



School Psychology Program  
University of California, Santa Barbara

**Appendices for the  
Handbook for Ph.D. Students and Faculty**  
Department of Counseling, Clinical, and School  
Psychology  
Gevirtz Graduate School of Education  
University of California, Santa Barbara  
Santa Barbara, CA 93106-9490

For Students Entering Fall 2024 and Subsequent Years

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## Table of Contents

<b>Appendix A: Ph.D. School Psychology Course Planning Guide</b> .....	<b>4</b>
<b>Appendix B: General Doctoral Degree Student Policies</b> .....	<b>5</b>
<b>Appendix C: Ph.D. School Psychology Degree Sheet</b> .....	<b>6</b>
<b>Appendix D: M.Ed. School Psychology Degree Sheet</b> .....	<b>10</b>
<b>Appendix E: Ph.D. School Psychology Credential Course Work Sheet</b> .....	<b>13</b>
<b>Appendix F: Practicum Guidelines and Procedures</b> .....	<b>15</b>
<i>Program Fieldwork Sequence</i> .....	15
<i>Year 2: Practicum / Fieldwork</i> .....	15
<i>Fieldwork Plans</i> .....	16
<i>Year 3 and 4: Advanced Doctoral Fieldwork</i> .....	16
<i>Hours and Appropriate School Settings</i> .....	17
<i>Supplemental Practicum Experiences in Clinics and Community Agencies</i> .....	18
<i>Supervision Requirements</i> .....	18
<i>Direct Observation of Practicum Activities</i> .....	19
<i>Guidelines for Logging Hours and Direct Client Contact</i> .....	19
<b>Appendix G: Application for Practicum</b> .....	<b>21</b>
<b>Appendix H: Fieldwork Planning Forms</b> .....	<b>22</b>
<b>Appendix I: UCSB Fieldwork and Internship Portfolio</b> .....	<b>35</b>
<i>Year One Requirements</i> .....	36
<i>Year Two &amp; Internship Requirements</i> .....	38
<b>Appendix J: Ph.D. School Psychology Program Credential Checklist</b> .....	<b>40</b>
<b>Appendix K: Signature Assignments</b> .....	<b>41</b>
<i>Signature Assignment #1: Psychoeducational Assessment</i> .....	42
<i>Signature Assignment #2: Consultation</i> .....	45
<i>Signature Assignment #3: Law and Ethics</i> .....	47
<b>Appendix L: School Psychology Portfolio Review Form</b> .....	<b>48</b>
<b>Appendix M: Ph.D. Practicum and Internship Supervisor Survey</b> .....	<b>52</b>
<b>Appendix N: Research Festival Evaluation Form</b> .....	<b>61</b>
<b>Appendix O: CCSP Procedures for Dissertation Meetings with Public Attendees</b> .....	<b>63</b>

<b>Appendix P: Planning Milestone Achievements .....</b>	<b>64</b>
<b>Appendix Q: Qualitative Exams and Dissertation Evaluation Form.....</b>	<b>66</b>
<b>Appendix R: Change of Advisor Form .....</b>	<b>68</b>
<b>Appendix S: APA, NASP, and CCTC Standards Crosswalk.....</b>	<b>69</b>
<b>Appendix T: Key Faculty and Staff .....</b>	<b>75</b>
<b>Appendix U: UCSB Student Services.....</b>	<b>77</b>
<b>Appendix V: M.Ed. &amp; Ph.D. Program Alumni 1992-present .....</b>	<b>78</b>
<b>Appendix W: Assessment of Language Competence .....</b>	<b>82</b>
<b>Appendix X: School Psychology Multicultural Competence Scale .....</b>	<b>84</b>
<b>Appendix Y: Certificate of Bilingual School Psychologist Requirement Checklist .....</b>	<b>85</b>

## Appendix A: Ph.D. School Psychology Course Planning Guide

**\*\*\*Course timing may change – this is only a guide. Make sure you regularly check course offerings and scheduling and update your schedule.**

Fall (year1)	Winter	Spring
CNCSP 209A Research Prac	CNCSP 209A Research Prac	CNCSP 209A Research Prac
ED 214A Introductory Stats	Ed 214B Inferential Statistics	Ed 214C Linear Models
CNCSP 220 Human Development	CNCSP 262B School-Based Mental Health	CNCSP 200 Research Design
CNCSP 250 Cognitive Assess	CNCSP 257B Psychoed Assess	CNCSP 256 Behavioral Assess
CNCSP 226 Und. Diversity, Equity, and Social Justice	CNCSP 223B Develop Psychopath	<i>Year 1 Student Portfolio Due</i>
CNCSP 224A Prof Orgs		
<b>21 units</b>	<b>20 units</b>	<b>16 units</b>

Fall (year 2)	Winter	Spring
CNCSP 209A Research Prac	CNCSP 209A Research Prac	CNCSP 209A Research Prac
ED 216A Multivariate Statistics	Ed 216B Factor Analysis (or option)	CNCSP 597 Qualls Exam Prep
CNCSP 274D Externship Contemporary Iss in Stdnt Service	CNCSP 274E Externship Ethics, Diversity, & Specialized Assessment	CNCSP 274F Externship Intervention Consultant
CNCSP293 Pedagogy	CNCSP 262C Coun Child Family	CNCSP 291C Family & School Violence
		<i>Year 2 Student Portfolio Due</i>
<b>16 units</b>	<b>16 units</b>	<b>16 units</b>

Fall (year 3)	Winter	Spring
CNCSP 274G Externship	CNCSP 274H Externship	CNCSP 274I Externship
CNCSP210 Neuroanatomy	CNCSP 216 Historical / Philosophical Systems	CNCSP 217 Cognitive, Affective, & Social Bases
CNCSP 597 Qualls Exam Prep		CNCSP 292 Resilience
<i>Enter with passing PRAXIS</i>		Ed 216F Strc Eq Model (or option)
<i>Comprehensive exam</i>	<i>Submit year-2 paper to journal</i>	<i>Dissertation proposal due</i>
<i>Year-2 Research paper due</i>		
<b>12 units</b>	<b>12 units</b>	<b>16 units</b>

Fall (year 4)	Winter	Spring
CNCSP 599 Dissertation (8)	CNCSP 599 Dissertation (8)	CNCSP 599 Dissertation (8)
<i>Submit internship applications</i>	<i>Travel to internship interviews</i>	<i>Defend Dissertation</i>
<b>8 units</b>	<b>8 units</b>	<b>8 units</b>

Fall (year 5)	Winter	Spring
CNCSP 279A (4)*	CNCSP 279B (4)*	CNCSP 279C (4)*
CNCSP 275 (4)*	CNCSP 275 (4)*	CNCSP 275 (4)*
	<i>Submit dissertation to journal</i>	<i>Final Portfolio Due</i>
<b>8 units</b>	<b>8 units</b>	<b>8 units</b>

\*Students planning to enroll into 274D should enroll for 1 credit of CNCSP271A during the summer prior to Year 2.

\*\*Consult with the Student Affairs Office to make sure the number of units is optimal for your financial situation.

**Note: This Anticipated Course Sequence includes all courses required for both the Ph.D. degree requirements and the credential requirements.**

## **Appendix B: General Doctoral Degree Student Policies**

(Adapted from [UCSB Graduate Catalog](#))

### Degree Time Limit

Doctoral degrees must be completed within six years from the student's date of admission for graduate study.

### Scholarship

The minimum grade-point average required for the award of a doctoral degree is 3.0 in all graduate and upper division courses completed in graduate standing on any campus of the University.

Please note that individual programs may have stricter requirements for acceptable grades, the School Psychology program does not accept grades lower than a B. Students who fail to maintain good standing may be placed on probation or academically dismissed. Students must meet the requirements to be in good standing to graduate.

### Enrollment Requirements

All graduate degree-seeking students must be continuously enrolled. Continuous enrollment is defined as completing, with grades assigned, a minimum of four unit hours of graduate credit. Colleges and programs may have additional requirements. Students on an approved leave of absence are not subject to the enrollment requirement for the time approved for the leave.

## Appendix C: Ph.D. School Psychology Degree Sheet

DEPARTMENT OF COUNSELING, CLINICAL, & SCHOOL PSYCHOLOGY-School Psychology  
<https://education.ucsb.edu/ccsp>  
 Gevirtz Graduate School of Education  
 University of California, Santa Barbara

Student Name: \_\_\_\_\_ Perm: \_\_\_\_\_

### Ph.D – School Psychology – 2024-25

*In addition to departmental requirements, candidates for graduate degrees must fulfill University requirements described in the “Graduate Education” section of the UCSB General Catalog.  
 Time-to-degree: 4 years to advance; 6 years to complete the Ph.D.*

COURSE #	COURSE NAME	UNITS	GRADE
<b>BREADTH OF SCIENTIFIC PSYCHOLOGY (FOUR COURSES REQUIRED)</b>			
CNCSP 210	Neuroanatomy and Psychopharmacology	4.0	
CNCSP 217	Social, Cognitive, and Affective Bases of Behavior	4.0	
CNCSP 216	Historical and Philosophical Foundations of Professional Psychology	4.0	
<b>RESEARCH METHODS AND DATA ANALYSIS (ALL COURSES REQUIRED)</b>			
CNCSP 200	Research Design and Methods in Professional Psychology	4.0	
CNCSP 209A	Research Practica (6 quarters required)	24.0	
CNCSP 597	Individual Study for Qualifying Examinations (2 quarters minimum)	8.0	
CNCSP 599	Dissertation Research (3 quarters minimum)	12.0	
ED 214A	Introductory Statistics	4.0	
ED 214B	Inferential Statistics	4.0	
ED 214C	Linear Models for Data Analysis	4.0	
<i>8 units of additional data analysis required from these courses (choose 2)</i>			
ED 201D	Single-Subject Research Design	4.0	
ED 215B	Psychometrics	4.0	
ED 216A	Advanced Multivariate Statistics	4.0	
ED 216B	Factor Analysis	4.0	
ED 216C	Hierarchical Linear Models	4.0	
ED 216E	Nonparametric Statistics	4.0	
ED 216F	Structural Equation Models	4.0	
ED 221A	Introduction to Qualitative Research Methods	4.0	
ED 227	Mixed Methods	4.0	
CNCSP 202	Qualitative Research Methods in Applied Psychology	4.0	

<b>SCIENTIFIC, METHODOLOGICAL, AND THEORETICAL FOUNDATIONS OF PRACTICE (ALL COURSES REQUIRED)</b>			
CNCSP 220	Human Development	4.0	
CNCSP 223B	Developmental Psychopathology	4.0	
CNCSP 224A	Professional Organizations	1.0	
CNCSP 274D	Assessment and Data-Based Decision Making in the Schools	4.0	
CNCSP 293	Pedagogy in Applied Psychology	4.0	
<b>PSYCHOLOGICAL ASSESSMENT AND INTERVENTION (ALL COURSES REQUIRED)</b>			
CNSP 250	Cognitive Assessment	4.0	
CNCSP 262B	School Based Mental Health	4.0	
CNSP 262C	Counseling Children and Families	4.0	
CNCSP 274F	The School Psychologist as the Intervention Consultant	4.0	
<b>CULTURAL AND INDIVIDUAL DIVERSITY (ALL COURSES REQUIRED)</b>			
CNCSP 227	Social and Cultural Bases of Diversity	4.0	
CNCSP 274E	Ethics, Diversity, & Specialized Assessment & Intervention	4.0	
<b>FIELDWORK (ALL COURSES REQUIRED)</b>			
CNCSP 270A	Advanced Fieldwork: General (Behavioral Collaboration Team)	12.0	
CNCSP 271A	Clinic Practicum	1.0	
CNCSP 275	School Psychology Internship	12.00	
CNCSP 279ABC	Internship in Professional Psychology (1500 minimum hours)	24.0	

<b>SUBSTANTIVE AREA REQUIREMENTS – SCHOOL</b>			
<b><i>INTERVENTION / APPLICATIONS (all courses required)</i></b>			
CNCSP 291C	Family and School Violence	4.0	
CNCSP 292	Resiliency, Strengths, and Youth Development	4.0	
<b><i>ASSESSMENT- (all courses required)</i></b>			
CNCSP 256	Behavioral, Social, and Emotional of Assessment Children and Adolescents	4.0	
CNCSP 257B	Psychoeducational Assessment	4.0	

<b>COURSES THAT MAY NOT BE SUBSTITUTED</b>			
CNCSP 209A: <i>Research Practicum</i> CNCSP 224A: <i>Professional Organizations</i>			

<b>PORTFOLIO AND PRE-ADVANCEMENT REQUIREMENTS</b>			
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A portfolio is a presentation of products that provide evidence of student’s acquisition of knowledge and competencies in the major training domains of school psychology. We have designed the portfolio process so that it represents a developmental sequence of reflections and products designed to showcase your growing competency as you advance through the program. Thus, there are different requirements and expectations at each review period (Year 1, Year 2, and post-Internship); each portfolio is cumulative in that it should include all past work building to the final post-internship product.

In addition, each student must write and present a semi-independent research paper that is of publishable quality. This paper is typically completed by the Fall quarter of Year 3 and is included as one of the written products for the student’s qualifying exam. In addition, the results of this research must be presented at the annual CCSP Research Festival the fall quarter of the year that the student aims to complete the qualifying exam.

First-year portfolio review	
Second-year portfolio review with signature assignments	
Internship-year portfolio review with signature assignments	
Research festival proposal accepted and presented	

**Ph.D. QUALIFYING EXAMS/ ADVANCEMENT TO CANDIDACY**

The Ph.D. qualifying exams consist of at least three written papers (e.g., theories, ethics, research, and specialty topic) of publishable quality and an oral examination.

The purpose of the qualifying examination is to demonstrate that a student has mastered the practical, ethical, and research skills related to their general area in addition to more extensive knowledge on a specialty topic that is often the focus of the student’s research. The written papers must be completed before the oral examination, which is typically held at the end of the Fall quarter of Year 3. Students complete the requirements to Advance to Candidacy by the end of Year 4 (Year 3 if entering the program with a previous, relevant MA).

Ph.D. Qualifying Oral Examination passed on (date): \_\_\_\_\_

Advanced to Candidacy: \_\_\_\_\_ (Qtr/year)

**DOCTORAL INTERNSHIP REQUIREMENTS**

The doctoral internship must meet the requirements of the school psychology credential AND the doctoral program. Students are encouraged to apply to a school-based APPIC APA-approved internship that allows students to meet the requirement of 800 school-based hours. However, they also have the option of completing a school-based internship as long as it meets CDSPP guidelines. Students are responsible for locating and applying to an acceptable school-based internship. If a student is accepted to a non-APA approved internship, the CCSP School Psychology Coordinator and SAO Staff will negotiate an internship agreement with that district.

Applied for predoctoral internship	
Accepted predoctoral internship placement	
Internship completed	

**DISSERTATION REQUIREMENTS**



Within three quarters of advancing to candidacy, students will prepare a final dissertation proposal to be presented and approved by the doctoral committee. The student's doctoral committee will require an oral hearing prior to approving the proposal. The final dissertation proposal is filed in the GGSE Student Affairs Office.

**Doctoral Committee:** Chair: \_\_\_\_\_

Member: \_\_\_\_\_

Member: \_\_\_\_\_

Member: \_\_\_\_\_

Approved Dissertation Proposal completed: \_\_\_\_\_ (date)

Students are required to complete a public dissertation lecture, pass the doctoral oral defense, and complete an acceptable doctoral dissertation.

Public Dissertation Lecture completed: \_\_\_\_\_ (date)

Doctoral Oral Defense passed on: \_\_\_\_\_ (date)

Dissertation filed on: \_\_\_\_\_ (date)

## Appendix D: M.Ed. School Psychology Degree Sheet

**DEPARTMENT OF COUNSELING, CLINICAL, & SCHOOL PSYCHOLOGY**

<https://education.ucsb.edu/ccsp>

Gevirtz Graduate School of Education  
University of California, Santa Barbara

Student Name: \_\_\_\_\_ Perm: \_\_\_\_\_

**M.Ed. – School Psychology:**  
**2022-23**

*In addition to departmental requirements, candidates for graduate degrees must fulfill University requirements described in the ‘Graduate Education’ section of the UCSB General Catalog.*

The M.Ed. in School Psychology is issued to students enrolled in both the School Psychology doctoral program or terminal M.Ed. program. Students who have successfully completed two years of full-time courses (***all courses passed with a B or higher and totaling a minimum of 52.0 units***) may file for the M.Ed. (recommended by May 15th of the student’s second spring quarter). The M.Ed. will be awarded no sooner than the end of the student’s second year in the program, following a review by School Psychology faculty within CCSP.

COURSE REQUIREMENTS

COURSE #	COURSE NAME	UNITS	GRADE
	<b>SCIENTIFIC, METHODOLOGICAL, AND THEORETICAL FOUNDATIONS</b>		
CNCSP 220	Human Development	4	
CNCSP 223B	Developmental Psychopathology	4	
CNCSP 274D	Assessment and Data-Based Decision Making in the Schools	4	
CNCSP 291C	School and Family Violence	4	

	<b>PSYCHOLOGICAL ASSESSMENT AND INTERVENTION</b>		
CNCSP 250	Cognitive Assessment	4	
CNCSP 256	Behavioral Assessment	4	
CNCSP 257B	Psychoeducational Assessment	4	
CNCSP 262B	School-Based Mental Health	4	
CNCSP 262C	Counseling Children and Families	4	
CNCSP 274F	The School Psychologist as the Intervention Consultant	4	
	<b>CULTURAL AND INDIVIDUAL DIVERSITY</b>		

CNCSP 226	Understanding Diversity, Advancing Equity and Social Justice	4	
CNCSP 274E	Ethics, Diversity, & Specialized Assessment & Intervention	4	
CNCSP 292	Risk and Resilience	4	

<b>COMPREHENSIVE EXAMINATION / PROJECT</b>
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Students are required to submit a portfolio as part of the M.Ed. oral comprehensive exam process (typically during the spring quarter of the second year of study). The student portfolio documents student products produced as part of coursework, fieldwork experiences, and other creative products (e.g., publications and conference presentations). The M.Ed. oral examination occurs as part of the year-2 portfolio examination and involves faculty affiliated with the school psychology area.

**M.Ed. Committee:** Chair: \_\_\_\_\_ Project Date: \_\_\_\_\_  
(mm/dd/yy)

Member: \_\_\_\_\_

Member: \_\_\_\_\_

Graduate Advisor: \_\_\_\_\_

Degree Quarter: \_\_\_\_\_

FOR GRADUATE DIVISION USE ONLY	
Residence requirement-minimum 3 quarters	
Required units completed	
Language requirement Satisfied ( <i>if required</i> )	
No grades of I, NR, or NG	
3.0 or better GPA overall	

Registered quarter of degree or Filing Fee LOA: _____	
Master's Form I / COI and committee entered	
ProQuest ID _____ Permission Ltrs uploaded?	
<b>Master's Degree Awarded (mm/dd/yy)</b>	

**Appendix E: Ph.D. School Psychology Credential Course Work Sheet**

**GGSE SCHOOL PSYCHOLOGY CREDENTIAL COURSE WORK  
2024-25**

**STUDENT'S NAME**

**Ph.D. + PPS Route**

<i>End of Year 1</i>	<i>End of Year 2</i>	<i>End of Intern Year</i>
Portfolio/Oral	Portfolio/Oral Identify Internship Site by March Apply for PPS Intern Credential	Final Portfolio/Oral Apply for PPS Clear Credential

<b>Courses</b>		<b>Units</b>	<b>Grade</b>	
			<b>M.Ed.</b>	<b>Ph.D.</b>
CNCSP 200 and ED 214B or CNCSP 201	CNCSP 200 Research Design & ED 214B Inferential Stats or CNCSP 201 Research Foundations in SP	<b>8.0</b>		
CNCSP 220	Human Development	<b>4.0</b>		
CNCSP 223B	Developmental Psychopathology	<b>4.0</b>		
CNCSP 227 or CNCSP 226	Social and Cultural Bases of Diversity <i>or</i> Understanding Diversity, Advancing Equity and Social Justice	<b>4.0</b>		
CNCSP 250	Cognitive Assessment in Professional Psychology	<b>4.0</b>		
CNCSP 255 or CNCSP 253	Neuropsychological Assessment <i>or</i> School-Based Assessment and Intervention for CLD Students	<b>4.0</b>		
CNCSP 256	Behavioral Assessment Intervention for Children and Adolescents	<b>4.0</b>		
CNCSP 257B	Psychoeducational Assessment and Intervention	<b>4.0</b>		
CNCSP 262B	School-Based Mental Health	<b>4.0</b>		
CNCSP 262C	Counseling Children and Families	<b>4.0</b>		

CNCSP 271A	Clinic Practicum	<b>4.0</b>		
CNCSP 274A or CNCSP 274G	First Year Induction (Title TBD) <b>or</b> Advanced Fieldwork: School-based Mental Health Theories and Interventions	<b>4.0</b>		
CNCSP 274B or CNCSP 274H	First Year Induction (Title TBD) <b>or</b> Advanced Fieldwork: Advancing Science and Prac to Support Diverse Students	<b>4.0</b>		
CNCSP 274C or CNCSP 274I	First Year Induction (Title TBD) <b>or</b> Advanced Fieldwork: Fundamentals of Supervision	<b>4.0</b>		
CNCSP 274D	Assessment and Data-Based Decision-Making in the Schools: SP Practicum	<b>4.0</b>		
CNCSP 274E	Ethics, Diversity, and Specialized Assessment and Intervention: SP Practicum	<b>4.0</b>		
CNCSP 274F	The School Psychologist as the Intervention Consultant: SP Practicum	<b>4.0</b>		
CNCSP 291C	Family & School Violence	<b>4.0</b>		
CNCSP 292	Resiliency, Strengths, and Youth Development	<b>4.0</b>		
CNCSP 597	Comprehensive Exams	<b>8.0</b>		
CNCSP 275	School Psychology Internship (1,000 School-Based Hours)	<b>18.0</b>		

## Appendix F: Practicum Guidelines and Procedures

To aligns with APA and NASP training standards, the UCSB doctoral school psychology program endorses APA’s *Standards of Accreditation for Health Service Psychology* (<https://www.apa.org/ed/accreditation/about/policies/standards-of-accreditation.pdf>) and NASP’s *Standards for Graduate Preparation of School Psychologists* (<https://www.nasponline.org/standards-and-certification/nasp-2020-professional-standards-adopted>). The practicum (i.e., fieldwork) is a core aspect of the clinical training curriculum, and its successful completion is required for applying to internship and conferral of the Ph.D. degree. In addition to demonstrating satisfactory performance in fieldwork courses, students have several responsibilities related to documentation of practicum activities, receiving site supervision, and evaluating the fieldwork experience. Furthermore, optional fieldwork experiences outside of the required school-based practicum sequence (i.e., experiences in clinic, community mental health, or hospital settings) may involve an application and/or interview, along with additional onboarding processes (e.g., background check, drug testing, special trainings) that may be required by the agency. These practicum guidelines are intended to orient students to the fieldwork sequence and expectations, and to specify student, supervisor, and faculty responsibilities. These guidelines are program policy; dispensation from these guidelines is granted only with approval of the school psychology faculty. Questions or comments regarding the fieldwork sequence, sites, procedures, or supervisors should be directed to the Director of Clinical Training/School Psychology Credential Coordinator.

### Program Fieldwork Sequence

<b>Year</b>	<b>Practicum/Fieldwork Course</b>	<b>Objectives</b>
2	CNCSP 274 D, E, and F: School Psychology Practicum	250 clock hours
3	CNCSP 274 G, H, and I: Advanced Fieldwork	300+ clock hours
4	Optional Fieldwork	Varies*
5 or 6	CNCSP 279 A, B, and C: Internship in Prof. Psychology + CNCSP 275: School Psychology Internship	1,500 clock hours (at least 1,000 hours in school setting)**

*\*Students who are making timely progress toward the Ph.D. degree will apply for internship during the Fall quarter of Year 4.*

*\*\* Student must enroll into both CNCSP 279ABC and CNCSP 275 to be eligible for the school psychology credential*

### Year 2: Practicum / Fieldwork

CNCSP 274 D, E, F is a three-quarter long course open only to second-year school psychology students. The course requires each student to spend a minimum of 10-15 hours per week (450 hours over the course of the year) in an approved school practicum site under the supervision of a credentialed school psychologist. A UCSB faculty member provides weekly supervision. Course content is designed to meet competency standards as required by California Commission on Teacher Credentialing, the National Association of School Psychologists, and the American

Psychological Association. This year has a particular emphasis on school-based services. Students are expected to compile a comprehensive portfolio of academic and field experiences by the end of the second-year practicum.

### *Attendance*

Attendance is mandatory at each and every class session. The information covered in each seminar is absolutely critical to understanding the legal and ethical practice as a school psychologist. Also, your presence is critical for the learning experiences of your classmates. In case of an emergency, illness, or other critical event, consideration may be given to developing an alternative arrangement for the student to make up the material (once in the entire year is acceptable; more than that is not likely acceptable except in unusual circumstances). Students may not miss class for alternative professional development. Unexcused absences are grounds for not passing the class. Students who fail to pass a single quarter of the CNCSP 274 sequence you will be excused from the sequence and must retake the entire CNCSP 274DEF series the following year (starting in the quarter that the student failed).

### *Weekly Logs*

Students **must** keep track of their hours and activities. Students **must** maintain **their own** record of the hours they work and what types of activities they engage in during their hours. The information included in the online fieldwork logs due for class is not a comprehensive recording of activities but rather reflections on activities. A final, detailed, comprehensive log maintained by the student must be included in the portfolio. Fieldwork logs guide both fieldwork and University supervision.

### Fieldwork Plans

The University supervisor works with each student to refine individualized fieldwork plans. Each quarter, the student must gain feedback from the fieldwork supervisor and turn in the evaluation along with an updated plan (due the last day of class each quarter). The development of the fieldwork plan is a series of outcomes based on the National Association of School Psychologist's (NASP) Domains of Professional Practice, which are linked with the California Commission on Teacher Credentialing (CCTC standards. The student may demonstrate knowledge of each of these domains in a wide variety of ways. These domains should be addressed in the plan by writing expected activities outcomes. The fieldwork plan should relate to the standards for training school psychologists as established by NASP and CCTC, and thus, are excellent products to include in the portfolio.

### Year 3 and 4: Advanced Doctoral Fieldwork

CNCSP 274GHI is a three-quarter long course sequence open only to third- and fourth-year doctoral school psychology students. These activities occur within local schools but do not count towards the school psychology credential. During the third year, the course requires each student to spend two days per week in an approved school fieldwork site under the supervision of UCSB faculty and typically also includes on-site supervision from an appropriately credentialed school psychologist. In the fourth year, school-based fieldwork is optional, and the time commitment for being on-site may vary depending on the site and the training objectives of the student. A UCSB faculty member provides weekly supervision. Course content is designed to develop various psychologist competencies, particularly related to the American Psychological Association.



### Hours and Appropriate School Settings

A minimum of 750 clock hours of practicum is required. However, to ensure competitiveness for the internship application process, students are strongly encouraged to complete additional hours beyond this minimum requirement. Students without previous experience as a school psychologist cannot waive any practicum requirements and must participate in CNCSP274 DEF in Year 2 and CNCSP 274 GHI in Year 3, at a minimum. Additionally, for the summer before Year 2, students must enroll into CNCSP 271A for 1 credit unit during Summer Session G. Enrollment for summer session practicum credit is to ensure that students are able to participate in their school-based fieldwork at the start of the school district's academic year (usually mid-to-late August), which can be up one month earlier than the beginning of UCSB's academic year (usually late September or early October). Fieldwork settings for CNCSP 274 DEF must meet NASP's definition of a school-setting. A school setting is defined by NASP standards as, "a setting in which the primary goal is education of P-12 students from diverse backgrounds, characteristics, abilities, and needs. The school setting has available an external or internal pupil services unit that includes at least one credentialed school psychologist and provides a full range of services (<http://www.nasponline.org/standards-and-certification>)." Therefore, specialized programs serving only special populations and having no affiliation with a general education program are not considered a school setting. Specialized programs (e.g., post-secondary special education schools, schools for the visually-impaired) may be considered for advanced fieldwork in Year 4 or beyond.

Students should strive to complete their practicum experiences in a variety of school settings to gain exposure to differing models of service delivery, a diverse clientele with respect to developmental level, ethnicity, socioeconomic strata, geographic location (e.g., rural, suburban, or urban), and a broad range of presenting concerns. Therefore, practicum placements of more than one academic year (Fall, Winter, and Spring quarter) in the same setting and or with the same supervisor are generally discouraged.

Students who have prior training and experience as a school psychologist are required to complete a minimum of three quarters of advanced school-based practicum (CNCSP 274 GHI) while enrolled in the UCSB School Psychology Ph.D. program, regardless of prior experience or school psychology certification. These students must plan these practicum placements with the University supervisor in order to obtain additional supervised clinical training experiences consistent with their professional goals and interests.

Availability of specific school-based fieldwork sites may vary from year to year. The School Psychology faculty work to coordinate fieldwork placements. During the Winter quarter, a Practicum Application form will be distributed to students in anticipation of the following year. The purpose of this form is intended to get input from students about prospective fieldwork interests. Historically, students within the program have been placed in the following local school districts for fieldwork:

- Santa Barbara Unified School District
- Carpinteria Unified School District
- Goleta Union School District
- Santa Maria-Bonita School District
- Lompoc Unified School District

### Supplemental Practicum Experiences in Clinics and Community Agencies

Although the School Psychology program prioritizes the development of professionals who are skilled in providing high-quality psychological services within the schools, doctoral students may benefit from additional training experiences in a variety of settings germane to health service psychology such as clinics, community mental health agencies, and hospitals. Therefore, students have the option to engage in additional or supplemental fieldwork in such settings. In Years 2 and 3, students are required to participate in 10-15 hours of school-based fieldwork hours per weeks; therefore, students participating in a supplemental practicum in a non-school setting are permitted to engage in *no more than 4 hours* of supplemental fieldwork. In Year 4, students have the option to engage in 10-15 hours of supplemental fieldwork in a non-school setting per week. Because Year 4 is also when students typically work on the dissertation project, it is highly recommended that they consult with their academic advisor before committing to an optional fieldwork placement in Year 4, regardless of whether they are seeking an experience in a school or a clinic/community mental health setting.

Please note that fieldwork within the UCSB specialty clinics requires enrollment into a course for credit. Such specialty clinic experiences may include those occurring in the following training clinics that are supervised directly by UCSB faculty:

- Hosford Counseling and Psychological Services Clinic
- Mind and Behavior Assessment Clinic (MBAC)
- Koegel Autism Center (KAC)
- Parent-Child Interaction Therapy (PCIT) Clinic
- The Healing Space

Additionally, community mental health agencies that may serve as supplemental fieldwork settings require enrollment into CNCSP 273. Settings that have accepted school psychology students in the past include the following:

- CALM (formerly Child Abuse Listening Mediation, Inc.)
- Santa Barbara Neighborhood Clinics
- Pacific Pride Foundation

### Supervision Requirements

Supervision consists of scheduled, weekly meetings with an assigned supervisor, who is a credentialed school psychologist or a licensed psychologist; or another appropriately licensed or credentialed professional for practice in the fieldwork setting. The supervisor should be staff of the fieldwork site. Site supervisors must have a minimum of 3 years of professional experience as a credentialed school psychologist or licensed psychologist to be a qualified supervisor. Students should receive three or more hours per week of supervision, including one hour individual face-to-face with the site supervisor and two hours of group supervision with the University supervisor (i.e., seminar).

Supervision with the site supervisor may be scheduled in a single block of time. However, in the schools, it is more typical for site supervisors to meet at designated times throughout the day. For example, the supervisor often meets briefly with the student in the morning to go over the day's schedule and make sure the student knows what they are to do. Later that day, the supervisor may provide instruction prior to the student carrying out a new activity, observe the student for

formative feedback, or discuss and help conceptualize results from case activity. The structure of University supervision includes discussion of individual cases at a minimum of one hour each week in a group format; informational presentations or didactic training on special topics or discussions of pertinent professional issues; discussion of topics germane to weekly reflections and logs; or individual feedback from direct observation.

#### Direct Observation of Practicum Activities

The APA Commission on Accreditation requires direct observation of practicum training. Standard II.B.3.d dictates, “As part of a program’s ongoing commitment to ensuring the quality of their graduates, each practicum evaluation must be based in part on direct observation (either live or electronically).” Direct observation provides essential information regarding trainees’ development of competencies, as well as the quality of the services provided, that cannot be obtained through other methods. This allows supervisors to provide a more accurate assessment and evaluation of observable aspects of trainees’ competency development regarding one or more profession-wide and program-specific competencies associated with that training experience. Direct observation includes in-person observation (e.g., in room or one-way mirror observation of client contact an intake or test feedback session), live video streaming, or video recording. Programs may utilize audio recording, but audio recording alone is not sufficient to meet the requirements of direct observation. In the rare event or special circumstances where audio recording is the only feasible method of meeting this requirement, the program must explain any the unique circumstances (e.g., supervisor with visual impairment) and why direct observation as defined above is not possible, as well as how the observation being performed is consistent with the spirit of this implementing regulation. To these ends, all accredited programs must verify that direct observation is conducted by the immediate supervisor responsible for the activity or experience being evaluated.

#### Guidelines for Logging Hours and Direct Client Contact

Students are required to track their practicum hours by logging them using the Time2Track ([www.time2track.com](http://www.time2track.com)) electronic system. Students should adhere to current APPIC guidelines when recording their fieldwork activities to streamline the internship application process. For example, APPIC requires information on client demographics (e.g., age, gender identity, race/ethnicity, disability, sexual orientation); treatment setting (e.g., school, hospital, clinic); specific psychological tests administered (including the number of administration and the amount of reports written); and specific intervention activities conducted (e.g., individual therapy, group counseling). To ensure that student are logging their hours according the most up-to-date guidelines, they should consult the APPIC website ([www.appic.org](http://www.appic.org)) for further guidance. It is of paramount importance that logs are kept current, as they are required to be submitted quarterly for each fieldwork experience.

Direct client contact refers to client interactions carried out as part of assessment, intervention and consultation activities, including active participation in group meetings (e.g., student support team meetings, Individualized Education Program meetings). Students are expected to spend approximately 50% of their time in direct contact activities. This is often difficult to arrange during the first quarter of the second-year fieldwork experiences when students are just acclimating to their settings and may require more opportunities to observe their site supervisors. Observing the supervisor, conducting general observations of different services, preparatory

activities, report writing, and professional development activities count as indirect or support hours. Students will need to monitor their hours closely throughout each quarter and work with their supervisor to increase direct contact as needed. Practicum experiences that offer disproportionately more indirect hours relative to direct hours are not appropriate.

At the end of each quarter, students who have participated in fieldwork must submit their Time2Track logs for that quarter to the University supervisor. Specifically, Time2Track's Hours Verification form will be collected by the University supervisor and archived by the Director of Clinical Training. The form should report all fieldwork and supervision hours accrued during the quarter, and should have the signatures of 1) the student, 2) the site supervisor who verifies the accuracy of hours, and 3) the University supervisor.



## Appendix G: Application for Practicum

**University of California Santa Barbara**  
**Gevirtz Graduate School of Education**  
**Department of Counseling, Clinical, and School Psychology**

### Application for Practicum in School Psychology

Note to First Year M.Ed. and Ph.D. Students: In CNCSP 274 D-F, you will accrue a *minimum* of 450 hours of direct and indirect field-based activities (approximately 12-15 hours per week on-site). The academic year for public schools begins in mid-August. Therefore, you are expected to 1) be enrolled into CNCSP 271A during summer session G, and 2) start your second-year fieldwork in mid-August. You must consistently attend your fieldwork site when school is in session (e.g., December).

Name:	Year in Program:
Email:	Program Advisor:
Degree Program: <input type="checkbox"/> Master of Education (M.Ed.) <input type="checkbox"/> Doctor of Philosophy (Ph.D.)	Practicum Level: <input type="checkbox"/> Second Year Fieldwork (CNCSP274DEF) <input type="checkbox"/> Advanced Fieldwork (CNCSP274GHI)

<b>Setting/Population requested: Please note any additional areas of interest or constraints.</b> <i>(Distance requests will be considered but cannot be guaranteed. It may be necessary for students to travel more than 45 miles to complete a practicum experience.)</i>
Age/grade level:
Population/Demographics:
Setting type (urban, suburban, rural):
Distance/Transportation needs:
Other considerations (e.g., bilingual services):

<b>Please list any relevant credentials or proficiencies that may assist with placement (e.g., BCBA, school psychology credential, bilingual proficiency):</b>
<b>Please share your supervisor preferences e.g., less vs. more autonomy.</b> <i>(Supervisors ultimately maintain discretion regarding the level/intensity of supervision and support needed.)</i>

- Days available:
- |                                    |                                   |                                    |
|------------------------------------|-----------------------------------|------------------------------------|
| <input type="checkbox"/> Monday    | <input type="checkbox"/> Half-day | <input type="checkbox"/> Full day* |
| <input type="checkbox"/> Tuesday   | <input type="checkbox"/> Half-day | <input type="checkbox"/> Full day  |
| <input type="checkbox"/> Wednesday | <input type="checkbox"/> Half-day | <input type="checkbox"/> Full day  |
| <input type="checkbox"/> Thursday  | <input type="checkbox"/> Half-day | <input type="checkbox"/> Full day  |
| <input type="checkbox"/> Friday    | <input type="checkbox"/> Half-day | <input type="checkbox"/> Full day  |

\*Availability must cumulatively be at least 12 hours on-site for 274DEF, and at least 10 hours for 274GHI.

## Appendix H: Fieldwork Planning Forms

### UCSB Fieldwork Plan

**Student:**

**District Supervisor:**

**Supervisor Degree** (select all that apply):

- Ed.S.
- M.Ed.
- Ph.D.
- Psy.D.
- Ed.D.
- Other (list: \_\_\_\_\_ )

**Supervisor Year of Degree:** \_\_\_\_\_

**Supervisor credentials** (select all that apply):

- PPS Credential
- other school psychology credential (list: \_\_\_\_\_ )
- NCSP
- LEP
- LCSW
- Licensed Psychologist
- Licensed Psychiatrist
- Other (list: \_\_\_\_\_ )

### **Fieldwork Plan Instructions:**

The development of the fieldwork plan is a series of outcomes the student should meet at the completion of the fieldwork. The fieldwork plan should be developed with National Association of School Psychologist's Practice Model 2020, which is similar to the 2020 California Commission on Teacher Credentialing standards. Students can demonstrate knowledge of each of these domains in a wide variety of ways. These domains should be addressed in the plan by writing expected activities outcomes. The domains below are not mutually exclusive and should be fully integrated into graduate level curricula, practica, and internship. A copy of the plan will be filed with the university field placement coordinator no later than one month after the fieldwork has commenced. Each quarter, the student must gain feedback from the fieldwork supervisor and turn in an updated fieldwork plan (due the last day of UCSB finals each quarter).

**Domain 1: Data-Based Decision Making** School psychologists understand and utilize assessment methods for identifying strengths and needs; for developing effective interventions, services, and programs; and for measuring progress and outcomes within a multitiered system of supports. School psychologists use a problem-solving framework as the basis for all professional activities. School psychologists systematically collect data from multiple sources as a foundation for decision making at the individual, group, and systems levels, and consider ecological factors (e.g., classroom, family, and community characteristics) as a context for assessment and intervention. Examples of professional practices associated with data-based decision making include the following:

- School psychologists, in collaboration with other members of an interdisciplinary team, conduct assessments to determine students’ need for services, including eligibility for special education, and to provide information relevant to the development of individual service plans.
- School psychologists collect and analyze data from multiple sources (e.g., parents/guardians, teachers, students) and levels (i.e., individual, group, system) to understand students’ needs and to select and implement evidence-based instructional and mental and behavioral health interventions and supports.
- School psychologists incorporate various techniques for collection, measurement, and analysis of data; accountability; and the use of technological resources in the evaluation of services at the individual, group, and/or systems levels.
- School psychologists use data to monitor academic, social, emotional, and behavioral progress; to measure student response; to evaluate the effectiveness of interventions; and to determine when to modify or change an intervention.
- School psychologists provide support for classroom teachers, school staff, and other stakeholders in collecting, analyzing, and interpreting universal screening and progress monitoring data to inform decision making about the instructional, behavioral, and social–emotional needs of students.
- School psychologists assist with the design and implementation of assessment procedures to determine the degree to which recommended interventions have been implemented, and they consider treatment fidelity data in all decisions that are based on intervention response and progress.
- School psychologists support the use of systematic, reliable, and valid data collection procedures for evaluating the effectiveness of and/or need for modification of school-based interventions and programs.
- School psychologists use information and technology resources to enhance data collection and decision making.

General Activity	Comment/Progress	Date

**Comments**

**Domain 2: Consultation and Collaboration**

School psychologists understand varied models and strategies of consultation and collaboration applicable to individuals, families, groups, and systems, as well as methods to promote effective implementation of services. As part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery, school psychologists demonstrate skills to consult, collaborate, and communicate effectively with others. Examples of professional practices associated with consultation and collaboration include the following:

- School psychologists use a consultative problem-solving process as a vehicle for planning, implementing, and evaluating academic and mental and behavioral health services.
- School psychologists effectively communicate information verbally and in writing for diverse audiences, such as parents, teachers, school personnel, policy makers, community leaders, and others.
- School psychologists consult and collaborate with educational professionals at the individual, family, group, and systems levels, carefully considering the viewpoints of all parties involved when making decisions.
- School psychologists facilitate communication and collaboration among all stakeholders by demonstrating effective and appropriate interpersonal communication techniques.
- School psychologists participate on a variety of school- and district-based leadership teams to promote positive outcomes for individual students, school staff, and school systems.
- School psychologists consult and collaborate with professionals within and across disciplines to share resources and improve practices.
- School psychologists function as change agents, using their skills in communication, collaboration, and consultation to advocate for necessary change at the individual student, classroom, building, district, state, and national levels.
- School psychologists apply psychological and educational principles necessary to enhance collaboration and achieve effectiveness in provision of services.

General Activity	Comment/Progress	Date

**Comments**



**Domain 3: Academic Interventions and Instructional Supports**

School psychologists understand the biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curricula and instructional strategies. School psychologists, in collaboration with others, use assessment and data collection methods to implement and evaluate services that support academic skill development in children. Examples of direct and indirect services that support the development of cognitive and academic skills include the following:

- School psychologists use assessment data to inform evidence-based instructional strategies that are intended to improve student performance.
  - School psychologists promote interventions and accommodations to help students enhance their capacity to be self-regulated learners, fostering their ability to set learning goals, design a learning process to achieve those goals, and assess outcomes to determine whether the goals were achieved.
  - School psychologists, in collaboration with other school personnel, promote the attainment of academic standards and benchmarks by all children and youth.
  - School psychologists collaborate with others to ensure that students who are not meeting benchmarks or standards receive continual progress monitoring for improvements in academic skills; they then recommend changes to instruction based on student responsiveness to interventions.
  - School psychologists apply current, empirically based research on learning and cognition to the development of effective instructional strategies to promote student learning at the individual, group, and systems levels.
  - School psychologists work with other school personnel to develop, implement, and evaluate effective interventions to improve learning engagement and academic outcomes.
  - School psychologists incorporate all available information in developing instructional strategies to meet the individual learning needs of children and youth.
  - School psychologists use culturally responsive and developmentally appropriate assessment techniques to identify and diagnose disabilities that affect development and learning. School psychologists use assessment data to select and implement evidence-based interventions that address identified learning and developmental needs.
  - School psychologists share information about research in curriculum and instruction with educators, parents/guardians, and the community to promote improvement in instruction and student achievement.
  - School psychologists facilitate the design and delivery of evidence-based curriculum and instructional strategies that promote academic achievement in literacy, mathematics, and other content areas, through techniques such as teacher-directed instruction, peer tutoring, and interventions for self-regulation, planning/organization, and management of academic demands.
  - School psychologists seek to maximize intervention acceptability and fidelity during the development, implementation, and evaluation of instructional interventions.

General Activity	Comment/Progress	Date

**Comments**

**Domain 4: Mental and Behavioral Health Services and Interventions**

School psychologists understand the biological, cultural, developmental, and social influences on mental and behavioral health; behavioral and emotional impacts on learning; and evidence-based strategies to promote social-emotional functioning. School psychologists, in collaboration with others, design, implement, and evaluate services that promote resilience and positive behavior, support socialization and adaptive skills, and enhance mental and behavioral health. Examples of professional practices associated with the development of social-emotional and behavioral skills include the following:

- School psychologists recognize risk and protective factors and use data and assessment to facilitate the design and delivery of curricula and interventions to help students develop effective social-emotional skills, such as self-regulation, self-monitoring, self-advocacy, planning/organization, empathy, positive coping strategies, interpersonal skills, and healthy decision making.
- School psychologists integrate behavioral supports and mental health services with academic and learning goals for children. Using data, they identify students who may require individualized support and provide a continuum of developmentally appropriate and culturally responsive mental and behavioral health services, including individual and group counseling, behavioral coaching, classroom and school-wide social-emotional learning programs, positive behavioral supports, and parent education and support. This may include attention to issues such as the development of adaptive skills, life skills, and personal safety awareness.
- School psychologists demonstrate an understanding of the impact of trauma on social, emotional, and behavioral functioning and, in collaboration with others, work to implement practices to reduce the effects of trauma on learning and behavior.
- School psychologists use culturally responsive and developmentally appropriate assessment techniques to identify emotional and behavioral disabilities. They use assessment data to select and implement evidence-based mental and behavioral health interventions.
- School psychologists demonstrate skills related to behavior analysis and use systematic decision making to consider the antecedents, consequences, functions, and potential causes of behavioral difficulties that may impede learning or socialization. They recognize that behavioral difficulties may stem from specific skill and/or performance deficits that can be remedied through instruction and/or reinforcement strategies.
- School psychologists seek to maximize intervention acceptability and fidelity during the development, implementation, and evaluation of mental and behavioral health interventions.
- School psychologists develop and implement positive behavioral supports at the individual, group, classroom, school, and district levels that demonstrate the use of appropriate ecological and behavioral approaches (e.g., positive reinforcement, social skills training, restorative justice practices, and positive psychology) to promote effective student discipline practices and classroom management strategies.
- School psychologists use data to evaluate implementation and outcomes of mental and behavioral health interventions for individuals and groups.
- School psychologists promote effective home-school collaboration and, when necessary, collaborate with other community providers to coordinate mental and behavioral health supports and wraparound services.

General Activity	Comment/Progress	Date

**Comments**

**Domain 5: School-Wide Practices to Promote Learning**

School psychologists understand systems’ structures, organization, and theory; general and special education programming; implementation science; and evidence-based school-wide practices that promote learning, positive behavior, and mental health. School psychologists, in collaboration with others, develop and implement practices and strategies to create and maintain safe, effective, and supportive learning environments for students and school staff. Professional and leadership practices associated with school-wide promotion of learning include the following:

- School psychologists, in collaboration with others, incorporate evidence-based strategies in the design, implementation, and evaluation of policies and practices in areas such as discipline, grading, instructional support, staff training, school improvement activities, program evaluation, and home–school partnerships.
- School psychologists provide professional development, training, and ongoing coaching on a range of topics that help staff and parents/guardians to better understand the developmental needs of children and youth in schools and that promote the use of effective instructional strategies, positive classroom management practices, and the cultivation of supportive working relationships.
- School psychologists use their knowledge of organizational development and systems theory to assist in promoting both a respectful, supportive atmosphere for decision making and collaboration and a commitment to quality instruction and services. School psychologists help staff members, students, and parents/guardians to resolve conflicts peacefully and respectfully.
- School psychologists are actively involved in the development and measurement of school improvement plans that affect the programs and services available to children, youth, and families. School psychologists assist in conducting needs assessments to help select school-wide programs based on the needs of the learning community.
- School psychologists incorporate evidence-based strategies when developing and implementing intervention programs to facilitate the successful transition of students from one environment to another (e.g., program to program, school to school, grade to grade, and school to higher education and/or work).
- School psychologists work with others to develop and maintain positive school climates and learning environments that support resilience and academic growth, promote high rates of academic engagement and attendance, and reduce negative influences on learning and behavior.
- School psychologists participate in designing and implementing universal screening procedures to identify the need for additional academic or behavioral support services, as well as progress monitoring systems to promote successful learning and well-being.
- School psychologists work collaboratively with other school personnel to create and maintain a multitiered system of services to support each student’s attainment of academic, social–emotional, and behavioral goals.
- School psychologists analyze systems-level problems and identify factors that influence learning and behavior. They help other school leaders evaluate outcomes of classroom, building, and system initiatives, and they support shared decision-making practices designed to promote

General Activity	Comment/Progress	Date

**Comments**

**Domain 6: Services to Promote Safe and Supportive Schools**

School psychologists understand principles and research related to social–emotional well-being, resilience, and risk factors in learning, mental and behavioral health, services in schools and communities to support multitiered prevention and health promotion, and evidence-based strategies for creating safe and supportive schools. School psychologists, in collaboration with others, promote preventive and responsive services that enhance learning, mental and behavioral health, and psychological and physical safety and implement effective crisis prevention, protection, mitigation, response, and recovery. Examples of effective services to promote safe and supportive schools include the following:

- School psychologists provide services that foster a positive school climate and use their expertise to build and enhance relationships that lead to greater school connectedness for students, staff, families, and communities.
- School psychologists promote wellness and resilience by (a) collaborating with other healthcare professionals to provide a basic knowledge of behaviors that lead to healthy outcomes for children and youth; (b) facilitating environmental changes conducive to good health and adjustment of children and youth; and (c) accessing resources to address a wide variety of behavioral, learning, mental, and physical needs.
- School psychologists advocate for state and local policies that promote safe and inclusive school environments.
- School psychologists contribute to safe and supportive school environments by recognizing and addressing risk and protective factors that are vital to understanding and addressing systemic problems such as school failure, student disengagement, chronic absenteeism, school dropout, bullying, substance abuse, youth suicide and self-harm, and school violence. They take steps to promote prevention strategies and the development of protective factors that build resiliency.
- School psychologists support monitoring for early indicators of risk, work to provide effective consultation and intervention services to ameliorate student risk, and promote positive learning and mental health trajectories for all students.
- School psychologists contribute to the implementation and evaluation of prevention programs that promote physically and psychologically safe and nonviolent schools and communities.
- School psychologists participate in school crisis response teams and use data-based decision-making methods, problem-solving strategies, consultation, collaboration, and direct services in the context of crisis prevention, protection, mitigation, response, and recovery.
- School psychologists collaborate with other professionals to conduct assessments of school safety in the development of comprehensive individual and school safety plans aimed at both preventing and responding to crisis events to mitigate the effects of crises on students and adults in the school community.
- School psychologists, in collaboration with others, train staff and parents/guardians in how to recognize and respond to risk factors that may necessitate intervention by the school crisis response team.
- School psychologists, in collaboration with other professionals, engage in crisis intervention, conduct comprehensive suicide and/or threat assessments for students who are identified as at risk, and design interventions to address mental and behavioral health needs.
- School psychologists collaborate with school personnel, parents/guardians, students, and community organizations to provide competent mental health support during and after crisis situations.

General Activity	Comment/Progress	Date

**Comments**

**Domain 7: Family, School, and Community Collaboration**

- School psychologists understand principles and research related to family systems, strengths, needs, and cultures; evidence-based strategies to support positive family influences on children’s learning and mental health; and strategies to develop collaboration between families and schools. School psychologists, in collaboration with others, design, implement, and evaluate services that respond to culture and context. They facilitate family and school partnerships and interactions with community agencies to enhance academic and social-behavioral outcomes for children. Examples of professional practices associated with family, school, and community collaboration include the following:
- School psychologists acknowledge and respect diversity in family systems. They identify varying world views, cultural and family contexts, and other factors that have an impact on family-school partnerships and interactions with community providers, and they consider these factors when developing and providing services for families.
- School psychologists use evidence-based strategies to design, implement, and evaluate effective policies and practices that promote family, school, and community partnerships to enhance learning and mental and behavioral health outcomes for children and youth.
- School psychologists promote strategies for safe, nurturing, and dependable parenting and home interventions to facilitate children’s healthy development.
- School psychologists consider the unique needs of children and youth living in nontraditional settings, including those who are homeless or displaced and those living in foster care, group homes, or transitional housing. School psychologists collaborate with caregivers and community agencies supporting these students.
- School psychologists help create linkages among schools, families, and community providers, and they help coordinate services when programming for children involves multiple agencies.
- School psychologists advocate for families and support parents and other caregivers in their involvement in school activities, both for addressing individual students’ needs and for participating in classroom and school events. They acknowledge barriers to school engagement and take steps to help families overcome them.
- School psychologists educate the school community regarding the influence of family involvement on success in school and advocate for parent and other caregiver involvement in school governance and policy development whenever feasible.

General Activity	Comment/Progress	Date

**Comments**

**Domain 8: Equitable Practices for Diverse Student Populations**

School psychologists have knowledge of, and inherent respect for, individual differences, abilities, disabilities, and other diverse characteristics and the effects they have on development and learning. They also understand principles and research related to diversity in children, families, schools, and communities, including factors related to child development, religion, culture and cultural identity, race, sexual orientation, gender identity and expression, socioeconomic status, and other variables. School psychologists implement evidence-based strategies to enhance services in both general and special education and to 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 through an ecological lens across multiple contexts. School psychologists recognize that equitable practices for diverse student populations, respect for diversity in development and learning, and advocacy for social justice are foundational to effective service delivery. While equality ensures that all children have the same access to general and special educational opportunities, equity ensures that each student receives what they need to benefit from these opportunities.

Examples of professional practices that respect diversity and promote equity include the following:

- School psychologists apply their understanding of the influence of culture, background, and individual learner characteristics when designing and implementing interventions to achieve optimal learning and behavioral outcomes.
- School psychologists, in collaboration with others, consider individual differences, strengths, backgrounds, talents, and needs in the design, implementation, and evaluation of services in order to improve learning and mental and behavioral health outcomes for all children in family, school, and community settings.
- School psychologists use inclusive language and provide culturally responsive and equitable practices in all domains of service delivery for diverse individuals, families, schools, and communities.
- School psychologists have advanced knowledge about special education and related services, and they use that knowledge to promote specialized instructional and support practices within special education that meet the diverse needs of children with disabilities.
- School psychologists work collaboratively with families and community liaisons to understand and address the needs of diverse learners.
- School psychologists employ a strengths-based approach to address the learning needs of English learners.
- School psychologists acknowledge the subtle racial, class, gender, cultural, and other biases and personal beliefs they may bring to their work and the impact these may have on their professional decisions, interactions, and activities. School psychologists also remain aware of the negative impact that biases—such as racism, sexism, and others—have on students, families, schools, and communities; thus, they collaborate with education professionals to promote respect for diversity for an inclusive and supportive school setting.
- School psychologists recognize both within- and between-group differences when working with diverse student populations.
- School psychologists promote equity and social justice in educational programs and services by ensuring that all children and youth learn in safe, supportive, and inclusive environments. School psychologists actively engage in efforts to address factors that limit equity and access to educational opportunity.

General Activity	Comment/Progress	Date

**Comments**

**Domain 9: Research and Evidence-Based Practice**

School psychologists have knowledge of research design, statistics, measurement, and varied data collection and analysis techniques sufficient for understanding research, interpreting data, and evaluating programs in applied settings. As scientist practitioners, school psychologists 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, and analysis to support effective practices at the individual, group, and/or systems levels. Examples of professional practices associated with research and evidence-based practice include the following:

- School psychologists evaluate, interpret, and synthesize a cumulative body of research findings and apply these as a foundation for effective service delivery.
- School psychologists advocate for the use of evidence-based educational practices in instruction, social-emotional learning, and positive behavioral supports at the individual, group, school, and district levels.
- School psychologists apply knowledge of evidence-based interventions and programs in the design, implementation, and evaluation of the fidelity and effectiveness of school-based intervention plans.
- School psychologists provide assistance for analyzing, interpreting, and using empirical foundations to support effective school practices.
- School psychologists evaluate, select, and interpret evidence-based strategies that lead to meaningful school improvement through enhanced school climate, academic achievement, and sense of safety.
- School psychologists communicate their knowledge about statistics and measurement principles to inform practices and decision making.
- School psychologists understand principles of implementation science and program evaluation and apply these in a variety of settings to support other school leaders in developing, implementing, and monitoring programs that improve outcomes for all children and youth.

General Activity	Comment/Progress	Date

**Comments**

**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 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 effective interpersonal skills, responsibility, adaptability, initiative, dependability, technological competence, advocacy skills, respect for human diversity, and a commitment to social justice and equity. Examples of legal, ethical, and professional practice include the following:

- School psychologists practice in ways that are consistent with ethical, professional, and legal standards and regulations.
- School psychologists engage in effective, collaborative, and ethical professional relationships.
- School psychologists seek and use professional supervision, peer consultation, and mentoring for effective practice.
- School psychologists support the retention and growth of fellow school psychologists by providing supervision, peer consultation, and mentoring to those seeking such support.
- School psychologists access, evaluate, and use information sources and technology in ways that safeguard and enhance the quality of services, security of confidential information, and responsible record keeping.
- School psychologists assist administrators, teachers, other school personnel, and parents/guardians in understanding and adhering to legislation and regulations relevant to general and special education services.
- School psychologists advocate for professional roles as providers of effective services and evidence-based practices that enhance the learning and mental health of all children and youth.
- School psychologists stand up for the welfare and rights of children and use expertise to promote changes in individual education programs, systems, schools, and legislation. School psychologists actively contribute to conversations about matters of public concern, using factual and verifiable statements that enhance the use of evidence-based practices and policies.
- School psychologists collect data to evaluate and document the effectiveness of their own services.
- School psychologists engage in lifelong learning and formulate personal plans for ongoing professional growth.
- School psychologists are knowledgeable about standards that define contemporary professional practice and organizational principles that provide context for their work.
- School psychologists participate in continuing professional development activities at a level consistent with maintenance of the Nationally Certified School Psychologist credential (i.e., a minimum of 75 hours of professional development every 3 years).
- As part of continuing professional development, school psychologists may participate in local, state, and national professional associations and, when interested, engage in leadership roles.

General Activity	Comment/Progress	Date

**Comments**



**Professional Work Characteristics**

**Goals:**

<b>General Activity</b>	<b>Comment/Progress</b>	<b>Date</b>

**Comments**

**Signature and Summary Pages of Fieldwork Plan:**

**Student:**

**Field Site Supervisor:**

Date

**Placement Site:**

Schedule:

**University Supervisor/Coordinator:** Jon W. Goodwin

Date

---

**Final Evaluation:**

This student is now ready to work as a fully credentialed school psychologist

Circle One: YES NO

Date \_\_\_\_ / \_\_\_\_ / \_\_\_\_

Supervisor Signature

---

**Final Summary Evaluation**

Student \_\_\_\_\_ Date \_\_\_\_ / \_\_\_\_ / \_\_\_\_

Field Site Supervisor \_\_\_\_\_ Date \_\_\_\_ / \_\_\_\_ / \_\_\_\_

University Supervisor/Coordinator \_\_\_\_\_ Date \_\_\_\_ / \_\_\_\_ / \_\_\_\_

## Appendix I: UCSB Fieldwork and Internship Portfolio

### General Overview

A portfolio is a presentation of products that provide evidence of students' acquisition of knowledge and competencies in the major training domains of school psychology. The portfolio process is designed to represent a developmental sequence of reflections and products designed to showcase growing competency as a student advances through the program. Thus, there are different requirements and expectations at each review period (Year 1, Year 2, and post-Internship); *each portfolio is cumulative in that it should include all past work building to the final post-internship product.*

In order to demonstrate competency, the student must prove that their work has had an impact on “children, youth, families, and other consumers.” The portfolio will showcase *the student's work* consisting of evidence that they have attained the domains of school psychology training and practice as set forth in the standards. NASP requires a summary of the results of at least one program-embedded, comprehensive, culminating, performance-based measure (e.g., case studies, portfolios with corresponding requirements, rating criteria/rubrics, results). The “Signature Assignments” are designed to fulfill this requirement—completion of these will ensure that all standards have been adequately addressed.

The portfolio is *not* designed to prove that a student has met the academic requirements for a graduate degree or for the PPS School psychologist credential. Completion of course requirements is a separate requirement from the portfolio process and is verified by the GGSE Student Affairs Office and by the GGSE Credential Analyst. Thus, coursework should not be included in the portfolio unless it is directly related to the fieldwork standards and provides data regarding the student's effectiveness as an emerging school psychologist (e.g., behavior intervention plan).

The portfolio provides evidence of the student's present level of professional skill development vis-à-vis the training standards. Updated, detailed information about each standard is available on the NASP website. Quality and depth of information and reflection is what is sought, not bulk. The following pages detail the portfolio requirements.

Jon W. Goodwin, Ph.D., NCSP  
Director of Clinical Training and Internship Coordinator  
School Psychology Credential Coordinator  
Department of Counseling, Clinical, School Psychology  
Gevirtz Graduate School of Education  
University of California, Santa Barbara  
Santa Barbara, CA 93106-9490

## Year One Requirements

**A. Student designs their electronic portfolio template.** The portfolio should be an easy-to-navigate electronic document. Students should create their portfolio in an organized file containing all the required elements. PDF portfolio is recommended but not mandatory.

**B. Student completes the Professional Development Section.** The first section of the UCSB school psychology portfolio includes the following professional development information that should be developed in the first year and updated/maintained yearly after that.

- Vita / Resume**
- Transcript** (can download from UCSB Gold)
- Statement of Professional Philosophy**
- Statement of Professional Goals and Competencies**
- Conference Attendance / Presentations**  
The student should compile a list of conventions they have attended along with the workshops, presentations, and special sessions attended at each. Superior portfolios will also include reflections or handouts detailing the experience. The student should include all that have been attended from the start of graduate school.
- Workshop Attendance / Presentations / University Presentations / Attendance**  
The student should compile a list of conventions they have attended along with the workshops, presentations, and special sessions attended at each convention should be included. Superior portfolios will also include reflections or handouts detailing the experience. The student should include all that you have been attended from the start of graduate school.
- Membership in Professional Organizations**  
The student should compile a list of professional organizations along with dates of membership. The student should include any leadership positions or committees.
- Documentation of Meeting Credential Requirements**  
The completed Credential Services Office Form with all four requirements completed ([Basic Skills Requirement](#)/CBEST, Certificate of Clearance, TB Clearance, B.A. Degree).

**C. Reflections.** For each of the standards (listed below), the student must write a **summary/reflection** addressing the following questions/comments.

- What does this standard mean for the practice of school psychology, why is it important?
- What activities would demonstrate proficiency in this standard and why?
- Outline a plan for the next stage of training to address unmet standards.
- Include personal areas of interest where some particular expertise is sought.

### **Practices that Permeate All Services**

- Data-Based Decision-Making
- Consultation and Collaboration

### **Direct Services – Student Level**

- Academic Interventions and Instructional Supports
- Mental and Behavioral Health Services and Interventions

### **Indirect Services – System Level**

- School-Wide Practices to Promote Learning
- Services to Promote Safe and Supportive Schools
- Family, School, and Community Collaboration

### **Foundations of Service Delivery**

- Equitable Practices for Diverse Student Populations
- Research and Evidence-Based Practice
- Legal, Ethical, and Professional Practice

**D. Peer Review.** Student should ask a peer to review their portfolio. Peers should provide constructive criticism to help improve the portfolio *prior* to final submission. The peer review must be included in the portfolio when submitted for faculty review. Thus, the peer review of the portfolio should be completed during the third or fourth week of the spring quarter. Considering the results of the peer review, the student should perform appropriate revisions before submission. The peer rating form and suggestions for improvement in portfolio should be included (attached).

**E. Log of Hours.** Students are responsible to keep and include in their portfolio a detailed journal of their fieldwork hours, including specific activities completed each day in each specific setting (preschool, elementary, junior high, high school). Students must include a category for supervision hours.

**Note:** No products are required at this stage. Reflections in part C will inform the development of a fieldwork plan in Year Two.

*Your portfolio is due to your advisor by April 30th and constitutes part of your annual review.*

## Year Two & Internship Requirements

**A. Student updates their electronic portfolio template.** The student should make any desired changes to their electronic portfolio template.

**B. Student updates their Professional Development Section.** The student should update/renew each of the professional development elements. Please note: *for Professional Statements, the student should include the Year One version in addition to the updated Year Two version - in the same document - so the two statements can be compared to assess growth. This should also be done for Internship Year.*

- Vita / Resume**
- Current Transcript** (can download from UCSB Gold)
- Statement of Professional Philosophy** – All prior statements (Year One and Year Two, if applicable) and newly updated Year Two/Intern versions – in the same document – should be included to assess growth
- Statement of Professional Goals and Competencies**- All prior statements (Year One and Year Two, if applicable) and newly updated Year Two/Intern versions – in the same document – should be included to assess growth
- Conference Attendance / Presentations** (Students should include all conferences that have been attended from the start of graduate school).
- Workshop Attendance / Presentations / University Presentations / Attendance** (Students should include all that have been attended from the start of graduate school).
- Membership in Professional Organizations**

**C. Reflections.** For each of the standards, the student should update their **summary/reflection** addressing the following questions/comments.

- What does this standard mean for the practice of school psychology, why is it important?
- What activities would demonstrate proficiency in this standard and why?
- Outline a plan for your next stage of training to address unmet standards.
- Include your personal area of interest where you want to gain some particular expertise.

*Include the Year One version in addition to the updated Year Two version (and then the updated Year Three version) so the two statements can be compared to assess growth.*

**D. Signature Assignments.** Complete the required signature assignments

**E. Fieldwork Plan.** The student's final, summative fieldwork plan from the year should be included along with updated notes and dates of activities accomplished (or anticipated if they will be completed by the end of the school year). Interns should include plans from Years 2 and internship year.

**F. Log of Hours.** Students are responsible to keep and include in their portfolio a detailed journal of their hours, including specific activities you complete each day in specific setting (preschool, elementary, junior high, high school). A category for supervision hours must be included. Logs of hours from all relevant years in the program must be included.

**G. Evaluation forms.** Students must have their supervisor complete the final evaluation in time to include it in the portfolio. The portfolio should include the following:

- Second Year Quarterly Evaluations**
- Advanced Fieldwork Evaluations (when applicable)**
- Internship Year Biennial Evaluations (when applicable)**
- All past Portfolio Review forms – faculty and peer**

**H. Peer Review.** Ask a peer to review your portfolio. Peers should provide constructive criticism to help you improve the portfolio *prior* to final submission. The review should cover all aspects of the portfolio including the signature assignments. The peer review must be included in the portfolio when submitted for faculty review. Thus, the peer review of the portfolio should be completed during the third or fourth week of the spring quarter. Considering the results of the peer review, the student should perform appropriate revisions before submission. Include the peer rating form and suggestions for improvement in your portfolio (attached).

**I. PRAXIS-II Score Report (final portfolio).** The student must include their full PRAXIS-II score report. When taking the exam, the student should request a copy of the score be sent to UCSB GGSE as well as to themselves. When scores are sent to the student, the student is encouraged to immediately download a copy for themselves (delaying may result in the student being charged a fee). The SSN should be redacted. This copy of the score report should be included in the portfolio.

**J. Site and Supervisor Evaluations.** The student must complete and include year-end evaluations of their fieldwork site AND fieldwork supervisor.

**K. NCSP Paperwork (Post-internship only).** Students should bring hard copies of their NCSP paperwork to the portfolio meeting so the Credential Coordinator can sign off on them; the student can then apply the NCSP as soon as all other application materials are ready.

Year 2 portfolio reviews will occur during the last two weeks of the Spring quarter – date TBD. **They will involve a 30-minute meeting with your advisor and the School Psychology Program Coordinator in an oral examination for the M.Ed. degree.**

Internship year portfolios will be submitted to the School Psychology Program Coordinator two weeks prior to your portfolio date, which will occur on Friday, Week 10, Spring Quarter between 9:00am and 4:00pm or at a mutually agreeable alternative time.

## Appendix J: Ph.D. School Psychology Program Credential Checklist

### YEAR 1

- Begin File** in Credential Advising Office (ED 4102). Check with the credential analyst now, frequently, and often.
- Your [Basic Skills Requirement](#), Certificate of Clearance, TB Clearance, and award of Bachelor's Degree from a regionally accredited institution must be on file.** Verification must be provided to the school psychology faculty when seeking signatures for approval of the petition.
- Complete Year-1 Course Work and Portfolio Meeting During Your Annual Review**

### YEAR 2

- Complete Year-2 Course Work and Portfolio Meeting during Your Annual Review on Friday of Week 10 during CNCSP 274F**
- Fall: Register for and take the NCSP Praxis National Examination** just prior to starting year 3. You must report test scores to UCSB. You may take and pass the PRAXIS examination as late as March of your internship year in order to earn your credential in June. However, it is advised that you take the exam earlier in case you need to re-take the exam to earn a passing score.
- Spring: File [petition](#) for the Masters of Education (M.Ed.) degree** early in the Spring or Summer quarters.

### Pre-Internship Year

- Spring: Submit an [Application for Internship Credential](#)**, if required, during March-April of the year prior to internship. See the Credential Office (Katie Tucciarone) to ensure everything is complete. The Internship Credential is required for a paid internship within the state of California. A MOU may also need to be secured if UCSB does not already have one with the partnering District. To learn more about the process, please review the [How to Apply for an Internship Credential](#) document.

### Internship Year

- Fall - Spring: Enrollment.** You will enroll in 4 units of CNCSP 279A and 4 units of CNCSP 275 to support your work in the Internship each quarter.
- Apply for your School Psychology Credential.** You will be contacted by the Credential Office to complete an application for a [Clear Pupil Personnel Services Credential](#). Your credential will be awarded on the last day of your Internship. The CTC will email you a link asking that you complete the recommendation and pay the fee. (Fees range from \$50-\$100 depending on whether a fee credit from your certificate of clearance is still available)
- Complete Final Portfolio and Credential Review with School Psychology core faculty.** Portfolio dates and times are set for late May or early June upon completion of internship.

\*The portfolio paperwork is the paperwork you need signed in order to earn your M.Ed. The GGSE Credential Analyst will provide you with the M.Ed. paperwork and will obtain for you the three signatures you need to complete your M.Ed. "project." The Credential Coordinator is the Chair of your M.Ed. committee. You will still need to complete remaining Ph.D. program coursework, along with the internship year portfolio and associated oral examination in order to earn your PPS credential.



### **Appendix K: Signature Assignments**

Attached are descriptions for three assignments student must complete in their fieldwork training to demonstrate competency as a school psychologist. These are intensive opportunities to implement best practices and receive feedback on their implementation from both the University Supervisor and another School Psychology faculty member.

One goal of these assignments is to reflect the breadth and diversity of developed skills. Thus, the student may not use the same case/student/family for multiple signature assignments. For example, if the student selects a client for signature assignment #1, this same client may not be the client you use for signature assignment #2. The student must also select clients who are quite different from each other (e.g., language, race, age, disability).

Given as assignments in second-year fieldwork and Internship, these three products will be the core of the final portfolio. By the end of the Internship experience, the student must complete and receive passing scores on all three Signature Assignments.

Note: For the consultation project, the student must calculate an effect size for their intervention. These are helpful websites to assist in the calculation.

<http://www.easycalculation.com/statistics/standard-deviation.php>

<http://www.cognitiveflexibility.org/effectsizel/>

## Signature Assignment #1: Psychoeducational Assessment

- Review cumulative file and document important background information
- Observe student in all relevant settings.
- Administer and score assessments. Use scoring software.
- Review and interpret attendance, grades, and discipline history. Use district database to look up educational records.
- Gather teacher comments, reports
- Use a parent interview or questionnaire including a health and development

Write up results, interpretations, and recommendations and include all mandatory statements

- Develop goals for the student – both academic and social emotional. Use the IEP software and link goals to CA state standards. Goals must reflect knowledge of effective instruction and development of cognitive/academic skills.
- Present your findings at an IEP meeting
- Obtain parent feedback

### Final Products:

- Psychoeducational Report,
- Copy of IEP Goals,
- IEP presentation feedback form

### Required Report Elements:

1. Independent classroom (or appropriate setting) observation by a psychoeducational team member
2. Educationally relevant health and development
3. Statement regarding the effects of environmental, cultural, or economic disadvantage
4. Statement regarding if academic progress is impacted by lack of appropriate education or poor school attendance
5. Tests selected are considered valid and appropriate for this student
6. Scores are valid measures of present levels of cognitive and academic functioning
7. Basis for determination of special education services
8. Relationship of behavior to pupil's academic/social functioning
9. Statement regarding whether the student needs special education and related services: (1) Does the student meet eligibility requirements <b>AND</b> (2) Does student need special education to benefit from regular education services
10. Need for specialized services, materials, and equipment <i>for low incidence disabilities</i>

**IEP Feedback Questions**

1. The school psychology trainee treated me with respect.	Especially True	True	False	Especially False
2. The school psychology trainee helped make me feel like an equal part of the IEP team.	Especially True	True	False	Especially False
3. The school psychology trainee presented assessment results in a clear manner.	Especially True	True	False	Especially False
4. The school psychology trainee answered my questions about the assessment results.	Especially True	True	False	Especially False
5. The school psychology trainee report addressed the referral concerns.	Especially True	True	False	Especially False
<b>Comments:</b>				

**IEP Preguntas de Crítica**

1. La aprendiz de psicología escolar me trató con respeto.	Especialmente Cierto	Cierto	Falso	Especialmente Falso
2. La aprendiz de psicología escolar me hizo sentir como una parte igual del equipo IEP.	Especialmente Cierto	Cierto	Falso	Especialmente Falso
3. La aprendiz de psicología escolar presentó los resultados de la evaluación en una manera clara.	Especialmente Cierto	Cierto	Falso	Especialmente Falso
4. La aprendiz de psicología escolar contestó mis preguntas acerca de los resultados de la evaluación.	Especialmente Cierto	Cierto	Falso	Especialmente Falso
5. El reporte de la aprendiz de psicología escolar se dirigió a las preocupaciones de la remisión.	Especialmente Cierto	Cierto	Falso	Especialmente Falso
<b>Comentarios:</b>				

### Rating Rubric

Faculty will rate the overall assignment for quality.

- University supervisor will rate the assignment immediately and provide feedback for improvement.
- One additional faculty member will rate the assignment as part of the portfolio review process.

#### Signature Assignment Rating Rubric

0 - Unsatisfactory: Demonstrates substantial lack of competency (redo).

1 - Fair: Demonstrates minimal competency but lacks some important components (redo).

2 - Good: Demonstrates ability consistent with competent school psychology practice (pass).

3 - Excellent: Demonstrates commendable ability (pass).

Educational History	0	1	2	3
Family, Health, Development	0	1	2	3
Language History	0	1	2	3
Observations	0	1	2	3
Assessment Results	0	1	2	3
Interpretation	0	1	2	3
Recommendations	0	1	2	3
Goals	0	1	2	3

#### Standards Addressed (primary highlighted)

- **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**
- **Family-School Collaboration Services**
- **Diversity in Development and Learning**
- **Legal, Ethical, and Professional Practice**

## Signature Assignment #2: Consultation

Complete a consultation experience in the school setting. Start early because this will take time. For example, you may decide to address a problem identified by a teacher through a school's pre-referral intervention process (Student Success Team). **Select a consultation model to follow. You will need to take the necessary steps to identify the problem and develop an intervention plan.** Involve the client's parents in the process. Chart the student's progress to provide feedback to consultee and parent. *You must calculate the effect size of your impact based on your data.* Upon completion of the consultation experience, write a paper describing:

- The setting
- The model you selected
- The steps you followed
- Examples of how you met each step in the consultation process
- Challenges you faced in maintaining the consultation process
- How well the model you selected worked in the selected setting
- Alternative models you would try, if any
- Future challenges for you to apply consultation in the applied setting
- Goals for further training and how you will meet these goals
- How you will further develop your consultation skills

### Example consultation process (over several meetings)

1. Introductions
  - a. Greeting
  - b. Purpose of the meeting (provide context)
  - c. Definition of the consultant/consultee roles (how do you see consultation/what do you see as role of each participant)
2. Problem Definition
  - a. Define problem in behavioral terms
  - b. Identify antecedent determinants
  - c. Identify consequences that may maintain the behavior
  - d. Assess other relevant environmental factors
3. Intervention Development and Selection
  - a. Identify goals
  - b. Brainstorm range of possible interventions
  - c. Evaluate pros and cons of each intervention
  - d. Select intervention from the alternatives generated (it may be that your intervention is to further assess the problem)
  - e. Identify all available resources
4. Closure
  - a. Summarize what transpired
  - b. Clarify responsibilities of each party
  - c. Decide on next meeting date

### Signature Assignment Rating Rubric

0 - Unsatisfactory: Demonstrates substantial lack of competency (redo).

1 - Fair: Demonstrates minimal competency but lacks some important components (redo).

2 - Good: Demonstrates ability consistent with competent school psychology practice (pass).

3 - Excellent: Demonstrates commendable ability (pass).

1. A model was specified and followed step by step	0	1	2	3
2. A contract (informal or formal) was developed	0	1	2	3
3. The problem was defined	0	1	2	3
4. Interventions were generated and one selected	0	1	2	3
5. Data were collected and charted to evaluate and inform strategy	0	1	2	3
6. Follow-up sessions guided further implementation	0	1	2	3
7. Quality of reflections	0	1	2	3
8. Effect Size	0	1	2	3

### Standards Addressed

- **Data-based Decision Making and Accountability**
- **Consultation and Collaboration**
- Pick One
  - Interventions and Instructional Support to Develop Academic Skills
  - Interventions and Mental Health Services to Develop Social and Life Skills
- **Preventive and Responsive Services**
- **Family-School Collaboration Services**
- **Diversity in Development and Learning**
- **Research and Program Evaluation**
- **Legal, Ethical, and Professional Practice**

### Signature Assignment #3: Law and Ethics

In consultation with your advisor and second-year practicum instructor, select a topic of interest and relevance to the research and practice of school psychology. The paper should be written in careful APA-format in a format to be submitted for peer-review by a journal. You will need to present a strong rationale for the importance of your ethical dilemma within current school psychology scholarship. You must analyze the dilemma with reference to both NASP and APA codes of ethics as well as relevant law. Your conclusions must be based on an integrated analysis of the law and ethics using an ethical-decision making model. Finally, you must discuss implications for research and practice that are revealed by your analysis.

#### Signature Assignment Rating Rubric

- 0 - Unsatisfactory: Demonstrates substantial lack of competency (redo).
- 1 - Fair: Demonstrates minimal competency but lacks some important components (redo).
- 2 - Good: Demonstrates ability consistent with competent school psychology practice (pass).
- 3 - Excellent: Demonstrates commendable ability (pass).

An ethical dilemma in school psychology was effectively presented (strong rationale)	0	1	2	3
NASP and APA ethical standards were reviewed within the context of this dilemma	0	1	2	3
An ethical decision-making model was applied	0	1	2	3
The law was referenced and applied	0	1	2	3
Conclusions were based on an integrated analysis of law and ethics	0	1	2	3
Implications for research and practice are discussed	0	1	2	3

#### Standards Addressed

- Legal, Ethical, and Professional Practice

**Appendix L: School Psychology Portfolio Review Form**



**School Psychology Student Portfolio—Evaluation Sheet  
Revised 6.7.23**

Student Name: \_\_\_\_\_ Evaluator: \_\_\_\_\_

Year in Program    1    2    Intern                                      Evaluator Status:    Faculty            Peer

Date: \_\_\_\_\_

Note: Peer review should be timed adequately prior to final portfolio deadline so student can address feedback.

**Rating Rubric**

**Pass** = Demonstrates adequate knowledge, skill, and integration of program philosophy and values consistent with competent school psychology practice (year in training considered).

**NR (Needs Revision)** = Demonstrates minimal competency, and/or lacks integration of program philosophy and values OR insufficient or missing information (year in program considered).

**Overall Rating**..... Pass    NR

**Comments/Questions**

**General Professional Development Information: Ratings and Comments**

- 1. Electronic Portfolio Template..... Pass    NR
- 2. Vita / Resume ..... Pass    NR
- 3. Transcript..... Pass    NR
- 4. Statement of Professional Philosophy ..... Pass    NR
- 5. Statement of Professional Goals and Competencies ..... Pass    NR
- 6. Statement of Positionality..... Pass    NR
- 7. Conference Attendance/Presentation..... Pass    NR
- 8. Workshop, and University Lecture Attendance / Presentations ..... Pass    NR
- 9. Membership in Professional Organizations..... Pass    NR



10. Year Two Fieldwork Plan.....	Pass	NR	
11. Intern Fieldwork Plan .....	Pass	NR	N/A
12. Log of Hours (ALL Fieldwork to date).....	Pass	NR	
13. Met Credential Requirements (Intern-year only) .....	Pass	NR	N/A
14. Passed PRAXIS Examination (Intern-year only) .....	Pass	NR	N/A
15. Received a peer review and responded to feedback .....	Pass	NR	

**Evaluation Forms**

1. First Year Practicum Evaluation.....	Pass	NR	
.....	N/A		
2. Second Year Quarterly Evaluations .....	Pass	NR	
3. Internship Year Biennial Evaluations (intern year only) .....	Pass	NR	
.....	N/A		
4. All past Portfolio Review forms – faculty and peer.....	Pass	NR	
5. Site and Supervisor Evaluations .....	Pass	NR	

**Training Standards: Ratings and Comments**

1. Data-Based Decision-Making.....	Pass	NR	
2. Consultation and Collaboration .....	Pass	NR	
3. Academic Interventions and Supports .....	Pass	NR	
4. Mental and Behavioral Health Services .....	Pass	NR	
5. School-Wide Practices to Promote Learning.....	Pass	NR	
6. Services to Promote Safe and Supportive Schools .....	Pass	NR	
7. Family, School, and Community Collaboration .....	Pass	NR	
8. Equitable Practices for Diverse Populations.....	Pass	NR	

9. Research and Evidence-Based Practice .....	Pass	NR
10. Legal, Ethical, and Professional Practice .....	Pass	NR

## Year Two Signature Assignments

### *Signature Assignment Rating Rubric*

- 0 - Unsatisfactory: Demonstrates substantial lack of competency (redo).
- 1 - Fair: Demonstrates minimal competency but lacks some important components (redo).
- 2 - Good: Demonstrates ability consistent with competent school psychology practice (pass).
- 3 - Excellent: Demonstrates commendable ability (pass).

### **#1 Psychoeducational Assessment**

Educational History	0	1	2	3
Family, Health, Development	0	1	2	3
Language History	0	1	2	3
Observations	0	1	2	3
Assessment Results	0	1	2	3
Interpretation	0	1	2	3
Recommendations	0	1	2	3
Goals	0	1	2	3
Parent IEP Feedback	0	1	2	3

Comments:

### **#2 Consultation**

A model was specified and followed step by step	0	1	2	3
A contract (informal or formal) was developed	0	1	2	3
The problem was defined	0	1	2	3
Interventions were generated and one selected	0	1	2	3
Data were collected and charted to evaluate and inform strategy	0	1	2	3
Follow-up sessions guided further implementation	0	1	2	3
Quality of reflections	0	1	2	3
Effect Size	0	1	2	3

Comments:

### **#3 Ethics**

An ethical dilemma in school psychology was effectively presented (strong rationale)	0	1	2	3
NASP and APA ethical standards were reviewed within the context of this dilemma	0	1	2	3
An ethical decision making model was applied	0	1	2	3
The law was referenced and applied	0	1	2	3
Conclusions were based on an integrated analysis of law and ethics	0	1	2	3
Implications for research and practice are discussed	0	1	2	3

Comments:

## Appendix M: Ph.D. Practicum and Internship Supervisor Survey

The practicum and internship supervisor survey is completed by your field supervisor at least once a quarter. Responses to the survey are used to assess student proficiency in the 10 domains of practice outlined by the National Association of School Psychologists. Students are not required to be rated at the highest level in any area, but ratings of a 3 or higher in most areas is expected by the end of the internship experience. The survey is sent electronically to supervisors via Qualtrics.

### UCSB Quarterly Practicum and Internship Supervisor Survey - SP Ph.D. Program

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Start of Block: Default Question Block

Q1 THANK you for your continued support of our UCSB School Psychology students and their professional development. We value your feedback and would appreciate you completing this evaluation of your supervisee. After you have completed this, please retain a copy to review with your supervisee.

If you have any technical difficulties with the evaluation, please contact staff at 805-893-3375.

**Thanks you in advance for completing this survey.**

Directions: Evaluations should be based on the trainee's current level of progress and competence in the current fieldwork site. Click the option on the scale that best describes the trainee's competence as given in the descriptions below.

-1- **Remediation Needed.** Trainee requires additional growth, maturation, and change in order to gain minimal competence; trainee should not be allowed to function independently and requires intensive supervision.

-2- **Still in Development.** With further supervision and experience, trainee is expected to develop competence satisfactorily; independent functioning is not recommended and close supervision is required.

-3- **Expected Level of Competence.** Competence assessed to be at the level necessary to function in current role, with periodic need for supervision.

-4- **Competence Fully Developed.** Competence developed and trainee can function independently with little or no supervision required. Typically reserved for trainees near completion of their graduate training.

-N/A- Not Applicable. The competency or skill is not applicable to the student; the practicum does not provide the opportunity to evaluate the skill and/or the skill was not observed.

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Q2 Name of Supervisee

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Q3 Name of Supervisor

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Q4 License/Credential of Supervisor

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Q5 Fieldwork Site

---

Q6 Academic Quarter

- Fall (September - December) (1)
- Winter (January - March) (2)
- Spring (April - June) (4)
- Summer (June - September) (5)

Q7 Year

- 2022 (7)
- 2023 (8)
- 2024 (9)
- 2025 (10)
- 2026 (11)
- 2027 (12)
- 2028 (13)
- 2029 (14)
- 2030 (15)
- 2031 (16)
- 2032 (17)
- 2033 (18)
- 2034 (19)

Q9 INTERVENTION

	Remediation Needed (1)	Still in Development (2)	Expected Level of Competence (3)	Competence Fully Developed (4)	N/A (5)
L. <b>Professional Relationships</b> (develops strong professional relationships) (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
M. <b>Assessment Skills</b> (demonstrated appropriate knowledge and use of diverse assessment tools and methods; was able to appropriately interpret and discuss assessment results with clients/ colleagues/ students/ families as well as integrate results into reports) (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
N. <b>Case Conceptualization/Diagnostic Skills</b> (incorporated multiple sources of data, showed sensitivity to client concerns, demonstrated knowledge of diagnostic/ eligibility criteria, considered equity, diversity, and cultural factors when considering diagnosis/eligibility and to establish client goals and make appropriate recommendations) (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
O. <b>Intervention Skills</b> (empirically-based decisions were made about the delivery of services; implemented evidence-based interventions to achieve student/client goals) (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
P. <b>Crisis Management</b> (recognized and handled clinical crises and emergencies in a professional manner) (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q. <b>Intervention Monitoring</b> (demonstrated ability to measure student/client progress and accomplishments; systematically collected data; evaluated the effectiveness of the interventions implemented) (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
R. <b>Consultation Skills</b> (worked effectively with significant others [family members, teachers, and relevant professionals] to help meet client/student needs in a culturally competent manner) (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
S. <b>Program Development Skills</b> (developed alternative prevention or intervention programs to meet client or community needs) (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q25 PROFESSIONAL BEHAVIOR

	Remediation Needed (1)	Still in Development (2)	Expected Level of Competence (3)	Competence Fully Developed (4)	N/A (5)
A. <b>Professional Responsibility</b> (showed readiness and ability to assume and discharge assigned duties in a timely manner; initiated opportunities to gain and share skills) (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
B. <b>Self-Presentation</b> (presented self in a professional manner through physical appearance/dress, composure, organization, and desire to help) (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
C. <b>Management of Personal Issues in a Professional Manner</b> (controls personal stress or emotional reactions so that they do not affect interactions with students, families, or relationships with colleagues and other professionals) (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
D. <b>Agency Involvement</b> (attended and actively participated in staff meetings and conferences; fulfilled administrative responsibilities) (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
E. <b>Supervisory Involvement</b> (sought supervision when needed, openly shared concerns and ideas with supervisor, demonstrated openness to feedback, used supervisory suggestions to make improvements) (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
F. <b>Knowledge Base</b> (demonstrated good understanding of theories and research in psychology, human development, counseling/psychotherapy, and psychopathology) (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
G. <b>Ethical Knowledge &amp; Practice</b> (demonstrated understanding of ethical principles; showed awareness of ethical dilemmas as they occurred; conformed to ethical principles in professional work and practice) (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
H. <b>Knowledge of Diversity Issues and Practices with Cultural Competence</b> (demonstrated skills consistent with cultural competence including, but not limited to: an understanding of diversity issues related to concerns of clients and colleagues; showed awareness of ethnic, cultural, sexual orientation, gender identity, ability/disability, age, and religious concerns as they arose; sought consultation and additional knowledge from a variety of appropriate non-client sources to enhance relationships and practice) (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I. <b>Relationship Skills</b> - (ability to demonstrate the core conditions: empathy, genuineness/ authenticity, and unconditional positive regard; established rapport/positive therapeutic relationships, was aware of own impact on others; showed respect for student/clients, colleagues, families, teachers, and staff in professional contexts) (10)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
J. <b>Written Communication Skills</b> (showed ability to write clearly in a professional style that is clear, succinct, and devoid of unnecessary jargon) (11)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
K. <b>Oral Communication Skills</b> (showed ability to use oral language to communicate effectively with clients, supervisors, and colleagues) (13)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q13 SCHOOL PSYCHOLOGY STANDARDS



	<b>Remediation Needed (1)</b>	<b>Still in Development (2)</b>	<b>Expected Level of Competence (3)</b>	<b>Competence Fully Developed (4)</b>	<b>N/A (5)</b>
AA. Demonstrated knowledge of services available to assist in developing cognitive and academic skills. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
BB. Implemented appropriate interventions to achieve student academic goals (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
CC. Demonstrated knowledge of services available to assist in development of behavioral, affective, adaptive, and social skills (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
DD. Implemented appropriate interventions to achieve student mental health goals. (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
EE. Demonstrated knowledge of universal, selected, and indicated prevention strategies. (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
FF. Demonstrated knowledge of evidence-based strategies for effective prevention, preparation, and response. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
GG. Appropriately developed cognitive and academic goals for students. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
HH. Appropriately developed behavioral, affective, adaptive, and social skills goals for students. (10)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
II. Demonstrated knowledge of psychological and educational principles and research related to resilience and risk factors in learning and mental health. (27)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
JJ. Used data to evaluate outcomes of prevention and response activities. (11)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
KK. Appropriately applied various models and methods of consultation and collaboration. (20)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
LL. Collaborated effectively with families with cultural competence. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
MM. Collaborated effectively with the community. (12)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
NN. Collaborated effectively with the school board and policy makers. (13)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
OO. Demonstrated knowledge of public policies related to students and families. (25)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
PP. Demonstrated knowledge of family systems. (26)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

QQ. Demonstrated knowledge of family influences on student's development, learning, and behavior. (14)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
RR. Worked effectively with families. (16)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
SS. Demonstrated knowledge of various influences on development and learning. (24)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
TT. Effectively evaluated research and translated it into practice. (17)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
UU. Gathered and used research to inform service delivery. (18)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
VV. Demonstrated knowledge of various influences on development and learning. (19)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
WW. Demonstrated skills needed to work with diverse students. (21)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
XX. Implemented strategies based on the student's individual characteristics, strengths, and needs. (22)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
YY. Participated in the facilitation of policies and practices that promote safe and supportive learning environments. (23)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



Q21 If you would like to comment further on any details related to the competencies you just rated, please do so here.

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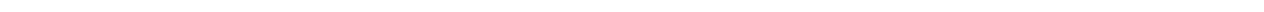
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Q14 Is this student making adequate progress this quarter? Please provide your feedback.

- Yes, this student is making expected progress (1)
- The student is making marginal progress (Adequate, but with concerns) (2)
- No, this student is not making expected progress (3)

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Q15 Please comment below on the student's particular STRENGTHS.

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Q16 Please comment below on AREAS FOR GROWTH.

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Q17 Please provide any further comments to improve upon the trainee's skill development.

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Q22 Is your evaluation based, in part, on the direct observation of skills either live or electronically?

Yes (1)

No (2)

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Q18 I verify that the above information is accurate to the best of my knowledge.

Print Name: (1) \_\_\_\_\_

Date: (2) \_\_\_\_\_

---

Q19

At the completion of this evaluation, you will be redirected to a summary of your results. Click on the red Adobe icon in the right corner of your results to download the evaluation as a PDF. Please be sure to review these results with your supervisee, and send a copy to your supervisee after you have reviewed.

Please contact staff at 805-893-3375 if you have any technical difficulties or need a copy of your evaluation.

Thank you for completing this evaluation.

End of Block: Default Question Block

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## Appendix N: Research Festival Evaluation Form

University of California

Counseling, Clinical and School Psychology Department

Research Festival Evaluation Form

(to be completed by *three* faculty members of student's emphasis area, or of the advisor's choosing, at Research Festival fall quarter of student's third year in program)

Student's Name: \_\_\_\_\_

Year in Program: \_\_\_\_\_

Quarter/year: \_\_\_\_\_

Second Year Project being presented/Title: \_\_\_\_\_

**Please use the following scale when evaluating the student. Students must obtain a "satisfactory" in all of these fundamental elements to meet criteria for passing.**

**0=unsatisfactory 1 = satisfactory**

### Fundamental Elements

*All of these elements must be rated satisfactory or better to attain competency on the second-year project and Research Festival Presentation*

1. *Student identified an area of study that has relevance to professional psychology and in which a meaningful contribution can be made* \_\_\_\_\_

Notes:

2. *Student placed the study in the context of previous work in the area* \_\_\_\_\_

Notes:

3. *Hypotheses / research questions were appropriate and clearly articulated* \_\_\_\_\_

Notes: *Very clear and good justification provided.*

4. *Student made a clear argument for the need to conduct research on the student's proposal*

\_\_\_\_\_  
Notes:

5. *Student provided rationale for research and approach method chosen and described in detail the procedures for the study* \_\_\_\_\_

Notes:

6. *Data collection was in accordance with APA's ethical Principles and Code of Conduct for Psychologists* \_\_\_\_\_

Notes:

7. *Data collection was in accordance with IRB guidelines* \_\_\_\_\_

Notes:

8. *Multicultural and individual difference considerations were attended to and described in this project/presentation* \_\_\_\_\_

Notes:

9. *Student demonstrated an ability to professionally present scholarly findings and articulately answer questions* \_\_\_\_\_

Notes:

**Overall Evaluation:**

\_\_\_\_\_ Yes, the student meets or exceeds the requirements for the Second Year Project and Research Festival Presentation.

\_\_\_\_\_ No, the student does not meet requirements for the Second Year Project and Research Festival Presentation (one or more fundamental elements were rated as “fair” or worse”)

**Person Completing Form** (note: student must receive a “meets expectations” by all three evaluators to proceed with Qualifying Exams)

Printed Name:

Signature:

Date:

## **Appendix O: CCSP Procedures for Dissertation Meetings with Public Attendees**

\*\* All of the procedures outlined below are predicated under the assumption that the dissertation Chair has reviewed a complete draft of the final dissertation document prior to the defense meeting and believes that the dissertation is ready for the defense meeting to be held.

All dissertation meetings are considered open to the public, so it is common to have attendees at dissertation defense meetings that include people other than the committee members and student. The following provides some basic guidelines to help structure dissertation defense meetings in cases where there are members of the public present. These guidelines can be applied in defense meetings held in person or via Zoom.

The total length of dissertation defense meetings is 120 minutes, including time for committee deliberations and sharing of feedback with the student candidate. The following outlines some basic guidance on how to structure this time, allowing for some variation, as needed, by committee and/or student preferences as long as the Chair of the committee is consulted and agrees to any adjustments prior to the date of the defense meeting.

Welcome and opening after which the student and any non-committee members are excused from the room (or placed in a Zoom waiting room) while the committee debriefs on the dissertation study and manuscript to prep for the defense meeting (5-10 minutes total).

Reconvening and time for the student to present the study (approximately 40 min) followed by time for members of the public (non-committee members) to comment and ask questions (5-10 min).

After this time all non-committee attendees are dismissed and the student meets with the committee to address questions from the committee (approximately 40 min).

Following the questions and discussion with the committee, the student is dismissed for final deliberations amongst the committee (5-10 min).

The student is invited back to receive the committee's recommendation and feedback for any revisions that are needed (5-10 min).

Following this private discussion between the committee and student, the public attendees may be readmitted for a final recognition of the defense and any related congratulations and celebration (5 min).

## Appendix P: Planning Milestone Achievements

This document provides guidelines to support CCSP students and faculty in effectively planning the timely preparation and scheduling of academic milestones, including the 2<sup>nd</sup> year research project, qualifying exams, dissertation proposal and the dissertation defense. The following guidelines are intended to help students plan their schedule so that they are able to meet all milestone deadlines in a timely manner and understand constraints that limit their ability to complete milestones at certain times or under certain timelines during the academic year.

### Reviewing and Scheduling:

1. Faculty are on a 9-month contract for the academic year (Fall, Winter, and Spring), so students need to plan to have all drafts for any milestone reviewed within the ~September 15 to ~June 15 academic year, not the summer. Students may choose to work on milestones in the summer, but timeline expectations cannot include having faculty review drafts in the summer or having your committee meet outside of the academic year.
2. Similar restrictions apply to expectations about reading drafts and holding meetings during university breaks (e.g., winter holidays, Thanksgiving, spring break).
3. Faculty will always aim to return your drafts within two weeks of when they are received, but that is not always possible due to external factors (e.g., grant deadlines, multiple students requesting draft reviews simultaneously, etc.). So, discuss your timeline with your advisor in advance and build in extra time, as needed.
4. A student's ability to have a milestone completed within any given quarter depends on the timing of submission and revision for all prerequisite drafts, not just when the first draft is submitted. That said, any student who wants to hold a dissertation proposal or dissertation defense meeting in a given quarter should plan to submit a full draft to their advisor by the beginning of that quarter. **NO DISSERTATION PROPOSAL OR DEFENSE MEETINGS CAN BE SCHEDULED UNTIL A FULL DRAFT IS SUBMITTED AND PRELIMINARILY APPROVED BY THE FACULTY ADVISOR, PENDING THE DRAFT AND FEEDBACK PROCESS OUTLINED BELOW.** Here is a sample schedule to illustrate this with a dissertation in spring quarter:

Activity	Date Expected
Student turns in 1 <sup>st</sup> draft of dissertation	April 1 <sup>st</sup>
Student may schedule defense with advisor's approval after review of first full draft	April 1 <sup>st</sup> -15 <sup>th</sup>
Faculty advisor returns feedback	April 15 <sup>th</sup>
Student turns in 2 <sup>nd</sup> draft of paper	April 29 <sup>th</sup>
Faculty advisor returns 2 <sup>nd</sup> draft	May 15 <sup>th</sup>
Student makes revisions and is able to defend on 3 <sup>rd</sup> draft*	May 27 <sup>th</sup> -29 <sup>th</sup> to committee
Defense scheduled	June 12-14 <sup>th</sup>



\*Not all students are ready to defend on the 3<sup>rd</sup> draft, it depends on the quality of the first two drafts, if all revisions were made, etc. So, again, a first draft by April 1<sup>st</sup> does not guarantee a meeting by the end of the academic year.

5. If students want to accelerate a timeline to a deadline, they should plan to accelerate the timeline related to the response to faculty feedback, not expect the faculty to accelerate reviews of drafts.
6. All timelines assume the submission of complete drafts, not partial drafts (e.g., everything but the Discussion section)
7. The expectation is that the student's faculty advisor (e.g., committee Chair) will have reviewed two complete drafts of any document and determine that the products are ready for a defense/exam at least two weeks prior to any scheduled defense or exam meeting. No meeting can be scheduled until the faculty advisor has reviewed a full draft and feels it is reasonable to expect the document will be ready following the timeline outlined above by the end of that academic quarter. In most cases, dissertation proposal and defense meetings will be scheduled during the finals week of the academic quarter.
8. Qualifying exams include the review of three or four papers depending on your program, some of which your faculty member reviews drafts with you (e.g., ethics and 2<sup>nd</sup> year research project) prior to your exam date. Students should adhere to program guidelines and timelines for the completion of each paper. All papers need to be finalized and sent to the qualifying exam committee for review at least two weeks prior to the scheduled oral defense date. Qualifying exams should be scheduled at the beginning of the quarter that the student wants to hold their oral exams. In most cases, these oral exams will be scheduled during finals week of that academic quarter.

**Appendix Q: Qualitative Exams and Dissertation Evaluation Form**

**Qualitative Exams and Dissertation Evaluation Form**

(To be filled out by Committee Members at event)

**3 = Pass** – Consistently good quality, meets expectations

**2 = Revise** – Inconsistent quality, shows evidence of ability to meet expectations

**1 = No Pass**– Consistently poor quality, shows evidence of need for remedial training to gain additional skills

**NA** = Not applicable for this program requirement

**Milestone to be Evaluated (circle one):**

**Qualifying Exams    Dissertation Proposal    Dissertation Defense**

**Date of Event:** \_\_\_\_\_

**If Dissertation, Title of Dissertation:**

\_\_\_\_\_

***Specific Performance Domains*** (please rate each area considering listed aspects):

1. Editorial quality of the written document (e.g., APA style, clarity of expression, organization, free of typos) \_\_\_\_\_

2. Scholarly/Scientific quality of the written document (e.g. depth, breadth, integration, analytic techniques) \_\_\_\_\_

3. Quality of the presentation and response to questions (e.g., slides, oral communication, time management) (This includes content in history and systems of psychology in Qualifying Exams; knowledge of research theory, application and construction and adequate recognition and accounting for diversity issues in research and clinical clinical theory in both Qualifying Exams and Dissertation). \_\_\_\_\_

Comments to support rankings on above and other areas of strength or areas for improvement:

Remediation Necessary? Y or N

**Overall Evaluation**

1. Global rating of performance on specified program requirement: \_\_\_\_\_

Doctoral Chair \_\_\_\_\_  
(print name) (signature)

Committee Members \_\_\_\_\_  
(print name) (signature)

\_\_\_\_\_  
(print name) (signature)

Student signature \* \_\_\_\_\_ Date \_\_\_\_\_

\* My signature on this form indicates only that these results have been shared with me.

# Appendix R: Change of Advisor Form

UNIVERSITY OF CALIFORNIA, SANTA BARBARA

BERKELEY • DAVIS • IRVINE • LOS ANGELES • MERCED • RIVERSIDE • SAN DIEGO • SAN FRANCISCO



SANTA BARBARA • SANTA CRUZ

DEPARTMENT OF COUNSELING, CLINICAL, AND SCHOOL PSYCHOLOGY  
SANTA BARBARA, CA 93106-9490

PHONE (805) 893-3375  
FAX (805) 893-7762

## NOTICE OF CHANGE OF ADVISOR

\_\_\_\_\_  
STUDENT'S NAME

\_\_\_\_\_  
DATE

I request that my Faculty Advisor be changed

From: \_\_\_\_\_

To: \_\_\_\_\_

\_\_\_\_\_  
STUDENT'S SIGNATURE

\_\_\_\_\_  
NEW FACULTY ADVISOR'S SIGNATURE

**\*\* Upon receipt of this signed petition or an email from your new advisor, the SAO Office will contact your old advisor to notify them that you have elected to work with another faculty member.\*\***

**To switch your advisor please:**

- ❖ Notify your existing advisor of your decision to change
- ❖ Identify a "new" advisor who is amenable to the change and willing to take you on as an advisee
- ❖ Complete this *Change of Advisor Form* or e-mail Katie in the Student Affairs Office ([katiet@education.ucsb.edu](mailto:katiet@education.ucsb.edu)) to formalize the switch.

Please keep a copy of this form for your records and turn in the original to the Student Affairs Office in ED 4100 for further processing.

Revised 1/14/14

## **Appendix S: APA, NASP, and CCTC Standards Crosswalk**

2020 NASP Standards	2020 CTC Standards	APA BASES	WASC SP Credential	WASC CCSP PhD	Courses
1: Data-Based Decision-Making	SPPE 1: Data-Based Decision-Making and Accountability	5: Psychological Measurement 6: Research Methodology 7: Techniques of Data Analysis 12: Theories and methods of assessment and diagnosis 15: Evaluating the efficacy of interventions	Goal #1: Data-Based Decision Making and Accountability	2E: Students can evaluate treatment outcome through assessment and evaluation.	CNCSPXX Research Methods or CNCSP 200 Research Design and Methods & Ed 214B Inferential Statistics CNCSP 250 Cognitive Assessment CNCSP 256 Behavioral Assessment and Intervention CNCSP 257B Psychoeducational Assessment CNCSP 274A Issues in Student Services or CNCSP 274G School-Based Mental Health Theories and Interventions CNCSP 274B Issues in Student Services CNCSP 274E Ethics, Diversity, & Specialized Assessment and Intervention CNCSP 275 Internship
2: Consultation and Collaboration	SPPE 2: Consultation and Collaboration	14: Consultation and supervision 17: Attitudes essential for lifelong learning and professional problem-solving	Goal #2: Consultation and Collaboration	2J: Students are capable of performing consultations in applied situations.	CNCSP274C School Discipline and Alternative Schooling or CNCSP 274F The School Psychologist as the Intervention Consultant CNCSP 274D Assessment and Data-Based Decision Making in the Schools CNCSP 256 Behavioral Assessment and Intervention CNCSP 275 Internship
3: Academic Interventions and Instructional Support	SPPE 3: Interventions and Instructional Support to Develop	2: Cognitive and affective aspects 13: Effective intervention	Goal #3: Interventions and Instructional Support to Develop Academic Skills		CNCSP 250 Cognitive Assessment CNCSP 257B Psychoeducational Assessment CNCSP 274E Ethics, Diversity, & Specialized Assessment and Intervention

	Academic Skills				CNCSP 274F The School Psychologist as the Intervention Consultant CNCSP 274I Fundamentals of Supervision CNCSP 275 Internship
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<p>4 Mental and Behavioral Health Services and Interventions</p>	<p>SPPE 4: Behavior Interventions and Mental Health Services to Develop Social and Life Skills.</p>	<p>3: Social aspects 9: Human development 10: Dysfunctional behavior/psychopathology 13: Effective intervention</p>	<p>Goal #4: Interventions and Mental Health Services to Develop Social and Life Skills</p>	<p>2C. Students can perform psychological interventions in applied settings. 2D: Students can conduct basic interviewing, helping, and clinical process skills. 2F: Students demonstrate their ability to use current diagnostic nomenclature and write case notes. 2G: Students are capable of a identifying and selecting from a variety of empirically-based treatments. 2H: Students demonstrate initial competence with measures of behavior, personality, career, and/or cognitive functioning depending on specialization area. 2I: Students demonstrate an ability to discuss and appreciate ethical issues in supervision. 2K: Students demonstrate competence in clinical leadership (e.g., supervision, research/evaluation, training).</p>	<p>CNCSP 220 Human Development CNCSP 223B Developmental Psychopathology CNCSP274C School Discipline and Alternative Schooling CNCSP 274D Assessment and Data-Based Decision Making in the Schools CNCSP 262B School-Based Mental Health CNCSP 262C Counseling Children and Families CNCSP 292 Resiliency, Strengths, &amp; Youth Development CNCSP 256 Behavioral Assessment and Intervention CNCSP 227 Social and Cultural Bases of Diversity CNCSP 274F The School Psychologist as the Intervention Consultant CNCSP 274G School-Based Mental Health Theories and Interventions CNCSP 275 Internship</p>
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5 School-Wide Practices to Promote Learning	SPPE 5: Direct and Indirect Services – Schoolwide Practices to Promote Learning	13: Effective intervention	Goal #5: School-Wide Practices to Promote Learning	<p><b>Goal #3:</b> To produce graduates who have a professional identity within one specialty area (i.e. counseling, clinical, or school) and an understanding of the broad context of applied professional psychology.</p> <p>3A: able to identify and discuss foundational areas of psychology.  3B: conversant in the history, systems, and theories of psychology.  3C: able to demonstrate skills, knowledge, and skills that are unique to counseling, clinical, or school psychology.  3D: familiar with local, regional, and/or national psychological groups and organizations.  3E: Students also demonstrate knowledge by designing and implementing independent research.</p>	CNCSP 292 Resiliency, Strengths, & Youth Development CNCSP274C School Discipline and Alternative Schooling or CNCSP 274H Advancing Science & Practice to Support Diverse Students CNCSP 274B Issues in Student Services CNCSP 275 Internship
6 Services to Promote Safe and Supportive Schools	SPPE 6: School-wide Practices to Promote Behavioral and Mental Health	13: Effective interventions	Goal #6: Preventive and Responsive Services		CNCSP 274D Assessment and Data-Based Decision Making in the Schools CNCSP 291C Family and School Violence CNCSP 274E Ethics, Diversity, & Specialized Assessment and Intervention CNCSP 292 Resiliency, Strengths, & Youth Development CNCSP 262B School-Based Mental Health CNCSP274C School Discipline and Alternative Schooling or CNCSP 274I Advanced Fieldwork: General

					CNCSP 275 Internship
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## **Appendix T: Key Faculty and Staff**

### **Faculty Advisor**

Each student in the school psychology specialization is assigned a faculty member, who is closely aligned to the School Psychology specialization, as a program advisor. The faculty advisor is available for general academic advising and should be consulted for decisions regarding taking additional courses, engaging in research with another faculty member, or taking on additional outside responsibilities. The faculty advisor is not an expert on course requirements, however. Thus, you must be responsible to plan your courses according to the credential and degree requirements. There are several other supports within the Department for successfully negotiating your graduate studies.

### **Department Chair (Dr. Steve Smith)**

The Department Chair is responsible for administrative oversight of the Department. The Department Chair interacts with faculty, students, and staff to facilitate Department activities to fulfill the vision and mission of the Department. The Department Chair also communicates and attends meetings outside of the Department to facilitate activities within the Department context.

### **School Psychology Credential Coordinator (Dr. Jon Goodwin)**

The School Psychology Coordinator provides administrative oversight for the credential program. He is responsible to manage the program to meet CCTC requirements. The Coordinator also teaches the second-year and internship fieldwork courses. As the University-based fieldwork supervisor, the Coordinator oversees the practitioner training of all credential students and is available as a mentor regarding credential requirements, fieldwork sequence and opportunities, and job prospects. He complements but does not duplicate the efforts of the Student Affairs Office.

### **Student Affairs Graduate Advisor (Dr. Matt Quirk)**

The Graduate Advisor is the faculty position responsible primarily for matters of student affairs. The CCSP Graduate Advisor, along with the GGSE Academic Advisor, processes all records pertinent to students' admissions, enrollment, and eventual graduation. All matters pertinent to financial aid, petitions for leave of absence, and any "special circumstances" must be approved by the Graduate Advisor. In addition, the CCSP Graduate Advisor attempts to serve as a liaison between the student body and the faculty as a whole. In this role, the CCSP Graduate Advisor serves as an advisor to the Graduate Student Association and advises students on matters of academic policy. Students are encouraged to use the services of CCSP Graduate Advisor for matters that are appropriate, either of a professional or personal nature, when faculty mentor relationships are not sufficient.

### **Credential Office (Katie Tucciarone)**

The Credential Analyst is responsible for coordinating and planning certification services, clearing and recommending credentials, acting as a liaison to the State Commission on Teacher Credentialing as well as advising, mentoring, and performing degree checks for the PPS Credential.

### **Student Affairs Office (Sam Rifkin)**

The Student Affairs Office serves as a liaison between the Graduate Division and the students of the Graduate School of Education. Policies and procedures regarding admission, registration, leaves of absence, change of status, and completion of degrees are interpreted and shared with the students by the Academic Advisor. This office maintains all student records pertinent to applications, enrollment, and eventual graduation. The SAO serves as a resource person to both faculty and students. Students and faculty are welcome to contact the SAO regarding matters pertinent to degree progress. This office also maintains student records pertinent to applications for the credential. Each student is responsible to contact this office for assistance with taking the CBEST, getting a Certificate of Clearance, a Certificate

of Health, and submitting Credential Applications. SAO staff members meet with students as needed to facilitate the advising process. All students must work with the SAO to formally enroll in the credential program and to obtain the credentials needed for a paid internship and to practice as a school psychologist.

**Director of Clinical Training (Dr. Jon Goodwin)**

The Director of Clinical Training (DCT) is primarily responsible for completing annual and other-required reports for APA. The DCT provides assistance to students with their applications for predoctoral internships and meets with students at least annually to coordinate their applications for APA-accredited internships. If you have any questions about internships, please see the DCT.

**CCSP Executive Committee**

The CCSP Executive Committee consists of the CCSP Department Chair and faculty from each emphasis (Counseling, Clinical, and School Psychology). This Committee is responsible for all matters of policy pertaining to student welfare. Students may consult this committee for any relevant academic concerns, and may consider the committee as a committee of appeal. If you need any "official" form, see the CCSP Graduate Advisor.

## Appendix U: UCSB Student Services

### **Campus Learning Assistance Services (CLAS)**

The University offers group workshops and individual support to students who need help with reading, exam-taking, problem-solving, time management, note-taking, writing, and study skills.

CLAS offers instructional groups, drop-in tutoring, writing and ESL services, skills workshops and one-on-one consultations. Students are encouraged to visit [Campus Learning Assistance Services \(CLAS\)](#) early and often. CLAS is located on the third floor of the Student Resource Building.

### **Individual Differences and Accommodations**

UCSB is committed to providing reasonable academic accommodations to students with disabilities. If you anticipate experiencing difficulty in a course for any reason, please consult with the instructor of record. If you have a disability that may prevent you from fully demonstrating your abilities, you should contact the [Disabled Students Program](#) as soon as possible. Any student wishing to receive accommodations for a verified disability should request academic accommodations through the Disabled Students Program (<http://dsp.sa.ucsb.edu>, 805-893-2668) as soon as possible.

### **Career Services**

[Career Services](#) provides students with many job search preparation services, including interviewing skills, networking, and resume and cover letter assistance. Career advisors are available daily to meet with students about jobs, finding an internship and more. Employers often come to campus to conduct interviews in an environment that is convenient and comfortable for students.

### **Student Mental Health Coordination Services (SMHCS)**

UCSB is committed to providing a quality learning environment for its students. It is not uncommon for students to encounter emotional and mentally stressful challenges over the course of their studies. Sometimes these challenges are sufficiently acute that they deserve the attention of professionals trained to provide referral or direct health services. The Student Mental Health Coordination Services (SMHCS) office is a user friendly, single point of contact for our campus community to report concerns about students in distress or a student distressing others. As the department that collects all information regarding distressed student concerns, SMHCS provides coordination of care, interventions, social support, and follow-up services from a network of campus resources. The SMHCS office provides a comprehensive Distressed Students Guide found on the Internet at <https://studentsindistress.sa.ucsb.edu> and can be contacted by phone at 893-3030 during regular work hours or at 893-4411 (after hours).

Personal concerns such as stress, anxiety, relationships, depression, cultural differences, can interfere with the ability of students to succeed and thrive. For helpful resources, please contact UCSB [Counseling & Psychological Services \(CAPS\)](#) at [805-893-4411](tel:805-893-4411). If you encounter a student in distress, please contact (805)893-3446 immediately and/or consult the [Responding to Distressed Student Protocol](#).

### **MultiCultural Center (MCC)**

The [MultiCultural Center \(MCC\)](#) strongly advocates and creates a sense of belonging for marginalized and minoritized students.

### **Food Security**

If you are facing any challenges securing food or housing, and believe this may affect your performance in the class, you are urged to meet with a Food Security and CalFresh Advocate, who is aware of the broad variety of resources that UCSB has to offer (see their drop-in hours at [food.ucsb.edu](http://food.ucsb.edu)).

## Appendix V: M.Ed. & Ph.D. Program Alumni 1992-present

### M.Ed. Alumni

- 1992 John Laughlin (MEd, Assistant Superintendent Special Education; Sonoma County Office of Education)
- 1992 Judy Greycloud (MEd, Psychologist; Gateway Community School, Camarillo)
- 1993 Marcy Feldman (MEd, Psychologist; Los Angeles Unified School District)
- 1993 Guadalupe Morales (MEd, Psychologist; Oxnard Elementary School District)
- 1993 Rebecca Norton (MEd, school psychologist; Santa Barbara School Districts)
- 1993 Kristie Schrutchfield (Transferred to Ph.D. Program at Texas A&M)
- 1994 Lisa Hassin (MEd, Psychologist; Marin County Office of Education)
- 1994 Vicky Lorelli (MEd, Psychologist; Santa Barbara School Districts)
- 1995 Patricia Andrejack (MEd, Psychologist)
- 1996 Melanie West (Psychologist; Manhattan Beach Unified School District.)
- 1996 Sharon Corcoran (Psychologist; San Luis Obispo County Office of Education)
- 1996 Jessica Muñoz (Psychologist; Paso Robles Unified School District)
- 1997 Michael Corritone (M.Ed./Credential; Contra Costa County Office of Education)
- 1997 Elizabeth Couto (M.Ed./Credential; school psychologist, Merced Union High School District)
- 1998 Jennifer Kelly (M.Ed./Credential; school psychologist, Oceanside Unified School District)
- 1998 Elizabeth Laurie (M.Ed./Credential, LEP, NCSP, school psychologist, SB County Schools, Lecturer, UCSB)
- 1999 Robert Ngan (MEd/Credential, school psychologist, Los Angeles Unified School District)
- 2000 Monette Tijerina (M.Ed./Credential, school psychologist, Santa Barbara School Districts)
- 2001 Cheri Barkhau (school psychologist, Bay Area)
- 2001 Berkeley Bowers (school psychologist, San Diego)
- 2001 Meredith Karp (school psychologist, Santa Monica/Malibu USD)
- 2001 Alexis Zavaleta (school psychologist, Los Angeles USD)
- 2001 Mari Minjarez Baptista (Special Education Coordinator, Santa Barbara County Education Office)
- 2002 Joanna Cheng (MED, school psychologist, Montclair USD)
- 2002 Sandra Luhrsen (MED, school psychologist, Escondido)
- 2003 Kim Grant (school psychologist, Goleta Union School District)
- 2003 Matt Harstock (school psychologist, Bay area)
- 2003 Fiona Wu (school psychologist, San Jose)
- 2004 Lisa Jai (MED, LAUSD)
- 2004 Zarah DeVera (MED, Oakland USD)
- 2004 Amy Decrescenzo (MED, Maryland)
- 2004 Elana Hamovitch (MED, San Diego)
- 2004 Jennifer Kang (MED, Orange County)
- 2004 Amy Spurrier (MED, Ventura County)
- 2004 Sabrina Rhee (ABD, school psychologist, Portland)
- 2005 Paul Lozano (MED, school psychologist, Santa Barbara School Districts)
- 2005 Grace St Jean (MED, Oceanside USD)
- 2006 Natasha Carter (MED, Denver Public Schools)
- 2006 Nicole Donovan (MED, School Psychologist, NY)
- 2006 Denise Perez, (MED, School Psychologist, CA)
- 2006 Catherine Taylor, (MED, School Psychologist)
- 2006 Alicia Soliz, (MED)
- 2007 Lauren Adamek (MED)
- 2007 Tracy Cortichiato (MED)
- 2007 Andrew Long (MED)
- 2007 Lee Meneken (MED)
- 2007 Sarah Sweeney (MED)
- 2008 Chau (Tran) Goel (MED, San Francisco),
- 2008 Christina Ibarbia (MED, Oxnard)
- 2009 Allison (Lee) Staton (MED, Fulsom)
- 2009 Heather Malone (MED, Ojai)
- 2009 Sunny Crandell (MED, Santa Barbara City College)

2009 Yasmin Chacko (MED, Redwood City)  
 2010 Santiago Cardenas (MED, SB County)  
 2010 Lizbeth Chavez-Lopez (MEd, SB County)  
 2010 Elizabeth Norris (MEd, LAUSD)  
 2010 Laura Sass (MEd, Prince George's County Public School System)  
 2011 Zhanna Shekhtmeyster (MEd, School Psychologist, Santa Monica Malibu School District)  
 2011 Kaitlyn Bathel (MEd, Santa Maria Bonita School District, Adjunct Faculty Antioch University)  
 2012 Renee Singh (MEd, School Psychologist, Pasadena)  
 2012 Amanda Fox (MEd, School Psychologist, Goleta Union School District)  
 2012 Karina Ortega (MEd, School Psychologist, Escondido)  
 2012 Kymberly Ozbirn (Doane; MEd, School Psychologist, Santa Barbara Unified School District)  
 2012 Rachel Yu (MEd, School Psychologist, Cupertino Union School District)  
 2013 Megan Potter (MEd, School Psychologist, Hope School District)  
 2013 Erin Prothro (MEd; School Psychologist)  
 2013 Nelly Rivera (MEd; School Psychologist, California)  
 2013 Jennifer Schell (MEd; School Psychologist, San Diego Unified School District)  
 2014 Amy Gillespie (MEd; School Psychologist, Ventura Unified School District)  
 2015 Misty Brewer (MEd; School Psychologist, Goleta Union School District)  
 2015 Chris Schiedel (MEd; School Psychologist, City of Burlington Public Schools, Burlington, New Jersey)  
 2015 Charlene Mangi (MEd; School Psychologist, Manchester Community Schools, Manchester, Michigan)  
 2015 Gizelle Orellana (MEd; School Psychologist, Garden Grove Unified School District)  
 2016 Carrie May (MEd; School Psychologist, Lancaster School District)  
 2016 Rebecca Parker (MEd; School Psychologist, Los Angeles Unified School District)  
 2016 Allison McFarland (MEd; School Psychologist, Los Angeles Unified School District)  
 2017 Sarah Babcock (MEd, School Psychologist, Sequoia Union High School District)

#### **Ph.D. Alumni**

1995 Dory Walker, Ph.D. (Assistant Professor, University of Utah; CCSP Ph.D)  
 1997 Jennifer Rosenblatt, Ph.D. (Development & Disability; VP Dr. Koop's Web Site)  
 1997 Peter Mortola, PhD (Development & Disability; faculty at Portland State University)  
 1997 Dara Stiebel, PhD (Development & Disability; Los Angeles Unified School District, part-time)  
 1999 Annette Smith, PhD, CCSP (school psychologist, Torrance School District)  
 1999 Michael Bates, PhD, CCSP (Mosaic)  
 1999 Laurel Robertson, PhD, CCSP  
 1999 Barbara D'Incau, PhD, CCSP (Consulting Psychologist at ChildSource Educational)  
 2000 Annie Chung, Ph.D., (Children's Mental Health Services, Kauai, Hawaii)  
 2000 Melvina Chase, Ph.D.  
 2000 Michael Pobanz, Ph.D. (SPEDR/Credential, school psychologist, Los Angeles Unified School District)  
 2000 Suzanne Anthony (Ph.D., private practice, Honolulu, HI)  
 2000 Jeff Klein (PHD, Assistant Superintendent for Academic Services, Park Hill School District)  
 2001 Robin Kracker (PhD, SPEDR/Credential, School Psychologist, Beaverton High School)  
 2001 Grace Santarelli (PhD, SPEDR/Credential, School Psychologist, Gunston Middle School, Arlington, VA)  
 2001 Meri Harding Storino (Ph.D., Professor, California State University, Sonoma)  
 2001 Emily Kiedman (Ph.D., Licensed Psychologist, Pediatric and Adolescent Psychology Associates)  
 2001 Katherine Elliott (Ph.D., Senior Researcher, Mental Health Services Oversight & Accountability Commission)  
 2002 Iris Zanglis Kaminsky (PhD, school psychologist, Santa Barbara City Schools)  
 2003 Jill Sharkey (PhD, SPEDR, Professor, UCSB)  
 2003 Geoff Smith (PhD)  
 2003 Renee Pavelski (PhD, Adjunct Clinical Assistant Professor, Psychiatry and Behavioral Sciences, Child and Adolescent Psychiatry, Stanford University; Psychologist, Mosaic Child and Family Therapy Services)  
 2003 Maria Alvarez (school psychologist, Sonoma County)  
 2004 Stacy O'Farrell (SPEDR PHD; Director of Special Education, Santa Cruz City Schools)  
 2005 Katherine Brown (SRI, San Francisco)  
 2005 Gabrielle Anderson (PhD., Director of Psychology, Hollowell Center San Francisco, Assistant Clinical Professor of Psychology, UC Berkeley)  
 2005 Francisco Rocco (Private Practice and Psychologist, Department of Pediatrics, UC San Francisco)

2005 Emily Fisher (Ph.D; Professor, Loyola-Marymount University) - **20/20 Doctoral Scholar**  
2005 Amber Kaufman (PhD, Western Psychological Services)  
2007 Megan (Brown) DeCristoforo (PHD, private practice, NJ)  
2007 Kelly Graydon. Kennedy (PHD, Associate Professor and Associate Dean for Graduate Programs, Chapman University)  
- **20/20 Doctoral Scholar**  
2007 Blanca Orellana (PHD, Supervising Psychologist, UCLA Semel institute for Neuroscience and Human Behavior)  
2007 Mabel Gonzalez (PhD)  
2007 Megan Redding Allen (PhD, Children's Health Council, Palo Alto, CA)  
2008 Sarah Pletcher (PhD, Postdoctoral Fellow; Children's Health Council)  
2009 Mary (Skokut) Patterson (PhD, Licensed Educational Psychologist; Santa Barbara County)  
2010 Diane Tanigawa (PhD, School Psychologist, Los Angeles USD)  
2010 Amy Jane Griffiths (Assistant Professor, Chapman University & UC Irvine) - **20/20 Doctoral Scholar**  
2010 Rene Staskal (PhD, school psychologist, Wisconsin)  
2011 Elena Lilles (PhD, Associate Professor, Lewis and Clark) - **20/20 Doctoral Scholar**  
2011 Camille Jones (PhD; Adjunct Professor, Loyola Marymount University) - **20/20 Doctoral Scholar**  
2011 Kristin Ritchey (PhD); School Psychologist, Santa Maria)  
2011 Tyler Renshaw (PhD, Associate Professor, Utah State University) - **20/20 Doctoral Scholar**  
2011 James Earhart (PhD; Adjunct Professor at the University of Southern California) - **20/20 Doctoral Scholar**  
2011 Katie Eklund (PhD, Associate Professor, University of Wisconsin-Madison) - **20/20 Doctoral Scholar**  
2011 Shelley Hart (PhD, Associate Professor, Chico State University; Research Associate, Johns Hopkins) - **20/20 Doctoral Scholar**  
**Scholar**  
2011 Meagan O'Malley (PhD, Associate Professor, California State University, Sacramento)-**20/20 Doctoral Scholar**  
2011 Amber Walz (SPEDR PhD, School Psychologist, Santa Maria)  
2012 Sofie Beem Hay (PhD, Assistant Director, non-profit education foundation)  
2012 Elina Saeki (PhD, Assistant Professor, California State University Los Angeles) - **20/20 Doctoral Scholar**  
2012 Lindsey O'Brennan (PhD, Licensed Psychologist, Owner, Morningstar Wellness)  
2012 Kristen Sullivan (PhD, Clinical Psychologist)  
2012 Jennifer Twyford (PhD, Associate Professor, Cal Lutheran) - **20/20 Doctoral Scholar**  
2013 Jenna (Chin) Ouye (PhD; School Psychologist, Del Rey Elementary School, Orinda Union School District)  
2013 Won-Fong Lau (PhD; Clinical Assistant Professor and Director of Training, University of Washington) - **20/20 Doctoral Scholar**  
**Scholar**  
2013 Victoria Gonzalez-Hardy (PhD, Adjunct Professor, UC Santa Barbara) - **20/20 Doctoral Scholar**  
2013 Anmary Shenouda Abdou (PhD; Assistant Professor, Chapman University) - **20/20 Doctoral Scholar**  
2013 Skye Stifel (PhD, SP, Ventura Unified & Adjunct Professor at Loyola Marymount, Cal Lu, and UCSB) - **20/20 Doctoral Scholar**  
**Scholar**  
2014 Matthew Ruderman (PhD; Research and Program Development Manager, UCLA Ties for Families) - **20/20 Doctoral Scholar**  
**Scholar**  
2014 Jacqueline Brown (PhD, Associate Professor, University of Montana) – **20/20 Doctoral Scholar**  
2015 Reza Schahroozi (PhD., Adjunct Professor at California State University, Long Beach; School Psychologist, Glendale Unified) – **20/20 Doctoral Scholar**  
2015 Jennica (Rebelez) Paz (PhD, Assistant Professor at San Diego State University)– **20/20 Doctoral Scholar**  
2015 Courtney Bolton (PhD., Private Practice, Tennessee)  
2016 Ashley Mayworm (PhD, Associate Professor, Loyola University Chicago) - **20/20 Doctoral Scholar**  
2016 Eui Kim (PhD, Assistant Professor, UC Riverside) - **20/20 Doctoral Scholar**  
2016 Rachel Stein (PhD, Assistant Professor, University Colorado, Denver) - **20/20 Doctoral Scholar**  
2016 Kezia Gopaul-Knights (PhD, Assistant Professor, CSU Los Angeles) - **20/20 Doctoral Scholar**  
2017 Aaron Haddock (PhD, Associate Professor of Practice, Department of Psychology, Clark University) - **20/20 Doctoral Scholar**  
**Scholar**  
2017 Katherine Carnazzo (PhD, Senior Researcher and Educational Consultant, Bluum)  
2017 Aileen Fullchange (PhD, Private Practice, Dallas, TX)  
2017 Rondy Yu (PhD, Assistant Professor, University of California, Riverside) - **20/20 Doctoral Scholar**  
2018 Cecile Binmoeller (PhD, Psychologist, Pacific Anxiety Group)  
2018 Stephanie Adams Mendez (PhD, Child & Family Community Psychology Postdoctoral Fellow, University of Southern California, University Center for Excellence in Developmental Disabilities, Children's Hospital Los Angeles)  
2018 Kayleigh Hunnicutt (PhD, Postdoctoral Fellow, Columbus Women's Wellness)  
2018 Danielle Dougherty (PhD, School Psychologist, Loudoun County Public Schools)



2018 Stephanie Moore (PHD, Assistant Professor, UC Riverside) - **20/20 Doctoral Scholar**  
2019 Allie Wroblewski (PhD, Assistant Professor of Clinical Pediatrics, Vanderbilt University Medical Center)  
2019 Kelly Edyburn (PhD, Assistant Professor, Loyola University Chicago) - **20/20 Doctoral Scholar**  
2019 Ari Goldstein (PhD, private practice)  
2019 Katie Moffa (PhD, Staff Psychologist, Children's Hospital of Orange County)  
2020 Sruthi Swami (PhD, Assistant Professor, Sacramento State University) - **20/20 Doctoral Scholar**  
2020 Agustina Bertone (PhD, Associate Director, DMH + UCLA Public Partnership for Wellbeing)  
2021 Rhea Wagle (PhD, Licensed Psychologist, Pasadena Healing, Inc.)  
2021 Chun Chen (PhD, Assistant Professor, The Chinese University of Hong Kong – Shenzhen)  
2022 Alissa Der Sarkissian (PhD, Postdoctoral Fellow, UCLA Nathanson Family Resiliency Center)  
2022 Mihya Weber (PhD, Psychologist, Therapy Dallas)  
2022 Jennifer Scheller (PhD, Child and Family Therapist, Private Practice)  
2023 Maggie Chan (PhD, Assistant Professor, Utah State University)  
2023 Isabelle M. Fleury (PhD, Assessment Consultant, Western Psychological Services Publishing)  
2023 Tameisha Hinton (PhD, Postdoctoral Fellow, University of South Florida)  
2023 Chloe (Yuexin) Zhang (PhD, Postdoctoral Fellow, University of Houston)  
2024 Samira Amirazzi (PhD, Postdoctoral Fellow, Children's Hospital Los Angeles)  
2024 Emily Edelman (PhD, Postdoctoral Fellow, Children's Hospital Los Angeles)  
2024 Natalie Larez (PhD, Postdoctoral Pediatric Psychology Fellow, Phoenix Children's Hospital)

## Appendix W: Assessment of Language Competence

University of California, Santa Barbara  
Gevirtz Graduate School of Education

### Rubric for Assessment of Language Competence

The following rubric is based on the proficiency levels defined by the American Council on the Teaching of Foreign Languages. The California Commission on Teacher Credentialing requires that candidates for the Bilingual Authorization meet at a minimum the standard of Advanced Level in all language modalities. *Please keep in mind discipline specific language when completing the rubric.*

<b>Modality</b>	<b>Approaches Standard</b> Intermediate-High Level	<b>Meets Standard</b> Advanced Level	<b>Exceeds Standard</b> Advanced Plus Level
Listening / Reception	Able to understand longer stretches of dialogue. Understanding may be inconsistent due to difficulty in grasping main ideas and/or details.	Able to understand main ideas and most details of longer stretches of dialogue on a variety of topics. Comprehension may be uneven due to the topic familiarity or other factors.	Able to understand main ideas of most speech. However may have difficulty sustaining lengthy or especially complex communication. Beginning to become aware of culturally-implied meanings beyond the surface meanings of dialogue.
Speaking / Production	Able to successfully handle most simple conversations involving social situations as well as general conversation on a range of topics. Errors are evident and limited vocabulary may result in hesitation. Generally understood by native speakers, although gaps in communication may occur.	Able to successfully handle conversations required in everyday and school situations. Complicated tasks (elaborating, etc.) may still be difficult. Can describe with some details, linking sentences smoothly. Communicates casually about topics of current, public, and personal interest.	Able to successfully handle a broad variety of everyday and school conversations as well as discuss other topics related to interest. Beginning to be able to support opinions, explain in detail, and hypothesize. Has well-developed ability to compensate for weaknesses by paraphrasing. Can communicate fine shades of meaning with inflection and differentiated vocabulary.
Reading / Comprehension	Able to comprehend consistently with full understanding simple texts dealing with basic personal and social needs. Basic grammatical relationships may be misinterpreted. Comprehension is less consistent than at Advanced level; may have to read several times for understanding.	Able to understand longer prose with familiar sentence patterns. Gets the main ideas and facts, but may miss some detail. Comprehension comes from subject matter knowledge as well as increasing control of language. Texts include descriptions and narrations such as simple short stories, curriculum guides, journal articles and simple technical material.	Able to understand parts of written text which are conceptually abstract and have complex language, and/or written or signed text with unfamiliar topics, situations or cultural references. Awareness of aesthetic properties of languages is emerging permitting comprehension of a wider variety of texts. These include poetry, storytelling, fables, and signed literature.

<p>Writing / Expression</p>	<p>Able to meet most practical expressive needs and limited social demands. Can take notes in some detail on familiar topics and respond in detail to personal questions. Can write simple letters, brief summaries/compose simple but formal signed narrations. Can express time, tense or aspect rather consistently, but not always accurately. Ability to describe and narrate in an organized way is emerging.</p>	<p>Able to join sentences in simple discourse of at least several paragraphs in length on familiar topics. Can write simple letters and write cohesive summaries, descriptions, and notes/reports. May still make errors in punctuation or spelling, and may have difficulty producing complex sentences.</p>	<p>Able to write about a variety of topics with significant precision and detail. Can write in most social and informal business language. Can describe and narrate personal experiences fully but may have difficulty supporting points of view in written discourse. Often shows remarkable fluency and ease of expression, but under time constraints and pressure writing may be inaccurate. Some misuse of vocabulary may still be evident.</p>
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## Appendix X: School Psychology Multicultural Competence Scale

Malone et al. (2016)

Below is a list of statements related to a variety of issues related to multicultural issues in school psychology. Please read each statement carefully. On a scale of 1 (strongly disagree) to 4 (strongly agree), please indicate the degree to which you agree with each statement.

**Rating Scale:**    1 (Strongly Disagree)    2 (Disagree)    3 (Agree)    4 (Strongly Agree)

### Cultural Skills

1. I can explain test information to culturally diverse parents
2. I can make culturally relevant curriculum and classroom management recommendations
3. I can effectively assess the mental health needs of a student from a cultural background significantly different from my own
4. When working with linguistically diverse parents and students, I can interpret information obtained through translators
5. I can work with culturally and linguistically diverse children, parents, and school staff
6. I am skilled in understanding nonverbal communication
7. I am skilled in terms of being able to provide appropriate intervention services to culturally diverse students
8. I can effectively secure information and resources to better serve culturally diverse students and families
9. I am skilled in implementing home-school collaboration programs and interventions
10. I can recognize prejudice and prevalent obstacles that may affect consultation

### Cultural Knowledge

11. I have knowledge of research on assessing culturally and linguistically diverse children
12. I know how to adapt instruments to assess linguistically diverse students
13. I am knowledgeable of evidence-based intervention strategies used with culturally and linguistically diverse students
14. I know how to use alternate assessment methods such as dynamic assessment and ecological assessment
15. I am knowledgeable of effective assessment strategies used with culturally and linguistically diverse students
16. I am knowledgeable of the most effective consultation strategies used with culturally and linguistically diverse students
17. I understand the process of second language acquisition and its impact on the acquisition of academic skills

### Cultural Appreciation

18. I am aware that members of cultural groups may have different attitudes towards disabilities or exceptionalities
19. I respect and appreciate socioeconomic and cultural background of a child and his/her family
20. It is important to integrate cultural and language background of a student into a psychoeducational report
21. I know that cross-cultural variables may affect performance on and interpretation of standardized assessments
22. I consider sociocultural variables and perspectives when evaluating research
23. I understand the need to retain one's cultural identity

### Cultural Awareness

24. I understand how my cultural background has influenced the way I think and act
25. I am aware of how culture impacts learning and behavior
26. I can discuss how culture influences parenting practices
27. I have a sense of the values, strengths, and limitations of my own culture
28. I can accurately compare my own cultural perspective to that of a person from another culture

## Appendix Y: Certificate of Bilingual School Psychologist Requirement Checklist

**Coursework.** The following courses must be completed with a passing grade.  
SCIENTIFIC, METHODOLOGICAL, AND THEORETICAL FOUNDATIONS

- CNCSP 220 Human Development
- CNCSP 223B Developmental Psychopathology
- CNCSP 274D Assessment and Data-Based Decision Making in the Schools
- CNCSP 291C School and Family Violence
- ED 381A Foundations of Bilingual Education<sup>1</sup>

### PSYCHOLOGICAL ASSESSMENT AND INTERVENTION

- CNSP 250 Cognitive Assessment
- CNCSP 256 Behavioral Assessment
- CNCSP 257B Psychoeducational Assessment
- CNCSP 262B School-Based Mental Health
- CNSP 262C Counseling Children and Families
- CNCSP 274F The School Psychologist as the Intervention Consultant

### CULTURAL AND INDIVIDUAL DIVERSITY

- CNCSP 226 Understanding Diversity, Advancing Equity and Social Justice
- CNCSP 274E Ethics, Diversity, & Specialized Assessment & Intervention
- CNCSP 292 Risk and Resilience
- CNCSP 253 School-Based Assessment and Intervention for Culturally and Linguistically Diverse (CLD) Students

**Evidence of Language Proficiency.** Students must demonstrate proficiency in the target language by satisfying the requirements below.

1. Internship supervisor student ratings at the Advanced Level on the Rubric for Assessment of Language Competence (Appendix W)
2. Passing score on the Portfolio Signature Assignment, Bilingual Psychoeducational Report.
3. One of the following options
  - i) Grade B or higher for ED381A and Ratings at the Advanced Level range on the Assessment of Language Competence from ED 381A
  - ii) Passing score on the PASEO Spanish for Mental Health Competency Assessment
  - iii) Grade B or higher on an approved advanced language course in the target language taken while enrolled in the certificate program.

**Evidence of Cultural Knowledge and Cultural Responsiveness.** Students must demonstrate cultural responsiveness by satisfying the requirements below.

1. Internship supervisor ratings demonstrating cultural responsiveness (rating of 3 or higher) on the Internship Supervisory Survey Items H, LL, and WW.
2. Passing score on the Portfolio Signature Assignment, Bilingual Case Consultation.
3. Demonstration of satisfactory growth on the School Psychology Multicultural Competence Scale (Appendix X) from Year 1, Year 2, and Internship Year.

- Portfolio:** In addition to M.Ed. or Ph.D. Portfolio Requirements, the following information is expected to be completed for the annual portfolio during Year 1, Year 2, and Internship Year
- Vita / Resume.** Indicate level of language proficiency in target language.
- Personal Vision.** Centers the needs and voices of culturally and linguistically diverse students and their families
- Career Interests.** Discuss working with CLD students and their families
- Primary Goals.** Goals should relate to gaining competence as a bilingual school psychologist.
- Positionality Statement.** Should address CLD students.
- Evidence of Spanish Language Proficiency.** Must satisfy one of the options listed above.
- Evidence of Cultural Knowledge & Responsiveness.** Must satisfy one of the listed options above.
- School Psychology Multicultural Competence Scale.** Each year students should complete the School Psychology Multicultural Competence Scale (Malone et al., 2016) and provide a reflection on their growth and aspirations. During the first year, students will complete this task as an assignment for CNCSP 226.
- Signature Assignments for Year 2 Portfolio.** Signature assignments must include evidence of applying theory and best practices for working with CLD students. As such, the following is expected for each signature assignment:
  - **Ethics Paper:** Topic must be related to working with CLD students and/or their families
  - **Psychoeducational Report:** Client must be a multilingual learner. The evaluation should include at least one norm-referenced test administered in target language and a caregiver interview in target language as well as a report summary translation in the target language.
  - **Consultation:** Integrate Ingraham’s Multicultural Consultation Approach to the selected consultation model. The identified client must be a bilingual student. The student should work with a caregiver in the target language.
- Fieldwork.** Complete 10 hours a week of fieldwork during Year 2 that provides opportunities to implement bilingual student support services and receive supervision from bilingual supervisors. **Students must obtain at least half of their required supervision hours from a bilingual school psychologist who is proficient in the target language.**
- Internship.** In the final year, graduate students will intern for the full academic year (40 hours/week, for a total of over 1500 hours) in a district serving multilingual learners. **Students must obtain at least half of their required supervision hours from a bilingual school psychologist who is proficient in the target language.**

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<sup>1</sup>ED 381A is relevant only for bilingual, Spanish-speaking students. Bilingual students of other languages will work with the Certificate of Bilingual School Psychologists Coordinator to identify an alternative course, such as ED 381: Teaching Strategies for Bilingual/Cross-Cultural Education.