CV)
- No grammar and spelling errors
- All identifying information redacted

Evaluation Criteria
The Internship Portfolio is reviewed and evaluated by the instructors of EDP 642B as either "Pass" or "No Pass." To obtain a passing score, the following criteria must be met:
1. Passing score on both the Academic and Behavior Case Studies (see NCSP Case Study Rubric for criteria)
2. Inclusion of Academic and Behavior Case Study effect size data using Standardized Mean Difference (SMD) and Percent Non-Overlapping Data (PNOD)
3. Score of '3' or above on the Ethics Case Study Rubric
4. Inclusion of all required documents
5. Adherence to formatting requirements

Portfolios rated as "No Pass" will be evaluated by an additional school psychology faculty member. Students who receive a second "No Pass" rating on the Portfolio will be required to resubmit any portion of the Portfolio not meeting the minimum criteria described above.

APPENDIX
FORMS & POLICIES

1. School Psychology Program Fieldwork and Internship Policy
2. CSULB School Psychology Program-District Internship Agreement
3. Fieldwork-Internship Training Plan
4. EXAMPLE Fieldwork-Internship Training Plan
5. Fieldwork-Internship Contact Sheet
6. Google Doc Internship Log Directions
7. Intern Evaluation of Field Supervisor
8. Field Supervisor Evaluation of Intern
9. University Supervisor Observation and Interview Summary
10. Internship Portfolio Ethics Problem Solving Case Study Rubric
11. Internship Portfolio Ethics Case Study Directions
12. Internship Portfolio Academic/Behavior Case Study Rubric
13. Internship Portfolio Rubric

CALIFORNIA STATE UNIVERSITY, LONG BEACH

COLLEGE OF EDUCATION
Advanced Studies in Education and Counseling Department

School Psychology Program Fieldwork and Internship Policy

The School Psychology Program is a face-to-face program for its entire duration. Students are expected to attend all classes in person. Students are expected to complete their fieldwork and internship experience at approved sites for which CSULB has affiliation agreements that are located within Los Angeles and Orange Counties. Students who wish to complete fieldwork experiences outside of these two counties must obtain approval from their advisor by March 1st prior to beginning internship in fall.

Students may contact the Office of Clinical Practice, for a listing of approved fieldwork sites.

CSULB SCHOOL PSYCHOLOGY PROGRAM-DISTRICT INTERNSHIP AGREEMENT (pg. 1)

District agrees to provide supervised field experience for graduate student interns in the School Psychology Program in the Department of Advanced Studies in Education and Counseling at University.

Responsibilities of University
University shall:
1. Designate in writing a faculty member to coordinate with a designee of District.

Responsibilities of District
District shall:
1. Provide opportunities in a broad range of programs and populations, including but not limited to: general education, special education, bilingual education, age, disabilities, cultures, ethnicities, language proficiencies, and socioeconomic status allowing the intern to develop a broad and diverse role, including development of professional competence in, for example, assessment, intervention, counseling, consultation, and research.
2. Accept no more interns or graduate students from University than District staff, space, and program permit; and except in pre-negotiated circumstances, any one supervisor will provide concurrent supervision for no more than two interns or students.
3. Assure that the intern will be free to participate in University seminars regarding internship and will be able to spend at least one day (or 20% of time) each week to pursue individual professional goals and development.
4. Designate one school psychologist who has at least three years' experience in school psychology to serve as the primary supervisor. After the first few months, the intern may also work with other experienced school psychologists for specific activities.
5. Evaluate intern competencies, oversee all intern professional activities at District, and provide guidance throughout the intern's professional growth and development. All psychological or psychoeducational evaluation reports must be co-signed by the supervising credentialed school psychologist throughout the internship year.
6. Complete periodic written evaluations of the intern's performance with written reports of that evaluation near the end of each semester.
7. Assures that the intern will receive face-to-face supervision for a minimum of two hours a week, although as many as four hours a week may be needed, especially at the beginning of the internship experience.
8. Assure that the workload of the intern will not exceed seventy-five (75) percent of what a credentialed school psychologist would work; interns may serve one or two schools with a total intern/student ratio of no greater than approximately 1:1,000. It is presumed that all interns will maintain their assigned school placement(s) for the full academic school year. Any deviation from this should be made by cooperative agreement between District's supervisor or administrator and University's supervisor.
9. Assure that the intern will devote at least twenty (20) percent but not more than forty (40) percent of his or her time to psychoeducational evaluations and direct related services.
10. Assure that the intern will be treated by District as part of the professional staff; provides salary and benefits as specified in District contract <u>or</u> in the attached addendum; provides a supportive work environment, adequate supplies, counseling and test materials, and access to computer, internet, and e-mail; encourages participation in district, SELPA, or county committees; and provides release to attend professional development experiences or professional association meetings.

CSULB SCHOOL PSYCHOLOGY PROGRAM-DISTRICT INTERNSHIP AGREEMENT (pg.2)
SIGNATURE PAGE

Participating School District _____

Intern _____

Time of Appointment _____ to _____
                              (Month/Year)   (Month/Year)

School Site 1:	Supervising School Psychologist 1:
Address:	Email:
Phone:	Phone:
School Site 1:	Supervising School Psychologist 2:
Address:	Email:
Phone:	Phone:

District-Level Supervisor
Name (print) _____
Phone _____
E-Mail _____
Signature _____
Date _____

Intern
Name (print)_____
Phone _____
Email _____
Signature _____
Date _____

University Supervisor
Name (print) _____
Phone _____
Email _____
Signature _____
Date _____

Supervising School Psychologist 1
Name (print)_____
Signature _____
Date_____

Supervising School Psychologist 2
Name (print)_____
Signature _____
Date _____

CSULB School Psychology Program
Fieldwork-Internship Training Plan

Name: _____   Initial Date: _____   Progress Date: _____

Directions: With your site supervisor, please provide at least two activities for each domain that you would like and/or need additional experience/supervision during your internship. You will update your plan at the beginning of the spring semester. This should not be an exhaustive list of every activity you will do and instead include targeted activities to engage in during the year. Use NASP resources to complete your plan.

NASP Domain	Targeted Activities	Progress
Domain 1: Data-based decision making		
Domain 2: Consultation and Collaboration		
Domain 3: Academic Interventions and Instructional Supports		
Domain 4: Mental and Behavioral Health Services and Interventions		
Domain 5: School-Wide Practices to Promote Learning		
Domain 6: Services to Promote Safe and Supportive Schools		
Domain 7: Family, School, and Community Collaboration		
Domain 8: Equitable Practices for Diverse Student Populations		
Domain 9: Research and Evidence-Based Practices		

Domain 10: Legal, Ethical, and Professional Practice		

Comments:

School Site 1: _____
Supervisor: _____
Supervisor Signature: _____   Date: _____
Supervision day and time (2 hrs/week face-to-face): _____

School Site 2: _____
Supervisor: _____
Supervisor Signature: _____   Date: _____
Supervision day and time (2 hrs/week face-to-face): _____

California State University, Long Beach
Supervisor: _____
Supervisor Signature: _____   Date: _____
Supervision day and time: _____

Intern: _____
Intern Signature: _____   Date: _____

EXAMPLE
CSULB School Psychology Program
Fieldwork-Internship Training Plan

Name: K. Hagans   **Initial Date**: 9/1/20   **Progress Date**: 12/14/20

Directions: With your site supervisor, please provide at least two activities for each domain that you would like and/or need additional experience/supervision during your internship. You will update your plan at the beginning of the spring semester. This should not be an exhaustive list of every activity you will do and instead include targeted activities to engage in during the year. Use NASP resources to complete your plan.

NASP Domain	*Targeted Activities*	*Progress*
Domain 1: Data-based decision making	Collect baseline and on-going progress monitoring (e.g., weekly for 6 weeks) data on an academic concern for an individual student or group of students; graph data; share data with stakeholders (e.g., teacher, parent, SST) to guide decision making.	Student identified; collected problem identification and baseline data; collected three progress monitoring data points and graphed data.
Domain 2: Consultation and Collaboration	Problem-solve and provide on-going support to a teacher or paraprofessional regarding class wide and/or group behavior management strategies to increase student academic engagement; collaborate in identifying and supporting students with more intensive (e.g., Tier 2) behavioral needs.	Met twice with paraprofessional regarding behavior management needs; brainstormed strategies; selected two strategies to implement; observed twice during activity rotations and provided feedback.
Domain 3: Academic Interventions and Instructional Supports	Collect functional academic data (e.g., M-COMP, ORF, etc.) for a student's 3-year re-evaluation; use these data to identify a specific academic need; develop an IEP goal; make an evidence-based instructional recommendation that is likely to be implemented in the classroom.	All steps completed.
Domain 4: Mental and Behavioral Health Services and Interventions	Use FBA data to collaboratively develop BSP; support implementer via weekly consultation sessions; collect data to evaluate the	Conducted an FBA and assisted in developing BSP.

	effectiveness of plan. Share data with stakeholders (e.g., teacher, paraprofessional) at least monthly.	
Domain 5: School-Wide Practices to Promote Learning	Disaggregate CAASP and district ELA data by major demographic across grade levels to identify group(s) for prevention/intervention; disseminate results and discuss at grade-level meetings	Completed; 7th and 8th grade-level teams formed to identify resources and strategies, and plan logistics to increase intensity of ELA instruction for identified group(s).
Domain 6: Services to Promote Safe and Supportive Schools	Access and review school's crisis plan; review with supervisor to learn of supervisor's role; identify role of intern in the event of a crisis.	Reviewed school's crisis plan.
Domain 7: Family, School, and Community Collaboration	Collaborate with a parent regarding a student's academic, social-emotional, and or mental health needs who is transitioning to high school; identify high school and/or community resources appropriate to student's identified need(s); obtain and provide detailed information to parent regarding the resource, such as specific service, how to access, hours of operation, whom to contact, etc.	Not yet completed.
Domain 8: Equitable Practices for Diverse Student Populations	Collaborate with school librarian regarding availability of books that represent diverse individuals and families (e.g., race, ethnicity, culture, language, gender, gender identity, sexual orientation, religion, nationality, family composition)	Met with librarian once; received book inventory by subject matter.
Domain 9: Research and Evidence-Based Practices	Review research literature on best practices in conducting FBAs, and triangulate with IDEA and state requirements. Draft protocol for reviewing district FBA assessment practices. See below.	All steps completed.
Domain 10: Legal, Ethical, and Professional Practice	Serve on a district-wide, multidisciplinary team to evaluate the district's implementation FBA procedures in accordance to IDEA and best practices; co-develop a protocol for reviewing FBA assessment procedures, and BSP development and implementation;	Met with team twice; draft protocol developed.

	review at least 5 FBA assessment reports and BSPs using the protocol.	

Comments: My goal for internship is to obtain a well-rounded and innovative internship experience that will help me to obtain a school psychology position in a progressive district.

School Site: Bean Middle School
Supervisor: K. Stanovich
Supervisor Signature: Keith Stanovich   Date: 9/1/20
Supervision day and time (2 hrs/week face-to-face): Thursdays 1-3

California State University, Long Beach
Supervisor: R. Good
Supervisor Signature: Roland Good   Date: 9/5/20
Supervision day and time: Mondays 4-6:45

Intern: K. Hagans
Intern Signature: Kristi Hagans   Date: 9/1/20

CSULB School Psychology Program
Fieldwork-Internship Contact Sheet

Intern Name:
Cell #:
Preferred e-mail:

District 1: _____ District Supervisor: _____ District Supervisor Phone #: _____ District Supervisor Email: _____ Paid or Unpaid: _____	District 2: (if applicable) _____ District Supervisor: _____ District Supervisor Phone #: _____ District Supervisor Email: _____ Paid or Unpaid: _____
School Site 1: _____ Supervisor: _____ School Address: _____ School Phone #: _____ Supervisor Phone # or ext: _____ Supervisor Email: _____ Days at Site: _____	School Site 2: _____ Supervisor: _____ School Address: _____ School Phone #: _____ Supervisor Phone # or ext: _____ Supervisor Email: _____ Days at Site: _____
Other Relevant District Contacts:	Other information relevant to successfully completing internship:

CSULB School Psychology
Google Doc Internship Log

Directions:

Step 1: Your intern will complete a personal Goggle Doc log at the end of each day of fieldwork summarizing their activities and hours. The Goggle Doc log corresponds to the same reporting requirements as the previous paper log.

Page 1

Page 2

Dr. Hagans' Internship Log

The name and photo associated with your Google account will be recorded when you upload files and submit this form. Not **csulb.schoolpsych@gmail.com**? Switch account

Internship Hours

Number of hours: Assessment Activities (e.g., observations, PNRTs, CBM/CBA, record reviews, interviews, FBA, universal screening, progress monitoring, other related activities).

Your answer

Number of hours: Direct Intervention Activities (e.g., individual/group counseling, parent education, academic/behavior intervention, evaluating treatment fidelity, evaluating intervention effectiveness).

Your answer

Number of hours: Consultation and Collaboration (e.g., problem-solving with teachers, parents, administrators, school or district teams, or community members; facilitating communication between individuals, groups, and institutions, etc.; receiving informal supervision from mentors and fellow psychologists).

Your answer

Number of hours: Professional Growth and Development (e.g., workshops, conferences, university supervision, professional meetings, etc.).

Your answer

Number of hours: Research and Program Evaluation (e.g., planning and conducting research, consuming research, sharing

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Number of hours: School Organization/Policy/Climate (e.g., attending staff or district meetings/in-services, providing in-services, reading policy and procedures manual; advocating for individuals, groups, policies, and practices, etc.).

Your answer

Number of hours: Miscellaneous/other activities (e.g., driving time between schools, clerical/organizational activities, report writing).

Your answer

Number of hours: Evening

Your answer

Please answer this question only once per week: How many MINUTES of supervision did you receive this week?

○ 0
○ 30
○ 60
○ 90
○ 120

At the end of your internship week, please upload the Fieldwork Supervisor Log Approval form indicating that your supervisor(s) has approved the hours logged for this week (file must be a document, PDF file, or image that is 1 MB or less).

ADD FILE

BACK   NEXT

Step 2: At the end of each week, interns are required to obtain approval from their supervisor regarding the accuracy of their weekly log by "sharing" the Google Doc spreadsheet via email, as illustrated below:
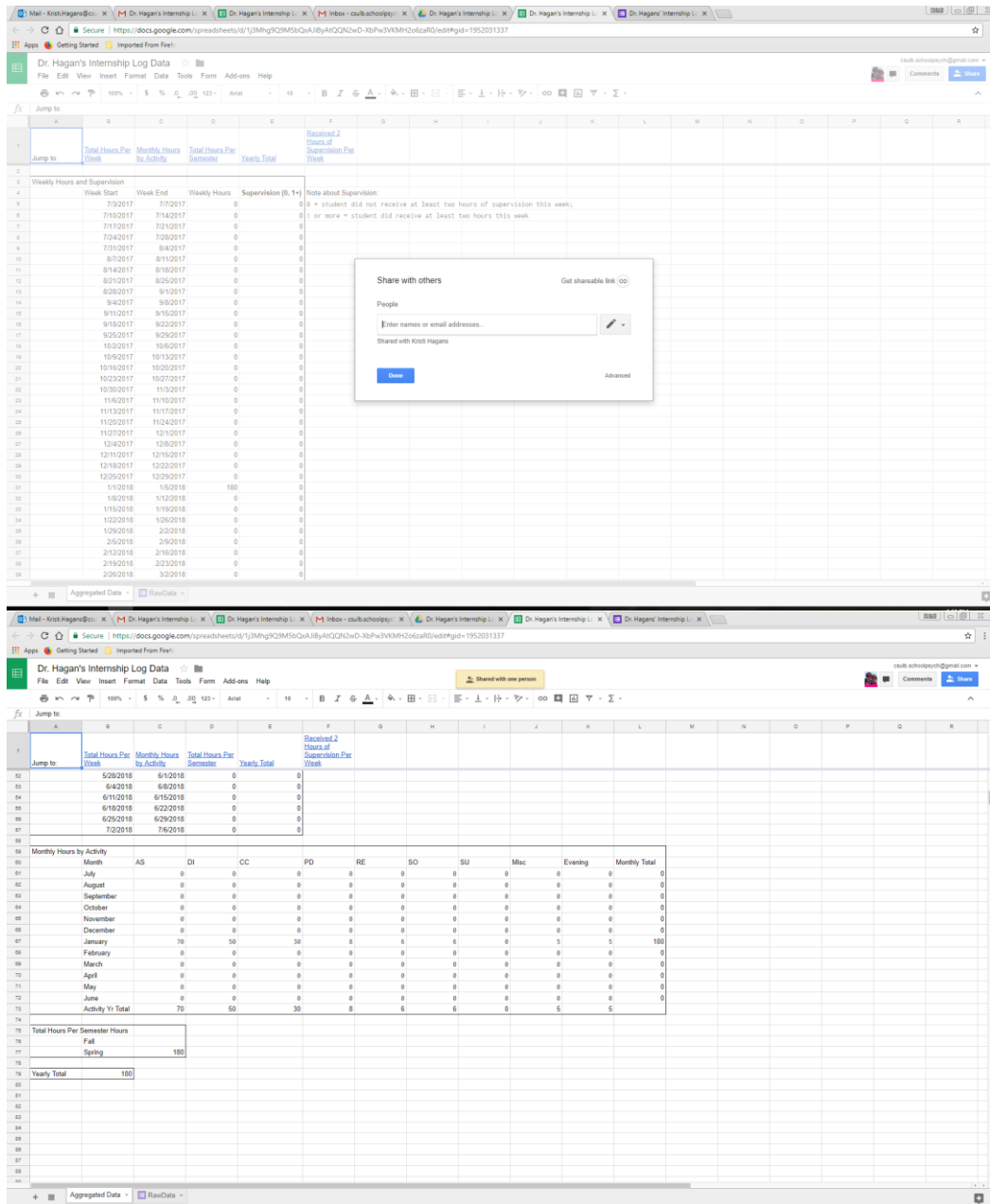

To receive the shared spreadsheet, supervisors must have a Gmail account. Thus, if you do not have a Gmail account, you will need to sign up for one. Alternatively, supervisors may request that their intern log onto their Gmail account to review and approve the spreadsheet on the intern's Gmail account.

Step 3: Once the fieldwork supervisor approves the log, the intern will request their supervisor to sign the Fieldwork Supervisor Log Approval form. This form is a Word document that may be

printed by the intern and signed in ink by the supervisor, or emailed to the supervisor and "signed" with an electronic signature. Once signed and provided to the intern, the form will be scanned and uploaded by the intern to their Google Doc log at the end of each week (see bottom of page 3 of the Google Doc log). Below is an example of the form.

Fieldwork Supervisor Log Approval Form
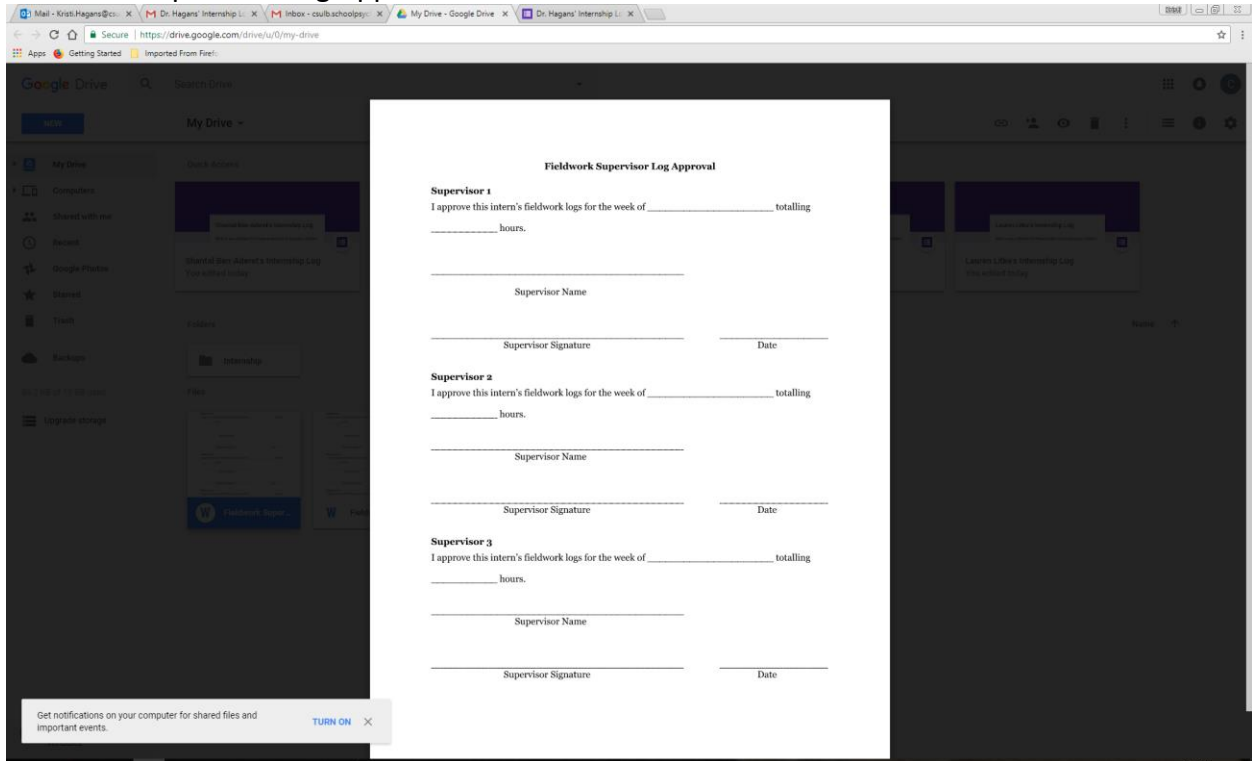
Step 4: Done!

CSULB School Psychology Program
Evaluation of Fieldwork Supervisor
(completed via Qualtrics)

Student: _____   Date: _____

Circle One: EDP 642A   EDP 642B

Fieldwork Site & District: _____

Supervisor: _____

Number of supervisors (excluding University faculty): _____

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

1. Available for additional consultation beyond scheduled supervision meetings	1	2	3	4	NA
2. Receptive to my feelings and opinions	1	2	3	4	NA
3. Provided corrective feedback in a sensitive and appropriate manner	1	2	3	4	NA
4. Offered useful, practical suggestions	1	2	3	4	NA
5. Provided direct supervision once a week	1	2	3	4	NA
6. Shared resources	1	2	3	4	NA
7. Engaged in best practices	1	2	3	4	NA
8. Assigned me to a variety of activities (i.e., not just testing)	1	2	3	4	NA
9. Provided me with a good balance of assistance and autonomy	1	2	3	4	NA
10. Appeared very focused on providing me with a good training experience	1	2	3	4	NA
11. Did not appear overly focused on using me to help get the work done	1	2	3	4	NA
12. Extent to which you engaged in the full range of practice at this placement	1	2	3	4	NA

13. Rate your supervisor on a scale 1 - 10:
   1= never place another CSULB student with this supervisor
   5 = adequate supervision
   10 = exceptional in every way
	1
	
	6
		2
		
		7
			3
			
			8
				4
				
				9
					5
					
					10

14. Overall, I felt well-supported by the supervisors in the district I worked.	Strongly Agree Agree Disagree Strongly Disagree				
15. Which type of supervision model most accurately describes the way in which your supervisor organized and structured your supervision with him/her?	Psychodynamic Client-Centered Behavioral Developmental Integrated				

Please write confidential comments below and/or on the back:

CSULB School Psychology Program
Field Supervisor Evaluation of INTERN
(completed via Qualtrics)

Name of Intern: _____

Name of Fieldwork Supervisor: _____

Fieldwork School Site and District: _____

Circle One: 642A   642B   Year _____

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 INTERN successfully engages in these activities in collaboration with others**. For each skill, select one of the following response options:

1 - Minimally = the INTERN does not effectively engage in this activity and/or requires considerable supervision.
2 - Developing = the INTERN is occasionally effective when engaging in this activity and requires some supervision.
3 - Well-developed = the INTERN is frequently effective when engaging in this activity and requires minimal supervision.
4 - Outstanding = the INTERN 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 INTERN'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

	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 - OVERALL	**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 INTERN in the following areas by selecting one of the response options for each competency area:

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

Competency	Unsatisfactory 1	Minimal 2	Satisfactory 3	Proficient 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 adjustments to enhance personal growth & learning; analyzes comments & interactions & adjusts to promote a positive	Occasionally views feedback & situations maturely; analyzes feedback & adjusts to enhance personal growth & learning; analyzes comments & interactions and adjusts 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 & adjusts to promote a positive	Consistently views feedback & situations maturely; analyzes feedback and makes appropriate adjustments to enhance personal growth & learning; analyzes comments & interactions & adjusts to promote a positive

	learning environment.		learning environment.	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)	Occasionally demonstrates ability to thoughtfully listen and respond to people's insights, needs, and concerns (e.g., asks questions, summarize points)	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)
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 INTERN continue to second semester of internship (end of fall only) or for a school psychologist position (end of spring only)?   __Yes __ No

Comments

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

Fieldwork Supervisor Signature: _____   Date: _____

Fieldwork Supervisor Phone Number or Email: _____

Intern Signature: _____   Date: _____

University Supervisor Signature: _____   Date: _____

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

CSULB School Psychology Program
University Supervisor Observation and Interview Summary

Fall / Spring 20___

Date of Observation: _____   Location: _____

Intern: _____   Supervisor Interviewed: _____

Activity observed:

Description of Fieldworker/Intern's performance and/or contributions to the activity, including strengths and areas in of improvement:

Summary of the interview, including strengths and areas in need of improvement:

Recommended changes to the Fieldwork-Intern Individualized Training Plan.

University Supervisor Signature: _____ Date: _____

Fieldworker/Intern Signature: _____ Date: _____

Internship Portfolio
Ethics Problem Solving Case Study Rubric

Criteria	4 = Exceeds expectations	3 = Meets expectations	2 = Meets some expectations	1 = Does not meet expectations	0 = Unable to score; incomplete or missing work	Weight	Final Score
Thoroughness	Identifies and describes in sufficient detail an ethical dilemma; all relevant ethical principles, laws, policies are identified and relevance/application to case is thoroughly described (Steps a-d, h)	Identifies and provides a satisfactory description of an ethical dilemma; identifies most ethical principles, laws, policies relevant to the case; adequately describes application of policies, laws, etc. to case	Incomplete description of an ethical dilemma; misses two or more principles, laws, policies relevant to the case; no analysis and application of laws, principles, policies to the case	Description of ethical dilemma is confusing or irrelevant; misidentifies principles, laws, policies relevant to the case	Unintelligible	x2	
Analysis	Concisely interprets and analyzes information in a logical manner (Steps e -g)	Interprets most information but misses 1-2 steps, and/or does not adequately analyze information presented	Misses 3 or more steps, and/or inadequately analyzes information presented	Incomplete or illogical	Unintelligible	x2	
Quality of writing	Organized by headers, appropriate level of detail, active voice, no typos/grammatical errors	A bit too much/little detail, a few typos/grammatical errors, active voice, adequately organized	Somewhat difficult to follow, some typos/grammatical errors, too detailed or not detailed enough, passive voice	Pervasive typos/grammatical errors, writing distracts reader from information presented, disorganized	Unintelligible; anonymity of case subject(s) not protected	x1	
Total							/20

Legend

Total Points	College of Education Assessment Scale
20-18	4 (Exceeds Expectations)
17-15	3 (Meets Expectations)
14-13	2 (Meets Some Expectations)
12-11	1 (Does Not Meet Expectations)
<10	0 (Can't Score)

Apply Koocher and Keith-Spiegel's 8-step problem-solving ethics model to a dilemma you encounter at one of your school sites and submit a report with the following:

a. Identify <u>and</u> describe in sufficient detail an ethical dilemma encountered in your fieldwork placement, all relevant issues related to the dilemma, and individuals involved

b. Identify <u>and</u> describe at least three NASP ethical principle(s) relevant to your dilemma. There are four broad NASP ethical principles and 3-5 subprinciples. In sufficient detail, describe <u>how</u> each relevant broad principle(s) and specific subprinciple(s) apply to your case

c. Identify <u>and</u> describe relevant federal and state laws, case law, and district policies that apply to the resolution of each issue identified in your ethical dilemma. Consider the broad as well as specific guidelines. At a minimum, one federal law (e.g., FAPE, LRE, due process), one state law (e.g., minor consent to treatment, eligibility), one case law, and one district policy must be referenced

d. Consult with your supervisor on the dilemma and report the outcome

e. Evaluate the rights, responsibilities and welfare of all affected parties (e.g., student, teacher, parent, administrator, school/district, school psychologist), including any cultural characteristics that may be salient to understanding the dilemma

f. Generate a list of at least three alternative decisions, including a) do nothing, b) do something, or c) do something else.

g. Describe at least one potential positive <u>and</u> negative consequence of each decision and evaluate the short-term, ongoing, and long-term outcome of each possible consequence. Considerations include social-emotional, academic, legal, and financial. For example, a short-term outcome of "doing nothing" is the student's behavior will continue to deteriorate (-) but additional time and effort will not be required from the teacher (+); a short-term outcome of "doing something," such as writing and implementing a BSP is having documentation that behavior supports are provided (+) however, teachers are likely not implement the BSP without support (-); a short-term outcome of "doing something else," such as training teachers to implement a BSP and conducting fidelity checks, includes additional time and resources required from teachers and the school psychologist (-), but increased likelihood of student exhibiting prosocial behavior and implementation of the IEP (+). Present evidence of the likelihood of the consequence(s) occurring. For example, the likeliness that "doing nothing" will lead to ……. It is much more likely if we do nothing that ……

h. Describe your decision (or probable decision), course of action, and anticipated (or actual) outcome

Please note: the focus of the dilemma (i.e., the person who may be "harmed") can be a student, staff, or parent but not you. Submit the case study report in **no more than 5-typed, double-spaced pages**.

Internship Portfolio
Academic/Behavior Case Study Rubric
(adapted from NASP's NCSP Case Study Rubric)

SP Candidate: _____   Semester/Year: _____

☐ Behavior   Academic ☐   Passed: ☐ Yes   ☐ No

NASP requires all candidates of the Ed.S. and credential in school psychology demonstrate the professional skills necessary to deliver effective services that result in positive, measurable outcomes for students/clients. Candidates will submit two written reports of an academic and behavior case study that has been completed by the candidate during their internship experience using systematic and structured problem-solving procedures. The following rubric will be used to evaluate the submitted case studies. Please submit the case studies in a format that addresses Sections 1-5 as reflected in the following rubric. Items in Section 1 may be integrated into the case study report but clearly identifiable. Additionally, below please provide the name and signature of the fieldwork supervisor who provided guidance/supervision in completing the case studies (academic and behavior) with your submitted case study/Portfolio.

Internship supervisor verification of completed case study:

Name: _____

Signature: _____

Date: _____

Scoring

The candidate must receive an overall rating of "effective" on Sections 1-5 as indicated below.
Determination of an effective/needs development case study is guided by whether it is both data driven and makes logical sense, rather than how many isolated elements are found to be effective.

- Section 1 Elements of an Effective Case Study: rating of "effective" on 4/6 items
- Section 2 Problem Identification: rating of "effective" on 3/4 items
- Section 3 Problem Analysis: rating of "effective" on 3/5 items
- Section 4 Intervention: rating of "effective" on 4/6 items
- Section 5 Evaluation: rating of "effective" on 4/6 items

Section 1: Elements of an Effective Case Study

	Effective	Needs Development
1.1	☐ Demographics of the case are adequately described (e.g., age, type of class/school, grade, SES, disability, etc.).	☐ Demographic information does not include sufficient information.
1.2	☐ Assessment, intervention, and/or consultation practices identify and address unique individual characteristics.	☐ Assessment, intervention, and/or consultation practices DO NOT identify and address unique individual characteristics.
1.3	☐ Collaboration with relevant stakeholders (e.g., parents, teachers, and other professionals) is evident throughout the process.	☐ Collaboration with relevant stakeholders (e.g., parents, teachers, and other professionals) is NOT evident throughout the process.
1.4	☐ Steps of the problem-solving process are implemented coherently (i.e., sequential, goal directed, and flow logically based on evidence).	☐ The steps of the problem-solving process are not followed.
1.5	☐ Professional practices of writing style, formatting, and graphing are present in the case study (i.e., clear succinct and well written text with clearly labeled graphs).	☐ Errors in writing convention, style, and graphing interfere with readability and interpretation of data.
1.6	☐ Personal identifying information of the case study subject is redacted from the report.	☐ Personal identifying information is not sufficiently redacted from the report.
RATING	☐ **EFFECTIVE**	☐ **NEEDS DEVELOPMENT**

To pass, the candidate must receive a rating of "Effective" on 4/6 items above.

Score: _____ /6

Section 2: Problem Identification

	Effective	**Needs Development**
2.1	☐ Information is gathered from multiple sources [e.g., Record review, Interview, Observation, and Testing (RIOT)].	☐ Data are not gathered from multiple sources. The following are missing: ☐ Record Review ☐ Interview ☐ Observation ☐ Testing
2.2	☐ The problem is operationally defined in observable, measurable terms (i.e., the referral concern is restated as an observable, measurable dependent variable).	☐ The problem is not operationally defined. (e.g., it is reported as a categorical/descriptive cause such as Autism, Depression, ADHD; or terms such as aggression, anxiety or hyperactivity).
2.3	☐ Expectations for the identified behavior are stated based upon an appropriate source for comparison (e.g., grade level standards, peer performance, normative data, etc.). AND ☐ The difference between actual and expected levels of performance is explicitly stated.	☐ Expected performance is not based on an appropriate source for comparison or is not included OR ☐ The difference between actual and expected levels of performance is not explicitly stated.
2.4	☐ Baseline data are graphed AND ☐ Clearly establish a discrepancy (e.g., level, trend) between actual and expected levels of performance AND ☐ Use an appropriate comparison standard.	☐ Baseline data are not graphed AND/OR ☐ Do not clearly establish a discrepancy (e.g., level, trend) between actual and expected levels of performance AND/OR ☐ Do not use an appropriate comparison.
RATING	☐ **EFFECTIVE**	**NEEDS DEVELOPMENT** ☐

To pass, the candidate must receive a rating of "Effective" on 3/4 items above.

Score: /4

Section 3: Problem Analysis

	Effective	Needs Development
3.1	☐ The problem behavior is stated as a skill or performance deficit	☐ The problem behavior is not stated as a skill or performance deficit.
3.2	☐ Multiple hypotheses are formulated to address the problem across one or more of the following areas: curriculum, instruction, and environment. AND ☐ All hypotheses are testable.	☐ Multiple hypotheses are not developed AND/OR ☐ Hypotheses are untestable.
3.3	☐ Hypotheses are stated in observable/measurable terms.	☐ Hypotheses are NOT stated in observable/measurable terms.
3.4	☐ Proposed hypotheses are empirically tested AND ☐ Appropriate sources of data are used to confirm or reject each hypothesis.	☐ Hypotheses are not tested AND/OR ☐ Appropriate sources of data are not used to confirm or reject each hypothesis.
3.5	☐ A conclusive statement that formally describes the cause of the problem is included AND ☐ Leads to a logical intervention.	☐ A conclusive statement formally describing the cause of the problem is not included AND/OR ☐ Does not lead to a logical intervention.
RATING	☐ **EFFECTIVE**	☐ **NEEDS DEVELOPMENT**

To pass, candidate must receive a rating of "Effective" on 3/5 items above.

Score: /5

Section 4: Intervention

	Effective	Needs Development
4.1	☐ A single evidence-based intervention is implemented AND ☐ Is linked to preceding sections.	☐ Multiple interventions are implemented simultaneously. AND/OR ☐ The intervention is not evidence-based. AND/OR ☐ The intervention is not linked to preceding sections of the report.
4.2	☐ Acceptability of the intervention by one or more stakeholders (e.g., caregivers, teachers, etc.) is verified.	☐ Acceptability of the intervention by one or more stakeholders is not verified.
4.3	☐ The intervention is replicable: ☐ Intervention components [i.e., independent and dependent variable(s)] are clearly described AND ☐ Logistics are reported (e.g., who will implement, setting, duration and frequency of sessions, etc.)	☐ The intervention is not replicable: ☐ Intervention components [i.e., independent and dependent variable(s)] are not clearly described AND/OR ☐ Logistics are missing (e.g., who will implement, setting, duration and frequency of sessions, etc.)
4.4	☐ A skill or performance goal is stated. AND ☐ Described using the same metric as the dependent variables AND ☐ Is linked to baseline data AND ☐ Achievable based on research or other data.	☐ A skill or performance goal is NOT stated. AND/OR ☐ Is not described using the same metric as the dependent variables AND/OR ☐ Is not linked to baseline data AND/OR ☐ Is not achievable based on research or other data.

	Effective	**Needs Development**
4.5	☐ Progress monitoring data are presented.	☐ Progress monitoring data are not presented.
4.6	Treatment integrity/fidelity data are: ☐ Reported AND ☐ Used in the interpretation of intervention efficacy.	Treatment integrity/fidelity data are not: ☐ Reported AND/OR ☐ Are not used in the interpretation ofintervention efficacy.
RATING	☐ **EFFECTIVE**	☐ **NEEDS DEVELOPMENT**

To pass, candidate must receive a rating of "Effective" on 4/6 items above.

Score: _____ /6

Section 5: Evaluation

	Effective	**Needs Development**
5.1	☐ A single graph is depicted for the target behavior and includes the following elements: ☐ Baseline data AND ☐ Goal/Target indicator or aimline AND ☐ Treatment/progress monitoring data with a trend line.	☐ A single target behavior is presented on multiple graphs AND/OR ☐ Relevant graphs are not included. AND/OR The following components are not included in the graph: ☐ Baseline data ☐ Goal/Target indicator or aim line ☐ Treatment/progress monitoring data with a trend line.
5.2	☐ Adequate intervention data are collected to meaningfully interpret the results of the intervention.: ☐ At least 7 data points collected over AND ☐ a minimum of 6 weeks	☐ Insufficient intervention data are collected to meaningfully interpret the results of the intervention. ☐ Less than 7 data points AND/OR ☐ Less than 6 weeks
5.3	☐ Visual analysis of the level, trend and variability and/or statistical analyses (e.g., effect size) were used AND ☐ The intervention was effective.	☐ Visual or statistical analyses were not used OR ☐ The intervention was ineffective.
5.4	☐ Strategies for generalizing outcomes to other settings are included.	☐ Strategies for generalizing outcomes to other settings are not included.
5.5	☐ Strategies for follow-up are included.	☐ Strategies for follow-up are not included.
RATING	☐ **EFFECTIVE**	☐ **NEEDS DEVELOPMENT**

To pass, candidate must receive a rating of "Effective" on 3/5 items above.

Score: /5

CSULB School Psychology Program
Internship Portfolio Rubric
2021-2022

CANDIDATE: _____

REQUIRED DOCUMENTS
- ☐ Title Page
- ☐ Table of Contents
- ☐ Resume/CV (not to exceed 3 pages)
- o Behavioral Intervention Case Study (not to exceed 10 pages) + Graded Rubric (if applicable) and signed rubric
- ☐ Academic Intervention Case Study (not to exceed 10 pages) + Graded Rubric (if applicable) and signed rubric
- ☐ Ethics Case Study (not to exceed 5 pages) + Graded Rubric
- ☐ Praxis Score Report (all 3 pages)
- ☐ Final Reflection and Professional Development Plan (not to exceed 4 pages)

FORMATING AND SUBMISSION REQUIREMENTS
- ☐ One PDF document of all required documents **submitted to Dropbox**
- ☐ Two **Excel files** (not PDF) of effect size data for each case study **submitted to Dropbox**
- ☐ APA style
- ☐ 12-point font
- ☐ Double-spaced
- ☐ No grammar and spelling errors
- ☐ All identifying information redacted

EVALUATION CRITERIA
- ☐ Passing score on both the Academic and Behavior Case Studies
- ☐ Inclusion of Academic and Behavior Case Study effect size data using Standardized Mean Difference (SMD) and Percent Non-Overlapping Data (PNOD)
- ☐ Score of '3' or above on the Ethics Case Study
- ☐ Inclusion of all documents
- ☐ Adherence to formatting and submission requirements

Pass   No Pass

Comments: