School Psychology Program
University of California, Santa Barbara

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

For Students Entering Fall 2023 and Subsequent Years

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

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

<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 Mental Health</td>
<td>CNCSP 200 Research Design</td>
</tr>
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<td>CNCSP 250 Cognitive Assess</td>
<td>CNCSP 257B Psychoed Assess</td>
<td>CNCSP 256 Behavioral Assess</td>
</tr>
<tr>
<td>CNCSP 226 Und. Diversity, Equity, and Social Justice</td>
<td>CNCSP 223B Develop Psychopath</td>
<td>Year 1 Student Portfolio Due</td>
</tr>
<tr>
<td>CNCSP 224A Prof Orgs</td>
<td>21 units</td>
<td>16 units</td>
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<td>CNCSP 209A Research Prac</td>
<td>CNCSP 209A Research Prac</td>
<td>CNCSP 209A Research Prac</td>
</tr>
<tr>
<td>ED 216A Multivariate Statistics</td>
<td>Ed 216B Factor Analysis (or option)</td>
<td>CNCSP 597 Quals Exam Prep</td>
</tr>
<tr>
<td>CNCSP 274D Externship Contemporary Iss in Stdnt Service</td>
<td>CNCSP 274E Externship Ethics, Diversity, &amp; Specialized Assessment</td>
<td>CNCSP 274F Externship Intervention Consultant</td>
</tr>
<tr>
<td>CNCSP293 Pedagogy</td>
<td>CNCS 262C Coun Child Family</td>
<td>CNCS 291C Family &amp; School Violence</td>
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<tr>
<td></td>
<td>16 units</td>
<td>16 units</td>
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<th>Fall (year 3)</th>
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<th>Spring</th>
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<tr>
<td>CNCSP 274G Externship</td>
<td>CNCSP 274H Externship</td>
<td>CNCSP 274I Externship</td>
</tr>
<tr>
<td>CNCSP210 Neuroanatomy</td>
<td>CNCS 216 Historical / Philosophical Systems</td>
<td>CNCS 214 Social Bases</td>
</tr>
<tr>
<td>CNCSP 597 Quals Exam Prep</td>
<td>CNCSP 215 Cognitive &amp; Affective Bases of Behavior</td>
<td>CNCS 292 Resilience</td>
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<tr>
<td>Enter with passing PRAXIS</td>
<td>Submit year-2 paper to journal</td>
<td>Dissertation proposal due</td>
</tr>
<tr>
<td>Comprehensive exam</td>
<td>Year-2 Research paper due</td>
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<td></td>
<td>12 units</td>
<td>16 units</td>
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<tr>
<td>CNCSP 599 Dissertation (8)</td>
<td>CNCSP 599 Dissertation (8)</td>
<td>CNCSP 599 Dissertation (8)</td>
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<tr>
<td>Submit internship applications</td>
<td>Travel to internship interviews</td>
<td>Defend Dissertation</td>
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<td></td>
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<td>8 units</td>
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<th>Fall (year 5)</th>
<th>Winter</th>
<th>Spring</th>
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<tr>
<td>CNCSP 279A (4)*</td>
<td>CNCSP 279B (4)*</td>
<td>CNCSP 279C (4)*</td>
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<tr>
<td>CNCSP 275 (4)*</td>
<td>CNCSP 275 (4)*</td>
<td>CNCSP 275 (4)*</td>
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<tr>
<td>Submit dissertation to journal</td>
<td>Final Portfolio Due</td>
<td>Final Portfolio Due</td>
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<tr>
<td></td>
<td>8 units</td>
<td>8 units</td>
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*Students planning to enroll into 274D should enroll for 1 credit of CNCSP271A during the summer prior to Year 2.*
**Consult with the Student Affairs Office to make sure the number of units is optimal for your financial situation.

Note: This Anticipated Course Sequence includes all courses required for both the Ph.D. degree requirements and the credential requirements.
Appendix B: General Doctoral Degree Student Policies

(Adapted from UCSB Graduate Catalog)

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

**Scholarship**
The minimum grade-point average required for the award of a doctoral degree is 3.0 in all graduate and upper division courses completed in graduate standing on any campus of the University. Please note that individual programs may have stricter requirements for acceptable grades, the School Psychology program does not accept grades lower than a B. Students who fail to maintain good standing may be placed on probation or academically dismissed. Students must meet the requirements to be in good standing to graduate.

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

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

Student Name: ___________________             Perm: _____________________

Ph.D – School Psychology – 2023-24

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

Time-to-degree: 4 years to advance; 6 years to complete the Ph.D.

<table>
<thead>
<tr>
<th>COURSE #</th>
<th>COURSE NAME</th>
<th>UNITS</th>
<th>GRADE</th>
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<tr>
<td></td>
<td><strong>BREADTH OF SCIENTIFIC PSYCHOLOGY</strong></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>(FOUR COURSES REQUIRED)</td>
<td></td>
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</tr>
<tr>
<td>CNCSP 210</td>
<td>Neuroanatomy and Psychopharmacology</td>
<td>4.0</td>
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</tr>
<tr>
<td>CNCSP 214</td>
<td>Social Bases of Behavior</td>
<td>4.0</td>
<td></td>
</tr>
<tr>
<td>CNCSP 215</td>
<td>Cognitive and Affective Bases of Behavior</td>
<td>4.0</td>
<td></td>
</tr>
<tr>
<td>CNCSP 216</td>
<td>Historical and Philosophical Foundations of Professional Psychology</td>
<td>4.0</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>RESEARCH METHODS AND DATA ANALYSIS</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>(ALL COURSES REQUIRED)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CNCSP 200</td>
<td>Research Design and Methods in Professional Psychology</td>
<td>4.0</td>
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<tr>
<td>CNCSP 209A</td>
<td>Research Practica (6 quarters required)</td>
<td>24.0</td>
<td></td>
</tr>
<tr>
<td>CNCSP 597</td>
<td>Individual Study for Qualifying Examinations (2 quarters minimum)</td>
<td>8.0</td>
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<tr>
<td>CNCSP 599</td>
<td>Dissertation Research (3 quarters minimum)</td>
<td>12.0</td>
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<tr>
<td>ED 214A</td>
<td>Introductory Statistics</td>
<td>4.0</td>
<td></td>
</tr>
<tr>
<td>ED 214B</td>
<td>Inferential Statistics</td>
<td>4.0</td>
<td></td>
</tr>
<tr>
<td>ED 214C</td>
<td>Linear Models for Data Analysis</td>
<td>4.0</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>8 units of additional data analysis required from these courses (choose 2)</strong></td>
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<tr>
<td>ED 201D</td>
<td>Single-Subject Research Design</td>
<td>4.0</td>
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<tr>
<td>ED 215B</td>
<td>Psychometrics</td>
<td>4.0</td>
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<tr>
<td>ED 216A</td>
<td>Advanced Multivariate Statistics</td>
<td>4.0</td>
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<tr>
<td>ED 216B</td>
<td>Factor Analysis</td>
<td>4.0</td>
<td></td>
</tr>
<tr>
<td>ED 216C</td>
<td>Hierarchical Linear Models</td>
<td>4.0</td>
<td></td>
</tr>
<tr>
<td>ED 216E</td>
<td>Nonparametric Statistics</td>
<td>4.0</td>
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<tr>
<td>ED 216F</td>
<td>Structural Equation Models</td>
<td>4.0</td>
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<tr>
<td>ED 221A</td>
<td>Introduction to Qualitative Research Methods</td>
<td>4.0</td>
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</tr>
<tr>
<td>ED 227</td>
<td>Mixed Methods</td>
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<td>Course Title</td>
<td>Credits</td>
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<tr>
<td>CNCSP 202</td>
<td>Qualitative Research Methods in Applied Psychology</td>
<td>4.0</td>
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<tr>
<td><strong>SCIENTIFIC, METHODOLOGICAL, AND THEORETICAL FOUNDATIONS OF PRACTICE</strong> (ALL COURSES REQUIRED)</td>
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<tr>
<td>CNCSP 220</td>
<td>Human Development</td>
<td>4.0</td>
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<tr>
<td>CNCSP 223B</td>
<td>Developmental Psychopathology</td>
<td>4.0</td>
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<tr>
<td>CNCSP 224A</td>
<td>Professional Organizations</td>
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<tr>
<td>CNCSP 274D</td>
<td>Assessment and Data-Based Decision Making in the Schools</td>
<td>4.0</td>
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</tr>
<tr>
<td>CNCSP 293</td>
<td>Pedagogy in Applied Psychology</td>
<td>4.0</td>
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</tr>
<tr>
<td><strong>PSYCHOLOGICAL ASSESSMENT AND INTERVENTION</strong> (ALL COURSES REQUIRED)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CNSP 250</td>
<td>Cognitive Assessment</td>
<td>4.0</td>
<td></td>
</tr>
<tr>
<td>CNCSP 262B</td>
<td>School Based Mental Health</td>
<td>4.0</td>
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<tr>
<td>CNCSP 262C</td>
<td>Counseling Children and Families</td>
<td>4.0</td>
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<tr>
<td>CNCSP 274F</td>
<td>The School Psychologist as the Intervention Consultant</td>
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<tr>
<td><strong>CULTURAL AND INDIVIDUAL DIVERSITY</strong> (ALL COURSES REQUIRED)</td>
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<td>CNCSP 227</td>
<td>Social and Cultural Bases of Diversity</td>
<td>4.0</td>
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<td>CNCSP 274E</td>
<td>Ethics, Diversity, &amp; Specialized Assessment &amp; Intervention</td>
<td>4.0</td>
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<td><strong>FIELDWORK</strong> (ALL COURSES REQUIRED)</td>
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<td>CNCSP 270A</td>
<td>Advanced Fieldwork: General (Behavioral Collaboration Team)</td>
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<td>CNCSP 271A</td>
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<td>CNCSP 275</td>
<td>School Psychology Internship</td>
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<td>CNCSP 279ABC</td>
<td>Internship in Professional Psychology (1500 minimum hours)</td>
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<tr>
<td><strong>INTERVENTION/APPLICATIONS</strong> (all courses required)</td>
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<td>Family and School Violence</td>
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<tr>
<td>CNCSP 292</td>
<td>Resiliency, Strengths, and Youth Development</td>
<td>4.0</td>
<td></td>
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<tr>
<td><strong>ASSESSMENT</strong> (all courses required)</td>
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<tr>
<td>CNCSP 256</td>
<td>Behavioral Assessment and Intervention for Children and Adolescents</td>
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<td>CNCSP 257B</td>
<td>Psychoeducational Assessment</td>
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<tr>
<td><strong>COURSES THAT MAY NOT BE SUBSTITUTED</strong></td>
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<tr>
<td>CNCSP 209A: Research Practicum</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CNCSP 224A: Professional Organizations</td>
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</table>
PORTFOLIO AND PRE-ADVANCEMENT REQUIREMENTS

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

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

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

Ph.D. QUALIFYING EXAMS/ ADVANCEMENT TO CANDIDACY

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

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

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

Advanced to Candidacy: ________________ (Qtr/year)

DOCTORAL INTERNSHIP REQUIREMENTS

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

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

**Doctoral Committee:**  
Chair: ________________________

   Member: ________________________

   Member: ________________________

   Member: ________________________

Approved Dissertation Proposal completed: ________________ (date)

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

Public Dissertation Lecture completed: ________________ (date)

Doctoral Oral Defense passed on: ________________ (date)

Dissertation filed on: ________________ (date)
Appendix D: M.Ed. School Psychology Degree Sheet

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

Student Name: ___________________________ Perm: ________________________

M.Ed. – School Psychology:
2022-23

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

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

COURSE REQUIREMENTS

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<th>GRADE</th>
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<td>CNCSP 223B</td>
<td>Developmental Psychopathology</td>
<td>4</td>
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</tr>
<tr>
<td>CNCSP 274D</td>
<td>Assessment and Data-Based Decision Making in the Schools</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>CNCSP 291C</td>
<td>School and Family Violence</td>
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<th>COURSE NAME</th>
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<tbody>
<tr>
<td>CNCSP 250</td>
<td>Cognitive Assessment</td>
<td>4</td>
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</tr>
<tr>
<td>CNCSP 256</td>
<td>Behavioral Assessment</td>
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<tr>
<td>CNCSP 257B</td>
<td>Psychoeducational Assessment</td>
<td>4</td>
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<td>CNCSP 262B</td>
<td>School-Based Mental Health</td>
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<td>Counseling Children and Families</td>
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<td>The School Psychologist as the Intervention Consultant</td>
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<tbody>
<tr>
<td></td>
<td>PSYCHOLOGICAL ASSESSMENT AND INTERVENTION</td>
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<td>CULTURAL AND INDIVIDUAL DIVERSITY</td>
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</table>

Revised 6/2023
Students are required to submit a portfolio as part of the M.Ed. oral comprehensive exam process (typically during the spring quarter of the second year of study). The student portfolio documents student products produced as part of coursework, fieldwork experiences, and other creative products (e.g., publications and conference presentations). The M.Ed. oral examination occurs as part of the year-2 portfolio examination and involves faculty affiliated with the school psychology area.

M.Ed. Committee: Chair: __________________________ Project Date: __________ (mm/dd/yy) Member: __________________________ Member: __________________________ Graduate Advisor: __________________________

Degree Quarter: __________________________

FOR GRADUATE DIVISION USE ONLY

Residence requirement-minimum 3 quarters

Required units completed

Language requirement Satisfied *(if required)*

No grades of I, NR, or NG

3.0 or better GPA overall
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Appendix E: Ph.D. School Psychology Credential Course Work Sheet

GGSE SCHOOL PSYCHOLOGY CREDENTIAL COURSE WORK
2023-24

STUDENT’S NAME

<table>
<thead>
<tr>
<th>End of Year 1</th>
<th>End of Year 2</th>
<th>End of Intern Year</th>
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<tr>
<td>Portfolio/Oral</td>
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<td>Final Portfolio/Oral</td>
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<tr>
<td>Identify Internship Site by March</td>
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<td>Apply for PPS Clear Credential</td>
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Courses

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<tr>
<td>CNCSP 200 and ED 214B or CNCSP 201 CNCSP 200 Research Design &amp; ED 214B Inferential Stats or CNCSP 201 Research Foundations in SP</td>
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<tr>
<td>CNCSP 220 Human Development</td>
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<tr>
<td>CNCSP 223B Developmental Psychopathology</td>
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<tr>
<td>CNCSP 227 or CNCSP 226 Social and Cultural Bases of Diversity or Understanding Diversity, Advancing Equity and Social Justice</td>
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<tr>
<td>CNCSP 250 Cognitive Assessment in Professional Psychology</td>
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<tr>
<td>CNCSP 255 or CNCSP 253 Neuropsychological Assessment or School-Based Assessment and Intervention for CLD Students</td>
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<tr>
<td>CNCSP 256 Behavioral Assessment Intervention for Children and Adolescents</td>
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<tr>
<td>CNCSP 257B Psychoeducational Assessment and Intervention</td>
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<tr>
<td>CNCSP 262B School-Based Mental Health</td>
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<tr>
<td>CNCSP 262C Counseling Children and Families</td>
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<td>Units</td>
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<td>-------------</td>
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<td>CNCSP 271A</td>
<td>Clinic Practicum</td>
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<td>CNCSP 274E</td>
<td>Ethics, Diversity, and Specialized Assessment and Intervention: SP Practicum</td>
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<td>CNCSP 274F</td>
<td>The School Psychologist as the Intervention Consultant: SP Practicum</td>
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<td>CNCSP 291C</td>
<td>Family &amp; School Violence</td>
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<tr>
<td>CNCSP 292</td>
<td>Resiliency, Strengths, and Youth Development</td>
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<td>CNCSP 597</td>
<td>Comprehensive Exams</td>
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<tr>
<td>CNCSP 275</td>
<td>School Psychology Internship (1,000 School-Based Hours)</td>
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Appendix F: Practicum Guidelines and Procedures

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

Program Fieldwork Sequence

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<tr>
<th>Year</th>
<th>Practicum/Fieldwork Course</th>
<th>Objectives</th>
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<tr>
<td>2</td>
<td>CNCSP 274 D, E, and F: School Psychology Practicum</td>
<td>250 clock hours</td>
</tr>
<tr>
<td>3</td>
<td>CNCSP 274 G, H, and I: Advanced Fieldwork</td>
<td>300+ clock hours</td>
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<td>4</td>
<td>Optional Fieldwork</td>
<td>Varies*</td>
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<tr>
<td>5 or 6</td>
<td>CNCSP 279 A, B, and C: Internship in Prof. Psychology + CNCSP 275: School Psychology Internship</td>
<td>1,500 clock hours (at least 1,000 hours in school setting)**</td>
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*Students who are making timely progress toward the Ph.D. degree will apply for internship during the Fall quarter of Year 4.
**Student must enroll into both CNCSP 279ABC and CNCSP 275 to be eligible for the school psychology credential

Year 2: Practicum / Fieldwork
CNCSP 274 D, E, F is a three-quarter long course open only to second-year school psychology students. The course requires each student to spend a minimum of 10-15 hours per week (450 hours over the course of the year) in an approved school practicum site under the supervision of a credentialed school psychologist. A UCSB faculty member provides weekly supervision. Course content is designed to meet competency standards as required by California Commission on Teacher Credentialing, the National Association of School Psychologists, and the American
Psychological Association. This year has a particular emphasis on school-based services. Students are expected to compile a comprehensive portfolio of academic and field experiences by the end of the second-year practicum.

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

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

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

Year 3 and 4: Advanced Doctoral Fieldwork
CNCSP 274GHI is a three-quarter long course sequence open only to third- and fourth-year doctoral school psychology students. These activities occur within local schools but do not count towards the school psychology credential. During the third year, the course requires each student to spend two days per week in an approved school fieldwork site under the supervision of UCSB faculty and typically also includes on-site supervision from an appropriately credentialed school psychologist. In the fourth year, school-based fieldwork is optional, and the time commitment for being on-site may vary depending on the site and the training objectives of the student. A UCSB faculty member provides weekly supervision. Course content is designed to develop various psychologist competencies, particularly related to the American Psychological Association.
**Hours and Appropriate School Settings**

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

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

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

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

- Santa Barbara Unified School District
- Carpinteria Unified School District
- Goleta Union School District
- Santa Maria-Bonita School District
- Lompoc Unified School District
Supplemental Practicum Experiences in Clinics and Community Agencies

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

Please note that fieldwork within the UCSB specialty clinics requires enrollment into a course for credit. Such specialty clinic experiences may include those occurring in the following training clinics that are supervised directly by UCSB faculty:
- Hosford Counseling and Psychological Services Clinic
- Mind and Behavior Assessment Clinic (MBAC)
- Koegel Autism Center (KAC)
- Parent-Child Interaction Therapy (PCIT) Clinic
- The Healing Space

Additionally, community mental health agencies that may serve as supplemental fieldwork settings require enrollment into CNCSP 273. Settings that have accepted school psychology students in the past include the following:
- CALM (formerly Child Abuse Listening Mediation, Inc.)
- Santa Barbara Neighborhood Clinics
- Pacific Pride Foundation

**Supervision Requirements**

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

Supervision with the site supervisor may be scheduled in a single block of time. However, in the schools, it is more typical for site supervisors to meet at designated times throughout the day. For example, the supervisor often meets briefly with the student in the morning to go over the day’s schedule and make sure the student knows what they are to do. Later that day, the supervisor may provide instruction prior to the student carrying out a new activity, observe the student for
formative feedback, or discuss and help conceptualize results from case activity. The structure of University supervision includes discussion of individual cases at a minimum of one hour each week in a group format; informational presentations or didactic training on special topics or discussions of pertinent professional issues; discussion of topics germane to weekly reflections and logs; or individual feedback from direct observation.

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

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

Direct client contact refers to client interactions carried out as part of assessment, intervention and consultation activities, including active participation in group meetings (e.g., student support team meetings, Individualized Education Program meetings). Students are expected to spend approximately 50% of their time in direct contact activities. This is often difficult to arrange during the first quarter of the second-year fieldwork experiences when students are just acclimating to their settings and may require more opportunities to observe their site supervisors. Observing the supervisor, conducting general observations of different services, preparatory
activities, report writing, and professional development activities count as indirect or support hours. Students will need to monitor their hours closely throughout each quarter and work with their supervisor to increase direct contact as needed. Practicum experiences that offer disproportionately more indirect hours relative to direct hours are not appropriate.

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

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

Application for Practicum in School Psychology

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

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<td>□ Second Year Fieldwork (CNCSP274DEF)</td>
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<tr>
<td>□ Doctor of Philosophy (Ph.D.)</td>
<td>□ Advanced Fieldwork (CNCSP274GHI)</td>
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Setting/Population requested: Please note any additional areas of interest or constraints. (Distance requests will be considered but cannot be guaranteed. It may be necessary for students to travel more than 45 miles to complete a practicum experience.)

Age/grade level:

Population/Demographics:

Setting type (urban, suburban, rural):

Distance/Transportation needs:

Other considerations (e.g., bilingual services):

Please list any relevant credentials or proficiencies that may assist with placement (e.g., BCBA, school psychology credential, bilingual proficiency):

Please share your supervisor preferences e.g., less vs. more autonomy. (Supervisors ultimately maintain discretion regarding the level/intensity of supervision and support needed.)

Days available:

- □ Monday
- □ Tuesday
- □ Wednesday
- □ Thursday
- □ Friday

- □ Half-day
- □ Full day

*Availability must cumulatively be at least 12 hours on-site for 274DEF, and at least 10 hours for 274GHI.
Appendix H: Fieldwork Planning Forms

UCSB Fieldwork Plan

Student:

District Supervisor:

Supervisor Degree (select all that apply):

___ Ed.S.
___ M.Ed.
___ Ph.D.
___ Psy.D.
___ Ed.D.
___ Other (list: ____________________ )

Supervisor Year of Degree: ____________

Supervisor credentials (select all that apply):

___ PPS Credential
___ other school psychology credential (list: _____________________ )
___ NCSP
___ LEP
___ LCSW
___ Licensed Psychologist
___ Licensed Psychiatrist
___ Other (list: _____________________ )

Fieldwork Plan Instructions:
The development of the fieldwork plan is a series of outcomes the student should meet at the completion of the fieldwork. The fieldwork plan should be developed with National Association of School Psychologist’s Practice Model 2020, which is similar to the 2020 California Commission on Teacher Credentialing standards. Students can demonstrate knowledge of each of these domains in a wide variety of ways. These domains should be 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.

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**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.

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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.

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Domain 4: Mental and Behavioral Health Services and Interventions

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

- School psychologists recognize risk and protective factors and use data and assessment to facilitate the design and delivery of curricula and interventions to help students develop effective social-emotional skills, such as self-regulation, self-monitoring, self-advocacy, planning/organization, empathy, positive coping strategies, interpersonal skills, and healthy decision making.

- School psychologists integrate behavioral supports and mental health services with academic and learning goals for children. Using data, they identify students who may require individualized support and provide a continuum of developmentally appropriate and culturally responsive mental and behavioral health services, including individual and group counseling, behavioral coaching, classroom and school-wide social–emotional learning programs, positive behavioral supports, and parent education and support. This may include attention to issues such as the development of adaptive skills, life skills, and personal safety awareness.

- School psychologists demonstrate an understanding of the impact of trauma on social, emotional, and behavioral functioning and, in collaboration with others, work to implement practices to reduce the effects of trauma on learning and behavior.

- School psychologists use culturally responsive and developmentally appropriate assessment techniques to identify emotional and behavioral disabilities. They use assessment data to select and implement evidence-based mental and behavioral health interventions.

- School psychologists demonstrate skills related to behavior analysis and use systematic decision making to consider the antecedents, consequences, functions, and potential causes of behavioral difficulties that may impede learning or socialization. They recognize that behavioral difficulties may stem from specific skill and/or performance deficits that can be remedied through instruction and/or reinforcement strategies.

- School psychologists seek to maximize intervention acceptability and fidelity during the development, implementation, and evaluation of mental and behavioral health interventions.

- School psychologists develop and implement positive behavioral supports at the individual, group, classroom, school, and district levels that demonstrate the use of appropriate ecological and behavioral approaches (e.g., positive reinforcement, social skills training, restorative justice practices, and positive psychology) to promote effective student discipline practices and classroom management strategies.

- School psychologists use data to evaluate implementation and outcomes of mental and behavioral health interventions for individuals and groups.

- School psychologists promote effective home–school collaboration and, when necessary, collaborate with other community providers to coordinate mental and behavioral health supports and wraparound services.

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Domain 5: School-Wide Practices to Promote Learning

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

• School psychologists, in collaboration with others, incorporate evidence-based strategies in the design, implementation, and evaluation of policies and practices in areas such as discipline, grading, instructional support, staff training, school improvement activities, program evaluation, and home–school partnerships.

• School psychologists provide professional development, training, and ongoing coaching on a range of topics that help staff and parents/guardians to better understand the developmental needs of children and youth in schools and that promote the use of effective instructional strategies, positive classroom management practices, and the cultivation of supportive working relationships.

• School psychologists use their knowledge of organizational development and systems theory to assist in promoting both a respectful, supportive atmosphere for decision making and collaboration and a commitment to quality instruction and services. School psychologists help staff members, students, and parents/guardians to resolve conflicts peacefully and respectfully.

• School psychologists are actively involved in the development and measurement of school improvement plans that affect the programs and services available to children, youth, and families. School psychologists assist in conducting needs assessments to help select school-wide programs based on the needs of the learning community.

• School psychologists incorporate evidence-based strategies when developing and implementing intervention programs to facilitate the successful transition of students from one environment to another (e.g., program to program, school to school, grade to grade, and school to higher education and/or work).

• School psychologists work with others to develop and maintain positive school climates and learning environments that support resilience and academic growth, promote high rates of academic engagement and attendance, and reduce negative influences on learning and behavior.

• School psychologists participate in designing and implementing universal screening procedures to identify the need for additional academic or behavioral support services, as well as progress monitoring systems to promote successful learning and well-being.

• School psychologists work collaboratively with other school personnel to create and maintain a mult-tiered 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

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Domain 6: Services to Promote Safe and Supportive Schools

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

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

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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.

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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.

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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.

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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.

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Signature and Summary Pages of Fieldwork Plan:

Student:

Field Site Supervisor: Date

Placement Site:

Schedule:

University Supervisor/Coordinator: Jon W. Goodwin Date

--------------------------------------------------------------------------------------------------------------------

Final Evaluation:

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

Circle One: YES NO

Date ________/__________/____________

Supervisor Signature

________________________________________________________________________

Final Summary Evaluation

Student ____________________________________________ Date ____/_____/_____

Field Site Supervisor ____________________________________ Date ____/_____/_____

University Supervisor/Coordinator _______________________ Date ____/_____/_____

Revised 6/2023
Appendix I: UCSB Fieldwork and Internship Portfolio

General Overview

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

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

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

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

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

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

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

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

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

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

**Practices that Permeate All Services**
- Data-Based Decision-Making
- Consultation and Collaboration

**Direct Services – Student Level**
- Academic Interventions and Instructional Supports
- Mental and Behavioral Health Services and Interventions

**Indirect Services – System Level**
- School-Wide Practices to Promote Learning
- Services to Promote Safe and Supportive Schools
- Family, School, and Community Collaboration
Foundations of Service Delivery

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

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

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

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

Your portfolio is due to your advisor by April 30th and constitutes part of your annual review.
Year Two & Internship Requirements

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

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

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

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

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

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

D. Signature Assignments. Complete the required signature assignments.

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

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

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

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

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

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

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

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

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

YEAR 1

- **Begin File** in Credential Advising Office (ED 4102). Check with the credential analyst now, frequently, and often.

- **Your Basic Skills Requirement, Certificate of Clearance, TB Clearance, and award of Bachelor's Degree from a regionally accredited institution must be on file.** Verification must be provided to the school psychology faculty when seeking signatures for approval of the petition.

- **Complete Year-1 Course Work and Portfolio Meeting During Your Annual Review**

YEAR 2

- **Complete Year-2 Course Work and Portfolio Meeting during Your Annual Review on Friday of Week 10 during CNCSP 274F**

- **Fall: Register for and take the NCSP Praxis National Examination** just prior to starting year 3. You must report test scores to UCSB. You may take and pass the PRAXIS examination as late as March of your internship year in order to earn your credential in June. However, it is advised that you take the exam earlier in case you need to re-take the exam to earn a passing score.

- **Spring: File petition for the Masters of Education (M.Ed.) degree** early in the Spring or Summer quarters.

Pre-Internship Year

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

Internship Year

- **Fall - Spring: Enrollment.** You will enroll in 4 units of CNCSP 279A and 4 unites of CNCSP 275 to support your work in the Internship each quarter.

- **Apply for your School Psychology Credential.** You will be contacted by the Credential Office to complete an application for a [Clear Pupil Personnel Services Credential](#). Your credential will be awarded on the last day of your Internship. The CTC will email you a link asking that you complete the recommendation and pay the fee. (Fees range from $50-$100 depending on whether a fee credit from your certificate of clearance is still available)

- **Complete Final Portfolio and Credential Review with School Psychology core faculty.** Portfolio dates and times are set for late May or early June upon completion of internship.

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

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

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

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

Note: For the consultation project, the student must calculate an effect size for their intervention. These are helpful websites to assist in the calculation.
http://www.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
- Obtain parent feedback

**Final Products:**
- Psychoeducational Report,
- Copy of IEP Goals,
- IEP presentation feedback form

**Required Report Elements:**

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

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<tr>
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<th>Especially</th>
<th>True</th>
<th>False</th>
<th>Especially</th>
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</thead>
<tbody>
<tr>
<td>1.</td>
<td>The school psychology trainee treated me with respect.</td>
<td>True</td>
<td>False</td>
<td>Especially False</td>
<td></td>
</tr>
<tr>
<td>2.</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>3.</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>4.</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>5.</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>
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</table>

**Comments:**

### IEP Preguntas de Crítica

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<th></th>
<th>Especialmente</th>
<th>Cielo</th>
<th>Falso</th>
<th>Especialmente Falso</th>
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<tbody>
<tr>
<td>1.</td>
<td>La aprendiz de psicología escolar me trató con respeto.</td>
<td>Especialmente Cielo</td>
<td>Cielo</td>
<td>Falso</td>
<td>Especialmente Falso</td>
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<tr>
<td>2.</td>
<td>La aprendiz de psicología escolar me hizo sentir como una parte igual del equipo IEP.</td>
<td>Especialmente Cielo</td>
<td>Cielo</td>
<td>Falso</td>
<td>Especialmente Falso</td>
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<tr>
<td>3.</td>
<td>La aprendiz de psicología escolar presentó los resultados de la evaluación en una manera clara.</td>
<td>Especialmente Cielo</td>
<td>Cielo</td>
<td>Falso</td>
<td>Especialmente Falso</td>
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<tr>
<td>4.</td>
<td>La aprendiz de psicología escolar contestó mis preguntas acerca de los resultados de la evaluación.</td>
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<td>Cielo</td>
<td>Falso</td>
<td>Especialmente Falso</td>
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<tr>
<td>5.</td>
<td>El reporte de la aprendiz de psicología escolar se dirigió a las preocupaciones de la remisión.</td>
<td>Especialmente Cielo</td>
<td>Cielo</td>
<td>Falso</td>
<td>Especialmente Falso</td>
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**Comentarios:**
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>Educational History</th>
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<td>Language History</td>
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<td>Observations</td>
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<td>Assessment Results</td>
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<td>Interpretation</td>
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<td>Recommendations</td>
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<td>Goals</td>
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Standards Addressed (primary highlighted)
- Data-based Decision-Making and Accountability
- Consultation and Collaboration
- Interventions and Instructional Support to Develop Academic Skills
- Interventions and Mental Health Services to Develop Social and Life Skills
- Family-School Collaboration Services
- Diversity in Development and Learning
- Legal, Ethical, and Professional Practice
Signature Assignment #2: Consultation

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

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

**Example consultation process (over several meetings)**

1. **Introductions**
   a. Greeting
   b. Purpose of the meeting (provide context)
   c. Definition of the consultant/consultee roles (how do you see consultation/what do you see as role of each participant)

2. **Problem Definition**
   a. Define problem in behavioral terms
   b. Identify antecedent determinants
   c. Identify consequences that may maintain the behavior
   d. Assess other relevant environmental factors

3. **Intervention Development and Selection**
   a. Identify goals
   b. Brainstorm range of possible interventions
   c. Evaluate pros and cons of each intervention
   d. Select intervention from the alternatives generated (it may be that your intervention is to further assess the problem)
   e. Identify all available resources

4. **Closure**
   a. Summarize what transpired
   b. Clarify responsibilities of each party
   c. Decide on next meeting date
Signature Assignment Rating Rubric

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

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

Standards Addressed

- Data-based Decision Making and Accountability
- Consultation and Collaboration
- Pick One
  - Interventions and Instructional Support to Develop Academic Skills
  - Interventions and Mental Health Services to Develop Social and Life Skills
- Preventive and Responsive Services
- Family-School Collaboration Services
- Diversity in Development and Learning
- Research and Program Evaluation
- Legal, Ethical, and Professional Practice
Signature Assignment #3: Law and Ethics

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

**Signature Assignment Rating Rubric**

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

<table>
<thead>
<tr>
<th>An ethical dilemma in school psychology was effectively presented (strong rationale)</th>
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<tbody>
<tr>
<td>NASP and APA ethical standards were reviewed within the context of this dilemma</td>
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<tr>
<td>An ethical decision-making model was applied</td>
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<td>3</td>
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<tr>
<td>The law was referenced and applied</td>
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<td>3</td>
</tr>
<tr>
<td>Conclusions were based on an integrated analysis of law and ethics</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Implications for research and practice are discussed</td>
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**Standards Addressed**
- Legal, Ethical, and Professional Practice
Appendix L: School Psychology Portfolio Review Form

School Psychology Student Portfolio—Evaluation Sheet
Revised 6.7.23

Student Name: ____________________________   Evaluator: __________________________

Year in Program     1    2    Intern   Evaluator Status:    Faculty   Peer

Date: _______________________________________________________________

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

Rating Rubric
Pass = Demonstrates adequate knowledge, skill, and integration of program philosophy and values consistent with competent school psychology practice (year in training considered).
NR (Needs Revision) = Demonstrates minimal competency, and/or lacks integration of program philosophy and values OR insufficient or missing information (year in program considered).

Overall Rating ....................................................................................................................... Pass   NR
Comments/Questions

General Professional Development Information: Ratings and Comments

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

11. Intern Fieldwork Plan .......................................................................................................................... Pass NR N/A

12. Log of Hours (ALL Fieldwork to date) ................................................................................................. Pass NR

13. Met Credential Requirements (Intern-year only) .................................................................................. Pass NR N/A

14. Passed PRAXIS Examination (Intern-year only) .................................................................................. Pass NR N/A

15. Received a peer review and responded to feedback ........................................................................... Pass NR

**Evaluation Forms**

1. First Year Practicum Evaluation ........................................................................................................ Pass NR

2. Second Year Quarterly Evaluations .................................................................................................... Pass NR

3. Internship Year Biennial Evaluations (intern year only) .................................................................. Pass NR

4. All past Portfolio Review forms – faculty and peer ........................................................................... Pass NR

5. Site and Supervisor Evaluations ......................................................................................................... Pass NR

**Training Standards: Ratings and Comments**

1. Data-Based Decision-Making ................................................................................................................ Pass NR

2. Consultation and Collaboration ........................................................................................................... Pass NR

3. Academic Interventions and Supports ................................................................................................ Pass NR

4. Mental and Behavioral Health Services ............................................................................................... Pass NR

5. School-Wide Practices to Promote Learning ....................................................................................... Pass NR

6. Services to Promote Safe and Supportive Schools ......................................................................... Pass NR

7. Family, School, and Community Collaboration .................................................................................. Pass NR

8. Equitable Practices for Diverse Populations ....................................................................................... Pass NR
9. Research and Evidence-Based Practice.......................................................................................... Pass  NR

10. Legal, Ethical, and Professional Practice.................................................................................. Pass  NR
Year Two Signature Assignments

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

#1 Psychoeducational Assessment
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Comments:

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

Comments:

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

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

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

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

Start of Block: Default Question Block

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

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

Thanks you in advance for completing this survey.

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

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

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

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

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

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

Q2 Name of Supervisee


Q3 Name of Supervisor


Revised 6/2023
Q4 License/Credential of Supervisor

___________________________________________________________

Q5 Fieldwork Site

___________________________________________________________

---
Q6 Academic Quarter

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

Q7 Year

- 2022 (7)
- 2023 (8)
- 2024 (9)
- 2025 (10)
- 2026 (11)
- 2027 (12)
- 2028 (13)
- 2029 (14)
- 2030 (15)
- 2031 (16)
- 2032 (17)
- 2033 (18)
- 2034 (19)
<table>
<thead>
<tr>
<th>Q9 INTERVENTION</th>
<th>Remediation Needed (1)</th>
<th>Still in Development (2)</th>
<th>Expected Level of Competence (3)</th>
<th>Competence Fully Developed (4)</th>
<th>N/A (5)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>L. Professional Relationships</strong> (develops strong professional relationships)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>M. Assessment Skills</strong> (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)</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td><strong>N. Case Conceptualization/Diagnostic Skills</strong> (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></td>
<td></td>
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<tr>
<td><strong>O. Intervention Skills</strong> (empirically-based decisions were made about the delivery of services; implemented evidence-based interventions to achieve student/client goals)</td>
<td></td>
<td></td>
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</tr>
<tr>
<td><strong>P. Crisis Management</strong> (recognized and handled clinical crises and emergencies in a professional manner)</td>
<td></td>
<td></td>
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</tr>
<tr>
<td><strong>Q. Intervention Monitoring</strong> (demonstrated ability to measure student/client progress and accomplishments; systematically collected data; evaluated the effectiveness of the interventions implemented)</td>
<td></td>
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</tr>
<tr>
<td><strong>R. Consultation Skills</strong> (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><strong>S. Program Development Skills</strong> (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>A. Professional Responsibility</td>
<td>Remediation Needed (1)</td>
<td>Still in Development (2)</td>
<td>Expected Level of Competence (3)</td>
<td>Competence Fully Developed (4)</td>
<td>N/A (5)</td>
</tr>
<tr>
<td>--------------------------------</td>
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</tr>
<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>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>B. Self-Presentation</th>
<th>Remediation Needed (1)</th>
<th>Still in Development (2)</th>
<th>Expected Level of Competence (3)</th>
<th>Competence Fully Developed (4)</th>
<th>N/A (5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>(presented self in a professional manner through physical appearance/dress, composure, organization, and desire to help)</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>C. Management of Personal Issues in a Professional Manner</th>
<th>Remediation Needed (1)</th>
<th>Still in Development (2)</th>
<th>Expected Level of Competence (3)</th>
<th>Competence Fully Developed (4)</th>
<th>N/A (5)</th>
</tr>
</thead>
<tbody>
<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>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>D. Agency Involvement</th>
<th>Remediation Needed (1)</th>
<th>Still in Development (2)</th>
<th>Expected Level of Competence (3)</th>
<th>Competence Fully Developed (4)</th>
<th>N/A (5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>(attended and actively participated in staff meetings and conferences; fulfilled administrative responsibilities)</td>
<td></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>E. Supervisory Involvement</th>
<th>Remediation Needed (1)</th>
<th>Still in Development (2)</th>
<th>Expected Level of Competence (3)</th>
<th>Competence Fully Developed (4)</th>
<th>N/A (5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>(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>
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<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>F. Knowledge Base</th>
<th>Remediation Needed (1)</th>
<th>Still in Development (2)</th>
<th>Expected Level of Competence (3)</th>
<th>Competence Fully Developed (4)</th>
<th>N/A (5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>(demonstrated good understanding of theories and research in psychology, human development, counseling/psychotherapy, and psychopathology)</td>
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</table>

<table>
<thead>
<tr>
<th>G. Ethical Knowledge &amp; Practice</th>
<th>Remediation Needed (1)</th>
<th>Still in Development (2)</th>
<th>Expected Level of Competence (3)</th>
<th>Competence Fully Developed (4)</th>
<th>N/A (5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>(demonstrated understanding of ethical principles; showed awareness of ethical dilemmas as they occurred; conformed to ethical principles in professional work and practice)</td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>H. Knowledge of Diversity Issues and Practices with Cultural Competence</th>
<th>Remediation Needed (1)</th>
<th>Still in Development (2)</th>
<th>Expected Level of Competence (3)</th>
<th>Competence Fully Developed (4)</th>
<th>N/A (5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>(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)</td>
<td></td>
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</table>

<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 (1)</th>
<th>Still in Development (2)</th>
<th>Expected Level of Competence (3)</th>
<th>Competence Fully Developed (4)</th>
<th>N/A (5)</th>
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<table>
<thead>
<tr>
<th>J. Written Communication Skills</th>
<th>Remediation Needed (1)</th>
<th>Still in Development (2)</th>
<th>Expected Level of Competence (3)</th>
<th>Competence Fully Developed (4)</th>
<th>N/A (5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>(showed ability to write clearly in a professional style that is clear, succinct, and devoid of unnecessary jargon)</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>K. Oral Communication Skills</th>
<th>Remediation Needed (1)</th>
<th>Still in Development (2)</th>
<th>Expected Level of Competence (3)</th>
<th>Competence Fully Developed (4)</th>
<th>N/A (5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>(showed ability to use oral language to communicate effectively with clients, supervisors, and colleagues)</td>
<td></td>
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</tbody>
</table>

Q13 SCHOOL PSYCHOLOGY STANDARDS
<table>
<thead>
<tr>
<th>Remediation Needed (1)</th>
<th>Still in Development (2)</th>
<th>Expected Level of Competence (3)</th>
<th>Competence Fully Developed (4)</th>
<th>N/A (5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>AA.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>BB.</td>
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<tr>
<td>CC.</td>
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<tr>
<td>DD.</td>
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<tr>
<td>EE.</td>
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<td>FF.</td>
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<td>GG.</td>
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<td>HH.</td>
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<tr>
<td>II.</td>
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<td></td>
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</tr>
<tr>
<td>JJ.</td>
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<tr>
<td>KK.</td>
<td></td>
<td></td>
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<tr>
<td>LL.</td>
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<td></td>
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<tr>
<td>MM.</td>
<td></td>
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<tr>
<td>NN.</td>
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<tr>
<td>OO.</td>
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<td></td>
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<tr>
<td>PP.</td>
<td></td>
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</tr>
</tbody>
</table>
QQ. Demonstrated knowledge of family influences on student’s development, learning, and behavior. (14)

RR. Worked effectively with families. (16)

SS. Demonstrated knowledge of various influences on development and learning. (24)

TT. Effectively evaluated research and translated it into practice. (17)

UU. Gathered and used research to inform service delivery. (18)

VV. Demonstrated knowledge of various influences on development and learning. (19)

WW. Demonstrated skills needed to work with diverse students. (21)

XX. Implemented strategies based on the student’s individual characteristics, strengths, and needs. (22)

YY. Participated in the facilitation of policies and practices that promote safe and supportive learning environments. (23)

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

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

☐ Yes, this student is making expected progress (1)

☐ The student is making marginal progress (Adequate, but with concerns) (2)

☐ No, this student is not making expected progress (3)
Q15 Please comment below on the student’s particular STRENGTHS.

________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________

Q16 Please comment below on AREAS FOR GROWTH.

________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________

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

________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________

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

  O Yes  (1)

  O No   (2)
Q18 I verify that the above information is accurate to the best of my knowledge.

☐ Print Name: (1) ________________________________

☐ Date: (2) ________________________________

Q19
At the completion of this evaluation, you will be redirected to a summary of your results. Click on the red Adobe icon in the right corner of your results to download the evaluation as a PDF. Please be sure to review these results with your supervisee, and send a copy to your supervisee after you have reviewed.

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

Thank you for completing this evaluation.

End of Block: Default Question Block
Appendix N: Research Festival Evaluation Form

University of California
Counseling, Clinical and School Psychology Department

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

Student’s Name: _____________   Year in Program: _____________
Quarter/year: __________________
Second Year Project being presented/Title: _______________________________

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

0=unsatisfactory  1 = satisfactory

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

1. Student identified an area of study that has relevance to professional psychology and in which a meaningful contribution can be made _______
   Notes:

2. Student placed the study in the context of previous work in the area _______
   Notes:

3. Hypotheses / research questions were appropriate and clearly articulated _______
   Notes: Very clear and good justification provided.

4. Student made a clear argument for the need to conduct research on the student’s proposal _______
   Notes:

5. Student provided rationale for research and approach method chosen and described in detail the procedures for the study _______
   Notes:

6. Data collection was in accordance with APA’s ethical Principles and Code of Conduct for Psychologists _______
   Notes:
7. Data collection was in accordance with IRB guidelines ______
   Notes:

8. Multicultural and individual difference considerations were attended to and described in this project/presentation ______
   Notes:

9. Student demonstrated an ability to professionally present scholarly findings and articulately answer questions ______
   Notes:

**Overall Evaluation:**

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

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

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

Printed Name:

Signature:

Date:
Appendix O: CCSP Procedures for Dissertation Meetings with Public Attendees

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

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

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

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

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

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

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

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

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

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

**Reviewing and Scheduling:**

1. Faculty are on a 9-month contract for the academic year (Fall, Winter, and Spring), so students need to plan to have all drafts for any milestone reviewed within the ~September 15 to ~June 15 academic year, not the summer. Students may choose to work on milestones in the summer, but timeline expectations cannot include having faculty review drafts in the summer or having your committee meet outside of the academic year.

2. Similar restrictions apply to expectations about reading drafts and holding meetings during university breaks (e.g., winter holidays, Thanksgiving, spring break).

3. Faculty will always aim to return your drafts within two weeks of when they are received, but that is not always possible due to external factors (e.g., grant deadlines, multiple students requesting draft reviews simultaneously, etc.). So, discuss your timeline with your advisor in advance and build in extra time, as needed.

4. A student’s ability to have a milestone completed within any given quarter depends on the timing of submission and revision for all prerequisite drafts, not just when the first draft is submitted. That said, any student who wants to hold a dissertation proposal or dissertation defense meeting in a given quarter should plan to submit a full draft to their advisor by the beginning of that quarter. NO DISSERTATION PROPOSAL OR DEFENSE MEETINGS CAN BE SCHEDULED UNTIL A FULL DRAFT IS SUBMITTED AND PRELIMINARILY APPROVED BY THE FACULTY ADVISOR, PENDING THE DRAFT AND FEEDBACK PROCESS OUTLINED BELOW. Here is a sample schedule to illustrate this with a dissertation in spring quarter:

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

*Definition of defense: the student has submitted a full draft to their advisor and the advisor has not yet returned feedback on the draft.
*Not all students are ready to defend on the 3rd draft, it depends on the quality of the first two drafts, if all revisions were made, etc. So, again, a first draft by April 1st does not guarantee a meeting by the end of the academic year.

5. If students want to accelerate a timeline to a deadline, they should plan to accelerate the timeline related to the response to faculty feedback, not expect the faculty to accelerate reviews of drafts.

6. All timelines assume the submission of complete drafts, not partial drafts (e.g., everything but the Discussion section)

7. The expectation is that the student’s faculty advisor (e.g., committee Chair) will have reviewed two complete drafts of any document and determine that the products are ready for a defense/exam at least two weeks prior to any scheduled defense or exam meeting. No meeting can be scheduled until the faculty advisor has reviewed a full draft and feels it is reasonable to expect the document will be ready following the timeline outlined above by the end of that academic quarter. In most cases, dissertation proposal and defense meetings will be scheduled during the finals week of the academic quarter.

8. Qualifying exams include the review of three or four papers depending on your program, some of which your faculty member reviews drafts with you (e.g., ethics and 2nd year research project) prior to your exam date. Students should adhere to program guidelines and timelines for the completion of each paper. All papers need to be finalized and sent to the qualifying exam committee for review at least two weeks prior to the scheduled oral defense date. Qualifying exams should be scheduled at the beginning of the quarter that the student wants to hold their oral exams. In most cases, these oral exams will be scheduled during finals week of that academic quarter.
Appendix Q: Qualitative Exams and Dissertation Evaluation Form

Qualitative Exams and Dissertation Evaluation Form
(To be filled out by Committee Members at event)

3 = Pass – Consistently good quality, meets expectations
2 = Revise – Inconsistent quality, shows evidence of ability to meet expectations
1 = No Pass– Consistently poor quality, shows evidence of need for remedial training to gain additional skills
NA = Not applicable for this program requirement

Milestone to be Evaluated (circle one):
Qualifying Exams    Dissertation Proposal    Dissertation Defense

Date of Event: ___________________

If Dissertation, Title of Dissertation:
____________________________________________________

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

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

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

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

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

Remediation Necessary? Y or N

Overall Evaluation

1. Global rating of performance on specified program requirement: ______
Doctoral Chair _________________________ _____________________________
(print name) (signature)

Committee Members _________________________ _____________________________
(print name) (signature)

______________________________________________
(print name) (signature)

Student signature * _________________________ Date _________________________
* My signature on this form indicates only that these results have been shared with me.
Appendix R: Change of Advisor Form

NOTICE OF CHANGE OF ADVISOR

STUDENT’S NAME __________________________ DATE __________

I request that my Faculty Advisor be changed

From: ________________________________

To: ________________________________

STUDENT’S SIGNATURE ________________ NEW FACULTY ADVISOR’S SIGNATURE ________________

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

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

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

Revised 1/14/14
Appendix S: APA, NASP, and CCTC Standards Crosswalk
<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>
| Academic Skills | CNCSP 274F The School Psychologist as the Intervention Consultant  
                 | CNCSP 274I Fundamentals of Supervision  
<pre><code>             | CNCSP 275 Internship |
</code></pre>
<p>| 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, &amp; Youth Development  CNCSP 256 Behavioral Assessment and Intervention  CNCSP 227 Social and Cultural Bases of Diversity  CNCSP 274F The School Psychologist as the Intervention Consultant  CNCSP 274G School-Based Mental Health Theories and Interventions  CNCSP 275 Internship |</p>
<table>
<thead>
<tr>
<th>6 Services to Promote Safe and Supportive Schools</th>
<th>SPPE 6: School-wide Practices to Promote Behavioral and Mental Health</th>
<th>13: Effective interventions</th>
<th>Goal #6: Preventive and Responsive Services</th>
<th>CNCSP 274D Assessment and Data-Based Decision Making in the Schools</th>
<th>CNCSP 291C Family and School Violence</th>
<th>CNCSP 274E Ethics, Diversity, &amp; Specialized Assessment and Intervention</th>
<th>CNCSP 292 Resiliency, Strengths, &amp; Youth Development</th>
<th>CNCSP 262B School-Based Mental Health</th>
<th>CNCSP274C School Discipline and Alternative Schooling or CNCSP 274I Advanced Fieldwork: General</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 School-Wide Practices to Promote Learning</td>
<td>SPPE 5: Direct and Indirect Services – Schoolwide Practices to Promote Learning</td>
<td>13: Effective intervention</td>
<td>Goal #5: School-Wide Practices to Promote Learning</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. 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.</td>
<td>CNCSP 292 Resiliency, Strengths, &amp; Youth Development</td>
<td>CNCSP274C School Discipline and Alternative Schooling or CNCSP 274H Advancing Science &amp; Practice to Support Diverse Students</td>
<td>CNCSP 274B Issues in Student Services</td>
<td>CNCSP 275 Internship</td>
<td></td>
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<td></td>
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<td></td>
<td>CNCSP 275 Internship</td>
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</table>

Revised 6/2023
Appendix T: Key Faculty and Staff

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

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

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

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

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

Student Affairs Office (Sam Rifkin)
The Student Affairs Office serves as a liaison between the Graduate Division and the students of the Graduate School of Education. Policies and procedures regarding admission, registration, leaves of absence, change of status, and completion of degrees are interpreted and shared with the students by the Academic Advisor. This office maintains all student records pertinent to applications, enrollment, and eventual graduation. The SAO serves as a resource person to both faculty and students. Students and faculty are welcome to contact the SAO regarding matters pertinent to degree progress. This office also maintains student records pertinent to applications for the credential. Each student is responsible to contact this office for assistance with taking the CBEST, getting a Certificate of Clearance, a Certificate
of Health, and submitting Credential Applications. SAO staff members meet with students as needed to facilitate the advising process. All students must work with the SAO to formally enroll in the credential program and to obtain the credentials needed for a paid internship and to practice as a school psychologist.

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

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

Campus Learning Assistance Services (CLAS)
The University offers group workshops and individual support to students who need help with reading, exam-taking, problem-solving, time management, note-taking, writing, and study skills. CLAS offers instructional groups, drop-in tutoring, writing and ESL services, skills workshops and one-on-one consultations. Students are encouraged to visit Campus Learning Assistance Services (CLAS) early and often. CLAS is located on the third floor of the Student Resource Building.

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

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

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

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

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

Food Security
If you are facing any challenges securing food or housing, and believe this may affect your performance in the class, you are urged to meet with a Food Security and Calfresh Advocate, who is aware of the broad variety of resources that UCSB has to offer (see their drop-in hours at food.ucsb.edu).
Appendix V: M.Ed. & Ph.D. Program Alumni 1992-2020

M.Ed. Alumni

1992  John Laughlin (MEd, Assistant Superintendent Special Education; Sonoma County Office of Education)
1992  Judy Greycloud (MEd, Psychologist; Gateway Community School, Camarillo)
1993  Marcy Feldman (MEd, Psychologist; Los Angeles Unified School District)
1993  Guadalupe Morales (MEd, Psychologist; Oxnard Elementary School District)
1993  Rebecca Norton (MEd, school psychologist; Santa Barbara School Districts)
1993  Kristie Schrutchfield (Transferred to Ph.D. Program at Texas A&M)
1994  Lisa Hassan (MEd, Psychologist; Marin County Office of Education)
1994  Vicky Lorelli (MEd, Psychologist; Santa Barbara School Districts)
1995  Patricia Andrejack (MEd, Psychologist)
1996  Melanie West (Psychologist; Manhattan Beach Unified School District)
1996  Sharon Corcoran (Psychologist; San Luis Obispo County Office of Education)
1996  Jessica Muñoz (Psychologist; Paso Robles Unified School District)
1997  Michael Corritone (M.Ed./Credential; Contra Costa County Office of Education)
1997  Elizabeth Couto (M.Ed./Credential; school psychologist, Merced Union High School District)
1998  Jennifer Kelly (M.Ed./Credential; school psychologist, Oceanside Unified School District)
1998  Elizabeth Laurie (M.Ed./Credential, LEP, NCSP, school psychologist, SB County Schools, Lecturer, UCSB)
1999  Robert Ngan (MEd/Credential, school psychologist, Los Angeles Unified School District)
2000  Monette Tijerina (M.Ed./Credential, school psychologist, Santa Barbara School Districts)
2001  Cheri Barkhau (school psychologist, Bay Area)
2001  Berkeley Bowers (school psychologist, San Diego)
2001  Meredith Karp (school psychologist, Santa Monica/Malibu USD)
2001  Alexis Zavaleta (school psychologist, Los Angeles USD)
2001  Mari Minjarez Baptista (Special Education Coordinator, Santa Barbara County Education Office)
2002  Joanna Cheng (MED, school psychologist, Montclair USD)
2002  Sandra Luhren (MED, school psychologist, Escondido)
2002  Kim Grant (school psychologist, Goleta Union School District)
2003  Matt Harstock (school psychologist, Bay area)
2003  Fiona Wu (school psychologist, San Jose)
2004  Lisa Jai (MED, LAUSD)
2004  Zarah DeVera (MED, Oakland USD)
2004  Amy Decrescenzo (MED, Maryland)
2004  Elana Hamovitch (MED, San Diego)
2004  Jennifer Kang (MED, Orange County)
2004  Amy Spurrier (MED, Ventura County)
2004  Sabrina Rhee (ABD, school psychologist, Portland)
2005  Paul Lozano (MED, school psychologist, Santa Barbara School Districts)
2005  Grace St Jean (MED, Oceanside USD)
2006  Natasha Carter (MED, Denver Public Schools)
2006  Nicole Donovan (MED, School Psychologist, NY)
2006  Denise Perez, (MED, School Psychologist, CA)
2006  Catherine Taylor, (MED, School Psychologist)
2006  Alicia Soliz, (MED)
2007  Lauren Adamek (MED)
2007  Tracy Cortichiatto (MED)
2007  Andrew Long (MED)
2007  Lee Menken (MED)
2007  Sarah Sweeney (MED)
2008  Chau (Tran) Goel (MED, San Francisco)
2008  Christina Ibarbia (MED, Oxnard)
2009  Allison (Lee) Staton (MED, Fulsom)
2009  Heather Malone (MED, Ojai)
2009  Sunny Crandell (MED, Santa Barbara City College)
2009  Yasmin Chacko (MED, Redwood City)
2010  Santiago Cardenas (MED, SB County)
2010  Lizbeth Chavez-Lopez (MED, SB County)
2010  Elizabeth Norris (MED, LAUSD)
2010  Laura Sass (MED, Prince George’s County Public School System)
2011  Zhanna Shekhtmeyster (MED, School Psychologist, Santa Monica Malibu School District)
2011  Kaitlyn Bathel (MED, Santa Maria Bonita School District, Adjunct Faculty Antioch University)
2012  Renee Singh (MED, School Psychologist, Pasadena)
2012  Amanda Fox (MED, School Psychologist, Goleta Union School District)
2012  Karina Ortega (MED, School Psychologist, Escondido)
2012  Kymberly Ozbirn (Doane; MEd, School Psychologist, Santa Barbara Unified School District)
2012  Rachel Yu (MED, School Psychologist, Cupertino Union School District)
2013  Megan Potter (MED, School Psychologist, Hope School District)
2013  Erin Prothro (MED; School Psychologist)
2013  Nelly Rivera (MED; School Psychologist, California)
2013  Jennifer Schell (MED; School Psychologist, San Diego Unified School District)
2014  Amy Gillespie (MED; School Psychologist, Ventura Unified School District)
2015  Misty Brewer (MED; School Psychologist, Goleta Union School District)
2015  Chris Schiedel (MED; School Psychologist, City of Burlington Public Schools, Burlington, New Jersey)
2015  Charlene Mangi (MED; School Psychologist, Manchester Community Schools, Manchester, Michigan)
2015  Gizelle Orellana (MED; School Psychologist, Garden Grove Unified School District)
2016  Carrie May (MED; School Psychologist, Lancaster School District)
2016  Rebecca Parker (MED; School Psychologist, Los Angeles Unified School District)
2016  Allison McFarland (MED; School Psychologist, Los Angeles Unified School District)
2017  Sarah Babcock (MED; School Psychologist, Sequoia Union High School District)

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

Revised 6/2023
2005  Emily Fisher (Ph.D; Professor, Loyola-Marymount University) - 20/20 Doctoral Scholar
2005  Amber Kaufman (PhD, Western Psychological Services)
2007  Megan (Brown) DeCristofooro (PHD, private practice, NJ)
2007  Kelly Graydon. Kennedy (PHD, Associate Professor and Associate Dean for Graduate Programs, Chapman University) - 20/20 Doctoral Scholar
2007  Blanca Orellana (PHD, Supervising Psychologist, UCLA Semel institute for Neuroscience and Human Behavior)
2007  Mabel Gonzalez (PhD)
2007  Megan Redding Allen (PhD, Children’s Health Council, Palo Alto, CA)
2009  Sarah Fletcher (PHD, Postdoctoral Fellow; Children’s Health Council)
2009  Mary (Skokut) Patterson (PhD, Licensed Educational Psychologist; Santa Barbara County)
2010  Diane Tanigawa (PhD, School Psychologist, Los Angeles USD)
2010  Amy Jane Griffiths (Assistant Professor, Chapman University & UC Irvine) - 20/20 Doctoral Scholar
2010  Rene Staskal (PhD, school psychologist, Wisconsin)
2011  Elena Lilles (PhD, Associate Professor, Lewis and Clark) - 20/20 Doctoral Scholar
2011  Camille Jones (PhD; Adjunct Professor, Loyola Marymount University) - 20/20 Doctoral Scholar
2011  Kristin Ritchey (PhD); School Psychologist, Santa Maria)
2011  Tyler Renshaw (PhD, Associate Professor, Utah State University) - 20/20 Doctoral Scholar
2011  James Earhart (PhD; Adjunct Professor at the University of Southern California) - 20/20 Doctoral Scholar
2011  Katie Eklund (PhD, Associate Professor, University of Wisconsin-Madison) - 20/20 Doctoral Scholar
2011  Shelley Hart (PhD, Associate Professor, Chico State University; Research Associate, Johns Hopkins) - 20/20 Doctoral Scholar
2011  Meagan O'Malley (PhD, Associate Professor, California State University, Sacramento)-20/20 Doctoral Scholar
2011  Amber Walz (SPEDR PhD, School Psychologist, Santa Maria)
2012  Sofie Beem Hay (PhD, Assistant Director, non-profit education foundation)
2012  Elina Saeki (PhD, Assistant Professor, California State University Los Angeles) - 20/20 Doctoral Scholar
2012  Lindsey O’Brennan (PhD, Licensed Psychologist, Owner, Morningstar Wellness)
2012  Kristen Sullivan (PhD, Clinical Psychologist)
2012  Jennifer Twyford (PhD, Associate Professor, Cal Lutheran) - 20/20 Doctoral Scholar
2012  Jenna (Chin) Ouye (PhD; School Psychologist, Del Rey Elementary School, Orinda Union School District)
2012  Won-Fong Lau (PhD; Clinical Assistant Professor and Director of Training, University of Washington) - 20/20 Doctoral Scholar
2013  Victoria Gonzalez-Hardy (PhD, Adjunct Professor, UC Santa Barbara) - 20/20 Doctoral Scholar
2013  Anmary Shenouda Abdou (PhD; Assistant Professor, Chapman University) - 20/20 Doctoral Scholar
2013  Skye Stifel (PhD, SP, Ventura Unified & Adjunct Professor at Loyola Marymount, Cal Lu, and UCSB) - 20/20 Doctoral Scholar
2014  Matthew Ruderman (PhD; Research and Program Development Manager, UCLA Ties for Families) - 20/20 Doctoral Scholar
2014  Jacqueline Brown (PhD, Associate Professor, University of Montana) – 20/20 Doctoral Scholar
2015  Reza Schahroozi (PhD, Adjunct Professor at California State University, Long Beach; School Psychologist, Glendale Unified) – 20/20 Doctoral Scholar
2015  Jennica (Rebelez) Paz (PhD, Assistant Professor at San Diego State University)– 20/20 Doctoral Scholar
2015  Courtney Bolton (PhD., Private Practice, Tennessee)
2016  Ashley Mayworm (PhD, Assistant Professor at Loyola University Chicago) - 20/20 Doctoral Scholar
2016  Eui Kim (PhD, Assistant Professor, UC Riverside) - 20/20 Doctoral Scholar
2016  Rachel Stein (PhD, Assistant Professor, University Colorado, Denver) - 20/20 Doctoral Scholar
2016  Kezia Gopaul-Knights (PhD, Assistant Professor, CSU Los Angeles) - 20/20 Doctoral Scholar
2017  Aaron Haddock (PhD, Associate Professor of Practice, Department of Psychology, Clark University) - 20/20 Doctoral Scholar
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, School Psychologist, Dublin City Schools, Dublin, Ohio)
2018  Danielle Dougherty (PhD, School Psychologist, Loudoun County Public Schools)
2018  Stephanie Moore (PHD, Assistant Professor, UC Riverside) - **20/20 Doctoral Scholar**
2019  Allie Wroblewski (PhD, Postdoctoral Fellow in Pediatric Psychology, Boston Children’s Hospital/Harvard Medical School)
2019  Kelly Edyburn (PhD, Assistant Professor, Loyola University Chicago) - **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) - **20/20 Doctoral Scholar**
2020  Agustina Bertone (PhD, Postdoctoral Fellow, UCLA Nathanson Family Resiliency Center)