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: _____

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
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.

Section 4: Intervention (Continued)

	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

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)

Internship Portfolio
Ethics Case Study Directions

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**.

CSULB School Psychology Program
Internship Portfolio Rubric
2021-2022

CANDIDATE: _____

REQUIRED DOCUMENTS
- ☐ Title Page
- ☐ Table of Contents
- ☐ Resume/CV (not to exceed 3 pages)
- ☐ 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:

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
• 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	1	2	3	4	N/O

interpersonal skills, responsibility, adaptability, initiative, and dependability				
• 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. 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 adjustments to enhance personal growth & learning; analyzes comments &	Occasionally views feedback & situations maturely; analyzes feedback & adjusts to enhance personal growth & learning; analyzes comments & interactions and adjusts to promote a	Usually views feedback & situations maturely; analyzes feedback and makes appropriate adjustments to enhance personal growth & learning; analyzes comments	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.	positive learning environment.	interactions & adjusts to promote a positive learning environment.	interactions & adjusts 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)	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
Field Supervisor Evaluation of PRACTICA Student

Name of Practica Student: _____

Name of Fieldwork Supervisor: _____

Fieldwork School Site and District: _____

Circle One: 641A   641B   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 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

	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

	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. <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 to make adjustments to promote a positive learning environment.	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.
Reflective	Rarely, if ever, willing to suspend initial judgments, receptive	Occasionally willing to suspend initial judgments, receptive	Usually willing to suspend initial judgments, receptive	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.	to critical examination of multiple perspectives, generates effective/productive options, makes reasoned decisions, makes connections to previous reading, courses, experiences.	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.	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.