The University of California Nondiscrimination Statement

The University of California, in accordance with applicable Federal and State Laws and University policy does not discriminate on the basis of race, color, national origin, religion, sex, gender identity, pregnancy, disability, age, medical condition (cancer-related), ancestry, marital status, citizenship, sexual orientation, or status as a Vietnam-era veteran or special disabled veteran. The University also prohibits sexual harassment. This nondiscrimination policy covers admission, access, and treatment in University programs and activities. For additional information on nondiscrimination policies, contact the Title IX and Sexual Harassment Compliance Office at (805) 893-2701 or titleix.ucsb.edu; and the Office of Equal Opportunity and Discrimination Prevention at (805) 893-4504: 3211 Phelps Hall, Santa Barbara, CA, 93106-2065.
This Student Handbook provides general information and highlights the rights and responsibilities of school psychology doctoral students in the Counseling, Clinical, & School Psychology Department, UCSB Gevirtz School. Students are expected to read and become familiar with the contents of this Handbook. None of the Department policies described in this Handbook are intended to supersede Department, School, or University policies already in effect.

It is the responsibility of each student to KEEP COPIES of ALL information concerning their courses, such as: syllabi, course requirement checklist, waivers, petitions, grades, notices, and any other documents or forms. Do not depend on the University or Department to keep any of the above for your records, which you may need for future documentation/licensing/credentialing.
Convention 2022
October 12-15, 2022
Hilton Universal City
555 Universal Hollywood Dr
Universal City, CA 91608

Don’t Miss Your Professional Conventions!

CASP and NASP provide a tremendous amount of professional resources for their members. The NASP Member Exchange provides a forum for NASP members to solicit advice from their peers, benefit from their experiences, and participate in ongoing conversations on professional issues and research developments. We recommend you become members of both and take advantage of their resources.
School Psychology Doctoral Students 2022-2023

2017  Isabelle Fleury (intern 2022-2023)
2017  Daniel Feinberg (intern 2022-2023)
2018  Tameisha Hinton (intern 2022-2023)
2018  Chloe Zhang (intern 2022-2023)
2018  Meiki Chan (intern 2022-2023)
2015  Luke Janes
2019  Samira Amirazizi
2019  Emily Edelman
2019  Natalie Larez
2019  Allie Mittelstet
2019  Daniel Del Cid
2020  Karina Aragon
2020  Alice Mullin
2020  Madeline Spiess
2021  Lakhvir Kaur
2021  Angela Pollard
2021  Gaby Hinojosa
2021  Emanuel Perez
2022  Shemiyah Holland
2022  Arnold Rodriguez Robles
2022  Samantha Hutchinson
2022  Pauline Serrano

Picture of Storke Tower and UCEN from UCSB Lagoon – Highly Recommended Run/Walk
M.Ed. Graduates (post 1991 CTC approval)

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  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  Alex Zavaleta (school psychologist, Los Angeles USD)
2001  Mari Minjárez 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 DeVeria (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 Soh, (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)
University of California, Santa Barbara 2022-2023

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, Santa Barbara Unified School District)
2013  Nelly Rivera (MEd; School Psychologist, Santa Barbara County Office of Education)
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)

CCSP Students, Faculty, and Alumni
CASP 2012 in Costa Mesa, CA
Ph.D. Graduates (post 1991 CTC approval)

1995  Dory Walker, Ph.D. (Assistant Professor, University of Utah; CCSP Ph.D)
1997  Jennifer Rosenblatt, Ph.D. (Development & Disability; VP Dr. Koob'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 (Oxnard SD)
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, Kansas)
2001  Robin Kracker (PhD, SPEDR/Credential, school psychologist)
2001  Grace Santarelli (PhD, SPEDR/Credential, School Psychologist)
2001  Meri Harding, (Ph.D., Professor, California State University, Sonoma)
2001  Emily Kiedman (Ph.D.)
2001  Katherine Elliott (Ph.D., UC Davis)
2002  Iris Zanglis Kaminsky (PhD, school psychologist, Santa Barbara Unified School District)
2003  Jill Sharkey (PhD, SPEDR, Professor, UCSB)
2003  Geoff Smith (PhD)
2003  Renee Pavelski (PhD, Stanford University)
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 (Ph.d., Columbia University Medical Center, New York)
2005  Franciscro Rocco (Children’s Hospital, Los Angeles)
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 (PHD, Associate Professor, 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 (Ph.D, Children’s Health Council, Palo Alto, CA)
2008  Sarah Pletcher (PhD)
2009  Mary (Skokut) Patterson (PhD, Santa Barbara County)
2010  Diane Tanigawa (PhD, School Psychologist, Los Angeles USD)
2010  Amy Jane Griffiths (Assistant Clinical Professor, Chapman University & UC Irvine) - **20/20 Doctoral Scholar**
2010  Rene Staskal (PhD, school psychologist, Wisconsin)
2011  Elena Lilles (PhD, Assistant 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, San Diego)
2011  Tyler Renshaw (PhD, Assistant Professor, Louisiana State University) - **20/20 Doctoral Scholar**
2011  James Earhart (PhD; Adjunct Professor at the University of California, Southern California) - **20/20 Doctoral Scholar**
2011  Katie Ekudrn (PhD, Associate Professor, University of Wisconsin-Madison) - **20/20 Doctoral Scholar**
2011  Shelley Hart (PhD, Assistant Professor, Chico State University) - **20/20 Doctoral Scholar**
2011  Meagan O'Malley (PhD, Assistant 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, Associate Professor, California State University Los Angeles) - **20/20 Doctoral Scholar**
2012  Lindsey O’Brennern (PhD, Postdoctoral Scholar, Johns Hopkins University) - **20/20 Doctoral Scholar**
2012  Kristen Sullivan (PhD, Clinical Psychologist)
2012  Jennifer Twyford (PhD, Assistant Professor, Lewis & Clark University) - **20/20 Doctoral Scholar**
2013  Jenna Chin (PhD, School Psychologist, San Francisco Bay Area)
2013  Won-Fong Lau (PhD; Clinical Assistant Professor and Director of Training, University of Washington) - **20/20 Doctoral Scholar**
2013  Victoria Gonzalez-Hardy (PhD, Santa Barbara County)
2013  Annmary Shenouda Abdou (PhD; Assistant Professor, Chapman University) - **20/20 Doctoral Scholar**
2013  Skye Stifel (PhD, SP, Ventura Unified & Adjunct Professor at Loyola Marymount and Cal Lu) - **20/20 Doctoral Scholar**
University of California, Santa Barbara  
2022-2023

2014  Matthew Ruderman (PhD; Pediatrics Postdoctoral Scholar, UCLA Ties for Families)
2014  Jacqueline Brown (PhD, Assistant 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, Visiting Professor at San Diego State University)– 20/20 Doctoral Scholar
2015  Courtney Bolton (PhD., Private Practice)
2016  Ashley Mayworm (PhD, Associate Professor at Loyola University Chicago) - 20/20 Doctoral Scholar
2016  Eui Kim (PhD, Assistant Professor, University of California, 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, Program Coordinator, Cal State LA)
2017  Aaron Haddock (PhD, Associate Professor of Practice, Clark University, Frances L. Hiatt School of Psychology)
2017  Katherine Carnazzo (PhD, School Psychologist, Goleta Union School District)
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 in Professional Psychology, Columbus Women’s Wellness)
2018  Danielle Dougherty (PhD, School Psychologist, Loudoun County Public Schools)
2018  Stephanie Moore (PhD, Assistant Professor, University of California, Riverside) - 20/20 Doctoral Scholar
2019  Allie Wroblewski (PhD, Assistant Professor of Clinical Pediatrics, Vanderbilt University Medical Center, Pediatric Heart Institute) - 20/20 Doctoral Scholar
2019  Kelly Edyburn (PhD, Postdoctoral Fellow, UCSF) - 20/20 Doctoral Scholar
2019  Ari Goldstein (PhD, private practice)
2019  Katie Moffa (PhD, Postdoctoral Fellow in Clinical Psychology at Boston Children’s Hospital/Harvard Medical School)
2020  Sruthi Swami (PhD, Assistant Professor, Fresno State University) 2030 Doctoral Scholar
2020  Agustina Bertone (PhD, Early Childhood and Integrated Care Postdoctoral Fellow, Nathanson Family Resilience Center, UCLA Semel Institute for Neuroscience and Human Behavior.
2021  Chun Chen (PhD, Assistant Professor, Chinese University of Hong Kong Shenzhen) 2030 Doctoral Scholar
2021  Rhea Wagle (PhD, Postdoctoral Fellow, Children’s Hospital Los Angeles)
2022  Jennifer Scheller (Ph.D., Postdoc, Providence St. John’s Medical Center, Santa Monica)
2022  Alissa Der Sarkissian (Ph.D., Postdoc, )
2022  Mihya Weber (Ph.D., Postdoctoral Fellow, Therapy Dallas)

CCSP Students, Faculty, and Alumni  
NASP 2013 in Seattle, WA
Welcome to UCSB!

This document serves as the complete handbook for the school psychology doctoral program including the integration of the school psychology credential. Overall, the emphasis is on a training model focused on developing the research skills needed to conduct basic and applied research that informs school psychology best practices. In addition, students learn how to effectively communicate evidence-supported practices to schools by directly engaging in the role of school psychologists and developing the skills needed to be a qualified practitioner as defined by state (CCTC) and national (NASP, APA) standards and also as leaders/innovators in comprehensive support services to schools. It is our belief that this type of training is needed to prepare school psychologist scholars, faculty, and leaders to contribute research and knowledge that will advance science, practice, and policy relevant to respond to the challenges of educating diverse student populations.

As in any graduate training program, the school psychology specialization described in this student handbook provides only the structure through which knowledge, skills, and professional development can take place. A basic principle of this specialization is the expectation that each student will make a commitment to develop skills both in and out of specific courses. It is imperative that you be responsible for your own learning and professional development by viewing the specialization requirements as the environment in which learning occurs. At its best, this learning involves independent study, attendance at professional conferences, and participation in clinical and research activities in addition to completion of the required course work.

We, the faculty, are continually working to improve our own professional development and the quality of the program as a whole. We value student mentorship and the learning that working together yields for everyone involved. We constantly strive to enhance the classroom, fieldwork, and mentoring experiences for students and we regularly reflect to update and improve our practice. You are an important part of this process at UCSB that will lead to benefits for all of us, including the children, families, and schools that we have the honor to work with. We look forward to the challenges and fun that are ahead of us.

Erin Dowdy, Ph.D., NCSP, Licensed Psychologist
Jon Goodwin, Ph.D., NCSP, Licensed Psychologist
Shane Jimerson, Ph.D., NCSP
Arlene Ortiz, Ph.D., NCSP, Licensed Psychologist
Matthew Quirk, Ph.D.
Jill Sharkey, Ph.D., NCSP
Miriam Thompson, Ph.D., NCSP, Licensed Psychologist

SP Faculty Bonding September 2020
School Psychology Core Program Faculty

**ERIN DOWDY**
Ph.D., *The University of Georgia*
Professor
Licensed Psychologist, State of California; Credentialed School Psychologist, State of California; Nationally Certified School Psychologist
Office: 2139 Education Building (805-893-2703)
e-mail: edowdy@education.ucsb.edu
**Interest areas:** Prevention and early intervention, social-emotional and behavioral assessment, universal screening for mental health risk and strengths, culturally responsive practices, school-based mental health.

**JON W. GOODWIN**
Ph.D., *University of Iowa*
Assistant Teaching Professor
Director of Clinical Training and Internship Coordinator
Licensed Psychologist, State of California; Credentialed School Psychologist, State of California; Licensed Psychologist, State of Iowa; Nationally Certified School Psychologist
Office: 2119 Education Building (805-893-8136)
e-mail: jongoodwin@ucsb.edu
**Interest areas:** Assessment of learning differences, psychoeducational services for students with advanced intellectual ability, scholastic functioning of children and adolescents with craniofacial disorders (e.g., clefts of the lip and/or palate).

**SHANE R. JIMERSON**
Ph.D., *University of Minnesota-Twin Cities*
Professor
Director, Academic Program Development
Credentialed School Psychologist, State of California; Nationally Certified School Psychologist
Office: 2121 Education Building (805-893-3366)
e-mail: jimerson@ucsb.edu
**Interest areas:** Early intervention and prevention, school violence and safety, dropouts, reading education, safety education, educational psychology and measurement, elementary education, behavioral and social development.

**ARLENE ORTIZ**
Ph.D., *Pennsylvania State University*
Assistant Teaching Professor
Licensed Psychologist, State of California; Credentialed School Psychologist, State of California; Nationally Certified School Psychologist
Office: 2129 Education Building (805-893-3483)
e-mail: arleneortiz@ucsb.edu
**Interest areas:** Bilingual assessment of culturally and linguistically diverse students, training and supervision of pre-service bilingual school psychologists.
MATTHEW P. QUIRK
Ph.D., University of Georgia
Professor
Director, International Center for School-Based Youth Development
Graduate Advisor, Department of Counseling, Clinical, and School Psychology
Office: 2145 Education Building (805-893-5914)
e-mail: mquirk@education.ucsb.edu
Interest areas: School readiness, academic assessment and intervention, academic motivation and engagement, early literacy and language development, emergent multilingual learners.

JILL D. SHARKEY
Ph.D., University of California, Santa Barbara
Professor
Associate Dean for Research and Outreach
School Psychology Credential Coordinator
Credentialed School Psychologist, State of California; Nationally Certified School Psychologist
Office: 2133 Education Building (805-893-3441)
e-mail: jsharkey@education.ucsb.edu
Interest areas: Antisocial behavior, juvenile delinquency, emotional and behavioral disorders, developmental psychopathology, risk and resilience, school violence, student engagement, gang involvement, commercial sexual exploitation of children and youth

MIRIAM EADY THOMPSON
Ph.D., University of Arizona
Assistant Teaching Professor
Director, UCSB Mind and Behavior Assessment Clinic
CCSP Diversity, Equity, and Inclusion Advisor
Licensed Psychologist, State of Massachusetts
Office: 2123 Education Building
e-mail: miriameadyt@ucsb.edu
Interest areas: Training and professional issues in psychology, psychological assessment, recruitment and retention of junior faculty of color, psychology graduate student training, pedagogy in psychology.

CCSP DEPARTMENT FACULTY

There are currently 16 faculty members in the CCSP Department. These faculty members represent a breadth of interests and their formal training is dispersed among the three traditional specialties of applied psychology. The faculty’s full-time schedule is based on the 9-month academic year. The summer months, approximately June 15 through September 15, are devoted to writing and research projects. Faculty members are generally unavailable for student qualifying exam or dissertation meetings during these months, but some do work with students on research, teach courses, or supervise fieldwork in the schools. Faculty quality is reflected in their performance in four areas: (a) research and creative activity, (b) mentorship and teaching, (c) professional recognition, and (d) university and public service. Core Department faculty members have consistently been judged by students, colleagues, and extramural peers to be superior in these four areas.
# Table of Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>STUDENT HANDBOOK FOR PH.D. + PPS</td>
<td>1</td>
</tr>
<tr>
<td>DON’T MISS YOUR PROFESSIONAL CONVENTIONS!</td>
<td>3</td>
</tr>
<tr>
<td>SCHOOL PSYCHOLOGY DOCTORAL STUDENTS 2022-2023</td>
<td>4</td>
</tr>
<tr>
<td>M.E.D. GRADUATES (POST 1991 CTC APPROVAL)</td>
<td>5</td>
</tr>
<tr>
<td>PH.D. GRADUATES (POST 1991 CTC APPROVAL)</td>
<td>7</td>
</tr>
<tr>
<td>WELCOME TO UCSB!</td>
<td>9</td>
</tr>
<tr>
<td>SCHOOL PSYCHOLOGY CORE PROGRAM FACULTY</td>
<td>10</td>
</tr>
<tr>
<td>CCSP DEPARTMENT FACULTY</td>
<td>11</td>
</tr>
<tr>
<td>TABLE OF CONTENTS</td>
<td>12</td>
</tr>
<tr>
<td>INTRODUCTION TO CCSP</td>
<td>15</td>
</tr>
<tr>
<td>CCSP PROGRAM HISTORY</td>
<td>15</td>
</tr>
<tr>
<td>ACCREDITATION</td>
<td>15</td>
</tr>
<tr>
<td>THE GEVIRTZ SCHOOL VISION AND MISSION</td>
<td>16</td>
</tr>
<tr>
<td>Our Vision</td>
<td>16</td>
</tr>
<tr>
<td>Our Mission</td>
<td>16</td>
</tr>
<tr>
<td>Our Values</td>
<td>16</td>
</tr>
<tr>
<td>CCSP DEPARTMENT MISSION</td>
<td>16</td>
</tr>
<tr>
<td>CCSP PH.D. PROGRAM APA COMPETENCIES</td>
<td>16</td>
</tr>
<tr>
<td>CCSP DOCTORAL PROGRAM GOALS</td>
<td>18</td>
</tr>
<tr>
<td>CCSP VALUES AND PHILOSOPHY</td>
<td>19</td>
</tr>
<tr>
<td>COMMITMENT TO EMPIRICAL KNOWLEDGE AND PROFESSIONAL COMPETENCY</td>
<td>21</td>
</tr>
<tr>
<td>COMMITMENT TO ETHICAL RESEARCH AND PRACTICE</td>
<td>21</td>
</tr>
<tr>
<td>SCHOOL PSYCHOLOGY CREDENTIAL AT UCSB</td>
<td>22</td>
</tr>
<tr>
<td>PROGRAM DESCRIPTION</td>
<td>22</td>
</tr>
<tr>
<td>PROGRAM PHILOSOPHY AND GOALS</td>
<td>23</td>
</tr>
<tr>
<td>SCIENCE-TO-PRACTICE PHILOSOPHY</td>
<td>23</td>
</tr>
<tr>
<td>GOAL—SCIENTIFICALLY SOUND SUPPORT SERVICES</td>
<td>24</td>
</tr>
<tr>
<td>DIVERSITY EMPHASIS</td>
<td>24</td>
</tr>
<tr>
<td>PROGRAM OBJECTIVES</td>
<td>24</td>
</tr>
<tr>
<td>SCHOOL PSYCHOLOGY CREDENTIAL REQUIREMENTS</td>
<td>25</td>
</tr>
<tr>
<td>California State Credential Pre-Requisites</td>
<td>25</td>
</tr>
<tr>
<td>MASTER IN EDUCATION DEGREE FOR SCHOOL PSYCHOLOGY PHD STUDENTS</td>
<td>25</td>
</tr>
<tr>
<td>INTERNSHIP EXPERIENCE</td>
<td>25</td>
</tr>
<tr>
<td>The Internship Credential</td>
<td>25</td>
</tr>
<tr>
<td>PROFESSIONAL BEHAVIOR</td>
<td>26</td>
</tr>
<tr>
<td>SOCIAL NETWORK SITES</td>
<td>26</td>
</tr>
<tr>
<td>INTELLECTUAL CONTENT OF COURSES</td>
<td>28</td>
</tr>
<tr>
<td>DIRECT OBSERVATION</td>
<td>29</td>
</tr>
<tr>
<td>COURSEWORK</td>
<td>30</td>
</tr>
<tr>
<td>COURSE REQUIREMENTS</td>
<td>30</td>
</tr>
<tr>
<td>COURSE SUBSTITUTION / WAIVER POLICY</td>
<td>30</td>
</tr>
<tr>
<td>LEAVE OF ABSENCE</td>
<td>30</td>
</tr>
<tr>
<td>SCHOOL PSYCHOLOGY PH.D. COURSE PLANNING GUIDE</td>
<td>31</td>
</tr>
<tr>
<td>FACULTY ADVISING AND COMMITTEE MEMBERS</td>
<td>32</td>
</tr>
<tr>
<td>Faculty Advisor and Committee Members</td>
<td>32</td>
</tr>
<tr>
<td>DEPARTMENTAL POLICY FOR CHANGING ADVISORS</td>
<td>32</td>
</tr>
</tbody>
</table>

School Psychology Handbook 12
Appendices

A. Counseling Skills Evaluation................................................................. A1
B. Field Supervisor Evaluation ................................................................. A7
C. Portfolio Guidelines & End of Year Review for M.Ed. and Credential.......... A20
D. Fieldwork Plan ................................................................................... A29
E. Signature Assignments ......................................................................... A43
F. Standards Crosswalk .......................................................................... A50

School Psychologist Students
CASP Convention 2012
CCSP PROGRAM HISTORY
The training of professional psychologists at the University of California Santa Barbara (UCSB) began in 1969 with the appointment of Dr. Ray E. Hosford. Since that time, the department has experienced expansion and enhancements. The original faculty in 1969 consisted of two professors; the current Department has a faculty of 16. The original Ph.D. was in Education and was changed in 1987 to a Ph.D. in Counseling Psychology. Effective Fall 1990, students were offered three specializations—counseling, clinical, or school psychology—reflecting the populations and skills to which the respective areas devote their professional activities. From 1991 through the entering class in 2021, the degree awarded by the University of California for successful completion of this combined program was in “Counseling, Clinical, & School Psychology” (CCSP). One of the three program specialties (counseling, clinical, or school) was also designated on each student’s official University transcript. In 2006, the Department of Counseling, Clinical, and School Psychology was established within the Gevirtz Graduate School of Education. Now, as of your class entering Fall 2022, we have two doctoral specializations: Ph.D. in Counseling and Clinical Psychology and a Ph.D. in School Psychology. The UCSB CCSP Department has received national recognition and has enhanced the breadth and depth of its offerings through selective and successful recruitment of high-quality faculty.

ACCREDITATION
Three external bodies provide criteria for training programs in applied psychology, in addition to the general accreditation provided to the University by state and regional educational agencies. Psychology programs that train individuals to provide direct services to the public must comply with requirements sufficiently to ensure that graduating students meet the educational standards for licensure. The CCSP department does not meet unique requirements of all 50 USA states, but provides a core of curriculum that goes towards meeting requirements. Students should inform themselves of specific state licensure requirements prior to enrolling at UCSB. Moreover, to enhance student’s flexibility in the job market, voluntary accreditation by the American Psychological Association is deemed necessary by the department.

The UCSB program first received accreditation from APA as a Counseling Psychology program in 1981. In 1986, and again in 1988, site visit teams from the Committee on Accreditation of APA re-accredited the program in the same specialty area. In 1990, the Department also received a three-year provisional accreditation for the combined program (for students entering the Department in September, 1991 or later). In 1994, APA gave five years full accreditation to the combined CCSP Department. In 2006 and 2013, APA conducted subsequent site reviews, and in each case, CCSP received full seven-year accreditation. In 2020, APA conducted a site review and provided a 10-year accreditation for CCSP. As of the 2022-2023 academic year, the Doctoral Programs split into a School Psychology Program and Counseling and Clinical Psychology Program.

The California Commission on Teacher Credentialing accredits units that offer state-level credentials for practice in the schools. Our School Psychology Specialization offers a pupil personnel services credential in school psychology.
Our Vision
The Gevirtz School of Education (GGSE) will be a leader in addressing pressing social justice issues through interdisciplinary collaborations grounded in educational and applied psychological research, teaching, and service.

Our Mission
(1) To conduct scholarly inquiry into education and applied psychology, especially into community responses to the opportunities and challenges posed by individual, economic, linguistic, and cultural diversity in our multicultural society;
(2) To educate scholar researchers and scholar practitioners to address educational opportunities and challenges arising from diversity; and
(3) To develop and maintain exemplary programs that serve as models for teaching, research, and service.

Our Values
- Embrace our responsibility as a Minority-Serving Institution (MSI) to catalyze the strengths of diversity and address the challenges of our complex world.
- Teach leaders who will help build equitable communities locally and globally.
- Transform school and community-based systems to better serve vulnerable populations.
- Collaborate with interdisciplinary and community partners to conduct impactful, respectful, equity-serving and community-engaged service and research.

CCSP Department Mission
To generate and disseminate knowledge, provide expertise, and prepare the next generation of diverse scholars in applied psychology. The Department of CCSP strives to be recognized for excellence and innovation in research that fosters the psychological well-being and social equity of all people, especially vulnerable populations.

CCSP Ph.D. Program APA Competencies
1. Research
   By the time they graduate, students will be expected to:
   - Demonstrate the substantially independent ability to formulate research or other scholarly activities (e.g., critical literature reviews, dissertation, efficacy studies, clinical case studies, theoretical papers, program evaluation projects, program development projects) that are of sufficient quality and rigor to have the potential to contribute to the scientific, psychological, or professional knowledge base.
   - Conduct research or other scholarly activities.
   - Critically evaluate and disseminate research or other scholarly activity via professional publication and presentation at the local (including the host institution), regional, or national level.

2. Ethical and legal standards
   Students are expected to:
• Be knowledgeable of and act in accordance with the current version of the APA Ethical Principles of Psychologists and Code of Conduct, relevant laws, regulations, rules, and policies governing health service psychology at the organizational, local, state, regional, and federal levels, and relevant professional standards and guidelines.
• Recognize ethical dilemmas as they arise, and apply ethical decision-making processes in order to resolve the dilemmas.
• Conduct themselves in an ethical manner in all professional activities.

3. Individual and cultural diversity
By the time they graduate, students are expected to demonstrate:
• An understanding of how their own personal/cultural history, attitudes, and biases may affect how they understand and interact with people different from themselves.
• Knowledge of the current theoretical and empirical knowledge base as it relates to addressing diversity in all professional activities including research, training, supervision/consultation, and service.
• The ability to integrate awareness and knowledge of individual and cultural differences in the conduct of professional roles (e.g., research, services, and other professional activities). This includes the ability apply a framework for working effectively with areas of individual and cultural diversity not previously encountered over the course of their careers. Also included is the ability to work effectively with individuals whose group membership, demographic characteristics, or worldviews create conflict with their own.
• Demonstrate the requisite knowledge base, ability to articulate an approach to working effectively with diverse individuals and groups, and apply this approach effectively in their professional work.

4. Professional values, attitudes, and behaviors
Students are expected to:
• Behave in ways that reflect the values and attitudes of psychology, including integrity, deportment, professional identity, accountability, lifelong learning, and concern for the welfare of others.
• Engage in self-reflection regarding one’s personal and professional functioning; engage in activities to maintain and improve performance, well-being, and professional effectiveness.
• Actively seek and demonstrate openness and responsiveness to feedback and supervision.
• Respond professionally in increasingly complex situations with a greater degree of independence as they progress across levels of training.

5. Communications and interpersonal skills
By the time they graduate, students are expected to:
• Develop and maintain effective relationships with a wide range of individuals, including colleagues, communities, organizations, supervisors, supervisees, and those receiving professional services.
• Produce and comprehend oral, nonverbal, and written communications that are informative and well-integrated; demonstrate a thorough grasp of professional language and concepts.
• Demonstrate effective interpersonal skills and the ability to manage difficult communication well.
6. Assessment
By the time they graduate, students are expected to:
- Select and apply assessment methods that draw from the best available empirical literature and that reflect the science of measurement and psychometrics; collect relevant data using multiple sources and methods appropriate to the identified goals and questions of the assessment as well as relevant diversity characteristics of the service recipient.
- Interpret assessment results, following current research and professional standards and guidelines, to inform case conceptualization, classification, and recommendations, while guarding against decision-making biases, distinguishing the aspects of assessment that are subjective from those that are objective.
- Communicate orally and in written documents the findings and implications of the assessment in an accurate and effective manner sensitive to a range of audiences.

7. Intervention
By the time they graduate, students are expected to:
- Establish and maintain effective relationships with the recipients of psychological services.
- Develop evidence-based intervention plans specific to the service delivery goals.
- Implement interventions informed by the current scientific literature, assessment findings, diversity characteristics, and contextual variables.
- Demonstrate the ability to apply the relevant research literature to clinical decision making.
- Modify and adapt evidence-based approaches effectively when a clear evidence-base is lacking.
- Evaluate intervention effectiveness, and adapt intervention goals and methods consistent with ongoing evaluation.

8. Supervision
By the time they graduate, students are expected to:
- Demonstrate knowledge of supervision models and practices.

9. Consultation
By the time they graduate, students are expected to:
- Demonstrate knowledge of consultation models and practices.
- Demonstrate knowledge and respect for the roles and perspectives of other professions.

CCSP DOCTORAL PROGRAM GOALS
The CCSP Doctoral Programs follow the scientist-practitioner training model with its emphasis on developing a balance of research, academic, and practitioner knowledge and skills. In addition to enrolling in academic and professional seminars, students complete both research and applied psychology practica.

The primary goal of the CCSP Doctoral Programs is to prepare graduates for academic and research positions. When graduates do not enter academic or research positions, our goal is to prepare psychological service providers who will influence professional psychology through teaching, research, and leadership.
CCSP VALUES AND PHILOSOPHY
The values and philosophy that guide the instructional priorities and the curriculum of the CCSP Department are derived from four documents: (a) the Master Plan of the State of California; (b) the Graduate School of Education Mission Statement; (c) the University of California, Faculty Handbook; and (d) the Ethical Principles of Psychologists and Code of Conduct of the American Psychological Association (APA) and the CCSP Mission Statement. The first and second of these documents define the general mission and goals of the University of California and of the unit in which the CCSP Department functions. The third, fourth and fifth documents define the values and behaviors that are expected of faculty, students, and staff within the CCSP Department in the performance of scholastic and professional roles, respectively.

The California Master Plan designates and defines the missions of the higher education systems within the State. The three components of the higher education system are organized in a coordinated fashion in which each is to carry out a different educational mission and to be accessible by a different segment of California high school graduates. Together, the City College System and the California State University campuses are committed to ensuring that all high school graduates have access to higher education through the bachelor's degree and master's degrees. The University of California is designated as the State’s research university and is commissioned to foster doctoral and professional education. Undergraduate enrollment at the University of California is restricted to the top 12.5% of high school graduates. Graduate education is designed to foster the highest possible standards of scholarly contributions among its graduates. The mission of the Gevirtz Graduate School of Education is further aimed at fostering scholarly research that contributes to understanding human development and contextual influences across the life span.

UCSB is among the four campuses in the University of California system that is classified as both a Class I Research University by the Carnegie Foundation, and is a member, by invitation, of the prestigious Association of American Universities. UCSB has been identified as the second most productive public research university in the U.S. (The Rise of American Research Universities by Graham and Diamond, 1996) and the 7th highest ranked university worldwide (Centre for Science and Technologies Studies at Leiden University, 2011). As a scientific-professional program, the CCSP Department complies with the research mission of the University of California, Santa Barbara. Our primary goal is to train research scientists, scholars, and teachers in areas of applied psychology. Our intention is that CCSP graduates will use scientific methods to advance knowledge that can be applied to the professional practice of psychology, with the ultimate goal of reducing human suffering, and helping individuals to realize and expand their personal potential. Thus, the scientific method is accepted as the primary avenue to knowledge and empirical evidence is accepted as the primary basis by which facts can be identified, theories can be evaluated, and observations can be validated. Other avenues to knowledge or other criteria by which individuals may define facts are respected, but these other methods of inquiry and bodies of knowledge are not the bases of the CCSP curricula. Thus, a concerted effort is made to ensure that the technical procedures that are taught to developing professionals are supported and validated by the processes of scientific inquiry and that the conceptual and theoretical knowledge presented is discussed and assessed against a yardstick of empirical validation.
While the standard by which information and knowledge is assessed to be factual is founded in the scientific method, the professional activities and responsibilities of faculty are governed by both the University of California Faculty Handbook, and the Ethical Principles of Psychologists and Code of Conduct as outlined by the American Psychological Association. These guidelines define well-established and accepted responsibilities of the faculty. Students, as well, must conduct their professional relationships in accordance with the APA Ethical Standards of Psychologists and Code of Conduct. Such ethical guides define the priorities given to social and individual needs and perspectives, vis-à-vis professional standards of practice, and serve as guides to course content in those instances in which a clearly empirical basis of knowledge is unavailable. Central to these ethical principles is the commitment to respecting human diversity with regard to age, gender, race, ethnicity, national origin, religion, sexual orientation, disability, language, and socioeconomic circumstances, among others. Faculty members are expected to respect and accept these differences, and students are expected to learn to offer effective and helpful services to individuals who represent these types of diversity.

It is the individual responsibility of each psychologist to aspire to the highest possible standards of conduct. Psychologists respect and protect human and civil rights, and do not knowingly participate in or condone unfair discriminatory practices (Preamble).

Psychologists are aware of cultural, individual, and role differences, including those due to age, gender, race, ethnicity, national origin, religion, sexual orientation, disability, language, and socioeconomic circumstances. Psychologists try to eliminate the effect on their work of biases based on those factors, and they do not knowingly participate in or condone unfair discriminatory practices (Principle D: Respect for People’s Rights and Dignity).

Ethical behavior and acceptance of diversity should be reflected in the actions of faculty, students, and staff in their actions toward clients and potential clients who are provided services through the Department’s clinics and affiliated agencies. That is, in all professional relationships, the CCSP Department expects that its constituents will: (a) maintain a fundamental respect for human diversity; (b) accept the scientific method and empirical evidence as the primary criteria by which to determine the nature of their professional activities; and (c) rely upon the APA Ethical Standards of Psychologists and Code of Conduct to define the priorities given to their own and other’s needs, and to guide their relationships with others. These principles govern to whom services will be offered by our students; the nature of those services; and the conduct of faculty, students, and staff in providing those professional services. The services that are provided by the CCSP Department are not restricted by client age, gender, race, ethnicity, national origin, religion, sexual orientation, disability, language, and socioeconomic circumstances. Every reasonable effort is made to ensure that the services provided are both empirically supportable and the objects of scientific inquiry. Faculty and students are both expected to work to expand knowledge, to learn to work with the widest possible range of diversities, and to conduct the most current and valid interventions available. Throughout, ensuring each client’s welfare is of preeminent importance. Faculty and students strive to ensure that the needs and desires, as well as the diversities of clients and potential clients are respected, within three constraining influences: (a) limits established by ethical and scientifically sound practice, (b) limits allowed by reasoned professional judgments as to the compatibility of the client’s goals with the educational and scientific missions of the CCSP Department, and (c) limits imposed by the resources available to the CCSP Department. It is the responsibility of both faculty and students to keep clients fully apprised of these limitations and of the risk and benefits that can be expected to be attendant on service and to work to limit the effects of these limitations when they might be present.
CCSP also adheres to the APA Ethical Code 7.04 Student Disclosure of Personal Information wherein psychologists do not require students or supervisees to disclose personal information in course- or program-related activities, either orally or in writing, regarding sexual history, history of abuse and neglect, psychological treatment, and relationships with parents, peers, and spouses or significant others except if: (a) the program or training facility has clearly identified this requirement in its admissions and program materials or (b) the information is necessary to evaluate or obtain assistance for students whose personal problems could reasonably be judged to be preventing them from performing their training- or professionally related activities in a competent manner or posing a threat to the students or others.

**Commitment to Empirical Knowledge and Professional Competency**

This commitment is demonstrated through teaching professional skills and practices that have a recognized basis in scientific research and through pursuing new knowledge through sound research methods. This involves an ability to understand human and research problems in the ecological environments in which they occur. It also suggests that CCSP psychologists strive to determine the variables and circumstances that cause certain intervention strategies and programs to succeed or fail, to protect their clients from procedures and practices that make inappropriate claims or that could have adverse impact, and to evaluate all aspects of service delivery to determine that the most effective and efficient approaches are being implemented. Within this context, the CCSP Department is committed to training students who are professionally competent in their knowledge of human behavior contexts and empirically-based counseling strategies, who are able to appropriately implement and evaluate those strategies, and who are dedicated to research and the development of new knowledge for the promotion of human welfare. The commitment to seek professional competence must be an ongoing one, which is demonstrated by a personal stance of openness to learning and active participation in continuing training and education guided by the scientific method to which the CCSP Department adheres.

**Commitment to Ethical Research and Practice**

The CCSP Doctoral Programs encourage and reinforce students’ abilities to be aware of the personal and professional skills that influence and insure sound psychological practice. The Department adheres to the *Ethical Principles of Psychologists* of the American Psychological Association and to the philosophy that ethical practice is the only acceptable approach to professional training and service delivery. Evidence of superior skill and accomplishment in all of the areas listed below is necessary for professional practice and, therefore, for completion of the CCSP degree program.

1. knowledge of human behavior and influential contexts;
2. conducting and interpreting research;
3. counseling and assessment;
4. ethical practice; and
5. communication and interpersonal skills.

The CCSP Doctoral Programs are committed to evaluating students in each of these areas. Students will be observed and evaluated throughout their training and they will receive formal, programmatic feedback at least once per year from the faculty. These evaluations will serve to identify and assist students’ recognition of their professional strengths and weaknesses, to assist them in remediating weaknesses and building on strengths, and to graduate students who are professionally competent and committed to ethical practice.
Program Description

All students apply for admission to graduate student standing in the Doctoral program. The School Psychology Ph.D. program admits a limited number of students each year to ensure high-quality training and a close working relationship with faculty. Only students who aspire to, and are qualified for, a doctoral program are admitted. Students are selected for admission in keeping with their potential for advanced graduate study as well as the training resources available. All applications are screened by program faculty and a subset of applicants are selected for interviews. A rubric is used as part of the selection process. Both students with a bachelor’s and master’s degree may be admitted to the program. If accepted, these students begin taking courses toward their Ph.D. in School Psychology (CCSP). Students successfully completing their doctoral degree are eligible to apply for California Pupil Personnel Services (PPS) Credential with advanced specialization in School Psychology.

The M.Ed. Degree, which is optional, is awarded after 52 units of required courses are successfully completed. Students with prior graduate coursework can opt to waive some of the required courses (only 8 units, i.e., 2 classes of required courses can be waived to be able to earn the M.Ed. degree). To earn the Ph.D. degree, any number of courses can be waived based on completion of prior graduate-level coursework, as long as the ultimate course plan meets the approval of the student’s faculty advisor, the school psychology faculty, and the faculty of the Department of CCSP.

Students in the school psychology program engage in structured fieldwork experiences starting in year 2. The practicum experiences of 450 hours during the second year are primarily in a public-school setting. Students also engage in advanced doctoral fieldwork in public schools during their third year (required) and fourth/fifth years (optional). The final year of the doctoral program is dedicated to internship (typically year 5 or 6; 1,500 clock hours).

The UCSB School Psychology Specialization is intensive and requires a full-time commitment. Many of the courses are offered during the day. A basic principle of the program is that learning does not take place only in the context of formal course work. The program seeks to develop a true community of learners who participate in the learning process and make a firm commitment to be involved in the continued improvement of the program.

The Credential is a central part of the doctoral training in the Department of Counseling, Clinical, and School Psychology, School Psychology doctoral degree. All students in the program are required to meet state (California Commission on Teacher Credentialing) and national (National Association of School Psychologists) standard requirements as a fundamental core of their training. Doctoral study in the CCSP Department also emphasizes American Psychological Association competencies and in-depth study in research, professional issues in psychology, advanced practicum experiences, and advanced study in other areas (e.g., statistics and methodology). The credential has been accredited by CCTC since 1991 and NASP since 1998. The school psychology faculty are currently seeking APA and NASP accreditation for the Ph.D. in School Psychology; this process is expected to run smoothly as the program is exactly the same as it was when offered in the combined Ph.D.
Program Philosophy and Goals

The School Psychology Credential at UCSB is committed to a model of training with an emphasis on developing the research skills needed to conduct basic and applied research that informs school psychology best practices. In addition, students learn how to effectively communicate evidence-supported practices to schools by directly engaging in the role of school psychologists and developing the skills needed to be a highly qualified practitioner as defined by state (CCTC) and national (NASP) standards and also as leaders/innovators in comprehensive support services to schools. The core training is designed to not only meet but also exceed state and national standards, which are detailed and cross-referenced in Appendix G. We are proud to be accredited by CCTC and APA and nationally recognized by NASP, and work diligently to ensure each student receives in-depth training that reflects current scholarship in the field. We expect our students to be curious, dedicated, and take initiative to exceed basic requirements. We expect students to energize our community with respectful relationships and work hard to maintain our program’s excellence. Through our joint efforts we promote each student to become leaders and innovators in the field of school psychology. Additional areas of program focus are detailed below.

Science-to-Practice Philosophy

We are committed to emphasizing the implications of research findings in psychology and education for psychological services in school settings. In turn, we emphasize the analysis of problems encountered in school settings from a scientific/evaluative/research point of view. We recognize the need for school psychologists to apply research-based skills and evidence-supported strategies to assist all students to learn and maximize their human potential. This means that school psychologists work with regular education students and with students who have special learning needs. In addition to core content courses, this analytical perspective may be complemented by ongoing fieldwork experiences in local schools and agencies. These practicum experiences are closely supervised by both university and field supervisors.

The UCSB training model is based on the integration of theory, research methodology, professional role development, and practice/skills, with an emphasis on developing strong research and data analysis skills. The theoretical areas of study include strands in human development, prevention/interventions, assessment, consultation, programs and services, legal/ethical, as well as evaluation/research. Research methodology includes courses in research, evaluation, and quantitative analysis. All students take a research practicum and participate in formal professional research presentations. Professional role development involves the engagement of students in reading and active discussion about the changing role of the school psychologist in the schools. Field-based practice and skill development is accompanied by university-based supervision designed to integrate the areas of theory, research, and role development with what the trainees are experiencing in the field.

The primary training emphasis of the school psychology emphasis at UCSB is research. Doctoral students engage in research activities throughout their studies at UCSB. It is typical for doctoral students to participate in several professional publications and presentations at professional conferences while at UCSB.

The goal of our course sequence is to ensure that the student is provided with critical "foundational" knowledge and experiences. These experiences are delivered through required coursework that remains stable from year-to-year and is provided by core faculty. Additionally, there are strands of
knowledge that can be acquired from a variety of courses within the School of Education; therefore, students are afforded more flexibility in courses taken within these areas. We have found that maintaining flexibility within select areas affords the students and faculty opportunities to individualize student programs to better meet their background experiences and future aspirations.

**Goal—Scientifically Sound Support Services**

We view the school psychologist as pivotal in the provision of support services to teachers, students, and parents that are informed by sound scientific research. Support services include prevention, assessment, and intervention programs for all children. A primary goal of the specialization is to train school psychologists researchers who work to enhance the learning and development of all students and to assist those who are at-risk or in need of special education services. These services include, but are not limited to, implementing and supporting primary prevention programs, student study team efforts of pre-referral interventions (both academic and behavioral), multidisciplinary assessments (including continuous progress monitoring), crisis intervention efforts (including suicide prevention and intervention), psychoeducational interventions, involvement in school safety and school improvement planning efforts, and services in special education programs.

In our view, school psychologists are leaders in the development and provision of support services in the schools. Therefore, particular emphasis is given to training the development of consultation and collaboration skills that are needed to work with other school and community professionals and to facilitate group efforts in program development. Another goal is to prepare school psychologists who recognize the critical role that teachers play in the learning process and who are determined to support teachers’ efforts to provide a broad-based educational program. The school psychology specialization offers a strong emphasis on counseling and interpersonal communication skills, which provides the necessary foundation to build skills of consultation, program development, and planning. This is strongly supported by the training offered to the students through the resources of the CCSP Program: i.e., extensive course offerings, diverse faculty perspectives, and counseling clinic.

Effective leadership in comprehensive support services requires a solid knowledge base about how schools function as an organization. Therefore, students in the school psychology specialization are required to have a thorough background in areas such as school effectiveness, early academic interventions, safe school planning, schools as a social system, and the administration of guidance services. As schools undergo increasing decentralization of decision making, school psychologists' interpersonal relationships and negotiation skills will be valuable assets to school improvement efforts.

**Diversity Emphasis**

Effective scholarship and provision of support services also requires awareness, knowledge, and skill development in working with diverse populations. Therefore, throughout course work, references, and applications there is an emphasis on how existing knowledge and skills can be applied and adapted to serve every child and identifying further opportunities for future scholarship to inform practice. Particular attention is given to the scholarship to facilitate the learning of children who historically marginalized and underserved. In addition to broad-based integration of diversity issues in all courses, students are required to take a diversity course.

**Program Objectives**

The school psychology program meets all the Standards of the California Commission on Teacher Credentialing, the National Association of School Psychologists, and the American Psychological School Psychology Handbook
School Psychology Handbook

School Psychology Credential Requirements

California State Credential Pre-Requisites

Students must work with the Student Affairs Office to complete all forms necessary to begin work on the school psychologist credential. These forms must be completed before any fieldwork experiences can occur. **All students seeking the PPS school psychology credential must follow these procedures.** There are fees associated with this process. Specifically, students in the School Psychology Credential program must (a) take the CBEST (and pass for the internship credential), (b) have a Certificate of Clearance or a California Teaching or Services Credential, (c) obtain a TB Clearance administered by the UCSB Student Health Services, and (d) verify a Bachelor’s Degree in an academic subject from a regionally accredited institution. A Bachelor’s Degree in Education is only acceptable if the degree was from out-of-state college or university and resulted in a credential. Students with baccalaureate degrees from another country must complete a transcript evaluation from a CCTC accredited agency to determine equivalency. If you have any questions regarding the degree requirement please contact the Student Affairs Office (805) 893-2137.

Master in Education Degree for School Psychology PhD Students

The Department of Counseling, Clinical, and School Psychology offers an M.Ed. degree in School Psychology. Students are required to submit a portfolio as part of the M.Ed. comprehensive oral examination, which is also a doctoral requirement of second-year fieldwork. Successful completion of the oral examination is required to obtain the M.Ed. degree as is the completion of a specific course sequence, detailed later in the handbook, which is a subset of the courses required by the doctoral program.

Internship Experience

**The doctoral internship must meet the requirements of the school psychology credential AND the doctoral program, which is described later in this handbook.** Students are encouraged to apply to a school-based APPIC APA-accredited internship that allows students to meet the requirement of 1,000 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 accredited internship, the School Psychology Coordinator and SAO Staff will negotiate an internship agreement with that district.

The Internship Credential

An internship credential is required when the student will be paid for a school-based internship. The internship credential is issued by the credential office at UCSB based on approval from the California Commission on Teacher Credentialing. This credential allows a school district in California to hire a school psychology intern (all employees of school districts in California must have a valid credential). The internship credential is limited to cover the time period during which the student will receive supervised internship experience within the district, but not longer than two years. The internship credential is valid only for the school district that will hire the student for an internship position.

---

1 American Psychological Association; Office of Program Consultation and Accreditation; 750 First Street, NE; Washington, DC 20002-4242; apaaccred@apa.org; (202) 336-5979
Should a student complete more than one internship (e.g., part-time positions in two districts or half time positions during different school years), than a separate internship credential agreement is required for each district. Students complete the forms needed to formally obtain the internship credential—see the Student Affairs Office. This should occur no later than the end of the Spring Quarter prior to the internship year. If a student does their internship through APPIC/APA or outside of California or at an institution that does not require a credential, they do not need an internship credential. Please note that other states may require the acquisition of a temporary internship credential or provisional license/certificate through their state educational agency prior to the start of the internship experience and it is the student’s responsibility to become informed of such requirements.

Professional Behavior

Participation in fieldwork requires adherence to standards of professional behavior as well as stable mental and physical health, which includes your appearance. All students are expected to adhere to NASP Principles for Professional Ethics and California laws of practice. You must wear professional clothing and shoes. Smoking is prohibited. You will be rated on the following skills quarterly: respect for human diversity, communication skills, effective interpersonal relations, ethical responsibility, adaptability, and initiative and dependability. If at any time a concern regarding professional behavior comes up through evaluation or is brought up by your field supervisor, a written remediation plan will be put into place. If the concern persists and/or you cannot be placed with a field supervisor due to professional behavior or health concerns, you will be unable to complete the course.

Another aspect of professional behavior includes your focus and participation in class. It is critical that we engage with student presentations and respect each other’s supervision needs. Thus, multi-tasking on your computer or texting on your phone is inappropriate.

Professional behavioral also includes advocating for your needs in a proactive positive manner. If you identify concerns with your training at any point, please address them right away. If a problem comes up at your school site, speak with your school-based supervisor to problem solve a solution. If you have a concern about your graduate school training, please meet with your doctoral advisor immediately to discuss. We are always open to constructive feedback and want to make your doctoral experience as helpful and supportive to your career goals as possible.

Social Network Sites

You are entering a professional role as a representative of the University of California and the school psychology profession, which relies on adherence to ethical standards such as confidentiality. This means you need to carefully consider your use of social media regarding both your professional and personal behavior. Now is the time to understand privacy settings and clean your online presence. You should also avoid posting unhealthy or offensive behavior as these posts could be accessed by future employers, colleagues, or clients. Moreover, you are prohibited from posting anything at all about your fieldwork and practice in the schools, which is grounds for expulsion from the program.

APA has established policies about social media and forums, which you should carefully review (http://www.apa.org/about/social-media-policy.aspx)
CCSP recognizes that the Internet provides the community with unique opportunities to participate in interactive discussions and share information on particular topics using a wide array of social media platforms such as Facebook, LinkedIn, Instagram, Twitter, blogs, and wikis. A student is advised to use appropriate professional and ethical judgment when using social media.

All students must adhere to the national standards of practice associated with HIPPA and FERPA. Under HIPPA no individual associated with CCSP may disclose any client or research participant identifying information. Any information about clients, supervisees, or research participants (this includes any demographic descriptor, such as age, sex, race, etc.) including pictures of them, their work, or your work related to them (e.g., case notes, testing forms, emails, etc.) should not be shared online under any circumstances. In accordance with the standards of this policy, no CCSP student may do any of the following:

✓ Disclose the name, age, race/ethnicity or any identifying information regarding a client, supervisee, or research participant
✓ Disclose the contact information of a client
✓ Disclose statements or information shared by a client outside of session beyond supervision or consultation
✓ Take pictures of a client and/or share pictures of a client online
✓ Disclose the diagnosis of a client or research participant
✓ Share pictures or verbal descriptions of a client’s treatment plan, progress notes, research or assessment results

Under ethical and legal (FERPA) guidelines, students’ educational records should be treated confidentially. Information related to students, including identifying information, grades, performance on exams, etc., should not be disseminated online. Therefore, in accordance with FERPA, no CCSP student may do the following:

✓ Disclose a student’s identifying information (name, year, etc.)
✓ Disclose parts of a student’s academic record (exam scores, essays, GPA, etc.)
✓ Disclose the disciplinary status of a student (suspension, demerit, etc.)
✓ Disclose whether a student is disabled and/or in need of accommodations

Failure to adhere to these national standards will be considered grounds for discipline, up to and including dismissal from the program. A former student in withdrawn or dismissed status may not claim to be an active student of CCSP or UCSB on any social networking site.

The following points act as suggestions for social media users within the CCSP program. While failure to adhere to these suggests may not result in disciplinary action, individuals who choose not to implement these suggestions must accept external risks (failure to acquire jobs, risking libel and defamation suits, having clients and students access private information, etc.) at their own discretion. The institution does not assume any liability or risk for a student’s blogging or posting online.

✓ Students are advised to use pseudonyms if they are easily found online and use the most restrictive privacy settings for all social media accounts. This point is advised to protect students from being found online by their clients or students and having their private information disseminated among these groups. It is also advised to prevent against the creation of dual relationships.
✓ Students are advised to create separate social media accounts for personal and professional purposes. Again, this is advised to help students avoid dual relationships and protect graduate student privacy.

✓ Online postings should not include content or images that are harassing, discriminatory, defamatory, threatening, disparaging, libelous, or otherwise illegal or injurious to other students, clients, faculty, staff, or administration.

✓ Students are cautioned against posting images of their practicum, fieldwork, or externship sites, whether it is their office, the bathroom, or their therapy rooms, as doing so may compromise the safety of their clients in confidential spaces.

✓ Students should not post images of their clients even if their faces are not visible. Although students may not recognize their client by their clothing, jewelry, hair, etc., it is possible that another individual may and this will impugn upon both the client’s right to confidentiality and possibly their safety.

✓ Students are advised against posting images of the curriculum being used with clients as not only could this be a copyright issue, but it may also provide others with information about client diagnoses and issues, which are confidential.

✓ Students are advised against posting quotes from students’ papers or quotes that delineate interactions between themselves and their students, as students may respond negatively and potentially file a complaint due to misconceptions about confidentiality.

✓ Students are advised against posting images that show their students’ faces. This is to protect the confidentiality of students.

✓ Students should not post information related to their students’ evaluations of them whether they are positive or negative, as again, students may respond negatively and potentially file a complaint. Additionally, students may lose trust in the confidentiality of the system for filing evaluations.

In all of their online activities, students are reminded that they act as ambassadors for UCSB, CCSP, and the field as a whole. They should be thoughtful and careful about their online presence and refrain from posts that might cast doubt on the integrity of the profession of applied psychology.

Intellectual Content of Courses
All course materials (class lectures and discussions, handouts, examinations, web materials) and the intellectual content of the course itself are protected by United States Federal Copyright Law, the California Civil Code. The UC Policy 102.23 expressly prohibits students (and all other persons) from recording lectures or discussions and from distributing or selling lectures notes and all other course materials without the prior written permission of the instructor (See http://policy.ucop.edu/doc/2710530/PACAOS-100). Students are permitted to make notes solely for their own private educational use. Exceptions to accommodate students with disabilities may be granted with appropriate documentation. To be clear, in all classes students are forbidden from completing study guides and selling them to any person or organization.
Direct Observation
The APA Commission on accrediting requires Direct Observation of your fieldwork 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).” Definitions and Guidelines: 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 IR. 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.

School Psych students, faculty, and alumni at the 2018 APA Convention in San Francisco

2 American Psychological Association; Office of Program Consultation and Accreditation; 750 First Street, NE; Washington, DC 20002-4242; apaccred@apa.org; (202) 336-5979
Coursework

The program involves the integration of coursework in school psychology and supervised fieldwork experiences in an intensive, full-time course of study. Students complete coursework to achieve professional competencies that, in addition with APA competencies, align with the following domains of the NASP 2020 Model for Comprehensive and Integrated School Psychological Services (NASP Practice Model). You are responsible for the 2020 NASP Professional Standards. Please read all four documents and integrate the new models into your log entries, fieldwork plan, and practice.

University policy also states that graduate students must maintain an overall average of 3.0 (B) in all courses. No grade below a “B” (B- is not a passing grade) in courses specifically required by the Department will be accepted toward the graduate degree. Practica courses are graded on a pass/no-pass scale. Failure in a course ordinarily initiates a faculty review and supportive interventions. Required coursework must be completed satisfactorily and the faculty may require additional work as well. Graduate students with grade point averages below 3.0 are subject to dismissal. Upon the recommendation of the CCSP Department Faculty, the Graduate Dean will place such students on academic probation.

Course Requirements

The M.Ed. and Ph.D. degree course plans are posted in the UCSB Course Catalogue (links follow). Students are required to meet all course requirements across both degree sheets AND the PPS credential requirements. The faculty have also created a course planning guide, which can be found on the following page. This course planning resource is only a GUIDE. Students may develop individual/unique plans based on their prior coursework and course sequence needs. Moreover, students need to verify they are meeting course requirements and not rely solely on the planning sheet.

PPS Requirements
M.Ed. in School Psychology Degree Requirements
Ph.D. in School Psychology Degree Requirements

Course Substitution / Waiver Policy

Students who are admitted to the doctoral program may be given credit for certain equivalent graduate courses completed at another institution. In consultation with their academic advisor, incoming doctoral students may submit an individualized course plan with syllabus documentation of prior coursework. Consultation with course instructors is often needed as well. Their advisor will consult with the school psychology faculty and must also gain approval by the entire CCSP faculty to implement an individualized course plan. There is no limit to the number of courses that can be waived in the doctoral program; only 8 units may be waived for the M.Ed.

Leave of Absence

Graduate students are required to maintain continuous registration until all degree requirements are completed, although a leave of absence may be considered for personal reasons or for thesis/dissertation filing. See the Graduate Division Leave of Absence website for more information.
# School Psychology Ph.D. 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.***

<table>
<thead>
<tr>
<th>Fall (year 1)</th>
<th>Winter</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>CNCSP 209A Research Prac</td>
<td>CNCSP 209A Research Prac</td>
<td>CNCSP 209A Research Prac</td>
</tr>
<tr>
<td>ED 214A Introductory Stats</td>
<td>Ed 214B Inferential Statistics</td>
<td>Ed 214C Linear Models</td>
</tr>
<tr>
<td>CNCSP 220 Human Development</td>
<td>CNCSP 262B School-Based MentalHealth</td>
<td></td>
</tr>
<tr>
<td>CNCSP 250 Cognitive Assess</td>
<td>CNCSP 257B Psychoed Assess</td>
<td>CNCSP 256 Behavioral Assess</td>
</tr>
<tr>
<td>CNCSP 227 Social Cultural Diversity Base</td>
<td>CNCSP 223B Develop Psychopath</td>
<td>Year 1 Student Portfolio Due</td>
</tr>
<tr>
<td>CNCSP 224A Prof Orgs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>21 units</td>
<td>20 units</td>
<td>16 units</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Fall (year 2)</th>
<th>Winter</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED 216A Multivariate Statistics</td>
<td>Ed 216B Factor Analysis (or option)</td>
<td>CN CSP 597 Qua ls Exam Prep</td>
</tr>
<tr>
<td>CNCSP 274D Externship</td>
<td>CNCSP 274E Externship Ethics, Diversity, &amp; Specialized Assessment</td>
<td>CNCSP 274F Externship Intervention Consultant</td>
</tr>
<tr>
<td>Contemporary Iss in Stdnt Service</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CN CSP 293 Pedagogy</td>
<td>CN CSP 262C Coun Child Family</td>
<td></td>
</tr>
<tr>
<td>16 units</td>
<td>16 units</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Fall (year 3)</th>
<th>Winter</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>CN CSP 274G Externship</td>
<td>CN CSP 274H Externship</td>
<td>CN CSP 274I Externship</td>
</tr>
<tr>
<td>CN CSP 210 Neuroanatomy</td>
<td>CN CSP 216 Historical / Philosophical Systems</td>
<td>CN CSP 214 Social Bases</td>
</tr>
<tr>
<td>CN CSP 597 Qua ls Exam Prep</td>
<td>CN CSP 215 Cognitive &amp; Affective Bases of Behavior</td>
<td>CN CSP 292 Risk &amp; Resilience</td>
</tr>
<tr>
<td>Enter with passing PRAXIS</td>
<td></td>
<td>Ed 216F Strc Eq Model (or option)</td>
</tr>
<tr>
<td>Comprehensive exam</td>
<td>Submit year-2 paper to journal</td>
<td>Dissertation proposal due</td>
</tr>
<tr>
<td>Year-2 Research paper due</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12 units</td>
<td>12 units</td>
<td>16 units</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Fall (year 4)</th>
<th>Winter</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>CN CSP 599 Dissertation (8)</td>
<td>CN CSP 599 Dissertation (8)</td>
<td>CN CSP 599 Dissertation (8)</td>
</tr>
<tr>
<td>Submit internship applications</td>
<td>Travel to internship interviews</td>
<td>Defend Dissertation</td>
</tr>
<tr>
<td>8 units</td>
<td>8 units</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Fall (year 5)</th>
<th>Winter</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>CN CSP 279A (4)*</td>
<td>CN CSP 279B (4)*</td>
<td>CN CSP 279C (4)*</td>
</tr>
<tr>
<td>CN CSP 275 (4)*</td>
<td>CN CSP 275 (4)*</td>
<td>CN CSP 275 (4)*</td>
</tr>
<tr>
<td></td>
<td>Submit dissertation to journal</td>
<td>Final Portfolio Due</td>
</tr>
<tr>
<td>8 units</td>
<td>8 units</td>
<td></td>
</tr>
</tbody>
</table>

*Consult with the Student Affairs Office to make sure the number of units is optimal for your financial situation.
Faculty Advising and Committee Membership

Faculty Advisor and Committee Members

Each student in CCSP is assigned a faculty member who will serve as their Academic advisor at the time of their admission. The academic advisor is available for general advising on coursework and progress through the program. The process for changing advisors (which happens in rare circumstances), is documented below.

By the end of the second year of doctoral studies, a student should have selected a committee for their qualifying exam composed of three faculty members. The student should discuss their plans with their academic advisor and then approach faculty to serve as committee members. Each member of the Qualifying Exam Committee must agree to serve on the committee. Forms designating the Qualifying Exam Committee should be filed by the student with the GGSE Student Affairs Office.

Students have the prerogative of changing Qualifying Exam committee members or their Committee Chair at any time, although many choose to keep the same committee throughout the process. A member who is added or who replaces another must agree to serve. Change of Committee forms should be filed by the student with the GGSE Graduate Records Office. It is good protocol to discuss these changes with affected Committee Members, and always should be discussed with the student’s Academic Advisor. At the time of Qualifying Examinations, the student’s Committee should include at least three faculty members from the CCSP Department. Others may be added at the student’s discretion and with the approval of the faculty member.

The Qualifying Examinations may continue to serve as the dissertation committee but may be reconstituted. Most typically, the dissertation examination committee includes three academic senate members, two of whom are also from the CCSP Department. Non-senate members may be appointed and may serve on the committees without special permission as a fourth member. If, however, it is desired that this non-senate member serve as one of the three primary committee members, written permission is required from the Graduate Council and must be filed with the GGSE Student Affairs Office.

Departmental Policy for Changing Advisors

Faculty in the school psychology area are committed to the academic success of all its students. The reasons that a student might consider a change advisor generally fall into two categories: A) The student has a change in professional interest such that the research and applied interests of the advising faculty are no longer relevant, or B) There are challenges in the personal and/or professional relationship between a student and his/her advisor. The steps below should be followed for pursuing a change in advisor:

1. The student should talk to their current advisor about their change of interests or concerns. If the student would like support in talking with their advisor, they can talk to the grad advisor instead. The graduate advisor can also help students prepare for such a conversation with their advisor.

2. Once the advisor and/or graduate advisor agree that a change is a possibility, the student can reach out to potential new advisors, with justification for why each possible new advisor might be a good match. New advisors must be within the school psychology emphasis.
3. If a student still wants a change, they should complete Advisor Change Form and Plan within two weeks.
4. The potential new advisor will schedule a meeting with current advisor to discuss the student and the change.
5. Student meets with grad committee for final approval of change.

Pre-Dissertation Research Project

In close collaboration with their advisor, each student is required to participate in a research study that is completed by the end of the second year. The student presents the study at the CCSP Research Festival, which is scheduled in the early part of the fall quarter the third year of study. For students in the School Psychology Ph.D., the research festival paperwork is for students’ doctoral degree milestone only, and therefore only needs their faculty advisor signature. In contrast to students in the Counseling/Clinical Ph.D., the portfolio and not the second-year paper is needed for the master’s degree and is earned after the student successfully completes their required coursework and passes the second-year portfolio.

Qualifying Examination

The qualifying examination process is supported through CNCSP 597 Exam Prep, an advising class you take with your advisor in Spring Quarter Year 2 and Fall Quarter Year 3 in order to prepare for your oral examinations. We expect your advancement to candidacy to occur during finals week of fall quarter in December. Students must pass this oral qualifying exam in order to advance to candidacy. Prior to the oral exam, students submit written materials to their committee. All papers must be written with adherence to APA guidelines and present required information as efficiently as possible. It is important to note that the basis of passing or not passing your Qualifying Exam is the result of your oral exam, not the papers. This is in adherence to UCSB Graduate Division policy. To help students meet this milestone, the school psychology faculty require the written products to be completed and sent to the CCSP program advisor and their faculty advisor. The following list details the qualifying examination due dates:

- Theories Paper due Tuesday after President’s Weekend Year 2 @ 8:00 a.m.
- Ethics Paper due Friday of finals week Spring Quarter Year 2 at 5:00 p.m.
- Research and Specialty Paper(s) due Second Friday in October @ 5:00 p.m.
- Research Festival occurs near the third Monday in November
- Qualifying Examinations occur during finals week of Fall Quarter

Students should ask their advisor for the School Psychology Qualifying Examination Procedures when they enroll in qualifying examination course credits.

Dissertation Research

Doctoral students normally begin work on their dissertation research after completing a pilot research project (their second-year project) and their qualifying examination. The Guide to Writing the Dissertation Proposal is available from the Graduate Division. The dissertation proposal MUST be proposed by October 1, with all revisions completed by October 15th of the academic year in which the student applies for his/her predoctoral internship. Dissertation research is supervised by a committee of at least three faculty members (members of Academic Senate) at least two members of whom are from the CCSP Department. The Committee is chaired by the student’s advisor(s).
Credentialing and Licensing

In addition to needing to comply with the voluntary requirements of accreditation, students who graduate from a professional psychology program must have taken the coursework and achieved the skills to be eligible for licensure. Having graduated from a program that is Accredited* by the American Psychological Association provides initial assurance to these legal credentialing bodies that the quality and program of training is appropriate to the services that psychologist graduates may offer to the public. Beyond this recognition, however, licensing boards typically review transcripts and program descriptions to assure themselves that students' have received sufficient instruction and training to assume that competence exists. For those who pass these two reviews, credentialing bodies provide examinations to test the level of knowledge and expertise of the applicants.

In California, two credentialing bodies provide licensure of graduates from our Department. The first of these is the Commission on Teacher Credentialing, which provides guidelines to those institutions that recommend individuals for receipt of credentials to practice as school psychologists in the public school system (students in the school interest area should consult the School Psychology Credential Handbook for more information about California credentialing requirements). The Commission dictates the course content and experiences that will allow a psychologist to practice in the public school system. The UCSB program is specifically designed with these guidelines in mind and has a long history of training individuals who subsequently have earned the School Psychology Credential in California and other states.

To hold a position as a school psychologist in California it is necessary to have a valid school psychology credential issued by the Commission on Teacher Credentialing. Doctoral students in the school interest area who complete its specific curriculum, including appropriate practicum and internship experiences in a K-12 school setting, will also meet the requirements for this credential. The UCSB school psychology credential program is designed to meet the training standards established by the National Association of School Psychologists. Students completing this course of study should also qualify to sit for the Nationally Certified School Psychologist examination (NCSP). The National Association of School Psychologists administers NCSP certification. Some other states use NCSP designation to meet their credentialing standards. In addition, school psychologists can, after three years of full-time professional experience as a credentialed school psychologist, apply for the Educational Psychologist license in California (the internship year can count as one of the three years). The Educational Psychologist License is administered by the California Board of Behavior Science Examiners (BBSE). To receive this license you must apply to BBSE and then pass both a written and oral examination.

The second body is the Psychology Examining Committee of the California Board of Medical Quality Assurance. This is the licensing body that determines a candidate’s suitability to provide services of a psychological nature to the public. Like most states, assurance of program identity and integrity, especially if Accredited* by the American Psychological Association, constitutes initial indication that a candidate is prepared to take the licensing examination. These examinations are either written, oral, or both. In California, the licensing examination consists of a written exam. Moreover, in California, special course requirements are mandated by law, beyond those required for APA accreditation. The UCSB program has been designed to provide the requirements that are both general to most state licensing boards but might not cover those that are specific to licensure in the State of California or other states, as these change frequently and cannot always be covered by the faculty.
The following provides a brief summary of the UCSB school psychology practicum, fieldwork, and internship experiences.

Program Fieldwork Sequence

<table>
<thead>
<tr>
<th>Year</th>
<th>Hours</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>450 Hours</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>300+ Hours Advanced</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Internship Applications; Optional Fieldwork</td>
<td></td>
</tr>
<tr>
<td>5 or 6</td>
<td>1,500 Hours (*at least 1,000 hours in a school setting)</td>
<td></td>
</tr>
</tbody>
</table>

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 we cover in each seminar is absolutely critical to your 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 I will consider an alternative arrangement for you to make up the material (once in the entire year is acceptable; more than that is not likely acceptable except in unusual circumstances). You may not miss class for alternative professional development. Unexcused absences are grounds for not passing the class. If you fail to pass a single quarter you will be excused from the sequence and must retake the entire CNCSP 274DEF series the following year (starting in the quarter you 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 a 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 could 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. See Appendix E.

**Year 3 and 4: Advanced Doctoral Fieldwork**

CNCSP 274GHI is a three-quarter long course open only to third- and fourth-year school psychology students. These activities occur within local schools but do not count towards your credential. During the third year, the course requires each student to spend two days per week (varies for 4th year) in an approved school fieldwork site under the supervision of UCSB faculty and typically also includes on-site supervision from a school psychologist. A UCSB faculty member provides weekly supervision. Course content is designed to develop various school psychologist competencies, particularly related to the American Psychological Association.

**Internship (full-time)**

All doctoral students are required to complete a minimum 1500-hour predoctoral internship. Students must be advanced to candidacy and have a dissertation proposal APPROVED and CORRECTED by October 15th of the academic year in which the student intends to apply for internships. Students are strongly encouraged to have an approved dissertation proposal by June of the year they plan to apply for a predoctoral internship. In addition, students are strongly urged to complete their dissertation research before leaving for internship. Students should be prepared to travel outside the state for their internship experience.

For students in the school psychology doctoral program, the doctoral internship must meet the requirements of the school psychology credential (CNCSP 275) AND the doctoral program (CNCSP 279ABC). Students must enroll in both of these classes during their internship year in order to earn their Ph.D. and their PPS Credential. Students are encouraged to apply to a school-based APPIC APA-accredited internship. 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 accredited internship, the School Psychology Coordinator and SAO Staff will negotiate an internship agreement with that district. It is highly recommended that students successfully defend their dissertation prior to embarking on their internship.

**Research Training Sequence**

The UCSB School Psychology program embraces that high-quality scholarship is critical to the future of both the science and practice of school psychology. The primary emphasis of the UCSB School Psychology doctoral program is to prepare scholars who will advance the science and knowledge related to psychological research in education and school psychology. The focus of the program is on preparing graduates who will excel in University positions and contribute to the preparation of the next generation of scholars and practitioners.

---

3 American Psychological Association; Office of Program Consultation and Accreditation; 750 First Street, NE; Washington, DC 20002-4242; apaaccred@apa.org; (202) 336-5979

4 Please refer to the CCTC internship requirements and make sure to select internships that will allow you to practice in a school setting and have access to a credentialed school psychologist.

School Psychology Handbook 36
To accomplish these objectives, UCSB provides students with a carefully scaffolded and sequenced set of research training activities throughout the graduate program. A mentorship model is used, in which students work directly with faculty to develop the necessary knowledge and skills to excel as a scholar. Students begin their research training during the first quarter and become increasingly more involved in self-directed research across their graduate school careers. Two research projects are required to complete a doctorate in the program, the second-year project and the dissertation. Although each faculty member individualizes his/her research mentorship, the general sequence of training activities includes the following (this timeline will vary for doctoral students who have previously completed a Master’s degree):

**Year 1**

Students begin to learn the theory and practice of research in the first year. Coursework in statistics, research methods, the research practica, and topical seminars provide an academic foundation for students’ research activities. Students are assigned a temporary advisor upon admission and involved in the on-going research teams of their mentors during the first year. Students are not restricted in their selection of a permanent advisor, which typically occurs during the first year. Each school psychology faculty member leads a research team that meets regularly to discuss research-related topics and engage in activities determined by their members. First year students typically assist more advanced students with data collection, data entry, analyses, and other basic research activities. Students typically begin formulating their ideas for potential research projects during this year.

**Year 2**

The second year typically includes a strong emphasis on the second-year research project. Students engage in scholarship under the close mentorship of a faculty member. Students continue to be involved with ongoing projects to receive further mentoring and development of skills. Students are often involved in dissemination activities (of their project or team products) at professional meetings during this year. Students continue to take academic courses in statistics and methods during this year.

**Year 3**

Students continue to accrue research experience during the third year either by completing another project with their mentor or conducting pre-dissertation research. Students are encouraged to disseminate their work at professional meetings and in writing. Students take additional coursework in statistics during this year.

**Year 4**

Students should complete much of their dissertation work during their fourth year. Students work with their mentors to design and conduct their studies but have acquired competencies to work much more independently by this stage of their graduate careers. Students are required to complete their dissertation proposal prior to submitting for an internship. Students are encouraged to complete data collection for their dissertations during the fourth year. It is unlikely that students can complete the program in five calendar years unless they make substantive progress on the dissertation during Year 4. Students should complete the final chapters and defend their dissertations during this year.

**Year 5/6**

During the fifth (or sixth) year students are typically away from campus completing their internship requirements.
Additional Credential/Degree Requirements

PRAXIS
Students are required to sit for and pass the Praxis in School Psychology national examination prior to beginning internship during Year 3. The current exam (Exam #5402), with a qualifying score of 147, will be available until August 31, 2023. The new exam (Exam #5403), with a qualifying score of 155, will be available starting September 1, 2022. Students may choose to take either version of the exam that is available, but they must obtain a passing score before they may begin internship. More information of the Praxis exam may be found on the ETS website (www.ets.org/praxis).

Portfolio
Students must complete a comprehensive portfolio of experiences to meet CCTC and NASP standards at the end of Years 1 and 2, and one final time after they have completed their internship. An electronic version is mandatory. The Year 2 and Internship portfolio reviews are regularly scheduled for Week 10 of Spring Quarter. See Appendices for detailed information.

School Psychology Credential
Upon completion of the school psychology specialization, given faculty approval and completion of the portfolio AND a passing rate on the School Psychology PRAXIS examination, the student applies for the state credential through the Student Affair’s Office (SAO). Internship students should make an appointment with SAO by the end of the quarter immediately preceding the quarter they anticipate completing the credential requirements. For example, if you are finished in June (Spring Quarter) then you should see SAO no later than March (end of Winter Quarter) to begin the credential application and review procedure.

ADVISING: Getting your Credential and Degree

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. Jill D. Sharkey)
The School Psychology Coordinator provides administrative oversight for the credential program. She 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. She 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.
CCSP Student Organization and Facilities

Student organizations within the Gevirtz School foster a sense of community and allow opportunities for student voice development. The voting ladder faculty members have the major responsibility of setting policy and administering the CCSP Department; however, in order to maximize decision-making efforts and outcomes, the faculty both encourages and promotes input from nonvoting faculty and students in particular.

The School Psychology Student Association (SPSA) provides a means for students within the school psychology M.Ed. and Ph.D. programs to communicate with faculty, express any concerns that may emerge, and address program issues. One to two student representatives are chosen by the student body to attend faculty meetings. Meeting notes are prepared and shared with the school psychology listserv.

The Graduate Curriculum and Competencies Committee impacts decisions regarding student load, coursework and course credits. Examines Department curriculum to determine if it meets accreditation licensing and credentialing requirements and reflects changing focus of psychology as a discipline and a profession. Voices student concerns about existing curriculum and proposes curriculum changes.

The Graduate Student Association (GSA) is the elected student government for the UCSB graduate students. The GSA articulates graduate student concern to the campus administration and campus-wide committees that address a wide range of issues. Additionally, the GSA provides graduate students with information pertinent to student life and hosts various social events throughout the year. The GSA is located in MC 6052 of the University Center. More information about the GSA can be found at https://gsa.ucsb.edu/get-involved.

There is a break room in ED 2151 that has an oven and refrigerator that CCSP graduate students can use. Additionally, shared student mailboxes are located in ED 2151.

Communication

Communications and announcements are primarily sent through the School Psychology student listserv. Therefore, the program requires that each student obtain and utilize their university email account. Information regarding email accounts can be obtained at from the GGSE Information Technology Group (ITG), which is located in ED 4203 (help@education.ucsb.edu / 805-893-8031). Students are assigned and expected to use a “ucsb.edu” email account to communicate with faculty and fieldwork personnel, and to receive university correspondence.

Cohort Event Hosting

Cohorts are responsible for hosting annual student events. Each cohort should identify a point person each year to coordinate activity planning with faculty and staff. Annual events are as follows:

- Orientation – 2nd year students
- Research Festival – 4th year students
- Admissions Recruitment Day – 1st year students
- Transition and Recognition – 3rd year students

UCSB and Gevirtz School Libraries

1) The School Psychology Resource Library is an armamentarium of various assessment instruments, intervention manuals, curricula, and other resources that is available to students enrolled in the School Psychology M.Ed. and Ph.D. programs. The Library is located on the first
floor of the Education Building in the Hosford Counseling and Psychological Services Clinic. The Library is secured by an electronic card-access lock and can only be accessed upon a request made to school psychology faculty. Materials checked out of the School Psychology Resource Library may only be used for program-related training activities, such as assessment coursework and practicum. Students wishing to check out materials must agree to return items without damage, and they will be financially responsible for any damaged or missing materials.

2) UCSB Library (from UCSB Library website): https://www.library.ucsb.edu/ “UC Santa Barbara Library is a member of the prestigious Association of Research Libraries (ARL)… The UCSB Library collections are interdisciplinary and support the UCSB academic programs. In addition to more than three million print volumes, the collections include manuscripts, sound recordings, cartography, and digital resources. The Library collaborates with other UC libraries to acquire and provide access to the broadest range of resources.”

UCSB Student Services

Center for Academic Skills Enrichment (CASE)
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.

Counseling Services and Career Services
The University maintains an up-to-date counseling services center and a career services center. These centers can be used to obtain individual personal counseling as well as career guidance and support. Students can establish a placement file, which can be used to facilitate search for employment upon completion of their credential. Students can also use the placement facility to identify districts with current and future vacancies. The faculty also are active in the California Association of School Psychologists through which many career opportunities are located.

Individual Differences and Accommodations
UCSB is committed to providing reasonable academic accommodations to students with disabilities (http://www.ada.ucsb.edu). If you anticipate experiencing difficulty in this course for any reason, please consult with the instructor. 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, 893-2668) as soon as possible.

Student Grievances
Students who have grievances may air them with the faculty person involved, the CCSP Graduate Advisor, the Student Affairs Committee, and/or the Campus Ombudsman’s office. Formal grievance procedures are also described in the UCSB General Catalog. In addition, CCSP faculty meet regularly to discuss issues, policies, and procedures. The school psychology faculty do the same and invite student input at these meetings. There is a commitment to providing students with the opportunity to openly discuss their educational process and to work with the faculty to improve it.
Financial Support and Assistance

The faculty of the CCSP Department is committed to facilitating access to resources among students. This includes nominating students for fellowships, providing letters of support for scholarships, and preparing extramural grant proposals that help support students. All students in the program typically receive some financial assistance during their time in residence; however, because resources are limited, students are not likely to have full funding. Thus, students will likely need to pursue additional resources to finance their graduate education. Major forms of student funding are described below. Other opportunities are available pending national state and local support. See http://education.ucsb.edu/current-students for more information.

Fellowships
There are some campus fellowships that provide a stipend and cover tuition and fees but these are limited. Some multi-year awards are offered by a central-campus committee as part of students’ admission packages. Others are available for student or faculty nomination for continuing students. In nominating students for fellowship awards, committees consider various factors including evidence of ability in research or other creative accomplishments, and the promise of productive scholarship.

Block grant funds
The CCSP department received Block Grant funding each year from Graduate Division. The faculty has agreed to prioritize this funding to help cover fees/tuition. Given notable increases in fees over the past few years (sometimes twice a year) we cannot fully fund all fees for all students in this manner. However, we set aside a portion for incoming students (over the past two years this has been enough to cover 1-3 quarters of in-state fees/tuition. The remainder is used to cover fees/tuition for continuing students who do not have fees/tuition covered through other means (i.e., students with Teaching As, RAs or Fellowships have fees and tuition covered). It is our goal to cover full fees and tuition for all continuing graduate students each year to the extent possible; if during the course of the year students obtain positions that cover fees/tuition, block grant funds return to the Department so that they can be redistributed to students who do not have them covered elsewhere. This has been a successful strategy that has allowed us to cover most fees/tuition for students even when we have not been able to make that commitment at the start of each year.

Teaching Assistantships
We have funding for a small number of teaching assistantship and teaching associate positions in our department. Most are for classes in our undergraduate minor, and some are for graduate classes. We have policies for the distribution of Teaching Assistant and Associate positions. Because teaching experience is important for doctoral training to prepare students for academic positions, we attempt to provide teaching assistantships to as many students as possible. After meeting our obligations to students who have centrally-administered fellowships (and who are promised 2 years of teaching assistantship or research assistantship positions) the faculty as a whole assigns teaching assistantships to students based on their seniority and whether or not they have had the opportunity to teach, assuming they have the expertise to teach that course. Students are encouraged to apply for teaching assistantships when they fit in their schedules. In addition, we are able to offer students Teaching Associate positions. Per Graduate Division requirements, Teaching Associates must have a Master’s degree, and three quarters of Teaching Assistantship experience. As with our Teaching Assistantships, we first use these to fulfill our commitments to students with multi-year central fellowships; we make the remainder available for other students. Similar criteria as for Teaching Assistantships are used to make assignments. Teaching Associate positions cover partial or full fees. We typically hire three or
four students to be Teaching Associates during the academic year, and a similar number over the summer. Applications are available in the spring and decisions made in the spring for the following academic year. Finally, we are sometimes offered teaching assistant and associate positions from other Departments (such as the Department of Psychological and Brain Sciences, and Feminist Studies).

Research Assistantships:
Research Assistantships (Graduate Student Researchers) are provided by faculty with extramural funding. This funding is for grant tasks only and guided by a strict contract between the university and the funder; thus, GSRs require a strong work ethic, initiative, and responsible time keeping. Faculty members are encouraged to fund students to work with them on research projects of common interest. Students are also encouraged to write their own grants, and several have been able to fund themselves through those efforts.

GSRs are given an appointment on the following step system (annual FTE; salaries change frequently; these are salaries as of September 2021):

<table>
<thead>
<tr>
<th>Step</th>
<th>Salary</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>$60,599</td>
<td>First year of graduate study</td>
</tr>
<tr>
<td>6</td>
<td>$63,412</td>
<td>Second year of full-time graduate degree study at UCSB</td>
</tr>
<tr>
<td>7</td>
<td>$68,492</td>
<td>Third year of full-time graduate degree study at UCSB</td>
</tr>
<tr>
<td>8</td>
<td>$73,941</td>
<td>Fourth + year of full-time graduate degree study at UCSB</td>
</tr>
</tbody>
</table>

The GSR is paid a salary plus student services fees, tuition, UCSB campus-based fees, and health insurance. This means that a 25% GSR at Step 8 (10 hours per week) will cost a grant approximately $36,500 over a full year of employment, the equivalent of a $146,000 annual salary for a full-time employee! Many students find that being able to hone their research skills, work on a project of interest, and earn a large salary are worth the responsibility and time.

Other Financial Information

Free Application for Federal Student Aid (FAFSA) www.fafsa.ed.gov: Available in January; if applying for a fellowship, file by March 2. Required by all domestic students.

Work-Study: The Hosford Counseling & Psychological Services Clinic normally hires several work-study students each year. Candidates must be eligible for work-study through Financial Aid. Both master's and doctoral degree students are eligible for these positions.

In Absentia Registration: Doctoral students who have a predoctoral internship may be entitled to a 50% reduction in their registration fee.

CCSP Graduate Student Research Travel Funds: Graduate students who are invited to present a paper at a scholarly meeting (e.g., APA convention) are eligible to apply for research travel monies each year, which will cover partial travel.

APA Travel Funds: APA provides some travel support to graduate students who are presenting papers at the annual convention. Contact APA headquarters for application forms. The Department can nominate three students each year.

Academic Senate Travel Funds: The Academic Senate of UCSB provides some travel support to doctoral students who are presenting papers at national conventions. The call for requests comes two
times a year and is for students who have advanced to candidacy. Each student can obtain once during their time here.

The Graduate Advisor regularly distributes information about opportunities as they arise. Graduate division [http://www.graddiv.ucsb.edu/financial/](http://www.graddiv.ucsb.edu/financial/) provides other valuable information.

**Professional Associations**

APA provides Fellowship in support of ethnic minority graduate students. APA also provides some travel support to graduate students who are presenting papers at the annual convention. The California Association of School Psychologists gives an annual Minority student scholarship. NASP also has a minority scholarship program.
Student Evaluation Procedures

Evaluation of Student Progress

One of the responsibilities bestowed upon the faculty by the Regents of the University of California is the evaluation of student performance in University courses. According to the 1995 University of California Handbook, “A faculty member is expected: to evaluate student work in a timely manner, and to ensure that grades directly reflect course performance” (p. 17).

Any student who believes that a grade was assigned based upon criteria other than course performance may challenge that grade following the procedures stipulated in Academic Senate Regulations A25 and A10. These regulations are printed in the Appendix of the UCSB General Catalog.

Because it is our intention that graduates of the CCSP Department meet the educational requirements for professional credentialing and licensure, faculty members bear a responsibility for ensuring that graduates are competent, ethical school psychologists. Competence and ethical behavior as a school psychologist involves more than just obtaining passing grades in academic courses. Therefore, the faculty as a whole annually reviews each student’s overall progress in the program. The annual review covers the student’s grades, clinical skills, and compliance with ethical standards of the profession. If the student’s performance in any of these areas is found to be unsatisfactory, the student’s advisor (acting on behalf of the faculty) provides written feedback to that effect, identifies ways in which the student can address the deficiency, and specifies a timeline in which the deficiency must be corrected. If the deficiency has not been corrected within the specified timeline, the program faculty may recommend to Graduate Division that the student may be terminated from the program immediately.

The School Psychology specialization uses the core evaluation procedure established for all students in the CCSP Department. In addition to the annual evaluation by the UCSB faculty, students are evaluated on a regular basis by field supervisors. Students are asked to anonymously complete an annual evaluation (via electronic survey) of the extent to which the program is meeting its objectives. Periodically, alumni may also be anonymously surveyed regarding the extent to which the program met their needs. The alumni survey may also seek information regarding professional status, including place of employment and certification/licensure information. These data are compiled for ongoing program accreditation purposes and are very important for graduates to complete (thank you!)

Complaint and Grievances Procedures

When conflicts arise among participants within the CCSP Department, the Department will seek to create a resolution that respects all parties involved. When either student or faculty are believed to have violated the principles defined in the foregoing, the first course of action recommended is that which is dictated by the APA Ethical Principles of Psychologists and Code of Conduct. This principle dictates that an attempt be made to resolve the matter through direct correspondence with the offending individual. Failing this avenue, there are three acceptable procedures for achieving resolution: (a) within the Department itself, (b) within the Gevirtz Graduate School of Education, and (c) within the University of California, Santa Barbara.

The first course begins with a discussion of the difficulty or conflict with authorities within the CCSP Department, in an effort to work out the difficulty through informal means. If this course of action
proves to be unsatisfactory to the complainant, a formal process of complaint may be lodged by submitting a written description of the alleged violation or disagreement, along with a requested course of action directly to the Graduate Advisor of the CCSP Department.

The second course of action is recommended as an appeal following the outcome of the foregoing procedure, in those instances where the Graduate Advisor is the alleged offender, or as a front-line option for students who believe that the foregoing (within Department) procedure will jeopardize their standing among the faculty. This procedure will follow the guidelines provided in the Student Handbook, the University of California Faculty Handbook, or by staff policy. In the case of students, complaints may be lodged directly with the Gevirtz Graduate School of Education Dean, and in the case of faculty and staff, to the Chair of the Department of Counseling, Clinical, and School Psychology.

A third option is available if neither of the foregoing are considered to be feasible, by reason of the fear of jeopardizing one’s standing within the CCSP Department or within the Gevirtz Graduate School of Education. This procedure is to contact the UCSB Ombuds Office to attempt conciliation and remediation of the problem.

### Student Evaluation Details and Timeline

<table>
<thead>
<tr>
<th>Year of Program</th>
<th>Evaluation Activity</th>
<th>Month</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1</td>
<td>Course Grades</td>
<td>December, March, June</td>
</tr>
<tr>
<td></td>
<td>Counseling Skills Evaluation</td>
<td>March</td>
</tr>
<tr>
<td>Year 2</td>
<td>Fieldwork Plan</td>
<td>September, December, March</td>
</tr>
<tr>
<td></td>
<td>Course Grades</td>
<td>December, March, June</td>
</tr>
<tr>
<td></td>
<td>Field Supervisor Evaluation</td>
<td>December, March, June</td>
</tr>
<tr>
<td></td>
<td>Fieldwork Logs</td>
<td>Weekly</td>
</tr>
<tr>
<td></td>
<td>University-Supervisor Based End-of-Year Reviews (Annual and Portfolio)</td>
<td>May</td>
</tr>
<tr>
<td></td>
<td>Apply for M.Ed. degree</td>
<td>May</td>
</tr>
<tr>
<td>Year 3</td>
<td>Pass PRAXIS Examination</td>
<td>Summer after Year 2</td>
</tr>
<tr>
<td>Internship Year</td>
<td>Internship Plan</td>
<td>August</td>
</tr>
<tr>
<td></td>
<td>Field Supervisor Evaluation</td>
<td>December, March, June</td>
</tr>
<tr>
<td></td>
<td>Fieldwork Logs</td>
<td>Weekly</td>
</tr>
<tr>
<td></td>
<td>University-Supervisor Based End-of-Year Reviews (Annual and Portfolio)</td>
<td>May</td>
</tr>
<tr>
<td></td>
<td>Final GPA</td>
<td>June</td>
</tr>
<tr>
<td></td>
<td>Determination of candidate competence</td>
<td>June</td>
</tr>
</tbody>
</table>

School Psychology Handbook
<table>
<thead>
<tr>
<th>EVALUATION INSTRUMENT</th>
<th>DESCRIPTION OF THE EVALUATION/DATA COLLECTED AND USE OF THE EVALUATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Grades</td>
<td>Students must make timely progress toward completion and satisfactorily meet the following standards of scholarship established by University and campus: Maintain a cumulative GPA of at least 3.0. Take sufficient courses for a letter grade to achieve the minimum cumulative GPA of 3.0. Keep the student transcript free of unfinished coursework. Meet all departmental degree requirements, including satisfactory performance in core courses (grade of B or better required).</td>
</tr>
<tr>
<td>Helping Skills Evaluation Appendix A</td>
<td>In year 1, students receive feedback on their helping skills. Supervisors rate each student with a 5-point Likert scale on 16 questions in 4 categories: Clinical and relationship skills, Professional presentation and behavior, Supervision behavior and knowledge demonstration, Agency behavior, and Supervisors also provide open-ended feedback. This form may be replaced with a different evaluation.</td>
</tr>
<tr>
<td>Fieldwork Supervisor Evaluation Procedures Appendix B</td>
<td>During Practicum and Internship, students are evaluated with questions on a 5-point Likert scale regarding competencies aligned with the ten NASP Standards. Evaluations are shared with the student by the field supervisor. Coordinators review ratings at each period. If problems appear at this level of training, they are discussed with the candidate, field supervisor, and the University supervisor present. A contract for improvement is negotiated with the candidate that includes (a) a statement of the problem, (b) a statement of what the student will do to remedy this problem, (c) a statement of what the faculty or supervisor will do to support this remediation, and (d) a date for re-evaluation of the problem.</td>
</tr>
<tr>
<td>University-Supervisor Based End of Year Review Appendices C &amp; E</td>
<td>The University advisor meets with students on a regular basis to review progress based on course grades and fieldwork ratings. During Spring Quarter, the student prepares a portfolio documenting progress toward achieving the competencies of the School Psychology Specialization. The advisor notes student progress, strengths and potential need areas with ratings (1=Pass or 0=Needs Improvement). In addition, faculty complete rating rubrics for signature assignments over the two years of fieldwork and passing ratings are required. This summary is reviewed by the students, their advisors, and their University-based fieldwork supervisor at the annual portfolio review meeting. If the evaluation indicates problem areas for the student, the faculty advisor, on advice and recommendation from the faculty, will negotiate a contract for improvement with the candidate that includes the following information: (a) statement of the problem, (b) a statement of what the student will do to remedy this problem, (c) a statement of what the faculty will do to support this remediation, and (d) a date for re-evaluation of the problem. It is the intention of the program to support student learning efforts and to see them through to the successful completion of the credential program. Students may not continue in the credential portion of the program if they do not develop the basic skills competencies needed to be a school psychologist. In such instances, a student can complete the M.Ed. without the credential.</td>
</tr>
<tr>
<td>Fieldwork Plan Appendix D</td>
<td>Students must present the University supervisor with a draft fieldwork plan at the start of any new fieldwork/internship experience. The development of the fieldwork plan is a series of outcomes the student should meet at the completion of the internship. The fieldwork plan is developed with National Association of School Psychologist’s Domains of Professional Practice, which are linked with the California Commission on Teacher Credentialing standards. The student can demonstrate knowledge of each of these domains in a wide variety of ways. These domains are addressed in the plan by writing expected activities’ outcomes. The University supervisor will work with each student to refine the individualized plan. A copy of the plan is filed with the university field placement coordinator.</td>
</tr>
<tr>
<td>Fieldwork Logs</td>
<td>Students must keep track of their hours and activities and report them via web-based survey, which organizes activities by APPIC and NASP standards. Students must keep a backup of all files and forms submitted and present similar information to their fieldwork supervisors as needed. A final, comprehensive log maintained by the student will be included in the portfolio. Logs guide both fieldwork and University supervision and document hour requirements for the credential.</td>
</tr>
<tr>
<td>M.Ed. degree</td>
<td>The Masters of Education Degree with a specialization in School Psychology is completed over the first two years of the School Psychology Credential Program. Students submit a portfolio as part of the M.Ed. oral comprehensive exam process. The portfolio includes student products produced as part of coursework, fieldwork experiences, and other creative products (e.g., publications and conference presentations). The M.Ed. oral examination is part of the Year-2 portfolio examination and involves faculty affiliated with the School Psychology specialization.</td>
</tr>
<tr>
<td>School Psychology PRAXIS Exam</td>
<td>NASP-nationally-recognized programs in school psychology require graduate students to take the PRAXIS II National School Psychology Test administered by the Educational Testing Service (ETS). A passing score is required (see NCSP requirements on the NASP Website).</td>
</tr>
<tr>
<td>Determination of Candidate Competence</td>
<td>The Spring Quarter evaluation for students completing their internship includes the recommendation for the credential. This determination includes a final recommendation from the internship field supervisor. A credential/degree check is completed. The student's portfolio is submitted prior to final credential review. If evaluations are positive, the coordinator(s) approve the recommendation for the credential.</td>
</tr>
</tbody>
</table>
Your Credential:

Important Tasks to Remember

YEAR 1
✓ Begin File in Credential Advising Office (ED 4102) Check with the credential analyst now, frequently, and often.
✓ Your CBEST, 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 Annual Review

YEAR 2
✓ Complete Year-2 Course Work and Portfolio (also your M.Ed. project*)

*Students in the Ph.D. program frequently are eligible to earn their M.Ed. after the second year of their doctoral degree (some students have a more individualized plan if they enter with prior graduate school experience). The portfolio paperwork is the paperwork you need signed in order to earn your M.Ed. The Student Affairs Officer (Sam Rifkin) will provide you with the M.Ed. paperwork. The Credential Coordinator will obtain for you the three signatures you need to complete your M.Ed. “project.” The Credential Coordinator (Jill Sharkey) is the Chair of your M.Ed. committee. The M.Ed. committee is NOT your doctoral committee.

Note: In year 2, you will also submit your research festival proposal. For school psychology emphasis students, this is a doctoral degree milestone only. Thus, only your faculty advisor needs to sign the research festival paperwork. If for some reason you are getting your M.A. instead of your M.Ed., the research festival paperwork can double as your M.A. project; in that case you will need three faculty signatures as your M.A. committee. You will still need to complete the portfolio and associated oral examination in order to earn your PPS credential.

YEAR 3
✓ Register for and take the NCSP Praxis National Examination (Report scores to UCSB) prior to starting year 3.
✓ File petition for the Masters of Education degree (See SAO)
INTERNSHIP YEAR

✓ If required, submit **Application for Internship Credential** during March-April of Year *prior to* internship.
(See SAO. Required for a paid internship. Apply when districts make an employment offer for an internship position within the state of California.)

Regarding in-abstentia during internship, The Student Affairs Officer (SAO; Sam) sent all soon-to-be interns an email on April 15th detailing the in-abstentia processes and requirements. It is best to work directly with Sam on this because the process is different depending on your unique internship (in or out of state) interacting with how far along you are with your milestones. Please refer to your email from Sam or ask him for details regarding your situation. I do note that you only want 8 units during internship so sign up for 4 units of doctoral internship and 4 units of credential internship.

✓ **Apply for your School Psychology Credential.** Contact the SAO by the beginning of the last quarter of the Internship.

✓ **Submit Credential Application Fee** to the Credential Advising Office (Money Order payable to the Commission on Teacher Credentialing; usually at the beginning of the last quarter of internship.)

✓ **Send Official UCSB Transcript** to Credential Advising Office:
✓ **Submit transcript with award of the Masters Degree**

✓ **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).
Enjoy Your Studies!
Your School Psychology Faculty

Erin Dowdy, Ph.D., NCSP, Licensed Psychologist
EDOWDY@EDUCATION.UCSB.EDU

Jon Goodwin, Ph.D., NCSP, Licensed Psychologist
JONGOODWIN@UCSB.EDU

Shane Jimerson, Ph.D., NCSP
JIMERSON@EDUCATION.UCSB.EDU

Arlene Ortiz, Ph.D., NCSP, Licensed Psychologist
ARLENEORTIZ@UCSB.EDU

Matthew Quirk, Ph.D.
MQUIRK@EDUCATION.UCSB.EDU

Jill D. Sharkey, Ph.D., NCSP
JSHARKEY@EDUCATION.UCSB.EDU

Miriam Thompson, Ph.D., NCSP, Licensed Psychologist
MIRIAMEADYT@UCSB.EDU
APPENDIX A
UCSB Counseling/Clinical/School Psychology Program
Trainee Quarterly Evaluation

Name of Trainee: ___________________________ Date: ________________

Practicum Site: Hosford Counseling & Psychological Services Clinic

Supervisors:

Faculty Supervisor's Name & California Psychologist License:

Directions: The ratings of trainees should be based on actual observation and/or reports of trainee performance received from faculty supervisors, field site supervisors, university instructors, staff, and appropriate others. Please evaluate the trainee only after s/he has completed all of the practicum/internship requirements for the quarter under review. Evaluations should be based on his/her current level of progress and competence in the current practicum/internship site. Circle the number of the scale that best describes the trainee's competence as given in the descriptions below. Rate each category independently. A description of the scale points is given below.

-1- Competence considered to be in need of further training and/or to require additional growth, maturation, and change on the part of the trainee in order for him/her to be effective in the various skill areas; trainee should not be allowed to function independently.

-2- Competence currently considered to be below average but which, with further supervision and experience, is expected to develop satisfactorily; independent functioning is not recommended and close supervision is required.

-3- Competence at least at the minimal level necessary for functioning with moderate supervision required.

-4- Competence assessed to be above average; trainee can function independently with periodic need for supervision.

-5- Competence very developed and trainee can function independently with little or no supervision required.

-N- Insufficient data to rate at this time.

Signatures. A copy of this evaluation will be filed in the trainee's permanent Program file. The signatures below attest only to the fact that the signees have seen the evaluation and reviewed its contents. A trainee's signature on this document does not in any way indicate that he or she either agrees or disagrees with the contents; only that the evaluation's contents were seen and reviewed. Trainees have the right at any time to file a response with the Director of Training for placement into the trainee's permanent Program file. The signature of the Practicum Supervisor below attests to the fact that the trainee has completed all of the casework and associated responsibilities of the practicum according to the stated requirements.

Trainee: ___________________________ Date: ________________
Student Supervisors: ______________________ Date: ________________
Faculty Supervisor: ___________________________ Date: ________________
A. **Clinical and relationship skills**

1. **Relationship Skills** - established rapport, was aware of own impact on others, and showed respect for clients, colleagues, and staff in professional contexts. 
   Comments:
   
<table>
<thead>
<tr>
<th>N</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
</table>

2. **Assessment Skills** - demonstrated appropriate knowledge and use of assessment instruments; was able to appropriately interpret and discuss test results with clients and colleagues as well as integrate in intake reports. 
   Comments:

<table>
<thead>
<tr>
<th>N</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
</table>

3. **Diagnostic Skills** - incorporated multiple sources of data; showed sensitivity to client concerns; demonstrated good knowledge of DSM-IV; used diagnosis to establish client goals and make appropriate referrals. 
   Comments:
   
<table>
<thead>
<tr>
<th>N</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
</table>

4. **Intervention Skills** - showed flexibility in using a variety of appropriate strategies to help clients work toward identified goals. 
   Comments:
   
<table>
<thead>
<tr>
<th>N</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
</table>

5. **Crises Management** - recognized and handled clinical crises and emergencies in a professional manner. 
   Comments:

<table>
<thead>
<tr>
<th>N</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
</table>

6. **Consultation Skills** - worked effectively with significant others (family members, teachers, relevant professionals) to help meet client needs. 
   Comments:

<table>
<thead>
<tr>
<th>N</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
</table>

**Average score for clinical skills:** ________________
### B. **Professional presentation and behavior**

7. **Professional Behavior** - showed readiness and ability to assume and discharge assigned duties; initiated opportunities to gain and share skills.
   - **Rating:** N 1 2 3 4 5
   - **Comments:**

8. **Self Presentation** - presented self in a professional manner through physical appearance/dress, composure, organization, confidence, and desire to help.
   - **Rating:** N 1 2 3 4 5
   - **Comments:**

9. **Management of Personal Issues in a Professional Manner** – Controls personal stress, psychological dysfunction, or emotional reactions so that they do not affect case conceptualization, professional interactions with clients and their families, or relationships with colleagues and other professionals.
   - **Rating:** N 1 2 3 4 5
   - **Comments:**

10. **Ethical Knowledge & Practice** - demonstrated understanding of ethical principles; showed awareness of ethical dilemmas as they occurred; conformed to ethical principles in professional work and practice.
    - **Rating:** N 1 2 3 4 5
    - **Comments:**

11. **Knowledge and practice of Diversity Issues** - demonstrated understanding of diversity issues related to concerns of clients and colleagues; showed awareness of ethnic, cultural, sexual preference, and religious concerns as they arose; sought consultation and additional knowledge from a variety of appropriate non-client sources to enhance relationship and practice.
    - **Rating:** N 1 2 3 4 5
    - **Comments:**

12. **Intake reports and Progress Notes** - completed intake reports and case notes in a timely manner, and included relevant professional information in a manner which could be used and interpreted by other professionals.
    - **Rating:** N 1 2 3 4 5
    - **Comments:**

**Average score for professional presentation:** __________________________
C. **Supervision behavior and knowledge demonstration**

13. **Knowledge Base** - demonstrated good understanding of and research in psychology, human development, counseling/psychotherapy, assessment, and psychopathology.
   Comments:

14. **Written Communication Skills** - showed ability to write clearly in a professional style that is clear, succinct, and devoid of unnecessary jargon.
   Comments:

15. **Oral Communication Skills** - showed ability to use oral language to communicate effectively with clients, supervisors, and colleagues.
   Comments:

16. **Supervisory Involvement** - sought supervision when needed, openly shared concerns and ideas with supervisor, demonstrated openness to feedback, used supervisory suggestions to make improvements.
   Comments:

**Average score for supervision behavior and knowledge:**

---

1 2 3 4 5 theories

1 2 3 4 5

1 2 3 4 5

1 2 3 4 5
D. **Agency behavior**

17. **Program Development Skills** - developed alternative prevention or intervention programs to meet client or community needs.

   Comments

18. **Agency Involvement** - attended and actively participated in staff meetings and conferences; fulfilled administrative responsibilities.

   Comments:

19. **Agency Relationship Skills** – Establishes good relationships with colleagues, faculty, and staff, treats them with respect, and functions as a good team member.

   Comments:

**Average score for agency behavior:**

20. **Other Feedback & Comments** -
APPENDIX B
Default Question Block

THANK you for your continued support of our UCSB Counseling, Clinical and 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.

Name of Supervisee


Name of Supervisor


License/Credential of Supervisor


### Practicum or Externship Site


### Academic Quarter


### Year


### PROFESSIONAL BEHAVIOR

<table>
<thead>
<tr>
<th>A. Professional Responsibility</th>
<th>Remediation Needed</th>
<th>Still in Development</th>
<th>Expected Level of Competence</th>
<th>Competence Fully Developed</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>(showed readiness and ability to assume and discharge assigned duties in a timely manner; initiated opportunities to gain and share skills)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B. Self-Presentation</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(presented self in a professional manner through physical appearance/dress, composure, organization, and desire to help)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>C. Management of Personal Issues in a Professional Manner</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(controls personal stress or emotional reactions so that they do not affect interactions with students, families, or relationships with colleagues and other professionals)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>D. Agency Involvement</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(attended and actively participated in staff meetings and conferences; fulfilled administrative responsibilities)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>E. Supervisory Involvement (sought supervision when needed, openly shared concerns and ideas with supervisor, demonstrated openness to feedback, used supervisory suggestions to make improvements)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td>Remediation Needed</td>
<td>Still in Development</td>
<td>Expected Level of Competence</td>
<td>Competence Fully Developed</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
</tbody>
</table>

| F. Knowledge Base (demonstrated good understanding of theories and research in psychology, human development, counseling/psychotherapy, and psychopathology) |
|---|---|---|---|---|
| Remediation Needed | Still in Development | Expected Level of Competence | Competence Fully Developed | N/A |
| 0 | 0 | 0 | 0 | 0 |

| G. Ethical Knowledge & Practice (demonstrated understanding of ethical principles; showed awareness of ethical dilemmas as they occurred; conformed to ethical principles in professional work and practice) |
|---|---|---|---|---|
| Remediation Needed | Still in Development | Expected Level of Competence | Competence Fully Developed | N/A |
| 0 | 0 | 0 | 0 | 0 |

<p>| H. Knowledge of Diversity Issues and Practices with Cultural Competence (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) |
|---|---|---|---|---|
| Remediation Needed | Still in Development | Expected Level of Competence | Competence Fully Developed | N/A |
| 0 | 0 | 0 | 0 | 0 |</p>
<table>
<thead>
<tr>
<th>I. Relationship Skills - (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)</th>
<th>Remediation Needed</th>
<th>Still in Development</th>
<th>Expected Level of Competence</th>
<th>Competence Fully Developed</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>⬧</td>
<td>⬧</td>
<td>⬧</td>
<td>⬧</td>
<td>⬧</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>J. Written Communication Skills (showed ability to write clearly in a professional style that is clear, succinct, and devoid of unnecessary jargon)</th>
<th>Remediation Needed</th>
<th>Still in Development</th>
<th>Expected Level of Competence</th>
<th>Competence Fully Developed</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>⬧</td>
<td>⬧</td>
<td>⬧</td>
<td>⬧</td>
<td>⬧</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>K. Oral Communication Skills (showed ability to use oral language to communicate effectively with clients, supervisors, and colleagues)</th>
<th>Remediation Needed</th>
<th>Still in Development</th>
<th>Expected Level of Competence</th>
<th>Competence Fully Developed</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>⬧</td>
<td>⬧</td>
<td>⬧</td>
<td>⬧</td>
<td>⬧</td>
</tr>
</tbody>
</table>

**INTERVENTION**

<table>
<thead>
<tr>
<th>L. Professional Relationships (develops strong professional relationships)</th>
<th>Remediation Needed</th>
<th>Still in Development</th>
<th>Expected Level of Competence</th>
<th>Competence Fully Developed</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>⬧</td>
<td>⬧</td>
<td>⬧</td>
<td>⬧</td>
<td>⬧</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>M. Assessment Skills (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)</th>
<th>Remediation Needed</th>
<th>Still in Development</th>
<th>Expected Level of Competence</th>
<th>Competence Fully Developed</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>⬧</td>
<td>⬧</td>
<td>⬧</td>
<td>⬧</td>
<td>⬧</td>
</tr>
<tr>
<td>N. Case Conceptualization/Diagnostic Skills (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)</td>
<td>Remediation Needed</td>
<td>Still in Development</td>
<td>Expected Level of Competence</td>
<td>Competence Fully Developed</td>
<td>N/A</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>O. Intervention Skills (empirically-based decisions were made about the delivery of services; implemented evidence-based interventions to achieve student/client goals)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>P. Crisis Management (recognized and handled clinical crises and emergencies in a professional manner)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Q. Intervention Monitoring (demonstrated ability to measure student/client progress and accomplishments; systematically collected data; evaluated the effectiveness of the interventions implemented)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>R. Consultation Skills (worked effectively with significant others [family members, teachers, and relevant professionals] to help meet client/student needs in a culturally competent manner)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>S. Program Development Skills (developed alternative prevention or intervention programs to meet client or community needs)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Is this student responsible for the supervision of other trainees?  

- Yes  
- No

SUPERVISION SKILLS

<table>
<thead>
<tr>
<th>Remediation Needed</th>
<th>Still in Development</th>
<th>Expected Level of Competence</th>
<th>Competence Fully Developed</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### T. Supervision Skills
(demonstrates supervision knowledge, theory, and skills when supervising others)

<table>
<thead>
<tr>
<th></th>
<th>Remediation Needed</th>
<th>Still in Development</th>
<th>Expected Level of Competence</th>
<th>Competence Fully Developed</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
</tbody>
</table>

Is this student providing services in a school?

- Yes
- No

### ADDITIONAL SCHOOL PSYCHOLOGY STANDARDS

|                      | Remediation Needed | Still in Development | Expected Level of Competence | Competence Fully Developed | N/A |
|----------------------|--------------------|----------------------|-----------------------------|----------------------------|
| AA. Demonstrated knowledge of services available to assist in developing cognitive and academic skills. | o                  | o                    | o                           | o                          | o   |
| BB. Implemented appropriate interventions to achieve student academic goals | o                  | o                    | o                           | o                          | o   |
| CC. Demonstrated knowledge of services available to assist in development of behavioral, affective, adaptive, and social skills | o                  | o                    | o                           | o                          | o   |
| DD. Implemented appropriate interventions to achieve student mental health goals. | o                  | o                    | o                           | o                          | o   |
| EE. Demonstrated knowledge of universal, selected, and indicated prevention strategies. | o                  | o                    | o                           | o                          | o   |
| FF. Demonstrated knowledge of evidence-based strategies for effective prevention, preparation, and response. | o                  | o                    | o                           | o                          | o   |
| GG. Appropriately developed cognitive and academic goals for students. | o                  | o                    | o                           | o                          | o   |
| HH. Appropriately developed behavioral, affective, adaptive, and social skills goals for students. | 0 | 0 | 0 | 0 | 0 |
| II. Demonstrated knowledge of psychological and educational principles and research related to resilience and risk factors in learning and mental health. | 0 | 0 | 0 | 0 | 0 |
| JJ. Used data to evaluate outcomes of prevention and response activities. | 0 | 0 | 0 | 0 | 0 |
| KK. Appropriately applied various models and methods of consultation and collaboration. | 0 | 0 | 0 | 0 | 0 |
| LL. Collaborated effectively with families with cultural competence. | 0 | 0 | 0 | 0 | 0 |
| MM. Collaborated effectively with the community. | 0 | 0 | 0 | 0 | 0 |
| NN. Collaborated effectively with the school board and policy makers. | 0 | 0 | 0 | 0 | 0 |

<p>| OO. Demonstrated knowledge of public policies related to students and families. | 0 | 0 | 0 | 0 | 0 |
| PP. Demonstrated knowledge of family systems. | 0 | 0 | 0 | 0 | 0 |
| QQ. Demonstrated knowledge of family influences on student's development, learning, and behavior. | 0 | 0 | 0 | 0 | 0 |
| RR. Worked effectively with families. | 0 | 0 | 0 | 0 | 0 |
| SS. Demonstrated knowledge of various influences on development and learning. | 0 | 0 | 0 | 0 | 0 |
| TT. Effectively evaluated research and translated it into practice. | 0 | 0 | 0 | 0 | 0 |</p>
<table>
<thead>
<tr>
<th>Competency Description</th>
<th>Remediation Needed</th>
<th>Still in Development</th>
<th>Expected Level of Competence</th>
<th>Competence Fully Developed</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>UU. Gathered and used research to inform service delivery.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>VV. Demonstrated knowledge of various influences on development and learning.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>WW. Demonstrated skills needed to work with diverse students.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>XX. Implemented strategies based on the student's individual characteristics, strengths, and needs.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>YY. Participated in the facilitation of policies and practices that promote safe and supportive learning environments.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
</tbody>
</table>

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

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

Please comment below on the student's particular STRENGTHS.

Please comment below on AREAS FOR GROWTH.
Please provide any further comments to improve upon the trainee's skill development.

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

- Yes
- No

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

Print Name: ____________________________
Date: ____________________________

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.

Powered by Qualtrics
APPENDIX C
UCSB
School Psychology Portfolio

General Overview

A portfolio is a presentation of products that provide evidence of your 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 order to demonstrate your competency, you must prove that your work has had an impact on “children, youth, families, and other consumers.” The portfolio will showcase your work consisting of evidence that you 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). We have designed the “Signature Assignments” to fulfill this requirement—completion of these will ensure you have adequately addressed all the standards.

The portfolio is not designed to prove that you have 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 Advisor 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 your effectiveness as a school psychologist (e.g., behavior intervention plan).

The portfolio provides evidence of your 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.

Jill D. Sharkey, Ph.D., NCSP
Department of Counseling, Clinical, School Psychology
Gevirtz Graduate School of Education
University of California, Santa Barbara
Santa Barbara, CA 93106-9490
Web: www.education.ucsb/sharkey
Year One Requirements

A. Design your 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. Complete 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 / Presentation
  Make a list of conventions you attended along with the workshops, presentations, and special sessions you attended at each. Superior portfolios will also include reflections or handouts detailing the experience. Include all that you have attended from the start of graduate school.
- Workshop Attendance / Presentation / University Presentations / Attendance
  Make a list of conventions and conventions you attended along with the workshops, presentations, and special sessions you attended at each. Superior portfolios will also include reflections or handouts detailing the experience. Include all that you have attended from the start of graduate school.
- Membership in Professional Organizations
  Include a list of professional organizations along with dates you have been a member. Include any leadership positions or committees.
- Documentation of Meeting Credential Requirements
  Include the completed Credential Services Office Form with all four requirements completed (CBEST, Certificate of Clearance, TB Clearance, B.A. Degree).

C. Reflections. For each of the standards (listed below), 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 your next stage of training to address unmet standards.
  - Include your personal area of interest where you want to gain some particular expertise.

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. Ask a peer to review your portfolio. Peers should provide constructive criticism to help you 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. Include the peer rating form and suggestions for improvement in your portfolio (attached).

E. Log of Hours. You are responsible to keep and include in your portfolio a detailed journal of your hours, including what activities you complete each day in what setting (preschool, elementary, junior high, high school). You must include a category for supervision hours.

H. Evaluation forms. In your portfolio include the following:
- Basic Practicum Evaluation(s)

Note: No products are required at this stage. Your reflections in part C will inform your 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 & Three Requirements

A. Update your electronic portfolio template. Make any desired changes to your electronic portfolio template.

B. Update the Professional Development Section. Update/renew each of the professional development elements. Please note: for Professional Statements, 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. Ditto for Internship Year.
- Vita / Resume
- Current Transcript (can download from UCSB Gold)
- Statement of Professional Philosophy – Include all prior statements (Year One and Year Two, if applicable) and newly updated Year Two/Intern versions – in the same document - so we can assess growth
- Statement of Professional Goals and Competencies- Include all prior statements (Year One and Year Two, if applicable) and newly updated Year Two/Intern versions – in the same document - so we can assess growth
- Conference Attendance / Presentation (Include all that you have attended from the start of graduate school).
- Workshop Attendance / Presentation / University Presentations / Attendance (Include all that you have attended from the start of graduate school).
- Membership in Professional Organizations
C. Reflections. For each of the standards, update your 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. Your 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. You are responsible to keep and include in your portfolio a detailed journal of your hours, including what activities you complete each day in what setting (preschool, elementary, junior high, high school). You must include a category for supervision hours. Include logs of hours from all relevant years in the program.

G. Evaluation forms. Have your supervisor complete your final evaluation in time to include it in your portfolio. In your portfolio include the following:

- Basic Practicum Evaluation
- Second Year Quarterly Evaluations
- 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). You must include your full PRAXIS-II score report. When you take the exam request a copy be sent to UCSB GGSE and request one for yourself. When your scores are sent to you immediately download a copy for yourself (if you wait they will charge you money). Redact your SSN but not your name. You will include a copy in your portfolio.

J. Site and Supervisor Evaluations. You must complete and include year-end evaluations of your fieldwork site AND fieldwork supervisor.
K. NCSP Paperwork (Year 3 only). Please bring hard copies of your NCSP paperwork to your portfolio meeting so the faculty can sign off on them and you can apply 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 9:00 and 4:00 or at a mutually agreeable alternative time.
School Psychology Student Portfolio—Evaluation Sheet

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
HP (High Pass) = Demonstrates commendable knowledge, skill, and integration of program philosophy and values consistent with the best practice (year in training considered).
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. Conference Attendance/Presentation............................................................................ Pass  NR
7. Workshop, and University Lecture Attendance / Presentations .............................. Pass  NR
8. Membership in Professional Organizations................................................................. Pass  NR
9. Year Two Fieldwork Plan............................................................................................... Pass  NR
10. Intern Fieldwork Plan .................................................................................................. Pass  NR  N/A
11. Log of Hours (ALL Fieldwork to date)....................................................................... Pass  NR

School Psychology Handbook
12. Met Credential Requirements (Intern-year only).................................Pass  NR  N/A
13. Passed PRAXIS Examination (Intern-year only).................................Pass  NR  N/A
14. Received a peer review and responded to feedback .................................Pass  NR

**Evaluation Forms**

1. Basic Practicum Evaluation.................................................................Pass  NR
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 Instructional Supports ..............................Pass  NR
4. Mental and Behavioral Health Services and Interventions .....................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
<table>
<thead>
<tr>
<th>Educational History</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Family, Health, Development</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Language History</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Observations</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Assessment Results</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Interpretation</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Recommendations</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Goals</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Parent IEP Feedback</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

Comments:

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

Comments:

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

Comments:
APPENDIX D
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.

<table>
<thead>
<tr>
<th>General Activity</th>
<th>Comment/Progress</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**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.

<table>
<thead>
<tr>
<th>General Activity</th>
<th>Comment/Progress</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>General Activity</th>
<th>Comment/Progress</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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, 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.

<table>
<thead>
<tr>
<th>General Activity</th>
<th>Comment/Progress</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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 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 multilitered 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

<table>
<thead>
<tr>
<th>General Activity</th>
<th>Comment/Progress</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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 multilitered 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.

<table>
<thead>
<tr>
<th>General Activity</th>
<th>Comment/Progress</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>General Activity</th>
<th>Comment/Progress</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>General Activity</th>
<th>Comment/Progress</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>General Activity</th>
<th>Comment/Progress</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>General Activity</th>
<th>Comment/Progress</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Comments
Professional Work Characteristics

Goals:

<table>
<thead>
<tr>
<th>General Activity</th>
<th>Comment/Progress</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Comments
Signature and Summary Pages of Fieldwork Plan:

Student:

Field Site Supervisor: Date

Placement Site:

Schedule:

University Supervisor/Coordinator Jill Sharkey 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 E
Signature Assignments

Attached are descriptions for five assignments you must complete in your fieldwork training to demonstrate competency as a school psychologist. These are intensive opportunities to implement best practices and receive feedback on your 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 your skills. Thus, you may not use the same case/student/family for multiple signature assignments. For example, if you select a student for signature assignment #1, this same student may not be included in any other signature assignment (e.g., consultation, FBA).

Given as assignments in second-year fieldwork and Internship, these five products will be the core of your final portfolio, supplemented by individualized experiences designed to meet your goals and enhance the NASP standards. To reduce redundancy, select different, diverse students to work with on each assignment.

By the end of the Internship experience, you must complete and receive passing scores on all five Signature Assignments. Thus, you may submit each of your assignments earlier in the year for a review and feedback from the University supervisor. To receive this benefit, you must turn in your assignments by finals week of Winter Quarter.

Note: For many assignments, you now must calculate an effect size for your intervention. These are helpful websites to assist you in the calculation.
http://www.cognitiveflexibility.org/effectsize/
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

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 **AND**
   (2) Does student need special education to benefit from regular education services

10. Need for specialized services, materials, and equipment for low incidence disabilities
IEP Feedback Questions

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

Comments:

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).

<table>
<thead>
<tr>
<th></th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educational History</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Family, Health, Development</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Language History</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Observations</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assessment Results</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interpretation</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Recommendations</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Goals</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Standards Addressed

- Data-based Decision-Making
- Consultation and Collaboration
- Academic Interventions and Instructional Supports
- Mental and Behavioral Health Services and Interventions
- Family, School, and Community Collaboration
- Equitable Practices for Diverse Student Populations
- 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).

| 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 |

Standards Addressed
- Data-based Decision Making
- Consultation and Collaboration
- Pick One
  - Academic Interventions and Instructional Supports
  - Mental and Behavioral Health Services and Interventions
- Services to Promote Safe and Supportive Schools
- Family, School, and Community Collaboration
- Equitable Practices for Diverse Student Populations
- Research and Evidence-Based Practice
- 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 F
<table>
<thead>
<tr>
<th>2020 NASP Standards</th>
<th>2020 CTC Standards</th>
<th>APA BASES</th>
<th>WASC SP Credential</th>
<th>WASC CCSP PhD</th>
<th>Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>1: Data-Based Decision-Making</td>
<td>SPPE 1: Data-Based Decision-Making and Accountability</td>
<td>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</td>
<td>Goal #1: Data-Based Decision Making and Accountability</td>
<td>2E: Students can evaluate treatment outcome through assessment and evaluation.</td>
<td>CNCSPXX Research Methods or CNCSP 200 Research Design and Methods &amp; 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, &amp; Specialized Assessment and Intervention CNCSP 275 Internship</td>
</tr>
<tr>
<td>2: Consultation and Collaboration</td>
<td>SPPE 2: Consultation and Collaboration</td>
<td>14: Consultation and supervision 17: Attitudes essential for lifelong learning and professional problem-solving</td>
<td>Goal #2: Consultation and Collaboration</td>
<td>2J: Students are capable of performing consultations in applied situations.</td>
<td>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</td>
</tr>
<tr>
<td>3: Academic Interventions and Instructional Support</td>
<td>SPPE 3: Interventions and Instructional Support to Develop</td>
<td>2: Cognitive and affective aspects 13: Effective intervention</td>
<td>Goal #3: Interventions and Instructional Support to Develop Academic Skills</td>
<td></td>
<td>CNCSP 250 Cognitive Assessment CNCSP 257B Psychoeducational Assessment CNCSP 274E Ethics, Diversity, &amp; Specialized Assessment and Intervention</td>
</tr>
</tbody>
</table>

UCSB School Psychology
| Academic Skills | SPPE 4: Behavior Interventions and Mental Health Services to Develop Social and Life Skills. | 3: Social aspects 9: Human development 10: Dysfunctional behavior/psychopathology 13: Effective intervention | Goal #4: Interventions and Mental Health Services to Develop Social and Life Skills | 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 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). | 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, & 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 |
| 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 | Goal #3: 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. 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. | 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 |
| 2.7 Family, School, and Community Collaboration | SPPE 7: Family-School Collaboration | 3: Social aspects | Goal #7: Family–School Collaboration Services | CNCSP 262C Counseling Children and Families  
CNCSP 291C Family and School Violence  
CNCSP 274G School-Based Mental Health Theories and Interventions  
CNCSP 275 Internship |
|-----------------------------------------------|---------------------------------|-----------------|-----------------------------------------------|-----------------------------------------------|
| 8 Equitable Practices for Diverse Student Populations | SPPE 8: Human Diversity | 1: Biological aspects  
2: Cognitive and affective aspects  
8: Individual differences  
16: Issues of cultural and individual diversity relevant to all standards | Goal #8: Diversity in Development and Learning | Goal #4: Prepare applied psychologists who are knowledgeable about cultural and individual diversity.  
4A: knowledge and respect for individual differences.  
4B: an ability to practice in a multicultural professional environment.  
4C: ethical practice and procedures with under-represented groups. | CNCSP 220 Human Development  
CNCSP XXX or CNCSP 227 Social and Cultural Bases of Diversity  
CNCSP 274D Assessment and Data-Based Decision Making in the Schools  
CNCSP 274I Fundamentals of Supervision  
CNCSP 275 Internship |
<table>
<thead>
<tr>
<th>9 Research and Evidence-Based Practices</th>
<th>SPPE 9: Research and Program Evaluation</th>
<th>5: Psychological Measurement</th>
<th>Goal #9: Research and Program Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goal #1: Research knowledge and skills</td>
<td>Objectives for Goal #1: Students are able to: 1A. critically analyze research in the discipline. 1B. design and implement independent research. 1C. locate, review and synthesize relevant literature. 1D. develop testable hypotheses. 1E. identity and select the most appropriate among various research methods used in the discipline. 1F. communicate and defend their findings and conclusions in written and oral formats.</td>
<td>CNCSP XX Research Methods or CNCSP 200 Research Design and Methods &amp; Ed 214B Inferential Statistics CNCSP 274H Advancing Science &amp; Practice to Support Diverse Students CNCSP 275 Internship</td>
<td></td>
</tr>
<tr>
<td>10 Legal, Ethical, and Professional Practice</td>
<td>Goal #10: Legal, Ethical, and Professional Practice</td>
<td>Goal #2: Ethical psychological service providers</td>
<td></td>
</tr>
<tr>
<td>--------------------------------------------</td>
<td>-------------------------------------------------</td>
<td>--------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>SPPE 10: Legal, Ethical, and Professional Practice &amp; Disposition</td>
<td>4: History and systems</td>
<td>2A: Students are familiar with and can discuss APA Ethics Codes and state laws for clinical practice.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>11: Professional standards and ethics</td>
<td>2B: Students can apply ethical reasoning and employ ethical decision-making models.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>17: Attitudes essential for lifelong learning and professional problem-solving.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Goal #3: 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.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>3A: able to identify and discuss foundational areas of psychology.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>3B: conversant in the history, systems, and theories of psychology.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>3C: able to demonstrate skills, knowledge, and skills that are unique to counseling, clinical, or school psychology.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>3D: familiar with local, regional, and/or national psychological groups and organizations.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>3E: Students also demonstrate knowledge by designing and implementing independent research.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

CNCSP274C School Discipline and Alternative Schooling  
CNCSP 274D Assessment and Data-Based Decision Making in the Schools  
CNCSP 274F The School Psychologist as the Intervention Consultant  
CNCSP 274B Issues in Student Services or CNCSP 274I Fundamentals of Supervision  
CNCSP 275 Internship