

NATIONAL UNIVERSITY

Department of Educational Administration and School Counseling/Psychology



SCHOOL PSYCHOLOGY GRADUATE HANDBOOK



NATIONAL
UNIVERSITY

An affiliate of the National University System

NATIONAL UNIVERSITY

SCHOOL PSYCHOLOGY

MASTER of SCIENCE DEGREE

With

**PUPIL PERSONNEL SERVICES
(SCHOOL PSYCHOLOGY) CREDENTIAL**

School Psychology Program Handbook

2016-2017

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Part I: PROGRAM OVERVIEW

Introduction

National University's (NU) Masters of Science (MS) in School Psychology (SP) and Pupil Personnel Services (PPS) Credential in School Psychology program are committed to training School Psychology candidates in the "best practices" in school psychological services. Toward this end, the curriculum includes coursework in psychological and educational foundations, and emphasizes development of skills in assessment, intervention, consultation, and research. Field experiences, including practicum and SP internship with experienced supervisors are a central component of the training. School Psychology candidates receive training in the application of acquired knowledge and professional skills in field-based settings.

School Psychology Mission Statement

The mission of the SP Program is to prepare future school psychologists to be effective leaders in promoting mental health, academic and social development, and student diversity competencies. SP candidates will be trained in the implementation of data-based decision making methods, prevention and intervention methods through proactive home, school, and community collaboration and consultation.

School Psychology Curriculum

Undergraduate Recommendation:

It is strongly advised that students pursuing graduate work in School Psychology have undergraduate training in areas such as statistics/research design, child development/psychology, and experience or introductory coursework in special education.

REQUIRED COURSEWORK	UNITS
PED 603 School Psychology Orientation	4.5
PED 680 Roles, Issues and Ethics in School Psychology	4.5
PED 665 Tests and Measurements	4.5
ABA 600 Basics of Behavior Analysis	4.5
ABA 601 Behavior Assessment, Research Design, and Analysis (prereq ABA 600)	4.5
PED 671 Assessment of Cognitive Abilities (prereq PED 665)	4.5
ABA 602 Basic Behavior Analytic Processes-I (prereq ABA 601)	4.5
PED 672 Advanced Psycho-educational Assessment (prereq PED 680, PED 665, PED 671 with minimum grade of B)	4.5
ABA 603 Basic Behavior Analytic Processes-II (prereq ABA 602)	4.5

PED 667 Developmental Psychopathology	4.5
PED 673 Social/Emotional Assessment (prereq PED 672 with minimum grade of B)	4.5
ABA 604 Advanced Applied Behavior Analysis-I (prereq ABA 603)	4.5
CED 601 Consultation in the Schools	4.5
PED 674 Specialized Assessment (prereq PED 673 with minimum grade of B)	4.5
CED 610 Advanced Counseling Theories & Methods	4.5
PED 678 Practicum in School Psychology	4.5
PED 625 Research in School Psychology (prereq PED 665 with minimum grade of B)	4.5
PED 637 School Psychology Research (prereq PED 625)	4.5
CHECKPOINT requires permission of Faculty Advisor	
PED 689 School Psychology Internship Part I (600 hours)	4.5
PED 690 School Psychology Internship Part II (600 hours)	4.5
PED 685 Internship Seminar	4.5
TOTAL QUARTER UNITS	94.5

COURSE DESCRIPTIONS

Descriptions of specific courses can be found in the National University catalog.

Part II: GENERAL POLICIES/PROCEDURES

The policies and procedures contained below in Part II are in some cases summaries and abbreviations of the exact policies contained in the National University catalog. Students are urged to consult the NU catalog under which they enrolled for definitive descriptions of policies and procedures, as the NU catalog is the most authoritative source.

PERSONS SEEKING THE MS DEGREE and PPS-P CREDENTIAL

Transfer of Credits/Units:

Candidates may be able to transfer comparable graduate level coursework, up to 13.5 quarter units if completed within the past seven years from a regionally accredited institution and not already applied towards the conferral of another degree.

Coursework more than seven years old and/or used to fulfill the requirements for another graduate degree cannot be transferred into the program. The following courses cannot be transferred into the program under any circumstances: PED 671- PED 674 (assessment courses), PED 678 (Practicum in School Psychology), PED 685

(Internship Seminar), ABA 600-604 (ABA courses), and PED 689, 690 (Internship courses).

PERSONS SEEKING PUPIL PERSONNEL SERVICES CREDENTIAL (PPS-P) ONLY

Candidates who have a related graduate degree (MA/MS/MSW/PhD in counseling, psychology, social work, etc.) may seek to qualify for the Pupil Personnel Services-Psychology (PPS-P) credential by completing a *minimum* of 31.5 quarter units of prescribed study in the School Psychology Program. Four of these courses (18 qtr units) must include PED 678 (a 450 hour practicum), PED 685, and 689/690 (600 hours each of School Psychology Internship). Also, all five Applied Behavior Analysis (ABA) courses (22.5 qtr units) are required. Candidates who have passed the Board Certified Behavior Analyst (BCBA) exam may automatically waive the ABA course requirement. Other required courses are to be decided in concert with the regional Faculty Advisor.

Advising

At the time of admission, School Psychology candidates are considered “candidates” and will be assigned to a School Psychology Faculty Advisor. Candidates are encouraged to meet with their Faculty Advisor prior to enrolling to discuss the necessary sequence of courses and projected timelines for matriculating through the program. Due to the highly structured and intensive nature of the M.S. in School Psychology degree program, it is essential that candidates maintain regular communication with their Faculty Advisors. This is especially critical for candidates entering the program with transfer credits or who plan to attend part-time. Once admitted, candidates must graduate within seven years following completion of the first course taken toward the degree.

Candidates with Disabilities

The School Psychology Program welcomes candidates from diverse backgrounds including individuals with disabilities. Prospective candidates should be aware of the essential abilities that are required in order to work as a school psychologist. Prospective candidates with questions or concerns about their potential to meet the degree and certification requirements are encouraged to discuss this issue with a faculty member upon admission and prior to enrolling in the Master’s in School Psychology degree program.

Upon admission to the School Psychology Program, candidates with disabilities should contact Student Services at 858-642-8185 or at specialservices@nu.edu. Please note the following from the published “ADA Accommodations Fact Sheet.”

1. School Psychology candidates seeking special accommodations due to a disability must submit an application with supporting documentation to the Office of Scholarships and Special Services. Accommodations can include, but are not limited to, extended testing time, note taker, use of a tape recorder, excused from formal presentations like individual or group presentations and American Sign Language interpreters.
2. Once a student is approved to receive special accommodations, the Coordinator of Scholarships and Special Services will provide an accommodation letter to the student. It is the student's responsibility to his/her instructor on the first night of class (a student may or may not elect to use the accommodation).
3. A letter is also sent to the instructor telling him/her that a student enrolled in their class may approach them with an approved accommodation(s). The letter will not identify the student. It is just a notification that a student may approach him/her with the request. If a student does not approach the faculty member, they have elected to not request the accommodation(s). Again, a student may elect to not use the accommodation. This happens regularly as School Psychology candidates often decide after reviewing the syllabus if they think they will need it.
4. If there is a physical accommodation required (like a separate testing room for an onsite class or a special seat) a letter will also be sent to the Academic Center. The student is responsible for arranging this with the Academic Center and Student Services will pay for a proctor for an exam which is usually the Center Assistant.
5. Under no circumstances should a faculty member allow a student any type of accommodations without a letter typed on National University letterhead.

Academic Probation

Students whose cumulative GPA falls below a 3.0 for coursework completed at National University are placed on academic probation. Students are allowed three courses to improve their cumulative grade point average to the required 3.0, provided no further grades of B- or below are earned. The University strongly recommends that any coursework in which a letter grade of "C" or below was earned should be repeated while on probation. In this situation, if the courses are not repeated, the student may fail to raise the cumulative GPA to the required 3.0 and will be subject to disqualification.

Removal from Probation

Students placed on probation will be removed from probation once they have improved their grade point average to a cumulative GPA of 3.0 or better. Satisfactory

grades received while on probation count toward fulfillment of degree requirements.

Disqualification

Students on academic probation who fail to raise their GPA to 3.0 or better or who receive a grade of B- or below during their probationary period will be disqualified from their academic program. Disqualified students cannot attend National University for the next three months (terms) following the month in which the student was disqualified. After a three-month leave from the University, students can apply for reinstatement. Students who have been disqualified will be out of step with the schedule of courses in which they enrolled. This will most likely result in significant delays in re-entering the program since many of the courses in the program have course prerequisites. It will be the responsibility of the student to meet with an admissions advisor and/or the Faculty Advisor to help the student determine the best course of action.

Note: International students on an F-1 student visa must apply for reinstatement within 15 days of the date of disqualification due to immigration regulations regarding student visas.

Reinstatement

Students who have been disqualified and want to be considered for reinstatement must petition the Committee on the Application of Standards (CAS.) The petition must explain the reason for the disqualification and the steps the student has taken to remedy the issues. Students must include supporting documentation. Students, approved by CAS to be readmitted to the University, will be placed on a “Conditional” status. CAS will indicate the conditions and time frame requirements of the reinstatement. Students who meet the conditions of CAS and achieve the required 3.0 cumulative GPA will be placed on permanent probation. Students who fail to meet the CAS conditions will be dismissed from the University.

Interruption of Study Due to Excessive Incomplete Grades

Students who have three concurrent “Incomplete” grades will be prohibited from taking any further courses until all “Incomplete” grades have been removed. They will be allowed to resume their program when final grades have been received for all “Incomplete” grades. In the event that these “Incomplete” grades become permanent grades of “F,” the student will be dismissed from the University and will not be eligible for reinstatement.

OTHER POLICIES/PROCEDURES

In addition to the policies procedures outlined in the School Psychology Graduate Handbook, there are other university policies/procedures addressed by the National University catalog with which candidates should become familiar. Some, but not all of the topics addressed by the catalog include the following: financial aid, attendance procedures/requirements, refund policy, leaves of absence, course drop and withdrawal, accelerated study, independent study, student discipline, academic dishonesty, and very importantly, the Committee on the Application of Standards(CAS). There are policies/procedures specific to graduate and credential programs also in the catalog. Students have an obligation to become familiar with the policies and procedures affecting their education, and are strongly encouraged to review these and other policies early in the program.

PART III: STANDARDS

National Association of School Psychologists (NASP) California Commission on Teacher Credentialing (CCTC)

NASP

The School Psychology curriculum is designed largely in accordance with the following 10 NASP Domains:

Domain 1 Data based Decision-making and Accountability

Demonstrates knowledge of varied methods of assessment and data collection methods for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes; demonstrates skills to use psychological and educational assessment, data collection strategies, and technology resources and apply results to design, implement, and evaluate response to services and programs.

How met: PED 665, 671, 672, 673, 674, ABA 600-604.

Domain 2 Consultation and Collaboration

Demonstrates knowledge of varied methods of consultation, collaboration, and communication applicable to individuals, families, groups, and systems and used to promote effective implementation of services; demonstrates skills to consult, collaborate, and communicate with others during design, implementation, and evaluation of services and programs.

How met: CED 601, 610, ABA 604,

Domain 3 Interventions and Instructional Support to Develop Academic Skills

Demonstrates knowledge of biological, cultural, and social influences on academic

skills; human learning, cognitive, and developmental processes, and evidence-based

curriculum and instructional strategies; demonstrate skills to use assessment and data-collection methods and to implement and evaluate services that support cognitive and academic skills.

How met: ABA 602, PED 665, 672, 678

Domain 4 Interventions and Mental Health Services to Develop Life Skills

Demonstrates knowledge of biological, cultural, developmental, and social influences on behavior and mental health; behavioral and emotional impacts on learning and life skills; and evidence-based strategies to promote social-emotional functioning and mental health; demonstrate skills to use implement and evaluate services that support socialization, learning, and mental health.

How met: CED 610, CED 601 ABA 600, ABA 602, ABA 603, ABA 604, PED 667, PED 673

Domain 5 School-Wide Practices to Promote Learning

Demonstrates knowledge of school and systems structure, organization, and theory; general and special education; technology resources; and evidence-based school practices that promote academic outcomes, learning, social development, and mental health; demonstrates skills to develop and implement practices and strategies to create and maintain effective and supportive learning environments for children and others.

How met: CED 610, ABA 603

Domain 6 Preventive and Responsive Services

Demonstrates knowledge of principles and research related to resilience and risk factors in learning and mental health, services in schools and communities to support multi-tiered prevention, and evidence-based strategies for effective crisis response; demonstrates skills to promote services that enhance learning, mental health, safety, and physical well-being through protective and adaptive factors and to implement effective crisis preparation, response, and recovery.

How met: PED 685, 610, ABA 602

Domain 7 Family-School Collaboration

Demonstrates knowledge of principles and research related to family systems, strengths, needs, and culture; evidence-based strategies to support family influences on children's learning, socialization, and mental health; and methods to develop collaboration between families and schools; demonstrates skills to design, implement, and evaluate services that respond to culture and context and facilitates family and

school partnership/interactions with community agencies for enhancement of academic and social-behavioral outcomes for children.

How met: CED 601, PED 685

Domain 8 Diversity in Development and Learning

Demonstrates knowledge of individual differences, abilities, disabilities, and other diverse characteristics; principles and research related to diversity factors for children, families, and schools, including factors related to culture, context, and individual and role differences; and evidence-based strategies to enhance services and address potential influences related to diversity; demonstrate skills to provide professional services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures and backgrounds and across multiple context, with recognition that an understanding and respect for diversity in development and learning and advocacy for social justice are foundations of all aspects of service delivery.

How met: ABA 600, 602, 603, CED 610, PED 674

Domain 9 Research and Program Evaluation

Demonstrates knowledge of research design, statistics, measurement, varied data collection and analysis techniques, and program evaluation methods sufficient for understanding research and interpreting data in applied settings; demonstrates skills to evaluate and apply research as a foundation for service delivery and, in collaboration with others, use various techniques and technology resources for data collection, measurement, analysis, and program evaluation to support effective practice at the individual, group, and/or systems levels.

How met: ABA 601, PED 625, PED 637

Domain 10 Legal, Ethical and Professional Practice

Demonstrates knowledge of the history and foundations of school psychology; multiple service models and methods; ethical, legal, and professional standards; and other factors related to professional identity and effective practice as school psychologists; demonstrates skills to provide services consistent with ethical, legal, and professional standards; engage in responsible ethical and professional decision-making; collaborate with other professionals; and apply professional work characteristics needed for effective practice as school psychologists, including respect for human diversity and social justice, communication skills, effective interpersonal skills, responsibility, adaptability, initiative, dependability, and technology skills.

How met: PED 680, PED 685

CALIFORNIA STANDARDS – CTC

School Psychology Specialization Standards

The School Psychology curriculum is also designed in accordance with the following ten California School Psychology Specialization Standards:

Standard 17 Psychological Foundations

The program provides candidates with a strong foundation in the knowledge base for the discipline of psychology in order to facilitate the individual development of all pupils. This knowledge base includes biological foundations of behavior, human learning, social and cultural bases of behavior, child and adolescent development, and the diversity of individual differences in development and learning.

How met: All courses

Standard 18 Educational Foundations

The program provides candidates with a foundation in the knowledge base of education concerning the organization and operation of schools, school and community-based resources, as well as alternative service delivery systems. The program requires candidates to be prepared to help design and operate programs to promote school-family interactions. The program requires candidates to be knowledgeable about: (a) family influences on pupil cognitive, motivational, and social characteristics that affect classroom performance; (b) family involvement in education; (c) ways to promote partnerships between parents and educators to improve outcomes for pupils; (d) cultural issues that impact home-school collaboration; and (e) methods to facilitate safe and caring school communities.

How met: CED 601, CED 610, ABA 602, ABA 603

Standard 19 Legal, Ethical, and Professional Foundations

The program provides candidates with the knowledge base specific to the professional specialty of School Psychology. This knowledge base includes (a) the history and foundations of School Psychology, (b) legal and ethical issues, (c) professional issues and standards, (d) alternative models for the delivery of school psychological services, (e) emergent technologies, and (f) the roles and functions of the school psychologist. The program requires candidates to understand the diverse values that influence the lives of people, and to be prepared to practice in schools in ways that meet all appropriate ethical, professional, and legal standards both to enhance the quality of services and to protect the rights of all parties.

How met: PED 680, PED 685

Standard 20 Collaborations and Consultation

Candidates have positive interpersonal skills with which to facilitate communication for the purposes of consultation and collaboration with teachers, teams of school personnel, community professionals, agencies, and families. Candidates are prepared to listen, adapt, deal with ambiguity, and be patient in difficult situations. Candidates are able to clearly present and exchange information in a variety of contexts with diverse audiences such as families, teachers, school boards, policy makers, business leaders, and fellow school pupil service providers.

How met: CED 601

Standard 21 Wellness Promotion, Crisis Intervention, and Counseling

Candidates are prepared to help design, implement, and evaluate wellness, prevention, intervention and other mental health programs at the individual, group, and system levels. They are knowledgeable about academic, behavioral, and serious personal difficulties. As primary mental health service providers, candidates are able to recognize the behaviors and contexts that are precursors to the development of School Psychology candidates internalizing disorders, externalizing disorders, and dropping out of school. Candidates can design programs and implement prevention, intervention, and treatment services across the hierarchy of pupils' development needs. Candidates can work with school personnel, pupils, parents, and the general community in the aftermath of personal, school, and community crises.

How met: PED 667, CED 610, PED 685

Standard 22 Individual Evaluation and Assessment

Candidates are well versed in a variety of assessment methods, including formal and informal test administration, behavioral assessment, interview, ecological or environmental assessment, as well as assessment methodologies to define a student's problems and needs, to assess current status, and to measure the effect of the problem-solving process. Candidates also understand contextual influences on outcomes, such as (a) personal attributes of the pupil; (b) types of aptitude; and (c) community, cultural, gender and language influences, and (d) classroom climate and instructional practices. Candidates understand how to use assessment information in a problem solving process and are able to convey findings in an articulate way to a diverse audience. Candidates are able to use data based decision making to improve outcomes for instruction, development of cognitive and academic skills, and the development of life competencies. Candidates also demonstrate an understanding of the process and procedures identified in federal and state laws related to special education services, such as the Individuals with Disabilities Education Act (IDEA).

How met: PED 665, 671, 672, 673, 674, ABA 601

Standard 23 Program Planning and Evaluation

Candidates understand the school as a system. Candidates work with individuals and groups to facilitate organizational structures and policies that create and maintain safe school environments that promote learning and enhance positive educational outcomes for pupils. Candidates utilize data-based decision making skills to (a) assist in the development of challenging but achievable goals for all pupils; (b) provide information about ways in which pupils can achieve these goals; and, (c) monitor pupil progress toward these goals. Candidates are skillful in evaluating local school programs and in interpreting findings to other educators to the public.

How met: ABA 603, PED 685

Standard 24 Research, Measurement and Technology

Candidates know basic principles of research design. This includes traditional experimental design as well as qualitative and single-subject designs. Candidates are able to differentiate high quality from inadequate research, and understand measurement and statistics in sufficient depth to evaluate published research and conduct investigations relevant to their work. Candidates understand and utilize computer technology and attendant technological applications.

How Met: PED 625, PED 637, ABA 601

Standard 25 Practicum

The course meeting this standard is explained in more detail in Part IV. Candidates are provided the opportunity to engage in field-based activities in all areas of professional training. Specifically, candidates are provided with practicum experiences in the areas of (a) collaboration and consultation, (b) wellness promotion, (c) counseling and crisis intervention, (d) individual assessment, (e) educational planning and evaluation, (f) program planning and evaluation, (g) and research and measurement. Candidates demonstrate the ability to select and apply core knowledge regarding psychological foundations, educational foundations, and legal, ethical, and professional foundations in their work in schools.

Practicum consists of a series of supervised experiences that occur prior to the School Psychology Field Internship experience, and are conducted in field-based settings. They provide for the application of knowledge and the master of distinct skills. There must be a systematic means of evaluating the practicum experiences that seeks to ensure the acquisition of desired skills by pupils.

How met: PED 678

Standard 26 Culminating Field Experience (School Psychology Internship)

The course meeting this standard is explained in detail in Part V. During the culminating field experience, candidates have the opportunity to demonstrate the full range of skills acquired during formal training, and to acquire additional knowledge and skills most appropriately gained through supervised professional experience. Under the supervision of a credential school psychologist, candidates provide direct and indirect services to pupils, parents, and school staff in all areas of training. How met: PED 685, PED 689, PED 690

Standard 27 Determination of Candidate Competence

Prior to recommending candidates for a School Psychology credential, one or more persons who are responsible for the program determine that candidates have satisfied each professional standard. This determination is based on thorough documentation and written verification by at least one site supervisor and one university supervisor.

APPLIED BEHAVIOR ANALYSIS STANDARDS – BEHAVIOR ANALYST CERTIFICATION BOARD (BACB)

Students wishing to take the Board Certified Behavior Analyst (BCBA) exam administered by the BACB will have met most of the academic requirements by completing the ABA course sequence embedded within the School Psychology program. Students must take one additional course, ABA 606 (Ethics), not a required part of the School Psychology program, to meet the BACB academic requirements. Persons interested are referred to the BACB website at www.bacb.com for specifics on the requirements to sit for the BCBA exam.

PART IV: PRACTICUM

Starting with the practicum and continuing to the School Psychology Internship, a candidate is expected to gradually assume increasing levels of responsibility in the practice of School Psychology. During the second year of the program, School Psychology candidates enroll in PED 678, “Practicum in School Psychology.” By the time School Psychology candidates begin the practicum course, they will have completed courses in assessment and intervention, behavior management, and legal issues. Determination of eligibility for practicum is made by the site lead Faculty Advisor at each location. See the National University General Catalog for specific requirements.

The purpose of the practicum is to expose School Psychology candidates to the culture and operation of schools, and to familiarize them with the roles and functions of a school psychologist, and how the school psychologist functions in the

educational environment. School Psychology candidates are exposed to both regular and special education settings, and are expected to develop an awareness and understanding of the special needs of persons with exceptionalities. Every effort is made for School Psychology candidates to gain experiences with children of different racial, linguistic, cultural, and socioeconomic backgrounds.

This is accomplished gradually. Initially, School Psychology candidates may observe classrooms, participate in team meetings, parent conferences, and teacher consultations, observe and/or conduct individual assessments, and attend administrative meetings. A student may begin participating more directly and become more involved as deemed appropriate by the site supervisor and course instructor.

Site Supervisors understand the need to expose practicum candidates to a broad range of activities and should attempt to do so. This request is inherent in the ***Practicum Agreement Form*** (see Appendix A, Practicum Forms). Early in the practicum experience, the supervisor will introduce the candidate to the schools and may have candidate observe different types of professional work, for example, consultations with teachers, intervention team meetings, and psychological assessments. Because of the early level of training, candidates are may not be able to engage extensively in each of the aforementioned professional activities. The degree to which candidates get experience in each area will vary based upon the casework of the supervisor and the individual skills and needs of the candidate. The goal of the practicum course, however, is to gradually expose candidates to a comprehensive-service delivery model of psychological services. As a candidate develops and refines clinical skills, the Site Supervisor gradually increases the degree of autonomy for the practicum candidate.

The campus-based (PED 678 instructor) and field-based supervisor (site supervisor) will provide feedback about a candidate's progress. This feedback is given to promote competent, ethical practice. All practicum Site Supervisors share in the goal of developing strong and successful school psychologists.

A minimum of 450 clock hours of practicum is required according the following standards and guidelines:

1. A minimum of three hundred (300) clock hours in a preschool to grade 12 school setting providing direct and indirect services. No hours may be earned towards meeting the practicum requirement until a completed and signed copy of the Practicum Agreement Form is submitted to the PED 678 instructor.
2. Up to 150 hours of experience may be offered through agencies (for example, psychology clinic, relevant educational research or evaluation activities), or community agencies (for example, private schools or community mental health

centers or autism clinics) that serve school-age children. A log form of practicum activities is kept, validated by the supervising site school psychologist, and submitted to the PED 678 instructor as required per the PED 678 course syllabus. A Practicum Agreement Form is also required for these hours.

3. The supervision and principle responsibility for the practicum experience typically remains with the Site Supervisor, in coordination with the instructor of PED 678. Supervision must be provided by an experienced (minimum of three years) professional who possesses the background, training, and credentials appropriate to the practicum experience.

4. Practicum is part of a course (PED 678) for which a candidate receives credit. However organized, the experience is a direct extension of program training goals and objectives, and concurrent instruction is provided as a part of the experience via meetings with the PED 678 instructor.

5. All practicum experiences are evaluated based on services to school-age children. Evaluations of the practicum experience seek to clarify the utility of the experience in terms of setting, supervision, and appropriateness of experiences. In this manner, the evaluation process is twofold, evaluating both the candidate's progress and the suitability of the basic field experience settings for school psychologists. Such settings include (a) preschool, (b) elementary, (c) middle school/junior high and (d) high school. Although candidates are encouraged to obtain diverse field experiences, it is recognized that many candidates will accrue most of their hours in one setting. To ensure that candidates have a breadth of field experience, it is recommended that candidates complete 200 hours working at two different levels (primary and secondary).

STEPS FOR ENROLLING IN PED 678:

1. Consult with the school psychology faculty advisor about eligibility for practicum experiences and appropriateness of school site.
2. Determine eligibility and permission by Credential advisor
3. Faculty advisor approves Practicum Application form.
4. Complete the *Practicum Agreement Form* (Appendix A, Practicum Forms), submit to advisor.
5. Track practicum hours using *Daily Practicum Log* form (Appendix A, Practicum Forms)

The hours are to be logged, typed and submitted via Microsoft Word or PDF document file (***no handwritten logs will be accepted***) and verified by the Site Supervisor. All Practicum hours must be completed prior to beginning the School Psychology Internship. Students will be evaluated by their site supervisor using the *Practicum Evaluation Form* in Appendix A, and students may evaluate their supervisors using the *Candidate Evaluation of Supervision* form in Appendix A.

These forms, which can be emailed to you by your faculty advisor, can be completed on a computer and digitally signed.

PRACTICUM FORM SCHEDULE

Documentation of the practicum experience is an integral part of the School Psychology program. The following documentation must be completed and distributed as indicated.

Note: All of the forms can be downloaded from the National University website www.nu.edu on the School Psychology webpage

NAME OF FORM	WHO SUBMITS IT?	WHERE DOES IT GO?	WHEN IS IT SUBMITTED
Practicum Application	Candidate	Faculty Advisor	After PED 673 and before logging practicum hours
Practicum Application	Candidate	Credential Advisor	After Faculty Advisor approves and before Credential Advisor will add course to schedule.
Practicum Agreement Form	Candidate	1) PED 678 instructor 2) Faculty Advisor	Before PED 678 begins
Daily Log of Practicum Hours	Candidate	1) Site Supervisor 2) PED 678 Instructor	Monthly
Evaluation of candidate	Site Supervisor	1) PED 678 instructor 2) Faculty Advisor	End of Practicum, before grade can be posted
Notification of Need to Improve (if needed)	Site Supervisor	1) PED 678 Instructor 2) Faculty Advisor	During the 450 hour of Practicum

PART V: INTERNSHIP

Each candidate is required to complete a School Psychology Internship, which serves as an applied capstone experience in the program. Determination of eligibility for internship is made by the site Faculty Advisor for school psychology. This section provides basic information on the School Psychology Internship. School Psychology candidates have the opportunity to demonstrate, under conditions of appropriate

supervision, the ability to apply their knowledge, to develop specific skills needed for effective school psychological service delivery, and to integrate competencies that address the domains of professional preparation and practice outlined in the standards and the goals and objectives of the training program. See the National University General Catalog for specific requirements.

Similar to the practicum experience, candidates are expected to engage in a wide range of activities associated with the delivery of psychological services. However, unlike the practicum experience, School Psychology candidates are expected to perform at a level that enables them to gain a greater depth of experience in service delivery activities, apply knowledge and skills at an increasingly independent level of practice from their supervisor, and develop increasing autonomy as the School Psychology Internship progresses. Identification of professional goals is a critical part of maximizing the School Psychology Internship experience. Working in conjunction with the Faculty Advisor and the field-based supervisors, School Psychology candidates must identify areas of practice in which they wish to have additional experience. Working together, the supervisors facilitate the School Psychology candidate's identification of goals and work toward their implementation.

A minimum of twelve hundred (1200) clock hours of internship is required according to the following standards and guidelines:

1. The field experience is typically completed within one (1) academic year but shall be completed within no more than two (2) consecutive academic years.
2. The internship must include 1200 hours, 800 hours in a preschool through grade 12 school setting which provides direct and indirect services to pupils (NASP standards). Internship experiences must be in two different age settings.
3. Other acceptable internship experiences (no more than 400 hours) may be acquired in (a) private, state-approved educational programs; (b) other appropriate mental health-related program settings involved in the education of school-age students, or (c) relevant educational research or evaluation activities. The determination of acceptability of internship site rests with the Faculty Advisor.
4. Supervision and responsibility for the School Psychology Internship experience is the shared responsibility of the hosting educational agency and NU faculty.
5. The Site Supervisor must hold a current and valid Pupil Personnel Services Credential authorizing service as a school psychologist, and have at least the equivalent of three (3) years of full-time experience as a school psychologist in a school setting.

6. An *Internship Agreement Form* (See Appendix B, Internship Forms) for the School Psychology Internship experience is prepared and agreed upon by representatives of the local educational agency, the site School Psychology internship supervisor(s) the internship program University Supervisor who is the instructor of record for the internship, and/or the Faculty Advisor.

7. Candidates receive academic credit for the School Psychology Internship experience, and the experience is recognized primarily as a training activity with appropriate supervision by the cooperating school district.

The four basic internship settings for school psychologists include (a) preschool, (b) elementary, (c) middle school or junior high, and (d) high school levels. This may include both state accredited public and accredited private schools. To ensure that candidates have a breadth of experience, candidates are required to complete a minimum of 200 clock hours across a second, third, or fourth School Psychology Internship setting.

Internship Courses

Each candidate must enroll in PED 685, Internship Seminar, which requires regular meetings. Candidates must also enroll in PED 689 (School Psychology Internship Part 1, 600 hrs.) and PED 690 (School Psychology Internship Part 2, 600 hrs.)

Internship Requirements and Evaluation

General requirements for the 1200 hour Internship include the following:

- Successful completion of the first 600 hour section of Internship (PED 689)
- Successful completion of the second 600 hour section of Internship (PED 690)
- Individual supervision with the school district/agency Site Supervisor (two hours weekly individual supervision)
- Completion of two problem-solving case studies (one academic, one behavior)
- Submission of at least four psycho-educational or consultation reports
- Maintenance of the *Internship Daily Log of Hours* activity log detailing time spent in various activities (Appendix B)

- Written evaluations by the school district Site Supervisor and/or University Intern Supervisor (PED 689/690 instructor) regarding the candidate’s performance (Appendix B, *Internship Evaluation Form*,)

The general requirements are supplemented with additional reading and assignments specified by the university-based faculty for the Internship Seminar course (PED 685) along with group discussion/supervision.

Internship Placement Process

Determination of eligibility for internship will be made by the Faculty Advisor. Most class work must be successfully completed prior to enrollment in the School Psychology Internship program. Other requirements must be met, including the following:

- Provide proof of Certificate of Clearance
- Provide verification of a TB Clearance
- Complete 450 hours of logged, approved practicum
- Submit results of CBEST with a passing score
- Zero account balance

At least forty-five (45) days prior to the proposed time for starting the School Psychology Internship, the candidate meets with the Internship Coordinator (San Diego) or Faculty Advisor (other locations) to complete the Internship Agreement Form (*Appendix B*) and one of the Internship Application forms depending on whether the internship is paid or nonpaid). This form, will be given to the Credentials Dept. (or Internship Coordinator-San Diego) which enrolls the student in the appropriate courses (PED 689 and 690). It is important to note that paid internships require the intern to have a School Psychology Internship Credential issued by the California Commission on Teacher Credentialing. The Credentialing Dept. will provide the intern candidate with the correct forms required for this credential.

School Psychology Internships are typically completed in a school setting (K-12 public school: pre-school, elementary, middle school, high school) under the supervision of a PPS credentialed school psychologist, but up to 400 hours may be completed in an alternative setting,

The Internship Coordinator (San Diego) or Faculty Advisor (other locations) must approve School Psychology Internship sites. Approval is contingent upon the site’s capacity to adequately provide the full range of experiences necessary to meet the objectives for the School Psychology Internship student. School Psychology Internship sites may not be in a school in which the student “is currently or has recently been employed. Dual roles and relationships will be prohibited.” (*National University catalog*)

Progress toward achieving the training goals is assessed twice during the School Psychology Internship, following completion of PED 689 and following completion of PED 690. The site supervisor may evaluate the intern more frequently than that, depending upon circumstances. Each of the site visits during the School Psychology Internship includes the student, site supervisor, and University supervisor. The School Psychology Internship also provides a basis for the student's evaluation of the experience (Appendix B, *Assessment of Site Supervisor*). It is the responsibility of the Site Supervisor to meet face-to-face with the School Psychology candidates a minimum of two hours per week.

Similar to the practicum course, the Internship Coordinator (San Diego) or Faculty Advisor (other locations) assists candidate placements in collaboration with a school district. The primary responsibility for securing an internship rests with the student. The Internship Coordinator/Site Lead Faculty must approve the site and does so by using the following criteria.

- School Psychology Internship sites must enable the candidate to complete a full academic year which involves 1200 hours.
- At least 800 hours must be completed in a pre-school –grade 12 school setting providing direct and indirect services to pupils.
- Up to four hundred (400) hours of field experience may be acquired in other settings.
- Other acceptable field experiences may be acquired in
 - private, state-approved educational programs;
 - other appropriate mental health related program settings involved in the education of pupils;
 - relevant educational research or evaluation activities.

The School Psychology Internship application process typically begins several months prior to an Internship start date. Typically, School Psychology Internships are not a paid experience, and any negotiation about School Psychology Internship salary and benefits is between the prospective School Psychology candidates and the school district.

Internship Activities

The School Psychology Internship offers the School Psychology candidates a well-supervised experience for integrating knowledge and skills from across all areas of the CTC and NASP training domains. The student should complete the activities outlined in each objective/domain below. (The activities encompass most of the NASP Domains but may not be itemized in the same manner.) Documentation of the selected activities should be placed in the Professional Portfolio to reflect competencies in each area.

Objective 1 Each candidate will deliver psychological services demonstrating knowledge and skill in individual assessment, individual intervention, individual educational program evaluation, consultation, group assessment, supervision and working with community agencies. (CTC Standards 20, 22, 23, 24)

Competencies:

- Compare the educational and/or emotional development of students at different grade age, and/or educational levels.
- Review student cumulative and academic records using this information to facilitate assessment planning.
- Counsel with students who are having learning difficulties.
- Participate in Student Study Team (SST) process.
- Develop an assessment plan.
- Meet with parent(s) to review assessment plan.
- Do classroom and ethnographic observations.
- Conduct a full assessment using assessment plan.
- Meet with SST to review findings and make recommendations.
- Met with IEP team.
- Observe students who have been evaluated, in classroom setting to evaluate efficacy of recommendations/interventions.

Objective 2 Each candidate demonstrates skills in applying psychological theory, legal principles, ethical principles, and education and psychological research in their School Psychology Internship assignments. (CTC Standards 19, 24)

Competencies:

- Conduct individual counseling sessions with at least ten (10) students who are either culturally linguistically, or ethnically different from yourself.
- Participate in counseling sessions where one of the major social concerns is the focus.
- Develop an awareness of the pertinent and culturally, linguistically, or ethnically appropriate referral sources that are available to help students with their issues.
- Participate in a referral/follow-up to a community agency.
- Participate in a Child Protective Services referral.
- Participate with Assistant Principal/Counselor on a case involving legal and ethical principles.

Objective 3 Each candidate will conduct culturally, linguistically, or ethnically appropriate and effective individual assessments of diverse pupils including those with low incidence disabilities. (CTC Standards 22, 24)

Competencies:

- Develop a working knowledge of curriculum and academic offerings of the school program.
- Conduct a visitation to a program for at-risk students.
- Conduct culturally, linguistically, or ethnically appropriate individual assessments.
- Participate in the group assessment process at the school site.

Objective 4 Each School Psychology student will develop individual and group interventions for children and (CTC Standards 21, 22)

Competencies:

- Conduct individual counseling sessions under the direction of the site supervisor.
- Interview and counsel with students regarding academic and personal problems.
- Develop an individual and group intervention from discussions with school staff and observation of the SST process.
- Participate in the development of behavioral intervention plan.
- Review student cumulative and academic records with them using this information to facilitate the student's behavioral plan.
- Participate in the development of a functional analysis.

Objective 5 Each candidate demonstrates the ability to consult with and to contribute to the professional development of teachers and other school personnel and to collaborate with parents and community helpers (CTC Standards 20, 23)

Competencies:

- Conduct parent, student, and teacher conferences.
- Participate in a series of group counseling sessions under the direction of the site supervisor and/or agent of an outside community-based agency.
- Create a list of areas of expertise that you might uniquely have and could share with the staff.
- Participate in conferences with community helpers.
- Develop an awareness of the culturally, linguistically, or ethnically appropriate issue in group work.

Objective 6 Each candidate will develop consultation, crisis intervention and conflict resolution skills. (CTC Standards 21)

Competencies:

- Conduct interviews with students.
- Conduct consultations regarding students.
- Consult with teachers regarding individual students.

- Seek out opportunities to work with the assistant principal or district counselor in highly charged conflict situations.
- Develop an awareness of the pertinent referral sources that are available to students in the district.
- Counsel students with discipline and attendance difficulties.
- Work with students who need to develop decision-making skills.

Objective 7 Each candidate will develop knowledge of legal, ethical, and professional issues as they affect the practice of School Psychology. (CTC Standards 17, 18, 19)

Competencies:

- Conduct interviews with school psychologists and school administrators regarding one or more legal, ethical and professional issues.
- Conduct psychologist to counselor consultations regarding legal, ethical, and professional issues regarding individual students.
- Consult with teachers regarding individual pupils keeping mind the limitations of confidentiality and privilege.
- Seek out opportunities to work with the assistant principal or district counselor in highly charged conflict situations.
- Record incidences in which a professional issue influenced the psychology services provided.

Objective 8 Each candidate will become acquainted with the use of computers in the school site setting. (CTC Standards 24, 26)

Competencies:

- Develop a working knowledge of the computer system being used at the school site.

Concerted Activities

School Psychology candidates do not participate in school strikes, nor will School Psychology candidates initiate a concerted activity. In a strike situation, candidates will be placed in a new School Psychology Internship assignment.

Attendance

A School Psychology candidate has the same responsibility for good attendance and punctuality as that of a regularly employed school psychologist. School Psychology candidates are expected to attend the internship site regularly each day they are assigned. Occasionally, circumstances arise such as illness, accident, or travel difficulties, which delay or prevent the timely arrival of a School Psychology

candidate at school. Should this occur, it is the School Psychology candidates' responsibility to inform the Site Supervisor.

Grades

To verify the completion of PED 689 and PED 690, the University Supervisor submits the grade *S* (satisfactory) or *U* (unsatisfactory) at the end of each School Psychology Internship course. If the grade of Unsatisfactory was received, that portion of School Psychology Internship must be repeated until a grade of Satisfactory is achieved. If the 600 hours are not completed within the designated time period for the course, a grade of incomplete ("I") will be submitted to the registrar. Upon completion of the hours, a grade will be recorded as recommended by the University Supervisor.

Candidate Assistance

National University is committed to maintaining high standards of quality throughout its School Psychology Program, and recommending to California Teacher Credentialing (CTC) competent School Psychology candidates who will add to the stature of the School Psychology profession.

School Psychology candidates are supported prior to their School Psychology Internship experience in the following ways:

1. School Psychology candidate interviews

School Psychology candidates will meet with the Internship Coordinator (San Diego) or faculty advisor (other locations) prior to the School Psychology practicum and School Psychology Internship placements. During their meeting, School Psychology candidates are assessed on their readiness as well as professional values and dispositions.

2. Coursework

Demonstrated competencies are required in each course. National University works closely with competent and professional site supervisors and university supervisors, and integrates the PED 685—Internship Seminar for School Psychology into their School Psychology Internship experience.

To ensure School Psychology candidates' success, the site and university supervisors (PED 689, 690 instructors) communicate regularly. This may involve site visits as well as email or telephone communication. These communiqués provide valuable information in monitoring School Psychology candidate's progress and determining future goals. There may be times when a supervisor determines that a School Psychology candidate is struggling to meet expectations during School Psychology

Internship. It is the School Psychology candidate's responsibility to work with their supervisor addressing these concerns in an agreed upon manner.

a) If a School Psychology candidate is not fulfilling his/her responsibilities during the School Psychology Internship, the university supervisor and site supervisor will complete a *Notification of Need to Improve Form (APPENDIX B)* identifying the areas of concern. The School Psychology candidates are given specific directions and opportunities to learn and show improvement within a specified time period, and when the areas of concern will be reviewed again.

b) If the areas of concern are not corrected, or if the host school requests that the School Psychology candidate be removed from his/her placement, the School Psychology candidate earns a grade of "unsatisfactory" and will be given an *Identification, Assistance, and Dismissal of School Psychology candidates Enrolled in the Field Experiences Form (APPENDIX _)* in a formal meeting. The School Psychology candidates are removed from the practicum or School Psychology Internship program and are given assignments that specifically address the areas of concern. If the assignments are completed successfully, the School Psychology candidates may be re-admitted to the program. If a School Psychology candidate earns an unsatisfactory grade for the second time in their School Psychology Internship, the School Psychology candidates may be permanently dismissed from the program. The hearing and appellate process is outlined in the Policies and Procedures section of the National University General Catalog.

Candidates Needing Assistance

When a site supervisor becomes aware, or is made aware by the candidate, that the School Psychology student is having difficulty in performing the usual duties of a school psychologist, a meeting will be held with the candidate, the university intern supervisor, and the site supervisor.

National University is committed to maintaining quality standards throughout its credential and masters programs and to graduating competent professional educators. As required by the California Commission on Teacher Credentialing (CTC), National University identifies and assists School Psychology candidates who need special assistance, and retains in its programs only those School Psychology candidates who are suited for entry to and advancement in the education profession. The CTC is charged by the state with evaluating the moral character and fitness of all persons who wish to teach or perform certified services in California public schools. Every person who is an applicant for, or who now holds, any credential, certificate, permit, or license authorizing service in California public schools is answerable to the CTC and the Committee on Credentials for his/her related conduct California's Laws and Rules Pertaining to the Discipline of Professional Certificated Personnel (2002), available on the CTC website at www.ctc.ca.gov, address legal, ethical, and behavioral standards to which all such persons must adhere.

When a candidate has been identified as not meeting with success in a School Psychology Internship, the university intern supervisor and site supervisor will complete a *Notification of Need to Improve* (APPENDIX B) identifying areas of concern. If the areas of concern are not corrected or the candidate earns an “unsatisfactory”, a formal meeting is held with the university supervisor, site supervisor, and lead faculty (the Faculty Assistance Team), the candidate is then given an Assistance and/or Dismissal Form. The faculty/Supervisor Assistance Team provides suggestions or specific assignments, which must be met before the candidate can continue in the program.

If the candidate is allowed to continue in the program and receives a second unsatisfactory grade after the candidate assistance plan has been completed, the candidate may be recommended for permanent dismissal from the program.

Appeals Process

Any appeal of a dismissal decision must first be communicated by the candidate to his/her university supervisor, preferably during a personal conference, or in writing. All appeals must be submitted first to the university supervisor of record within ten (10) calendar days following receipt of one of the above forms. It is the responsibility of the student appealing to justify the need for a reconsideration of the circumstances. If this initial inquiry does not result in resolution of the appeal, then the student is to present the reasons for continuing the appeal to the PPS lead faculty in writing. If the appeal cannot be resolved through the initial procedures listed above and the candidate wishes to pursue the matter, refer to the Academic Appeals Committee information in the current National University General Catalog.

INTERNSHIP FORMS SCHEDULE

Assessment of candidate performance is an integral part of the School Psychology program. Candidates will be assessed through the use of formative and summative assessment. At the end of each School Psychology Internship, the following must be completed and distributed as indicated.

Note: All of the evaluation forms can be downloaded from School Psychology Handbook on the National University website www.nu.edu under the Department of School Psychology.

NAME OF DOCUMENT	WHO SUBMITS IT?	WHERE DOES IT GO?	WHEN IS IT SUBMITTED?
Internship Application Form	Candidate	Credentialing Advisor	Within 45 days of start of Internship
Internship Agreement Information	Candidate	1) Field Experience/Internship Coordinator (San Diego), 2) Univ. Intern Supervisor or Faculty Advisor (other locations)	After getting approval from Credentialing to begin Internship, before the beginning of PED 689 (Internship Part I)
Daily Log of School Psychology Internship hours	Candidate	University Intern Supervisor	Monthly
Summary Log of School Psychology Internship hours	Candidate (in attachment format)	1) University Intern Supervisor 2) Field Experience/Internship Coordinator (San Diego) or Faculty Advisor (other locations)	End of Internship
Evaluation of Supervision (of Site Supervisor)	Candidate	1) University Intern Supervisor 2) Field Experience/Internship Coordinator (San Diego) or Faculty Advisor (other locations)	End of Internship
Candidate Internship Evaluation Form	Site Supervisor/ University Intern Supervisor	1) University Intern Supervisor 2) Field Experience/Internship Coordinator (San Diego) or Faculty Advisor (other locations)	End of PED 689 (end of 600 hours Field Experience/Internship) and PED 690 (end of 1200 hours Field Experience/Internship)
Notification	1) Site	Internship	During the 1200 hours

of Needs to Improve <i>(if needed)</i>	Supervisor 2) University Intern Supervisor	Coordinator (San Diego) or Faculty Advisor (other locations)	of Internship
Honorarium	University Intern Supervisor	1) Internship Coordinator (San Diego) or Faculty Advisor (other locations) 2) Credentials	End of Internship
Professional Portfolio	Candidate	PED 685 Instructor	End of Internship
NCSP Case Study	Candidate	PED 685 or PED 637 Instructor	End of Internship
PRAXIS Exam	Candidate	1) Credentials 2) Faculty Advisor	Upon receipt PRAXIS exam scores
School Psychology Program Evaluation	Candidate	Online Survey	End of program
Exit Checklist	Faculty Advisor	Credentials Advisor	Completion of the program

PART VI: INTERNSHIP CREDENTIAL

If a school district offers an intern candidate a paid internship experience, both the university and the district require that the student obtain a School Psychology Internship Credential, issued by the California Commission on Teacher Credentialing (CCTC). This credential is not necessary if the internship is nonpaid.

Purpose of Internship Credential

The CCTC defines a School Psychology candidate as a person who (1) is enrolled in a CTC-approved School Psychology Internship program, and (2) is serving with a School Psychology Internship Credential that has been issued on the recommendation of the University.

It is understood that the School Psychology candidates may serve in areas of critical need in which fully credentialed persons are not available.

Requirements of Internship Credential

3.1.1

The University and the District certify that School Psychology candidates shall not displace certificated employees in the District. Assurance is given by the District that no person with the appropriate credential is available and/or interested (per written statement) in the position being established by the District.

3.1.2

The University stipulates that the School Psychology Internship program is being implemented in order to provide the School Psychology candidates with the opportunity to gain field practice experience on a paid basis. If the School Psychology Internship is being developed to meet an employment shortage, the District agrees to provide a statement about the availability of qualified certificated persons holding the credential. The exclusive representative of certificated employees in the credential area is encouraged to submit a written statement to the Commission agreeing or disagreeing with the justification given.

3.1.3

The School Psychology Internship must be developed and implemented cooperatively by the University and District.

3.1.4

Candidates admitted to the School Psychology Internship program must hold a baccalaureate degree or higher degree from a regionally accredited institution of higher education, and must have demonstrated subject matter competence.

3.1.5

The School Psychology Internship program must meet the same requirements as the “regular” credential program. The University authorizes the School Psychology candidates to assume the functions that are authorized by the regular standard credential.

3.1.6

The School Psychology Internship may be as long as two years, and the credential may be renewed for good cause.

3.1.7

The School Psychology candidates must receive the assistance, support, and evaluation of the University and District.

3.1.8

The salary paid to the School Psychology candidates is to be determined by the school District.

3.1.9

The University and the District are required to allocate sufficient resources to the School Psychology Internship program.

3.1.10

Each candidate must have passed the Comprehensive Basic Educational Skills Test (CBEST).

3.1.11

An Advisory Council (AC) has to represent equally the University, the District, and the bargaining unit.

3.1.12

The School Psychology candidates must be evaluated and graduates of the program must be surveyed in the same fashion as candidates and graduates of other credential programs

3.1.13

The coordination of the program will include the University, the District, and the exclusive representative (if one exists) that represent persons who hold the PPS Credential in the District.

3.1.14

When evaluating the qualifications of a candidate for a School Psychology Internship, the program’s admissions criteria will account for the increased responsibilities that are encountered in the School Psychology Field Experience/Internship.

3.1.15

The School Psychology Internship is to include a preparation program that the credential candidate undergoes prior to assuming School Psychology candidate responsibilities. Additional or pre-employment preparation that may be identified as contributing significantly to the ability of the School Psychology candidates to be successful is to be included in the program. The program will provide awareness level instruction in all Candidate Competence and Performance Areas (Standard Category V or guideline Category B).

3.1.16

The District agrees to provide supervision for the School Psychology candidates.

3.1.17

The University stipulates that the School Psychology candidate's services meet the instructional or service needs of the District.

3.1.18

The University and the District certify that the School Psychology candidates do not displace certificated employees in the District.

Candidates must comply with the requirements of the CTC's approved PPS School Psychology Internship Credential Program and collaborate in the implementation of the School Psychology Internship Program.

Participating Districts

Only public school districts or county offices of education may participate in the PPS-P School Psychology Internship Program (paid internships). The School Psychology Internship Contract Agreement specifically identifies the public school districts or county offices of education participating in the School Psychology Internship Credential Program. The Agreement is kept as part of the student file in the Credentials office. The application for the PPS School Psychology candidates Credential is sent to the California Commission at the time of application.

PART VII: PORTFOLIO

Professional Portfolio

The portfolio will represent work completed during his/her coursework, and during practicum and School Psychology Internship hours, and will be aligned with activities and accomplishments which represent professional development.

The portfolio is a graduation requirement that provides a comprehensive assessment of candidate learning outcomes across all NASP domains. Portfolios are to be developed and submitted electronically and will be evaluated by the PED 685 course instructor using the *National University School Psychology Portfolio Rubric*, below.

If applicable, select a few exemplary pieces of work from this portfolio for your professional portfolio.

Organizing the portfolio

If you are going to seek Nationally Certified School Psychologist (NCSP) designation, consult the NASP website for guidance on the appropriate portfolio organization. Depending on your professional orientation or career goals, you might choose to organize your portfolio differently. Keep your audience in mind when completing your portfolio. What information would a Practicum/School Psychology Field Experience/Internship Coordinator or Director of Psychological Services find useful? Some School Psychology candidates choose to organize by a specific conceptual framework, whereas others use specific school psychological services as an organizational guide. Regardless of the order or framework you choose for your portfolio, be sure that all materials are copy edited and free from spelling and grammar errors and typos.

- Resume or Curriculum Vitae (C.V.)
 - Highlight information relevant to School Psychology and your graduate education. Determine if it is useful to include all relevant professional information.
 - Decide on what order will best highlight your experiences: chronological or functional.
 - Clearly list identifying information including: name, address, phone numbers, and email address.
 - List your education, all the degrees that you have as well as the expected completion date for your current degree; some School Psychology candidates include their GPA as well as titles or topics of independent research.
 - Include information about the field placements you have had, including type of experience, client populations, and skills practiced.
 - Professional work experience: What professional experiences did you have prior to the beginning of graduate school? Think about the skills that you want to highlight and the positions you have held to develop or showcase skills.

What graduate or research assistantships have you held while in graduate school?

- Include any honors or awards that you have received, including fellowships. This information will include any honors or awards that you have received, including fellowships. This information will serve to set you apart from other applicants who likely have similar educational and fieldwork background.
- List the professional organizations to which you belong. If relevant include professional development experiences you attended, including national and local conventions.
- Include any publications or presentations, if any, as well as their full titles, dates, and names of co-writers/presenters.
- List any certification, licensure, accreditation you currently possess.
- Mention any foreign language competency or other special skills.
- Include a list of the individuals you have contacted for references at the end of your resume.
- Sample Psychological Assessment Report(s):
 - This should be a copy of an actual report that you submitted during a practicum assignment or field placement.
 - Choose a report that reflects a wide range of assessment skills and shows a clear link between referral question, assessment theory, and conclusions/recommendations.
 - This assessment report should abide by current NASP standards of practice and include sound data-based decision making. Remove all identifying information about the child and school.
- Sample Consultation/Intervention Report(s):
 - These could include reports of consultation or intervention cases that you actually wrote for your school, if available, or written exclusively for your portfolio.
 - Remove all identifying information regarding the client, consultee, or school.
 - If relevant, include handouts or materials you created related to this case.
- Other items to include:
 - Workshops you developed or implemented; representative samples of research/publications; materials you developed for interventions; graduate transcripts; samples of communications to stakeholders (i.e., newsletter articles, media communications, etc). Be creative and highlight those activities and the work which represents you best. If you are currently at the beginning of your training, think about additional ways that you might become involved in the field of School Psychology that might set you apart from other applicants.
 - It is highly recommended and often required to list all assessment measures that you have experience administering.
 - Save the syllabus/course outlines for each course you take as part of the program.

- Presentation:
 - Be sure that your information is printed on a quality printer and is clearly legible. Many School Psychology candidates choose to print their resume or vita on high quality paper, whereas the remainder of items is printed on standard copy paper.
 - Depending on the size of your portfolio, you may decide to bind it in a plastic cover with tabs separating particular sections or types of items. Be sure that it is organized in such a way that your interviewers can easily locate your work.
 - Consider creating electronic versions of your portfolio materials that will be easy to update, store, transport and post for potential employers. The NASP Career Center currently allows NASP members to post their application materials online. Go to <http://jobs.naspcareercenter.org/search.cfm> for more information.
- Get input from others:
 - Contact School Psychology candidates currently on School Psychology Field Experience/Internship or recent graduates of your program and ask to view their professional portfolio. This will give you an idea of what to include in or how to organize a successful professional portfolio.
 - Have your portfolio reviewed by a faculty member familiar with your work and professional strengths to solicit their suggestions on improving your portfolio.
- Choosing your best work:
 - While it may be a natural tendency to include samples of all the work you have done, this is not a realistic option. A potential employer is not likely to read through an overwhelming number of samples. Therefore, it is important for you to go through your past work and pick a few items that represent not only best practice, but also your best work.
 - Be sure that you review the specifics of the case(s) in case your interviewers ask for more information or explanations.

(NASP Student Development Workgroup and other NASP leaders.)

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NASP Standards for Portfolio

NASP Standards require that School Psychology candidates demonstrate competency in each of the following domains of professional practice. Competency requires evidence of both knowledge and skills.

1. Data-based Decision-Making and Accountability
2. Consultation and Collaboration
3. Interventions and Instructional Support to Develop Academic Skills
4. Interventions and Mental Health Services to Develop Social and Life Skills

5. School-Wide Practices to Promote Learning
6. Preventive and Responsive Services
7. Family-School Collaboration Services
8. Diversity in Development and Learning
9. Research and Program Evaluation
10. Legal, Ethical, and Professional Practice

The portfolio that you are submitting provides evidence of knowledge and professional competency in each of the 10 domains. The portfolio includes both documentation of formal preparation and work samples/products that demonstrate professional competency in School Psychology.

Candidates must demonstrate at least “adequate” evidence of knowledge and competency for each domain as a condition for graduation. Each candidate will create and revise his/her portfolio throughout the program, but School Psychology candidates are expected to follow the NASP portfolio template and guidelines (see previously mentioned *NASP Portfolio Instructions* and *Developing Your Portfolio*).

Aside from professional documents such as a resume, graduate transcripts, and Praxis test results, the bulk of the portfolio will address the following:

- each of the 10 domains via a one to two page reflection that demonstrates knowledge and understanding of the domain
- two or three artifacts/work samples that provide performance based evidence of competency in that domain
- one to two paragraphs that highlight how the selected artifacts demonstrate competency in the ability to apply knowledge.

1. Data-Based Decision-Making and Accountability

Student will:

- a. Review ALL appropriate records (as available) for an individual student.
 - i. Cumulative file
 - ii. District and STAR data
 - iii. Discipline file
 - iv. Special Education file
 - v. Speech/language file
 - vi. Vision/hearing results
 - vii. Health/Medical records
 - viii. Records from any current/previous service provider(s)
- b. Interview student
- c. Interview teacher(s)
- d. Interview parent
- e. Interview service provider(s)/Special Education team members (as appropriate)
- f. Observe student
- g. Administer standardized tests, as appropriate

- h. Evaluate student with non-standardized measures, as appropriate
- i. Develop a case study file for the student which includes information from the above sources
- j. Write a complete, comprehensive, and accurate psycho-educational report under the guidance of Site Supervisor
- k. Use assessment data to develop effective academic intervention(s).

2. Consultation and collaboration with school personnel

Student will:

- a. attend and participate in a SST meeting
- b. attend and participate in an IEP meeting observe a student and write a 2-3 page narrative describing the consultative skills you will use when discussing the case with the school staff, parents, and student.

3. Interventions and Instructional Support to Develop Academic Skills

Student will:

- a. Participate in the development, implementation, and evaluation of a behavior or affective intervention for a student on an IEP plan
- b. Participate in the development, implementation, and evaluation of an academic or adaptive intervention for a student on a Section 504 plan
- c. Write a 4-5 page paper relating the District/School's development of a RTI program
 - i. Model being used
 - ii. Assessment tools being used
 - iii. Intervention strategies

4. Interventions and Mental Health Services to Develop Social and Life Skills

Student will:

- a. Conduct a Functional Analysis Assessment and write a Functional Analysis Assessment report for a student whose behavior warrants this type of intervention. All pertinent data and documentation should be included.

5. School-Wide Practices to Promote Learning

Student will:

- a. Observe a student of a different culture, socioeconomic background, or ability level and write a 4-5 page paper describing the challenging issues of the student and how a school psychologist might intervene to help the student become more successful academically and/or behaviorally in the school setting.

6. Preventive and Responsive Services

Student will:

- a. attend at least one school site meeting (such as, grade level, curriculum, disciplinary, School Site Council meeting) and write a 2-3 page paper describing the meeting and its outcome

- b. Attend at least one school board meeting and write a 2-3 page paper describing the meeting and its outcome.

7. Family-School Collaboration Services

Student will:

- a. observe a student participating in a counseling session supervised by school staff and write a 1 page summary
- b. gather a copy of the District's crisis team handbook
- c. meet with County Mental Health agency staff and review procedures for AB referrals.

8. Diversity in Development and Learning

Student will:

- a. participate in a parent conference in which a student's academic, behavior, or affective issues are discussed and write a 1 page summary
- b. investigate and develop a community resource guide which includes services for special needs students which can be used by School Psychology candidates/parents.

9. Research and Program Evaluation

Student will:

- a. review and analyze the most current Comprehensive Compliance Review (CCR) for a District. Write a 4-5 page paper describing a plan YOU developed for corrective action(s)

10. Legal, Ethical, and Professional Practice

Student will:

- a. read NASP Blueprint III (www.nasponline) and write a 4-5 page reaction paper.

School Psychology Portfolio

Candidate: _____ Date: _____

Evaluator: _____ Date: _____

Insufficient	Adequate	Proficient	Exemplary	<p>Exemplary – demonstrations the highest level of knowledge and/or skills that exceed expectations of a beginning school psychologist.</p> <p>Proficient – exhibits evidence of acceptable knowledge and/or skills expected of a beginning school psychologist.</p> <p>Adequate – provides evidence of minimally acceptable knowledge and/or skills expected of a beginning school psychologist.</p> <p>Insufficient – presents insufficient evidence of the knowledge and/or skills expected of a beginning school psychologist.</p>
1	2	3	4	NASP Standards/Domains
<p>Domain 1 – Data-Based Decision-Making and Accountability: School psychologists have knowledge of varied methods of assessment and data collection methods for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes.</p>				
				a. Evidence of Knowledge (Reflection)
				b. Evidence of Competency (Artifacts)
<p>Domain 2- Consultation and Collaboration: School psychologists have knowledge of varied methods of consultation, collaboration, and communication applicable to individuals, families, groups, and systems and used to promote effective implementation of services. School psychologists demonstrate skills to consult, collaborate, and communicate with others during design, implementation, and evaluation of services and programs.</p>				
				a. Evidence of Knowledge (Reflection)
				b. Evidence of Competency (Artifacts)
<p>Domain 3 – Interventions and Instructional Support to Develop Academic Skills: School psychologists have knowledge of biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curriculum and instructional strategies. School psychologists, in collaboration with others, demonstrate skills to use assessment and data-collection methods and to implement and evaluate services that support cognitive and academic skills.</p>				
				a. Evidence of Knowledge (Reflection)
				b. Evidence of Competency (Artifacts)
<p>Domain 4 – Interventions and Mental Health Services to Develop Social and Life Skills: School psychologists have knowledge of biological, cultural, developmental, and social influences on behavior and mental health; behavioral and emotional</p>				

impacts on learning and life skills; and evidence-based strategies to promote social-emotional functioning and mental health. School psychologists, in collaboration with others, demonstrate skills to use assessment and data-collection methods and to implement and evaluate services that support socialization, learning, and mental health.			
			a. Evidence of Knowledge (Reflection)
			b. Evidence of Competency (Artifacts)
Domain 5 – School-Wide Practices to Promote Learning: School psychologists have knowledge of school and systems structure, organization, and theory; general and special education; technology resources; and evidence-based school practices that promote academic outcomes, learning, social development, and mental health. School psychologists, in collaboration with others, demonstrate skills to develop and implement practices and strategies to create and maintain effective and supportive learning environments for children and others.			
			a. Evidence of Knowledge (Reflection)
			b. Evidence of Competency (Artifacts)
Domain 6 – Preventive and Responsive Services: School psychologists have knowledge of principles and research related to resilience and risk factors in learning and mental health, services in schools and communities to support multi-tiered prevention, and evidence-based strategies for effective crisis response. School psychologists, in collaboration with others, demonstrate skills to promote services that enhance learning, mental health, safety, and physical well-being through protective and adaptive factors and to implement effective crisis preparation, response, and recovery.			
			a. Evidence of Knowledge (Reflection)
			b. Evidence of Competency (Artifacts)
Domain 7 – Family-School Collaboration Services: School psychologists have knowledge of principles and research related family systems, strengths, needs, and culture; evidence-based strategies to support family influences on children’s learning, socialization, and mental health; and methods to develop collaboration between families and schools. School psychologists, in collaboration with others, demonstrate skills to design, implement, and evaluate services that respond to culture and context and facilitate family and school partnership/interactions with community agencies for enhancement of academic and social-behavioral outcomes for children.			
			a. Evidence of Knowledge (Reflection)
			b. Evidence of Competency (Artifacts)
Domain 8 – Diversity in Development and Learning: School psychologists have knowledge of individual differences, abilities, disabilities, and other diverse characteristics; principles and research related to diversity factors for children, families, and schools, including factors related to culture, context, and individual and role differences; and evidence-based strategies to enhance services and address potential influences related to diversity. School psychologists demonstrate skills to provide professional services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds and across multiple contexts, with recognition that an understanding and respect for diversity in development and learning and advocacy for social justice are foundations of all aspects of service delivery.			

				a. Evidence of Knowledge (Reflection)
				b. Evidence of Competency (Artifacts)
Domain 9 – Research and Program Evaluation: School psychologists have knowledge or research design, statistics, measurement, varied data collection and analysis techniques, and program evaluation methods sufficient for understanding research and interpreting data in applied settings. School psychologists demonstrate skills to evaluate and apply research as a foundation for service delivery and, in collaboration with others, use various techniques and technology resources for data collection, measurement, analysis, and program evaluation to support effective practices at the individual, group, and/or systems levels.				
				a. Evidence of Knowledge (Reflection)
				b. Evidence of Competency (Artifacts)
Domain 10 – Legal, Ethical, and Professional Practice: School psychologists have knowledge of the history and foundations of school psychology; multiple service models and methods; ethical, legal, and professional standards; and other factors related to professional identity and effective practice as school psychologists. School psychologists demonstrate skills to provide services consistent with ethical, legal, and professional standards; engage in responsive ethical and professional decision-making; collaborate with other professionals; and apply professional work characteristics needed for effective practice as school psychologists, including respect for human diversity and social justice, communication skills, effective interpersonal skills, responsibility, adaptability, initiative, dependability, and technology skills.				
				a. Evidence of Knowledge (Reflection)
				b. Evidence of Competency (Artifacts)
				Total Points A (40 possible)
				Total Points B (40 possible)
				Overall Organization of Portfolio 1-4
				Writing Mechanics 1-4
				Total Points for Portfolio (88 possible)

CASE STUDIES

(Included in the Portfolio)

While the School Psychology Program assessment courses require the candidates to complete and submit case studies in a variety of formats, it also requires the candidate to complete and submit one problem solving case study utilizing the NCSP format (can be accessed on the NASP website). This case study involves using the NASP-recommended problem-solving model: (b) thorough assessment processes that may include functional behavioral assessments, (c) an evidence-based interventions, and (d) outcomes via multiple sources including objective measures of treatment effectiveness, data on treatment integrity, and feedback from participants (e.g., teacher, parents, and student). The NCSP format case study may be submitted in the PED 685 Field Experience/Internship Seminar course, or in PED 637 School Psychology Research, and must be IRB-approved.

The requirements for the case studies are designed to mirror the NCSP case study requirement and are evaluated using the NCSP scoring rubric (see attached *NCSP Case Study Guidelines* and *Case Study Scoring Rubric*).

NCSP Case Study Guidelines

- 1) As you choose your case study, remember that this is an interventions/problem-solving case study. Case studies that involve psycho-educational assessment for eligibility generally are not acceptable unless one or more academic and/or behavior interventions are the focus.
- 2) Follow the directions in the NCSP application booklet carefully available on the NASP website.
- 3) Use the four headings from the NCSP scoring rubric to organize your paper (Problem Identification, Problem Analysis, Intervention and Evaluation).
- 4) As you address each of the four areas, be sure to provide data and discussion about the subparts listed for several of the areas.
- 5) Carefully proof read and spell check your case study. Be thorough, yet concise enough to stay within the 10 page limit.
- 6) Please ensure that all graphs, tables or figures are properly labeled and professionally generated (i.e., not hand drawn).
- 7) Please note the following recommendations and descriptions that are designed to accompany the NCSP scoring rubric:

A. Background and context

- 1) In the psycho-educational assessment report it is important to focus on describing the presenting problem or referral question.
- 2) Describe problem behavior(s) in observable, measurable terms and note whether it appears to be a skill (can't do) or performance (won't do) deficit.

- 3) Briefly describe the current level of performance and how it compares with normative expectations and/or local norms (i.e., expected levels). Depending on the referral question, the expected level can be determined through consultation with the teacher, observations of typical children, discussions with administrators, etc.
- 4) You must provide baseline data with a minimum of three data points directly related to the identified problem. These data must be collected in a reasonable manner along relevant dimensions. Remember that you will be comparing your outcome data to the baseline data at the end of the intervention.

B. Description and Analysis

- 1) Summarize the assessment methods used. Remember that these should be geared to providing additional, clarifying information about the identified problem and should be directly related to seeking answers to the identified problem.
- 2) Discuss your hypotheses as the possible reasons for the problem and its occurrence
- 3) Identify and discuss the data you have that provide hypotheses as to "why" the behavior is occurring as well as considering factors contributing to the problem. Interventions cannot be identified until hypotheses are developed.

C. Link data with goals

- 1) Using your data and hypotheses, develop goals for the intervention (think data-based decision making). Goals and subsequent interventions should be planned so that they can be implemented and have a high probability of success. The areas of intervention and goals must be consistent results of your problem analysis. Problems and goals need to be stated in explicit, measurable terms, and all interventions should have an identifiable research base.

D. Specific description of the intervention

- 1) Specify how, when and for how long the interventions were implemented for each goal. Appropriate interventions can be direct or indirect, just be sure that all components of the intervention(s) are explained in sufficient detail that they can be replicated. The intervention steps must be manageable and realistic given the available resources. A description of how the intervention is being monitored, both in terms of treatment acceptability and integrity, also should be reported. Generally speaking a minimum of six weeks of intervention data should be collected.

E. Collaborative efforts

- 1) Information should describe how relevant members of the student(s) environment were included in the various steps of the project. Describe the role each participant played and what supports were provided for them. If attempts at

collaboration were partially successful or unsuccessful, there should be an explanation of the attempts made and the potential effects.

F. Outcome data and discussion of results

1) Data should be provided to illustrate the success of the intervention(s) in addressing each goal. Data need to be collected and presented to demonstrate the change in behavior or skills from baseline to post-intervention. Effect sizes and percent non-overlapping data points associated with the intervention should be calculated and used to assist in the evaluation of treatment impact. Progress towards meeting goals should also be discussed. Describe the progress, how it was monitored, and factors that may have impeded progress. Address whether the initial problem has been solved or requires continued intervention. Please conclude with specific recommendations to facilitate generalization to other settings and suggestions for future modifications and interventions.

NASP Standards require that all school psychologist candidates demonstrate the professional skills necessary to deliver effective services that result in positive, measurable outcomes for clients. Fulfillment of this performance-based requirement is met through the successful completion of the Case Study, using the NCSP case study format. The case studies will describe an actual case that has been completed by the applicant using systematic and structured problem-solving procedures. The following rubric is adapted directly from the NCSP scoring rubric and will be used to evaluate the submitted case study. Therefore, it is advisable to organize the report to follow Sections 1-4 below using a 12 point, Times New Roman font that does not exceed 10 pages (including charts and graphs). **Case Studies that do not meet these specifications will not be reviewed.**

(Adapted from: "Preparing your Case Study for the NCSP: Application Tips for Applicants")

NCSP CASE STUDY RUBRIC

Student Name: _____

Faculty Name: _____

NOTE: Modified to meet National University School Psychology 4 - pt rubric scoring system (Insufficient category added).

Section 1: Problem Identification

	<i>Exemplary/Very Effective (4)</i>	<i>Proficient/Effective (3)</i>	<i>Adequate/Needs Development (2)</i>	<i>Insufficient (1)</i>
1.1	The student's behavior is defined in the context of appropriate grade and/or peer expectations, e.g., local norms	The student's behavior is operationally defined	The student's behavior is identified but not operationally defined	Not addressed
1.2		The problem is collaboratively defined	The problem is not collaboratively defined	Not addressed
1.3	The discrepancy between current and desired level of performance is explained	The behavior is operationally defined or quantified in terms of both current and desired levels of performance	The behavior is operationally defined in terms of both current and desired levels of performance	Not addressed
1.4	Baseline includes the student behavior and peer/grade norms and expectations with computed trend lines	A baseline for the student behavior is established using sufficient data	A baseline for the student behavior is established or has insufficient data	Not addressed
1.5		The student behavior is identified as a skill and/or performance deficit	The student behavior is not identified as a skill and/or performance deficit	Not addressed
1.6		Parents/guardians and teachers are involved in the problem-identification process	Parents/guardians and teachers are not involved in the problem-identification process	Not addressed

SECTION 1 Point Total (21 pts possible) _____

Issues: shortcomings/strengths:

Section 2: Problem Analysis

	<i>Exemplary/Very Effective</i> (4)	<i>Proficient/Effective</i> (3)	<i>Adequate/Needs Development</i> (2)	<i>Insufficient</i> (1)
2.1	Hypotheses are generated through collaboration with teacher and/or parent	One or more hypotheses are developed to identify the functions that the behavior serves and/or the conditions under which the behavior is occurring or has developed in two or more of the following areas: child factors, curriculum, peers, teacher, classroom, home	Hypotheses are not developed, hypotheses are developed in only one area and/or hypotheses are not measurable	Not addressed
2.2	There are multiple sources of data that converge on each proposed hypothesis	There is evidence that appropriate data are collected to confirm or reject the proposed hypotheses. Appropriate data include one or more of the following: record review, interview, observation, testing, and self report	Appropriate data are not collected or confirm or reject the hypotheses	Not addressed
2.3		Hypotheses reflect an awareness of issue of diversity (e.g., physical, social, linguistic, cultural)	Hypotheses do not reflect an awareness of issue of diversity (e.g., physical, social, linguistic, cultural)	Not addressed

SECTION 2 Point Total (11 pts possible) _____

Issues: shortcomings/strengths:

Section 3: Intervention

<i>Exemplary/Very Effective (4)</i>	<i>Proficient/Effective (3)</i>	<i>Adequate/Needs Development (2)</i>	<i>Insufficient (1)</i>
3.1	Intervention is linked to observable, measurable goal statement(s)	Intervention is not linked to observable, measurable goal statement(s)	Not addressed
3.2	Intervention(s) selection is based on data from problem analysis and hypothesis testing	Intervention(s) selection is based on data from problem analysis and hypothesis testing	Not addressed
3.3	Intervention(s) is evidence-based (e.g., research literature, functional analysis, single case design analysis)	Intervention(s) is not evidence-based (e.g., research literature, functional analysis, single case design analysis)	Not addressed
3.4	Intervention(s) is developed collaboratively	Intervention(s) is not developed collaboratively	Not addressed
3.5	Interventions(s) reflect sensitivity to individual differences, resources, classroom practices, and other system issues. Acceptability of intervention is verified.	Interventions(s) do not reflect sensitivity to individual differences, resources, classroom practices, and other system issues. Acceptability of intervention is not verified.	Not addressed
3.6	Logistics of setting, time, resources and personnel are included in the intervention plan	Logistics of setting, time, resources and personnel are not included in the intervention plan	Not addressed
3.7	Intervention selection considers unintended outcomes or limitations	Intervention selection does not consider unintended outcomes or limitations	Not addressed
3.8	Intervention is monitored and data are provided to ensure that it is implemented as designed	Treatment integrity is not monitored	Not addressed

SECTION 3 Point Total (24 pts possible) _____

Issues: shortcomings/strengths:

Section 4: Evaluation

	<i>Exemplary/Very Effective (4)</i>	<i>Proficient/Effective (3)</i>	<i>Adequate/Needs Development (2)</i>	<i>Insufficient (1)</i>
4.1	Charting includes student performance trend lines, and/or goal lines	Progress monitoring data are demonstrated on a chart	Progress monitoring data are not demonstrated on a chart	Not addressed
4.2	Progress monitoring data are demonstrated to be effective when compared to data generated from multiple sources/settings	Progress monitoring data are demonstrated to be effective when compared to baseline data	Intervention is not demonstrated to be effective through data comparison	Not addressed
4.3	Response to intervention data are used to inform problem solving and decision making. Single case design was specified (e.g., changing criterion, parametric, component analysis, multiple baseline, alternating treatment)	Data are used to inform further problem solving and decision making (i.e., continuation of intervention, modification of intervention, maintenance of intervention)	Data are not used to inform further problem solving and decision making	Not addressed
4.4	Strategies for transfer/generalizing outcomes to other settings are documented as effective	Strategies for transfer/generalizing outcomes to other settings are addressed	Strategies for transfer/generalizing outcomes to other settings are not addressed	Not addressed
4.5	Modification for future interventions are considered based upon collaborative examination of effectiveness data	Effectiveness of intervention is shared through collaboration with parents, teachers, and other personnel	Effectiveness of intervention is not shared or communicated	Not addressed
4.6	Strategies for follow-up are developed and implemented	Suggestions for follow-up are developed (e.g., continued progress monitoring, transition planning)	Suggestions for follow-up are not developed	Not addressed

SECTION 4 Point Total (24 pts possible) _____

TOTAL POSSIBLE = 80 pts PASSING = 80%, 64 points

CANDIDATE SCORE= _____ %= _____

Faculty Signature: _____

Date: _____

PART VIII: SCHOOL PSYCHOLOGY RESEARCH PROJECT

All candidates pursuing a Master's degree must complete an independent research project unless people who already have a masters degree have this criterion waived by their Lead Faculty Advisor. All candidates must enroll in PED 625: Research in School Psychology, in which a thesis or action research proposal is completed, and the Institutional Review Board (IRB) procedures are learned and followed.

PED 637: School Psychology Research is designed to include relevant aspects of professional writing while remaining focused on the practical needs of educators. The research is based upon a practical problem (usually located within the school setting) that culminates in an analysis of data that are gathered on-site. The prerequisite for this course is PED 625

This course may be taken concurrently with PED 689-690, Internship.

The PED 637 course instructor must approve the School Psychology Research Project

The Institutional Review Board

Prior to collecting any data and/or interaction with human subjects, a proposal must first be submitted to and approved by the National University Institutional Review Board. Current procedures are detailed at www.IRB.net.

PED 637 Action Research Project Grading Rubric (Revised May 2015)

	Exemplary (4 pts)	Proficient (3 pts)	Adequate (2 pts)	Insufficient (1 pt)
APA Format/Written Expression	<p>No spelling errors.</p> <p>No grammatical errors.</p> <p>Very strong paragraph structure.</p> <p>No APA errors.</p> <p>Fully displays every required formatting element.</p> <p>Proper reference citations with no errors.</p> <p>Appropriate use of headings and sub-headings that follow the guidelines with no errors.</p>	<p>Few spelling errors.</p> <p>Few grammatical errors.</p> <p>Strong paragraph structure.</p> <p>Few APA errors.</p> <p>Almost no required formatting elements missing.</p> <p>Reference citations with a few minor errors.</p> <p>Appropriate use appropriate headings and sub-headings that follow the guidelines with a few minor errors.</p>	<p>More than a few spelling errors.</p> <p>More than a few grammatical errors.</p> <p>Satisfactory paragraph structure.</p> <p>More than a few APA errors.</p> <p>Very few required formatting elements missing.</p> <p>Reference citations with more than a few minor errors.</p> <p>Appropriate use of headings and sub-headings that follow the guidelines with more than a few minor errors.</p>	<p>Excessive spelling errors.</p> <p>Excessive grammatical errors.</p> <p>Some inappropriate paragraph structure.</p> <p>Excessive APA errors.</p> <p>More than a few formatting elements are not fully displayed.</p> <p>Reference citations with excessive errors.</p> <p>Inappropriate use of headings and sub-headings that fail follow the guidelines.</p>
APA Points				
Introduction	Very clear and highly detailed description of the study's context (school, classroom, or audience)	A clear description of the study's context (school, classroom, or audience)	A general summary of the study's context (school, classroom, or audience)	Little description of the study's context (school, classroom, or audience)

PED 637 Action Research Project Grading Rubric (Revised May 2015)

	Exemplary (4 pts)	Proficient (3 pts)	Adequate (2 pts)	Insufficient (1 pt)
Introduction	<p>The problem is fully, clearly, and richly described.</p> <p>Very clearly and with rich detail identifies significance of the problem and proposed project to the educator.</p> <p>A clear connection of the project to the role of a school psychologist is established.</p> <p>The question is very focused and clearly represents all the X, Y, Z elements.</p>	<p>The problem is clear and appropriately described.</p> <p>Clearly identifies significance of the problem and proposed project to the educator.</p> <p>There is a mostly clear connection of the project topics and a role of the school psychologist.</p> <p>The question is focused and represents almost all of the X, Y, Z elements.</p>	<p>The problem is mostly clear and usually appropriately described.</p> <p>A few clarity issues, but mostly effective in identifies significance of the problem and proposed project to the educator.</p> <p>There is sufficient mention of the project topics and a role of the school psychologist.</p> <p>The question is focused and represents as much as necessary of the X,Y, Z elements.</p>	<p>Description of the problem is vaguely provided.</p> <p>Vaguely identifies significance of the problem and proposed project to the educator.</p> <p>No connection to the role of the school psychologist is made.</p> <p>The question lacks the X, Y, Z elements.</p>
Introduction Points				
Review of Literature	<p>Extensive research related journals that use original published research.</p> <p>Very strong evidence that the review demonstrates relevant and appropriate interpretation, analysis</p>	<p>Uses more than a few research related journals with original published research.</p> <p>Strong evidence that the review demonstrates relevant and appropriate interpretation, analysis,</p>	<p>Uses a few research related journals with original published research.</p> <p>Sufficient evidence that the review demonstrates relevant and appropriate interpretation, analysis,</p>	<p>Uses unusual or questionable professional journals.</p> <p>Somewhat displays interpretation, analysis, and/or synthesis of research findings and</p>

PED 637 Action Research Project Grading Rubric (Revised May 2015)

	Exemplary (4 pts)	Proficient (3 pts)	Adequate (2 pts)	Insufficient (1 pt)
Review of Literature	<p>and synthesizes of research findings and conceptual frameworks.</p> <p>Very comprehensive coverage of relevant research and educational literature.</p> <p>Minimum reliance on “digest” citations and no non-discipline related internet resources.</p> <p>Very clearly identifies and describes with great detail appropriate theoretical foundation.</p> <p>Very clear relation of theoretical foundations of the research and topic.</p>	<p>and synthesis of research findings and conceptual frameworks.</p> <p>Comprehensive coverage of relevant research and educational literature.</p> <p>Minimum reliance on “digest” citations and only a few non-discipline related internet resources.</p> <p>Clearly identifies and describes with good detail appropriate theoretical foundation.</p> <p>Clear relation of theoretical foundations of the research and topic.</p>	<p>and synthesis of research findings and conceptual frameworks.</p> <p>Sufficient coverage of relevant research and educational literature.</p> <p>Minimum reliance on “digest” citations and more than a few non-discipline related internet resources.</p> <p>Clearly identifies and describes with sufficient detail appropriate theoretical foundation.</p> <p>Mostly clear relation of theoretical foundations of the research and topic.</p>	<p>conceptual frameworks.</p> <p>Minimum coverage of relevant research and educational literature.</p> <p>Excessive reliance on “digest” citations and excessive use of non-discipline related Internet resources.</p> <p>Minimum identification and minimum description of appropriate theoretical foundation.</p> <p>Does not clearly show relations between theoretical foundations of the research and topic.</p>
Literature Points				
Methods	<p>Displays very strong design integrity such that the methods support the rationale, question, and literature review.</p>	<p>Displays strong design integrity such that the methods sufficiently support rationale, question, and literature</p>	<p>Displays satisfactory design integrity such that the methods sufficiently support rationale, question, and literature</p>	<p>Displays questionable design integrity.</p>

PED 637 Action Research Project Grading Rubric (Revised May 2015)

	Exemplary (4 pts)	Proficient (3 pts)	Adequate (2 pts)	Insufficient (1 pt)
Method	<p>Very strong triangulation.</p> <p>Every design component identified is extensively described.</p> <p>Very strong and very clear alignment of question, data sources and methods (see alignment chart).</p> <p>Instruments closely follow strong construction principles, are extensively described and aligned to the respective method(s).</p> <p>Very complete identification of appropriate ethical concerns and very thorough description of appropriate ethical precautions.</p> <p>Methods and instruments</p>	<p>review.</p> <p>Strong triangulation.</p> <p>Every design component is well described.</p> <p>Strong and clear alignment of question, data sources and methods (see alignment chart).</p> <p>Instruments follow construction principles, are well described and aligned to the respective method(s).</p> <p>Complete identification of appropriate ethical concerns and thorough description of appropriate ethical precautions.</p> <p>Methods and instruments</p>	<p>review.</p> <p>Sufficient triangulation.</p> <p>Every design component is appropriately described.</p> <p>Satisfactory alignment of question, data sources and methods (see alignment chart).</p> <p>Instruments follow construction principles, are appropriately described and aligned to the respective method(s).</p> <p>Mostly complete identification of appropriate ethical concerns and thorough description of appropriate ethical precautions.</p> <p>Methods and instruments</p>	<p>Lacks appropriate triangulation.</p> <p>At least one design component part is poorly described.</p> <p>Poor alignment of question, data sources and/or methods (see alignment chart).</p> <p>An instrument does not display appropriate construction principles, or is not sufficiently described and/or aligned to the respective method(s).</p> <p>Displays insufficient ethical precautions, and needs to go further in detail.</p> <p>Methods and instruments</p>

PED 637 Action Research Project Grading Rubric (Revised May 2015)

	Exemplary (4 pts)	Proficient (3 pts)	Adequate (2 pts)	Insufficient (1 pt)
	follow numerous construction principles. IRB Application is clear and fully completed	follow several construction principles. IRB Application is clear and fully completed.	follow a few construction principles. IRB application is clear and fully completed.	follows little (if any) construction principles. IRB Application is not clear or fully completed.
Method Points				
Results	Displays reflection through analysis with very strong writing that is always appropriate, objective, comprehensive, and clear Provides very strong connections, displayed through an appropriate analysis, between the project's direction, review of the literature, implications for the educator (beliefs and practices), students, and identified others. For quantitative data, very extensively and clearly displays findings with the use of visuals (e.g. charts, graphs, tables, etc.)	Displays reflection through analysis with strong writing that is sufficiently appropriate, objective, comprehensive and clear. Provides strong connections, displayed through an appropriate analysis, between the project's direction, review of the literature, implications for the educator (beliefs and practices), students, and identified others. For quantitative data, extensively and clearly displays findings with the use of visuals (e.g. charts, graphs, tables, etc.)	Displays reflection through analysis with satisfactory writing that is sufficiently appropriate, objective, comprehensive and clear Provides sufficient connections, displayed through an appropriate analysis, between the project's direction, review of the literature, implications for the educator (beliefs and practices), students, and identified others. For quantitative data, clearly displays findings with the use of visuals (e.g. charts, graphs, tables, etc.)	Displays shallow reflection through little analysis with vague and general descriptions and/or provides judgmental report of findings. Provides loose connections, displayed through general analysis, between the project's direction, review of the literature, implications for the educator (beliefs and practices), students, and identified others. For quantitative data, fails to clearly and comprehensively display findings with the use of visuals (e.g. charts, graphs,

PED 637 Action Research Project Grading Rubric (Revised May 2015)

	Exemplary (4 pts)	Proficient (3 pts)	Adequate (2 pts)	Insufficient (1 pt)
Results	For qualitative data, displays very strong reflection through deep analysis with extraordinarily rich, thick, detailed writing.	For qualitative data, displays strong reflection through analysis with very rich, thick, detailed writing.	For qualitative data, displays satisfactory reflection through analysis with rich, thick, detailed writing.	For qualitative data, displays weak reflection through analysis with poorly detailed writing. tables, etc.)
Results Points				
Discussion	<p>Provides very strong reflective analysis about the influences and implications of the findings on the educator’s practices and beliefs.</p> <p>Provides a very strong reflective analysis about the project design and findings.</p> <p>Provides very strong connections, displayed through thoughtful analysis, between the project’s direction and the</p>	<p>Provides a strong reflective analysis about the influences and implications of the findings on the educator’s practices and beliefs.</p> <p>Provides a strong reflective analysis about the project design and findings.</p> <p>Provides strong connections, displayed through thoughtful analysis, between the project’s direction and the</p>	<p>Provides a sufficient reflective analysis about the influences and implications of the findings on the educator’s practices and beliefs.</p> <p>Provides a sufficient reflective analysis about the project design and findings.</p> <p>Provides sufficient connections, displayed through thoughtful analysis, between the project’s direction and the</p>	<p>Provides a brief, shallow reflective analysis about the influences and implications of the findings on the educator’s practices and beliefs.</p> <p>Provides a brief, shallow reflective analysis about the project design and findings.</p> <p>Provides insufficient connections between the project’s direction and the literature. Implications for the educator (beliefs and</p>

PED 637 Action Research Project Grading Rubric (Revised May 2015)

	Exemplary (4 pts)	Proficient (3 pts)	Adequate (2 pts)	Insufficient (1 pt)
Discussion	<p>literature. Implications for the educator (beliefs and practices), students, and identified others are mentioned.</p> <p>Provides a very strong reflective analysis about implications for future research (topic, question, project design).</p> <p>Provides a very strong reflective analysis about the lessons learned and implications for school psychologists and the school psychology profession.</p>	<p>literature. Implications for the educator (beliefs and practices), students, and identified others are mentioned.</p> <p>Provides a strong reflective analysis about implications for future research (topic, question, project design).</p> <p>Provides a strong reflective analysis about the lessons learned and implications for school psychologists and the school psychology profession.</p>	<p>literature. Implications for the educator (beliefs and practices), students, and identified others are mentioned.</p> <p>Provides a sufficient reflective analysis about implications for future research (topic, question, project design).</p> <p>Provides a sufficient reflective analysis about the lessons learned and implications for school psychologists and the school psychology profession.</p>	<p>practices), students, and identified others are not mentioned.</p> <p>Provides a brief, shallow reflective analysis about implications for future research (topic, question, project design).</p> <p>Provides a brief, shallow reflective analysis about the lessons learned and implications for school psychologists and the school psychology profession.</p>
Discussion Points				
Total Possible 24 pts				
Student's Total Points		XXXXXX	XXXXXX	XXXXXX

- **PLEASE NOTE:** In order to receive the awarded grade, the student must address all rubric cell criteria.

PART IX: EXIT PROCESS

National Praxis Exam

Upon completion of coursework candidates are encouraged to apply to take the national ETS Praxis examination #5402 in School Psychology (also referred to as the National School Psychology Examination).

Application for the examination is made and a fee is paid directly to Educational Testing Service (ETS). ETS will send the results of the examination directly to you upon your request. Candidates must give a copy of their scores to their Credential advisor and a copy to the Faculty Advisor. It is recommended that the candidate make copies of their scores and have them available at the time of their exit interview (to be included in Portfolio). The National University School Psychology Program requires a PRAXIS score of 132 or above in order to apply for the PPS Credential and Master's degree.

Test registration materials for the National School Psychology Examination (ETS/Praxis #5402) are available through the Educational Testing Service. Registration materials are contained in the document entitled Bulletin of Information. ETS may be reached at 800-772-9476 Monday through Friday. The ETS mailing address is P.O. Box 6051, Princeton, NJ 08541-6051. The examination is administered five (5) times each year in the United States. Schedules of test administration are contained in the ETS registration materials. You may also receive this information and register online: www.ets.org/praxis.

School Psychology candidates must earn a score of 147 or higher on the Praxis Examination to meet the partial requirements for recognition as a Nationally Certified School Psychologist (NCSP). While application for the NCSP is not a program requirement, school psychologists with this credential are widely recognized as meeting high standards for training and continued professional development. More information on applying for the NCSP can be found on the NASP website at <http://www.nasponline.org/pdf/Application.pdf>.

Exit Interview

Each School Psychology candidate must complete an oral exit interview and present his/her professional portfolio and research project/action research project to complete the program. The candidate is interviewed by the PPS Faculty Advisor and other faculty (when possible) to determine that the competencies have been satisfactorily

met. The Faculty Advisor will sign off that the student has successfully completed the areas listed on the Exit Interview Checklist

**National University
School Psychology Program**

Exit Interview

Students seeking to graduate from National University must meet certain criteria in order to qualify to apply for the Pupil Personnel Services-Psychology (PPS-P) credential. Those criteria are listed below. The faculty Advisor's initial indicates successful completion.

Candidate: _____ NU ID# _____

	Faculty Initials
1. All required coursework completed	_____
2. All fieldwork logs, summaries and evaluations submitted and approved	_____
3. Portfolio reviewed and approved	_____
4. Action research project approved/grade posted	_____
5. National University testing materials returned and Verified.	_____
6. Portfolio on CD	_____
7. Praxis passed with minimum score of 132	_____

After a review of the aforementioned areas of completion, the candidate has successfully completed the National University School Psychology credential program and is permitted to submit an application for the PPS-SP credential to the California Commission on Teacher Credentialing.

Signature of University Supervisor _____

Signature of Faculty Advisor _____

Final Paperwork

The Faculty Advisor submits a copy of the completed *Exit Interview Checklist* form to the Credential Specialist. The School Psychology candidates will meet with Credential Department personnel to finalize paperwork. The School Psychology candidate will submit the appropriate forms to CTC in Sacramento for the PPS credential. After candidates have completed the Exit Checklist, they should contact a Credential Program Specialist to submit their application for the credential.

Part X: Applied Behavior Analysis Certificate Program

The five courses in Applied Behavior Analysis embedded within the NU School Psychology curriculum meet all but one of the course requirements designed to prepare candidates for the national certification Board Certified Behavior Analyst, (BCBA) examination sponsored by the Behavior Analyst Certification Board (BACB). In order to receive a Certificate of Completion for the NU Applied Behavior Analysis Certificate Program all six courses must be taken and passed. Information about becoming certified as a BCBA through the BACB can be found at www.bacb.com.

APPENDIX A:

PRACTICUM FORMS

(Note: Forms contained in these appendices (A & B) are not to be copied and used. They are illustrative only, and may be modified by faculty at any time necessary. Obtain the appropriate forms for use from an NU school psychology Faculty Advisor.)



Sanford College of Education

School Psychology

Practicum Application Form

Submit this form to credential staff member one month prior to starting your practicum.

Student: _____ ID# _____

Address: _____

Phone: Home (____) _____ Work (____) _____

Practicum Prerequisites: (checked by Credentials)

- ___ Completed credential packet
- ___ Received fingerprint clearance or credential
- ___ CBEST
- ___ TB test results
- ___ 3.0 GPA (Grades of "D" and "F" are not accepted.)
- ___ Prerequisites completed
- ___ PED 673 completed

Practicum placement (district or county):

School _____ Phone: _____

School Address: _____

City _____ Zip Code: _____

Site Supervisor _____

Start Date: _____ Days Per Week _____

***** 250 hours must be completed concurrently in PED 678**

Student signature

_____ OFFICE USE ONLY _____

Approved to start Practicum: Yes No _____
Credential Advisor

Approved by Faculty
Advisor: _____

Lead Faculty/Field Experience Coordinator *date* _____

date _____



School Psychology Program
Practicum Agreement Form for PED 678

NOTE: This form must be completed & typed in its entirety

Student Name _____ Email address: _____

Student NU ID: _____ Cell phone _____

School District/Agency _____

Address/City _____ ZIP _____

Approx. Start Date: _____

On Site Supervisor _____ Phone _____

Site Supervisor Email Address _____

PED 678 Instructor: _____ Email address: _____

To Supervisor: This agreement is to assist in clarifying expectations for School Psychology Practicum for the student, the site supervisor, and the faculty advisor. This form will be used as a working agreement for the duration of the practicum and is to be typed and signed by all relevant parties and returned to the PED 678 instructor prior to the start of practicum. We appreciate your assistance in this placement and in the training of this School Psychology student. Thank you for the commitment that the signing of this agreement indicates.

Expectations:

It is the intent of the practicum training experience, through direct supervision by the site supervisor, that the practicum student will experience the typical day-to-day activities of the supervising school psychologist and come to understand the professional culture within which the school psychologist works. These activities may include, but are not limited to, attending IEP, SAT/SST and site staff meetings, and attending other meetings the school psychologist has with parents, teachers, administrators, and agency personnel.

It is hoped that throughout the student's total practicum experience, the

following experiential goals can be achieved or closely approximated – these are suggested goals, not mandates:

1. Attend Student Study Team/Student Intervention Team/RtI (a prereferral intervention meeting, by any name) meetings where an intervention is designed for a child prior to a special education evaluation.
Documentation - on log sheets.
2. Attend IEP meetings – either initial IEP’s or three year re-evaluations – where a school psychologist is reporting assessment information and where placement and intervention decisions are being made. Some of these meeting should be on Moderate/Severe special education children. Documentation - on log sheet, initialed by site supervisor.
3. Attend staff meetings, any combination of general school site staff meetings (could be grade-level meetings), district-level department meetings (i.e., Special Education Dept., Student Support Services), or general administrative meetings.
Documentation – on log sheet.
4. Become knowledgeable of the district’s method of IEP writing, whether computerized or not, as evidenced by correctly creating/putting together one entire IEP on a fictional child, to include goals and objectives. Document - on log sheet.
5. Become familiar with the district’s crisis intervention/prevention plan(s), including suicide prevention/intervention and threat assessment protocols.
Document - on log sheet.
6. School districts are encouraged to allow school psychology practicum students to participate in assessment activities for which the practicum student has been specifically trained via successful completion of graduate coursework in the subject area. It is strongly suggested that any assessment data collected by the candidate be used as screening data, or data supplementary to those collected by the credentialed school psychologist, and not data used alone in high stakes decision making.
7. If this practicum site is an agency rather than a school site, the student may earn up to 150 hours of experience if the agency works with school age children. In this experience it is hoped that the school psychology student receive exposure to or training in the services provided by the agency, and learns how these services are intended to affect the child’s performance in a school setting.

In addition to formal evaluation which the site supervisor will be asked to

complete, communication between National University and the site should be adequate enough to insure a quality experience for the student. Should any conditions at the site change that affect this agreement, it is understood that this will be communicated to the faculty advisor.

The above-named practicum student is currently enrolled in or has successfully completed the following graduate-level courses (to be listed by candidate):

Coursework completed or enrolled in (course title listed)
(courses listed here on form provided)

It is hoped that the district and the supervising school psychologist will use their discretion in the activities in which they allow or require the candidate to engage, based on the candidate’s previous/current coursework, the candidate’s previous job experiences and level of general maturity. In no case should the candidate be allowed to engage in any activity that could be the subject of future parent complaint, fair hearing requests, or other types of litigious repercussions. In no case should the practicum student be required/allowed to lead any meeting, present data, write reports or otherwise act *independently of direct supervision* by a credentialed school psychologist.

SCHOOL DISTRICT/AGENCY REQUIREMENTS (check only if a district requirement)

- TB Test (to be provided by student)
- Fingerprint Clearance (Specify) _____
(provided by student)
- CBEST
- professional liability insurance

Other District Requirements/Expectations:
(list here)

The signatures below indicate an understanding and an agreement to the aforementioned expectations for the practicum experience.

Student Signature (required) Date

Site Supervisor Signature (required) Date

District Representative (at district discretion) Date

NU Faculty Signature (required) Date

NATIONAL UNIVERSITY
School Psychology Program

Practicum Evaluation Form

To be completed by the school Site Supervisor and sent to Practicum the PED 678 Course instructor upon completion of 450 hours.

Student: _____ Student ID# _____

Date of practicum start (mm/yr) _____ Date of evaluation: _____

School District: _____ Site Supervisor _____

Supervisor's Phone#: _____ Supervisor's email address _____

PED 678 Instructor: _____ Email address: _____

The questions below are intended to evaluate the current knowledge, skills, and professional dispositions of School Psychology practicum students relative to where they are expected to be *at the conclusion* of practicum. Accurate information regarding individual strengths and areas in need of improvement is needed to facilitate readiness and success next year when on School Psychology internship. Please refer to following scale when rating items 1-18 below.

- (4) Exemplary** - functions at a level of competence expected of a first year school psychologist
- (3) Proficient** - displays competence that meets expectations for the beginning of School Psychology Field Experience/Internship
- (2) Adequate** - performs at a level of competence expected for the first semester of practicum
- (1) Insufficient** - demonstrates competence below expectations at the beginning of practicum
- N=Not observed/No opportunity for student to engage**

Competency	1	2	3	4	N
1. Demonstrates sound diagnostic reasoning and decision-making skills based on the formulation and testing of preliminary hypotheses with appropriate procedures and data-based decision making.	1	2	3	4	N

2. Observation Skills	1	2	3	4	N
------------------------------	---	---	---	---	---

3. Interviewing Skills	1	2	3	4	N
4. Develops a broadly conceived plan of assessment, to include important contextual factors and selection of most appropriate evaluation methods for gathering relevant data.	1	2	3	4	N
6. Report Writing Skills	1	2	3	4	N
7. Develops and implements interventions that are consistent with and grounded in a diagnostic problem-solving and assessment process.	1	2	3	4	N
8. Therapy/Counseling Techniques and Skills	1	2	3	4	N
9. Consultation Skills	1	2	3	4	N
10. Demonstrates ability to interpret assessment and intervention results to clients, colleagues, and/or parents at referral conferences/eligibility determination meetings, etc.	1	2	3	4	N
11. Demonstrates effective interpersonal skills when functioning as a professional school psychologist.	1	2	3	4	N
12. Knows limits of personal and professional competencies and responds accordingly to supervision.	1	2	3	4	N
13. Is sensitive to cultural differences, diversity of values, and community standards.	1	2	3	4	N
14. Identifies and applies relevant legal standards.	1	2	3	4	N
15. Identifies and applies relevant ethical considerations and standards	1	2	3	4	N
16. Demonstrates knowledge of school policies and procedures.	1	2	3	4	N
17. Shows evidence of professional growth during practicum/School Psychology Field Experience/Internship.	1	2	3	4	N
18. Work ethic: punctuality, follow-through, completeness of work, motivation to engage in the demands of the practicum.					

19. Overall Strengths:

20. Overall Areas in Need of Improvement:

21. Overall Evaluation (check):

INSUFFICIENT ADEQUATE PROFICIENT EXEMPLARY

Site Supervisor Signature:

_____ **Date:** _____

Candidate Signature:

_____ **Date:** _____

Instructor Signature:

_____ **Date:** _____

APPENDIX B:

INTERNSHIP FORMS



Sanford College of Education
School Psychology

Internship Application Form

Submit this form to a credential staff member one to two months prior to starting your internship.

Student: _____ ID# _____

Address: _____

Phone: Home (____) _____ Work (____) _____

Internship Prerequisites: (checked by Credentials)

- Completed credential packet
Received fingerprint clearance or credential
CBEST
TB test results
3.0 GPA (Grades of "D" and "F" are not accepted.)
Successfully completed required coursework
Completed approved pre-internship experience (PED 678)
Current zero student account balance

Course(s): Circle applicable course number(s): School Psychology
PED 689 PED 685
PED 690

Internship placement (district or county):

District _____
School _____ Phone _____

Requested month of enrollment for each internship course circled _____

I understand that the course dates are generic scheduling dates that align with the month in which I request enrollment. The dates of my internship exercises may vary from the dates on my schedule. I understand that my transcripts will list the courses based on the term assigned. I understand that financial aid regulations will be based upon the dates that are listed on my schedule and transcripts.

Student signature
OFFICE USE ONLY

Approved to start internship: Yes No _____ date _____
Credential Advisor

Assigned University Supervisor: _____

Lead Faculty/Field Experience Coordinator

date _____

School Psychology Program

Internship Agreement Form

NOTE: This form must be typed and completed in its entirety

Student Name _____
Email: _____ Student _____ NU
ID: _____ Cell #: _____
School District/Agency _____ Approx. Start Date: _____
Address/City/State _____ Internship Course # PED 689 690
Site Supervisor _____ Site _____
Supervisor Email _____ Phone _____

To site supervisor: This agreement is to assist in clarifying expectations for the School Psychology Internship experience for the student, the site supervisor, and the faculty advisor. This form will be used as a working agreement for the duration of the internship experience at your school district/facility, while under your supervision. We appreciate your assistance in this placement and in the training of this School Psychology student. Thank you for the commitment that the signing of this agreement indicates.

Expectations:

It is the intent of the internship training experience, through direct to progressively more indirect supervision by the site supervisor, that the student intern experience the typical day-to-day activities of the supervising school psychologist. These activities may include, but are not limited to conducting special education and Section 504 eligibility assessments including three-year reevaluations, reporting data and making classification and intervention recommendations at IEP, SAT/SST meetings, attending site staff meetings, and attending other meetings that a school psychologist normally has with parents, teachers, administrators, and agency personnel. It is hoped that throughout the student's total internship experience, the following experiential goals can be achieved or closely approximated:

1. Participate in Student Study Team/Student Intervention Team/RtI (a prereferral intervention meeting, by any name) meetings where an intervention is designed for a child prior to a special education evaluation. Documentation on log sheets.
2. Conduct necessary assessments on a variety of referred cases, including but not limited to IDEIA-related special education eligibility cases and Section

504 eligibility cases, as well as pre-referral assessments of general education students not suspected of having a disability, as district policy permits. Assessments should include the full range of disability areas under IDEIA, in cases where a school psychologist evaluation is normally utilized in the decision making process.

3. Write psychological reports, including participating in Manifestation Determinations, to be reviewed and co-signed by the site supervising school psychologist, per report writing standards consistent with requirements of the SELPA Local Plan and district policy. Reports should contain remediation/intervention recommendations that go beyond a placement recommendation, i.e., specific steps that address the needs reflected by the assessment data. Document on log sheets.
4. Develop and implement direct and indirect (consultative) intervention plans for general and special education children, as requested by teachers, parents and administrative staff. Documentation on log sheets.
5. Attend and present assessment data at IEP meetings – both initial IEP’s and three year re-evaluations – where placement and intervention decisions are being made. Documentation on log sheet.
6. Attend staff meetings, any combination of general school site staff meetings (could be grade-level meetings), district-level department meetings (i.e., Special Education Dept., Student Support Services), general administrative meetings, or SELPA meetings. Documentation on log sheets.
7. Become knowledgeable of a district’s method of IEP writing, whether computerized or not, as evidenced by correctly creating/putting together one entire IEP on a child, to include goals and objectives. Documentation is supervisor initial on log sheet.
8. If the internship site is an agency or nonpublic school rather than a public school site, the student may earn up to 400 hrs of experience if the agency works with school age children. In this experience it is intended that the school psychology intern receive exposure to, or training in, the services provided by the agency, and learn how these services are designed to affect the child’s performance in a school setting.

In addition to formal evaluations of the student, communication between National University and the site should be adequate enough to insure a quality experience for the student. Should any conditions at the site change that affect this agreement, it is understood that this will be communicated to the faculty

advisor.

The above-named internship student is currently enrolled in or has successfully completed the following graduate-level courses (completed by candidate):

Coursework Completed (List course titles)
(courses to be listed here on original form)

SCHOOL DISTRICT/AGENCY REQUIREMENTS
(check the requirements of the district)

___ TB Test (to be provided by student)

___ Fingerprint Clearance (Specify) _____
(provided by student)

___ Liability insurance

Other district/agency requirements/expectations: (list here)

The signatures below indicate an understanding of and an agreement to the expectations of the internship experience:

Student Signature _____ Date _____

Site Supervisor Signature: _____ Date _____

Faculty Supervisor
Signature: _____ Date _____



Term

Honorarium Specialist Only

National University Honorarium Form

Please complete the information below and return to your National University Supervisor for processing.
See information page for common questions and details.

Supervising Teacher: _____
Print name as it appears on school business records Previous name, if any

Social Security Number: _____ - _____ - _____

National University Supervisor: _____ 9-digit #: _____

Student Name: _____ Student #: _____

Grade Level of Supervision: _____ Subject: _____

Contact Information

District Name (no abbreviations please): _____

School Site: _____

School Address: _____
Street Address City, State, and Zip

Daytime Contact #: _____ - _____ - _____ 2nd Contact #: _____ Ext.: _____
_____ - _____ - _____ Ext.: _____

Email Address: _____

-----**National University Supervisors Section**-----

Indicate National University Course Section:

BTE/TED630A	
BTE/TED630B	
BTE/TED630C	
BTE/TED630D	

EXC685A	
EXC685B	
EXC690A	
EXC690B	

DHH608A	
DHH608B	

CED616	
CED617	
CED618	
CED619	

PED687	
PED688	
PED689	
PED690	

Periods Supervised (see information page):

Standard	
100%	
75%	
50%	
25%	

Block	
100%	
66%	
33%	

Signatures:

Supervising Teacher: _____ Date: _____

School Counselor or Psychologist: _____ Date: _____

National University Supervisor: _____ Date: _____

Honorarium Information

Social Security Number:

Social Security Numbers properly identifies you in district's payroll system.

Student Name:

Print the student's complete name – no nicknames.

Student Number:

Can be provided to you from the student, or National University supervisor. The inclusion of this information properly credits your payment. (Ex. 001234567)

Contact Information:

It is very important to provide a complete address for the district you are employed and who handles your payroll. National University uses this information to send payment documents. The contact number is helpful when needing to clarify or verify information provided on the honorarium. Please provide a number were a message could be left for you.

Signatures:

Your signature is needed to complete the payment process. To approve payment, the National University supervisor must also sign the form.

Periods Supervised:

All honorariums are paid based on the amount of time a supervising teacher spends with a student teacher. Each student teaching practicum course carries a stipend of \$150.00. See following breakdown:

Traditional Setting			Block Setting		
One Period	25%	\$37.50	One period	33%	\$50.00
Two Periods	50%	\$75.00	Two Periods	66%	\$100.00
Three Periods	75%	\$112.50	Three Periods	100%	\$150.00
Four Periods	100%	\$150.00	*****	****	*****

A maximum of \$600 can be earned for all four student teaching practicum courses.

Processing and Payment Information

Northern and San Diego Regional Honorarium Specialist: 916-855-4129

The Northern and San Diego Regional Honorarium Specialist covers honorariums for Master Teachers working in or around Bakersfield to Redding, San Diego County, and out of state courtesy placements.

Southern Regional Honorarium Specialist: 909-806-3332

The Southern Regional Honorarium Specialist covers honorariums for Master Teachers working in or around Los Angeles, Orange, and Ventura counties.

Payment Inquiries

Direct payment issues, and invoice inquiries to the Accounts Payable department at 858-642-8574.

National University
School Psychology Program

Summary Log of Field Experience/Internship Hours

Candidate	Date	Signature of Site Supervisor	Date
------------------	-------------	-------------------------------------	-------------

PED 689 School Psychology Internship site: _____
Date: from _____ to _____

PED 690 School Psychology Internship site: _____
Date: from _____ to _____

DOMAIN OF PRACTICE	PED 689 HOURS	PED 690 HOURS	TOTAL HOURS
Data-based Decision Making and Accountability			
Consultation and Collaboration			
Interventions and Instructional Support to Develop Academic Skills			
Interventions and Mental Health Services to Develop Social and Life Skills			
School-Wide Practices to Promote Learning			
Preventive and Responsive Services			
Family-School Collaboration Services			
Diversity in Development and Learning			
Research and Program Evaluation			
Legal, Ethical, and Professional Practice			
Total Hours			

NATIONAL UNIVERSITY
School Psychology Intern Evaluation Form
(Adapted from University of Massachusetts Boston)

Candidate's Name: _____ E-Mail: _____
Course: 689 _____ 690 _____ Evaluation period _____ to _____
Site: _____ Supervisor: _____
Supervisor's E-Mail: _____ Phone: _____

INSTRUCTIONS for Site Supervisor/University Supervisor

- Review this form at the beginning of the evaluation period with the supervisee and collaborate in developing a work plan at that time.
- Complete the form twice each evaluation period, once at mid-point, once at the end.
- Share a copy with the supervisee. **Send the original to the University designee.**
- **Rate each item twice: once for competency and once for acceptability.**
- First, indicate the extent to which the candidate demonstrates competency for each domain:
 1. Novice
 2. Advanced Beginner
 3. Competent
 4. Proficient or Expert (not expected but occasionally seen in experienced candidates).

Second, indicate the acceptability of the level of competency demonstrated:

1. Not acceptable
2. Marginally acceptable
3. Acceptable, at the expected level for the placement level
4. Exceeds expectations

If you have no basis for appraisal, **leave the area blank.**

DEFINITIONS for site Supervisor/University Supervisor

1. **Novice:** rule bound, have simplistic and partial understandings, have difficulty understanding contextual issues, tend to be anxious,

do not integrate well, are highly motivated and dependent. They require close supervision and a high degree of structure.

2. **Advanced Beginners:** focus on the mastery of technical aspects, begin to perceive recurring situations, start considering context, and are more autonomous than novices. They have difficulty setting priorities and determining the relative importance of information.
3. **Competent:** better able to see relationships and patterns, balance skills and empathy, and plan and think ahead. They tend to feel responsible and analyze their own skills well. They still need access to a supervisor for ongoing consultation.
4. **Proficient and expert:** recognize patterns and context, work successfully with very complex cases, have decreased reliance on guidelines, and utilize self-analysis.

NATIONAL UNIVERSITY/NASP STANDARDS

Competency Scale:

1. Novice
2. Advanced Beginner
3. Competent
4. Proficient or Expert

Acceptability Scale:

1. Not acceptable
2. Marginally acceptable
3. Acceptable/expected
4. Exceeds expectations

DOMAIN 1: Data-Based Decision Making and Accountability

<i>The Candidate:</i>	Competency	Acceptability
Demonstrates knowledge of varied models and methods of assessment that yield information useful in identifying strengths and needs, in understanding problems, and in measuring progress and accomplishments.		
Uses varied models and methods as part of a systematic process to collect data and other information.		
Uses varied models and methods to translate assessment results into empirically-based decisions about service delivery.		
Uses varied models to evaluate the outcomes of services.		

Practices such that data-based decision making permeates every aspect of professional practice.		
Total Points 20		

Specific suggestions for growth in these areas:

1. _____

2. _____

DOMAIN 2: Consultation and Collaboration

<i>The Candidate:</i>	Competency	Acceptability
Demonstrates knowledge of behavioral, mental health, collaborative, and/or other consultation models and methods.		
Applies behavioral mental health, collaborative, and/or other consultation models and methods appropriately to particular situations.		
Collaborates effectively with others in planning and decision-making processes at the individual, group, and system levels.		
Total points 12		

Specific suggestions for growth in these areas:

1. _____

2. _____

DOMAIN 3: Interventions and Instructional Support to Develop Academic Skills

<i>The Candidate:</i>	Competency	Acceptability
Understands human learning processes, techniques to assess them, and direct and indirect services applicable to the development of cognitive and academic skills.		
Develops, in collaboration with others, appropriate cognitive and academic goals		

for students with different abilities, disabilities, strengths and needs.		
Implements interventions, including instructional interventions and consultation, to achieve the above goals.		
Evaluates the effectiveness of such interventions.		
Total Points 16		

Specific suggestions for growth in these areas:

1. _____
2. _____

DOMAIN 4: Interventions and Mental Health Services to Develop Social and Life Skills

<i>The Candidate:</i>	Competency	Acceptability
Knows biological, cultural, developmental and social influences of behavior and mental health, behavioral and emotional impacts on learning and life skills.		
Develops, in collaboration with others, appropriate behavioral, affective, adaptive, and social goals for students of varying abilities, disabilities, strengths, and needs.		
Implements interventions, including instructional consultation, behavioral/intervention and counseling to achieve the above goals.		
Evaluates the effectiveness of such interventions.		
Total points 16		

Specific suggestions for growth in these areas:

1. _____
2. _____

Competency Scale:

1. Novice
2. Advanced Beginner
3. Competent
4. Proficient or Expert

Acceptability Scale:

1. Not acceptable
2. Marginally acceptable
3. Acceptable/expected
4. Exceeds expectations

DOMAIN 5: School-Wide Practices to Promote Learning

<i>The Candidate:</i>	Competency	Acceptability
Demonstrates knowledge of school and systems structure, organization, and theory; general and special education; technology resources, and evidence-based practices.		
Demonstrates the sensitivity and skills needed to work with individuals of diverse characteristics.		
Implements strategies selected and/or adapted based on individual characteristics, strengths, and needs.		
Works with individuals and groups to facilitate policies and practices that create and maintain safe, supportive, and effective learning environments for children.		
Total Points 16		

Specific suggestions for growth in these areas:

1. _____
2. _____

DOMAIN 6: Preventive and Responsive Services

<i>The Candidate:</i>	Competency	Acceptability
Demonstrates knowledge of principles and research related to resilience and risk factors, learning and mental health services in schools and communities.		
Demonstrates and uses multi-tiered prevention, evidence-based strategies for effective crisis response.		
Provides and contributes to intervention programs that promote the mental health and physical well-being of students.		
Total Points 12		

Specific suggestions for growth in these areas:

1. _____

2. _____

DOMAIN 7: Family-School Collaboration Services

<i>The Candidate:</i>	Competency	Acceptability
Demonstrates knowledge of principles and research related to family systems, strengths and culture.		
Demonstrates the use of evidence-based strategies to support family influences on children's learning and mental health.		
Implements strategies to develop collaboration between families and schools.		
Works effectively with families, educators, and others in the community to promote and provide comprehensive services to children and families.		
Total Points 16		

Specific suggestions for growth in these areas:

1. _____

2. _____

DOMAIN 8: Diversity in Development and Learning

<i>The Candidate:</i>	Competency	Acceptability
Demonstrates knowledge of individual differences, abilities, disabilities, and other diverse student characteristics.		
Demonstrates knowledge of principles and research related to diversity factors for children, families, and schools, including factors related to culture, context, and individual and role differences.		
Implements evidence-based strategies to enhance services and address potential influences related to diversity.		
Total Points 12		

Specific suggestions for growth in these areas:

1. _____
2. _____

DOMAIN 9: Research and Program Evaluation

<i>The Candidate:</i>	Competency	Acceptability
Demonstrates knowledge of research design, statistics, measurement, varied data collection-analysis techniques, and program evaluation.		
Demonstrates the use of the knowledge for understanding research and interpreting applied setting.		
Total Points 8		

Specific suggestions for growth in these areas:

1. _____
2. _____

DOMAIN 10: Legal, Ethical, and Professional Practice

<i>The Candidate:</i>	Competency	Acceptability
Demonstrates knowledge of the history and foundations of school psychology, multiples models and methods, ethical, legal, and professional standards, and other factors related to professional identity and effective practice.		
Total Points 4		

Specific suggestions for growth in these areas:

1. _____
2. _____

Competency Scale:

1. Novice
2. Advanced Beginner
3. Competent
4. Proficient or Expert

Acceptability Scale:

1. Not acceptable
2. Marginally acceptable
3. Acceptable/expected
4. Exceeds expectations

Comprehensive Evaluation of Candidate

<i>The Candidate:</i>	Competency	Acceptability
Total Domain Points 132 for each scale		

NATIONAL UNIVERSITY
School Psychology Program

Assessment of (Practicum or Internship) Site Supervisor

To be completed by candidate and sent to Faculty Advisor

Course(check):

PED 678

PED 689

PED 690

Student: _____

Site Supervisor: _____ School District: _____

Dates of fieldwork: From: _____ to _____

Please evaluate your site supervisor by placing an "X" in the appropriate box..

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1. I felt free to come to my supervisor for advice.					
2. I had confidence in my supervisor's knowledge.					
3. My supervisor helped me apply knowledge and techniques.					
4. My supervisor was able to help me with specific questions regarding problems.					
5. My supervisor demonstrated understanding, support and openness.					
6. My supervisor completed a pre-conference/ observation/post-conference.					
7. My supervisor gave frank and constructive feedback.					
8. My work was evaluated fairly by my supervisor.					

Comments: _____

Student signature: _____

Date: _____

Candidate Name _____

Date _____ Course _____ Instructor Name _____

PED Instructors: Please complete the Disposition form below by highlighting the disposition description that best reflects the candidate’s response on the Signature Assignment. This assignment is REQUIRED. Please be sure to evaluate and provide the candidate with feedback on each of the dispositions, to include recommendations for further growth.

Disposition	Needs Improvement (.3)	Emerging (.6)	Developed(1.0)
Disposition #1 Committed to Life-Long Learning	Rarely asks questions about classroom or school dynamics; passes by opportunities to discuss educational practices; demonstrates inadequate knowledge of subject and curriculum, and/or has few ideas to increase his/her knowledge	Asks some questions about classroom or school dynamics; occasionally engages in thinking about and discussing educational practices; demonstrates knowledge of subject and curriculum, but is less certain of ways to increase his/her knowledge	Often asks questions about and comments on classroom or school dynamics; shows a real interest in thinking about and discussing educational practices by initiating discussions often; demonstrates superior knowledge of subject and curriculum; describes realistic and specific workable plans for increasing his/her knowledge
Comments:			Rating for Disposition 1:
Disposition #2	Demonstrate unprofessional behaviors; uses verbal communication that does not foster interaction; Unaware of the	Conducts self appropriately; communicates effectively with students and colleagues; Aware of the need for interdependent,	Models professional conduct; uses verbal communication that enhances interactions with students and colleagues;

Disposition	Needs Improvement (.3)	Emerging (.6)	Developed(1.0)
<p align="center">Builds Collaborative Relationships</p>	<p>need for interdependent, collaborative social interaction. Behavior does not reflect an understanding of self as representative of a group or the profession, Repeatedly waits for others to take the lead or hinders progress.</p>	<p>collaborative social interaction; listens to ideas of others. Engages in open dialogue and effective action to accomplish goals as part of a larger group. Behaves in ways that reflects an understanding of the relationship between own actions and the advancement of the group or profession.</p>	<p>Recognizes and values interdependent, collaborative social interaction; values others ideas. Consistently engages in open dialogue and effective action to accomplish goals as part of a larger group. Behaves in ways that reflect an understanding of the relationships between own actions and the advancement of the profession</p>
<p>Comments:</p>			<p>Rating for Disposition 2:</p>
<p align="center">Disposition #3</p> <p align="center">Reflects on Practice</p>	<p>Does not provide any substantive suggestions for positive self-improvement and fails to see the need for positive change. Rejects suggestions from others directly or by failing to act. Offers excuses/assigns blame to others (e.g., students, parents, colleagues, supervisor) for negative results.</p>	<p>Often evaluates own performances (e.g., interactions, written work, test results) with a critical lens, generates potential improvements or revisions, and often applies them to future performances. Is open-minded and positive when receiving feedback from others. Demonstrates the ability to act on suggestions.</p>	<p>Consistently evaluates own performances with a critical lens, generates potential improvements or revisions, and applies them to future performances. Actively seeks further information and perspectives from others to evaluate own performance and demonstrates in-depth analysis and synthesis of viewpoints</p>
<p>Comments:</p>			<p>Rating for Disposition 3:</p>

Disposition	Needs Improvement (.3)	Emerging (.6)	Developed(1.0)
<p style="text-align: center;">Disposition #4</p> <p style="text-align: center;">Demonstrate Equity and Fairness</p>	<p>Unfairly interacts and responds to students, colleagues, and parents; is unaware of opportunities to enhance cross-cultural understandings; is non-responsive to individual differences; misses opportunities to encourage cultural sensitivities and perspectives</p>	<p>Is aware of the need to interact and respond with all student, colleagues, and parents fairly; responds to opportunities to enhance cross-cultural understandings; recognizes individual differences; attempts to encourage cultural sensitivities and perspectives</p>	<p>Interacts and responds with all students, colleagues, and parents fairly; looks for opportunities to enhance cross-cultural understandings; invites and integrates individual differences into the classroom or school environment; encourages cultural sensitivity and perspectives</p>
<p>Comments:</p>			<p>Rating for Disposition 4:</p>
<p style="text-align: center;">Disposition #5</p> <p style="text-align: center;">Believes All Children Can Learn</p>	<p>Not engaging with students at all levels of student abilities: Easily frustrated when students don't understand; focuses on higher level students only; isn't aware of students who need help.</p>	<p>Recognizes and engages all levels of student abilities: Tries to help students that don't understand; attempts to interact all levels of student abilities; seeks to help all students</p>	<p>Looks for and inquires about a variety of strategies to engage all levels of student abilities: Persists with students to try to help them understand; encourages students at all levels; seeks strategies to be more effective with all students</p>
<p>Comments:</p>			<p>Rating for Disposition 5:</p>

	Needs Improvement 1.5 points	Emerging 3 Points	Developed 5 points	Total 5.0
Disposition Rubric Score Enter the score from the Disposition Rubric				Total:
Points not given for the section below as it is feedback to student:				
Writing	Writing is unclear or overly wordy. Grammatical and/or citation Errors.	Writing is clear. Some Grammatical and/or citation errors.	Writing is clear and succinct. Few grammatical and no citation errors.	
Response to Prompt	Prompt response is either missing and/or not complete. No support for response.	Prompt response is complete, some support.	Prompt response is complete and fully supported by personal experience/course material	
Reflection Quality	Response is not reflective.	Response is reflective.	Response is clearly reflective.	

**NATIONAL UNIVERSITY
School Psychology Program**

Notification of Need to Improve

For Candidates Enrolled in School Psychology Internship

To be completed by the Site Supervisor and the University Intern Supervisor

COURSE (check): PED 689 PED 690

Student: _____ **Email:** _____

Student's ID#: _____ **Date:** _____

Site Supervisor: _____ **Email:** _____

School/District: _____

NU Intern Supervisor: _____ **Email:** _____

Faculty Advisor: _____ **Email:** _____

The candidate needs to improve in the following checked area(s):

Part I: KNOWLEDGE and SKILLS

- 2) Knowledge and skill in individual assessment and individual intervention
- 3) Knowledge of individual educational program (IEP) development
- 4) Knowledge of basic parent & teacher consultation protocol
- 5) Knowledge of legal, ethical, and professional issues
- 6) Skills in crisis and conflict intervention, and agency referral procedures
- 7) Ability to conduct appropriate individual assessments
- 8) Knowledge of individual educational program policies
- 9) Familiarity with assessment policies & procedures in the school setting
- 10) Technology as applied to school psychology & special education practices
- 11) Knowledge of basic intervention design and implementation

Part II: PROFESSIONAL ATTRIBUTES: Check or “X” indicates an area of concern.

- | | | |
|---|---|--|
| <input type="checkbox"/> Attendance | <input type="checkbox"/> Self Awareness | <input type="checkbox"/> Oral expression |
| <input type="checkbox"/> Punctuality | <input type="checkbox"/> Able to work independently | <input type="checkbox"/> Written expression |
| <input type="checkbox"/> Responsibility | <input type="checkbox"/> Demonstrates initiative | <input type="checkbox"/> Professional ethics |
| <input type="checkbox"/> Judgment | <input type="checkbox"/> Confidentiality respected/upheld | <input type="checkbox"/> Professional demeanor |
| <input type="checkbox"/> Flexibility | <input type="checkbox"/> Desire to improve performance | <input type="checkbox"/> Response to supervision |
| <input type="checkbox"/> Empathy | <input type="checkbox"/> Positive attitude | <input type="checkbox"/> Response to feedback |
| <input type="checkbox"/> Tact | <input type="checkbox"/> Tolerance of ambiguity | <input type="checkbox"/> Broad limits of tolerance |
| <input type="checkbox"/> Risk taking | <input type="checkbox"/> Interpersonal skills | <input type="checkbox"/> Rapport with students |
| | | <input type="checkbox"/> Assertiveness |
-

Part III: OTHER CONCERNS (List):

Part IV: STEPS FOR REMEDIATION (List):

Signature of Student Date

Signature of Site Supervisor Date

Signature of Intern Supervisor Date

APPENDIX C:

FACULTY BIOS

National University
School Psychology Faculty

Michael Anderson, NCSP, Psy.D., was first licensed as a School Psychologist in 1994 and then as a Clinical Psychologist in 1998, earning his Psy.D. from the Wisconsin School of Professional Psychology in 1997. Dr Anderson has served both as a Program Reviewer, NCSP (Nationally Certified School Psychologist) credential reviewer, book reviewer and annual reviewer of conference poster presentations for NASP (National Association of School Psychologists). He has done numerous presentations for the California Department of Corrections, multiple presentations at the annual Teacher Professor Conference, and has recently published a study comparing the outcomes of online with hybrid course delivery. Dr. Anderson has also worked in the school, clinical and forensic psychology settings. He is lead faculty for the greater San Diego region.
Phone: 858/642-8353 Email: manderso@nu.edu

Tricia Crosby-Cooper, Ph.D., LEP #3340, received her Ph.D. from UC Riverside in 2009 in Education with an emphasis in school psychology. She has been a practicing school psychologist for over 10 years, and is a Licensed Educational Psychologist. She has presented at numerous State and National conferences, and has published several articles. Dr. Crosby-Cooper is also a reviewer for the Contemporary School Psychology Journal. Some of her research interests include; RtI, Culturally-Responsive Practices, Learning difficulties, and Behavioral Assessment and Intervention. She is faculty lead for the Costa Mesa campus and Orange County region.
Phone: 714-429-5129 Email: tcrosbycooper@nu.edu

Melanie Facundo M.S., NCSP, LEP #3080, received her School Psychology training from California State University, Sacramento where she also earned a certificate in: Applied Behavior Analysis and American Sign Language. She has worked in the educational field since 1995. Melanie has worked in: preschool through 18-22 year old programs, continuation high school, public school, home study programs, and nonpublic school settings. She has worked at National University since 2010 and supports the greater Sacramento region.
Phone: 916-855-4100 Email: mfacundo@nu.edu

Bill Matthew, PhD, BCBA-D, NCSP, received his School Psychology training at Iowa State University and was mentored there by Dr. Dan Reschly and Dr. Frank Gresham. His Ph.D. at Iowa State Univ. is a double major in Counseling and Research & Evaluation. He also holds an MA in Counseling (Univ. of South Florida) and an MS in Applied Behavior Analysis (Drake Univ.). Dr. Matthew has twelve years' experience as a school psychologist in Iowa and California, and fifteen years' experience as a student support services administrator in California schools. He has made numerous

presentations at state and national conventions on topics such as direct instruction, curriculum-based measurement, and behavioral interventions. He serves on the School Psychology Program Advisory Board at Fresno State Univ., is the current president of the Valley Achievement Center board of directors, and he is a past member and chair of the Kern County Dept. of Mental Health Advisory Board. He has also served on the Executive Board of the California Association of School Psychologists, and is past president of the Kern Association of School Psychologists. He has held adjunct teaching positions at Iowa State University (School Psychology, Counseling), California State Univ-Bakersfield (Psychology, Special Education), Fresno State Univ. (Psychology), and the Univ. of Laverne (Tests & Measurements, Research Methods). Dr. Matthew is a Nationally Certified School Psychologist and a Board Certified Behavior Analyst. He is a strong believer in progressive, outcomes-based school psychology practices including systematic, direct measurement of behavior and in the use of scientifically-validated educational intervention models. At National Univ. Dr. Matthew coordinates the School Psychology graduate programs at the Bakersfield and Fresno centers, and coordinates the Applied Behavior Analysis Certificate program at the National University centers throughout the state. He was an adjunct instructor at National University from 2005-2011, and has been a full-time faculty member since 2011.

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Linda Smedley, Ed.D., received her doctorate in Educational Psychology from the University of Southern California. Her specialty was Research Methodology with a supplemental in Administration. Dr. Smedley has 30 years of experience working in public education, serving as a secondary teacher, high school counselor, school psychologist and director of student services. She is faculty lead for the programs at the Los Angeles and Woodland Hills Centers.

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