



School Psychology Program
University of California, Santa Barbara

**Appendices for the
Handbook for M.Ed. 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 2025 and Subsequent Years

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Appendix A: M.Ed. in School Psychology Course Planning Guide

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

Fall (year1)	Winter	Spring
CNCSP 201 Research Foundations of School Psych (4 units)	CNCSP 257B Psychoeducational Assessment (4 units)	CNCSP 256 Behavioral, Social, and Emotional Assessment (4 units)
CNCSP 250 Cognitive Assess (4 units)	CNCSP 274B First Year Induction (4 units)	CNCSP 274C First Year Induction (4 units)
CNCSP 274A First Year Induction (4 units)	CNCSP 262B School Mental Health (4 units)	CNCSP 226 Diversity, Equity, and Social Justice (4 units)
		<i>Year 1 Student Portfolio Due</i>
12 units	12 units	12 units

Fall (year 2*)	Winter	Spring
CNCSP 220 Human Development (4 units)	CNCSP 223 Dev Psychopathology (4 units)	CNCSP 291C Family & School Violence (4 units)
CNCSP 253: School-Based Assessment and Intervention for CLD Students (4 units)	CNCSP 262C Counseling Children/ Families (4 units)	CNCSP 292 Resiliency, Strengths, and Youth Dev (4 units)
CNCSP 274D Contemporary Iss in Stdnt Service: SP Practicum (4 units)	CNCSP 274E Ethics, Diversity, & Specialized Assessment: SP Practicum (4 units)	CNCSP 274F The School Psychologist as the Intervention Consultant: SP Practicum (4 units)
CNCSP 597 Ind Study for Comp Exams (2 units)	CNCSP 597 Ind Study for Comp Exams (2 units)	CNCSP 597 Ind Study for Comp Exams (4 units)
<i>Submit internship applications</i>	<i>Internship interviews</i>	<i>Year 2 Student Portfolio Due</i>
14 units	14 units	16 units

Fall (year 3)	Winter	Spring
CNCSP 275 School Psych Internship ** (6 units)	CNCSP 275 School Psych Internship ** (6 units)	CNCSP 275 School Psych Internship ** (6 units)
		<i>Final Portfolio Due</i>
6 units	6 units	6 units

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

**To be eligible for in absentia status and an 80% reduction in tuition for full-time enrollment, students are advised for enroll for 8 units of CNCSP 275 instead of 6 units.

Note: This Anticipated Course Sequence includes all courses required for both the M.Ed. degree requirements and the credential requirements. Therefore, although the M.Ed. Degree lists only 52.0 credit units, successful completion of the program for credentialing as a school psychologist requires obtaining a minimum of 99.0 credit units as listed above.

Optional Course Planning Guide – Bilingual Specialization Track

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

Fall (year1)	Winter	Spring
CNCSP 201 Research Foundations of School Psych (4 units)	CNCSP 257B Psychoeducational Assessment (4 units)	CNCSP 256 Behavioral, Social, and Emotional Assessment (4 units)
CNCSP 250 Cognitive Assess (4 units)	CNCSP 274B First Year Induction (4 units)	CNCSP 274C First Year Induction (4 units)
CNCSP 274A First Year Induction (4 units)	CNCSP 262B School Mental Health (4 units)	CNCSP 226 Diversity, Equity, and Social Justice (4 units)
ED 381 Teaching Strategies for Bilingual / Cross-Cultural Education (4 units)		<i>Year 1 BSP Student Portfolio Due</i>
16 units	12 units	12 units

Fall (year 2*)	Winter	Spring
CNCSP 220 Human Development (4 units)	CNCSP 223 Dev Psychopathology (4 units)	CNCSP 291C Family & School Violence (4 units)
CNCSP 253: School-Based Assessment and Intervention for CLD Students (4 units)	CNCSP 262C Counseling Children/ Families (4 units)	CNCSP 292 Resiliency, Strengths, and Youth Dev (4 units)
CNCSP 274D Contemporary Iss in Stdnt Service: SP Practicum (4 units)*	CNCSP 274E Ethics, Diversity, & Specialized Assessment: SP Practicum (4 units)	CNCSP 274F The School Psychologist as the Intervention Consultant: SP Practicum (4 units)
CNCSP 597 Ind Study for Comp Exams (2 units)	CNCSP 597 Ind Study for Comp Exams (2 units)	CNCSP 597 Ind Study for Comp Exams (4 units)
<i>Submit internship applications</i>	<i>Internship interviews</i>	<i>Year 2 BSP Student Portfolio Due</i>
14 units	14 units	16 units

Fall (year 3)	Winter	Spring
CNCSP 275 School Psych Internship ** (6 units)	CNCSP 275 School Psych Internship ** (6 units)	CNCSP 275 School Psych Internship ** (6 units)
		<i>Final BSP Portfolio Due</i>
6 units	6 units	6 units

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

**To be eligible for in absentia status and an 80% reduction in tuition for full-time enrollment, students are advised for enroll for 8 units of CNCSP 275 instead of 6 units.

Note: This Anticipated Course Sequence includes all courses required for both the M.Ed. degree requirements and the credential requirements. Therefore, although the M.Ed. Degree lists only 52.0 credit units, successful completion of the program for credentialing as a school psychologist requires obtaining a minimum of 99.0 credit units as listed above.

Appendix B: M.Ed. Student Planned Program of Study Form

The Planned Program of Study form is a document that lists all of the courses that students must take to complete the M.Ed. in School Psychology program.

A Planned Program of Study form should be completed by the student in collaboration with their program advisor. The form should be signed by the student and program advisor.

It is recommended that the program of study be completed by the end of the first semester after the student's admission to the program, or, before 12 hours of graduate coursework have been completed, whichever occurs first.

General Master's Degree Student Policies (Adapted
from [UCSB Graduate Catalog](#))

Degree Time Limit

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

Scholarship

The minimum grade-point average required for the award of a master's 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.

Planned Program of Study for M.Ed. in School Psychology Program (M.Ed. + Credential)

Name:			Date:		
Address:			Student ID#:		
Street #:		Apt #:		Phone #:	
City:		State:	Zip:		
Plan (Select One):	<input type="checkbox"/> New	<input type="checkbox"/> Revised			

Email Address:

Program Area: School Psychology, M.Ed.

Dept & Course #	Title of Course	Approved Transfer Course & Institution	Credit Hours	Year / Quarter	Grade Rcv'd
	M.Ed. Courses				
CNCSP 250	Cognitive Assessment		4		
CNCSP 257B	Psychoeducational Assessment		4		
CNCSP 262B	School Mental Health		4		
CNCSP 256	Behavioral, Social, and Emotional Assessment		4		
CNCSP 226	Understanding Diversity, Equity, and Social Justice		4		
CNCSP 274 D	Assessment and Data-Based Decision Making in the Schools: School Psychology Practicum		4		
CNCSP 220	Human Development		4		
CNCSP 274E	Ethics, Diversity, & Specialized Assessment & Intervention: School Psychology Practicum		4		
CNCSP 223	Psychopathology		4		
CNCSP 262C	Counseling Children and Families		4		
CNCSP 274F	The School Psychologist as the Intervention Consultant: School Psychology Practicum		4		
CNCSP 291 C	Family and School Violence		4		
CNCSP 292	Resiliency, Strengths, and Youth Development		4		
	Total Credit Hours towards M.Ed.		52		
	Credential Courses				
CNCSP 274A	First Year Induction		4		
CNCSP 201	Research Foundations of School Psychology		4		
CNCSP 253	School-Based Assessment and Intervention for CLD Students		4		
CNCSP 274B	First Year Induction		4		
CNCSP 274C	First Year Induction		4		
CNCSP 271A	Practicum		1		
CNCSP 597	Independent Study for Comprehensive Exams (Portfolio Review)		8		

CNCSP 275	School Psychology Internship		18		
	Total Credit Hours for Credential		47		
	Total Credit Hours for M.Ed. + Credential		99		
	State and National Exams—<i>must receive passing scores PRIOR to graduation</i>				
	CBEST				
	Praxis School Psychology				

Required Comprehensive Oral Exam: Students complete the Oral Exam in their 6th Quarter of master’s coursework. Student should contact their program advisor for more information regarding their oral exam.

Course Substitutions: Courses taken in lieu of those listed here must be approved in writing by both the program and the School of Education Graduate Advisor.

Transfer of Courses: Only 8 quarter hours or 2 courses may be transferred from another university and must be approved by the program advisor, the Graduate Advisor, and all other appropriate administrative offices.

Course Currency: At graduation, all credits used to satisfy requirements for the Master’s degree must have been completed within four academic years. It is not guaranteed that courses will be offered by the University at these times; however, efforts will be made to keep the student on track for graduation.

Student Name

Student Signature

Date

Advisor Name

Advisor Signature

Date

Appendix C: 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:
2025-26

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

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

COURSE REQUIREMENTS

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

	PSYCHOLOGICAL ASSESSMENT AND INTERVENTION		
CNCSP 250	Cognitive Assessment	4	
CNCSP 256	Behavioral Assessment	4	
CNCSP 257B	Psychoeducational Assessment	4	
CNCSP 262B	School-Based Mental Health	4	
CNCSP 262C	Counseling Children and Families	4	
CNCSP 274F	The School Psychologist as the Intervention Consultant	4	
	CULTURAL AND INDIVIDUAL DIVERSITY		
CNCSP 226	Understanding Diversity, Advancing Equity and Social Justice	4	

CNCSP 274E	Ethics, Diversity, & Specialized Assessment & Intervention	4	
CNCSP 292	Risk and Resilience	4	

COMPREHENSIVE EXAMINATION / PROJECT
--

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

M.Ed. Committee: Chair: _____ Project Date: _____ (mm/dd/yy)

Member:

Member:

Graduate Advisor: _____

Degree Quarter: _____

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

Master's Form I / COI and committee entered	
ProQuest ID _____ Permission Ltrs uploaded?	
Master's Degree Awarded (mm/dd/yy)	

Appendix D: M.E.d. School Psychology Credential Course Work Sheet

**GGSE SCHOOL PSYCHOLOGY CREDENTIAL COURSE WORK
2025-26**

STUDENT'S NAME

M.Ed. + PPS Route

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

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

CNCSP 262C	Counseling Children and Families	4.0		
CNCSP 271A	Clinic Practicum	4.0		
CNCSP 274A or CNCSP 274G	First Year Induction <i>or</i> Advanced Fieldwork: School-based Mental Health Theories and Interventions	4.0		
CNCSP 274B or CNCSP 274H	First Year Induction <i>or</i> Advanced Fieldwork: Advancing Science and Prac to Support Diverse Students	4.0		
CNCSP 274C or CNCSP 274I	First Year Induction <i>or</i> Advanced Fieldwork: Fundamentals of Supervision	4.0		
CNCSP 274D	Assessment and Data-Based Decision-Making in the Schools: SP Practicum	4.0		
CNCSP 274E	Ethics, Diversity, and Specialized Assessment and Intervention: SP Practicum	4.0		
CNCSP 274F	The School Psychologist as the Intervention Consultant: SP Practicum	4.0		
CNCSP 291C	Family & School Violence	4.0		
CNCSP 292	Resiliency, Strengths, and Youth Development	4.0		
CNCSP 597	Comprehensive Exams	8.0		
CNCSP 275	School Psychology Internship (1,000 School-Based Hours)	18.0		

Appendix E: UCSB Fieldwork and Internship Portfolio

General Overview

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

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

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

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

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. Design your electronic portfolio template.** The portfolio should be an easy-to-navigate electronic document. Students should create their portfolio in an organized file containing all the required elements. PDF portfolio is recommended but not mandatory.
- B. Complete the Professional Development Section.** The first section of the UCSB school psychology portfolio includes the following professional development information that should be developed in the first year and updated/maintained yearly after that.

Vita / Resume

- Transcript** (can download from UCSB Gold) **Statement of Professional Philosophy** **Statement of Professional Goals and Competencies** **Statement of Positionality**

Conference Attendance / Presentations

Make a list of conventions you attended along with the workshops, presentations, and special sessions you attended at each. Superior portfolios will also include reflections or handouts detailing the experience. Include all that you have attended from the start of graduate school. **Workshop**

Attendance / Presentations / University Presentations / Attendance

Make a list of conventions you attended along with the workshops, presentations, and special sessions you attended at each. Superior portfolios will also include reflections or handouts detailing the experience. Include all that you have attended from the start of graduate school.

Membership in Professional Organizations

Include a list of professional organizations along with dates you have been a member. Include any leadership positions or committees.

Documentation of Meeting Credential Requirements

Include the completed Credential Services Office Form with all four requirements completed ([Basic Skills Requirement](#)/CBEST, Certificate of Clearance, TB Clearance, B.A. Degree).

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

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

Practices that Permeate All Services

- Data-Based Decision-Making
- Consultation and Collaboration

Direct Services – Student Level

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

Indirect Services – System Level School-Wide

Practices to Promote Learning Services to

Promote Safe and Supportive Schools Family, School, and Community Collaboration **Foundations of Service Delivery**

- Equitable Practices for Diverse Student Populations

- Research and Evidence-Based Practice Legal, Ethical, and Professional Practice

D. Social-Emotional/Behavioral Intervention. Please include the summative case conceptualization and summary from CNCSP 274C. Specifically, this should include (redacted) the following:

- Counseling case intervention summary
- Summative case conceptualization
- Grading rubric from University supervisor

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

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

G. Evaluation forms. In your portfolio include the following:

- Basic Practicum Evaluation(s)**

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

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

Year Two & Three Requirements

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

B. Update the Professional Development Section. Update/renew each of the professional development elements. Please note: *for Professional Statements, include the Year One version in addition to the updated Year Two version - in the same document - so the two statements can be compared to assess growth. Ditto for Internship Year.* **Vita / Resume**

- Current Transcript** (can download from UCSB Gold)
- Statement of Professional Philosophy** – Include all prior statements (Year One and Year Two, if applicable) and newly updated Year Two/Intern versions – in the same document - so we can assess growth

- Statement of Professional Goals and Competencies-** Include all prior statements (Year One and Year Two, if applicable) and newly updated Year Two/Intern versions – in the same document - so we can assess growth
- Statement of Positionality** - Include all prior statements (Year One and Year Two, if applicable) and newly updated Year Two/Intern versions – in the same document - so we can assess growth
- Conference Attendance / Presentations** (Include all that you have attended from the start of graduate school).
- Workshop Attendance / Presentations / University Presentations / Attendance** (Include all that you have attended from the start of graduate school).
- Membership in Professional Organizations**

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

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

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

D. Signature Assignments. Complete the required signature assignments

E. Behavioral/Social-Emotional and Academic Intervention Cases Studies. During the internship year, interns are required to complete two comprehensive clinical case studies. One is required to be a behavioral/social-emotional intervention case to address a behavioral or mental health concerns affecting a student, and the second is required to be an academic intervention case that addresses an academic skills problem. These should be submitted via Canvas in the Spring quarter of the Internship Year and must include 1) client history and referral concern, 2) specification of the target behavior and associated operational definition, 3) baseline and intervention data, and 4) calculated standardized effect size.

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

F. Log of Hours. You are responsible to keep and include in your portfolio a detailed journal of your hours, including what activities you complete each day in what setting (preschool, elementary, junior high, high school). You must include a category for supervision hours. Include logs of hours from all relevant years in the program.

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

Quarterly Evaluations Internship Year Biennial Evaluations (when applicable) All past Portfolio Review forms – faculty and peer

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

I. PRAXIS-II Score Report (final portfolio). You must include your full PRAXIS-II score report. When you take the exam request a copy be sent to UCSB GGSE and request one for yourself. When your scores are sent to you immediately download a copy for yourself (if you wait, they will charge you money).

Redact your SSN but not your name. You will include a copy in your portfolio.

J. Site and Supervisor Evaluations. You must complete and include year-end evaluations of your fieldwork site AND fieldwork supervisor.

K. Academic and Social-Emotional/Behavioral Intervention Case Studies (Year 3 only).

Complete and include the required case studies from the internship experience. These two case studies should conform to the case study evaluation rubric (see Appendix H).

L. NCSP Paperwork (Year 3 only). Please bring hard copies of your NCSP paperwork to your portfolio meeting so the faculty can sign off on them and you can apply as soon as all other application materials are ready.

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

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

Appendix F: M.Ed. 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: 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.
- Spring: File [petition](#) for the Masters of Education (M.Ed.) degree** early in the Spring quarter before leaving for Internship. Katie Tucciarone will work with you on this.
- Spring: Apply for [Part Time Status](#)** for upcoming Internship Year.

YEAR 3 / Internship Year

- Fall - Spring: Enrollment.** You will enroll in at least 6 units of CNCSP 275 each quarter to support your work in the Internship. Students seeking to qualify for in absentia status should enroll into 8 units of CNCSP 275.
- 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 (Jon Goodwin) is the Chair of your M.Ed. committee. You will still need to complete the portfolio and associated oral examination in order to earn your PPS credential.

Appendix G: Signature Assignments

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

One goal of these assignments is to reflect the breadth and diversity of your skills. Thus, you may not use the same case/student/family for multiple signature assignments. For example, if you select a student for signature assignment #1, this same student may not be the student you use for signature assignment #2. You must also select students 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 your final portfolio. By the end of the Internship experience, you must complete and receive passing scores on all three Signature Assignments.

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

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

<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:

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

IEP Feedback Questions

1. The school psychology trainee treated me with respect.	Especially True	True	False	Especially False
2. The school psychology trainee helped make me feel like an equal part of the IEP team.	Especially True	True	False	Especially False
3. The school psychology trainee presented assessment results in a clear manner.	Especially True	True	False	Especially False

4. The school psychology trainee answered my questions about the assessment results.	Especially True	True	False	Especially False
5. The school psychology trainee report addressed the referral concerns.	Especially True	True	False	Especially False
Comments:				

IEP Preguntas de Crítica

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

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

Standards Addressed (primary highlighted)

- **Data-based Decision-Making and Accountability**

- **Consultation and Collaboration**
- **Interventions and Instructional Support to Develop Academic Skills**
- **Interventions and Mental Health Services to Develop Social and Life Skills**
- **Family-School Collaboration Services**
- **Diversity in Development and Learning**
- **Legal, Ethical, and Professional Practice**

Signature Assignment #2: Consultation

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

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

Example consultation process (over several meetings)

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

- a. Summarize what transpired
- b. Clarify responsibilities of each party
- c. Decide on next meeting date

Signature Assignment Rating Rubric

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

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

2 - Good: Demonstrates ability consistent with competent school psychology practice (pass). 3 -

Excellent: Demonstrates commendable ability (pass).

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

Standards Addressed

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

Signature Assignment #3: Law and Ethics

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

Signature Assignment Rating Rubric

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

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

2 - Good: Demonstrates ability consistent with competent school psychology practice (pass). 3 -

Excellent: Demonstrates commendable ability (pass).

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

Standards Addressed

- **Legal, Ethical, and Professional Practice**

Appendix H: Social-Emotional/Behavioral and Academic Case Intervention Study Rubric

UC Santa Barbara M.Ed./PPS in School Psychology Case Study Review Rubric
Modification based on NASP Case Study Rubric

The determination of an effective/needs development case study is guided by whether it is both data driven and makes logical sense, rather than how many isolated elements are found to be effective.

Section 1: Elements of an Effective Case Study

Effective		Needs Development
1.1	<input type="checkbox"/> Demographics of the case are adequately described (e.g., age, type of class/school, grade, SES, disability, etc.).	<input type="checkbox"/> Demographic information does not include sufficient information.
1.2	<input type="checkbox"/> Assessment, intervention, and/or consultation practices identify and address unique individual characteristics.	<input type="checkbox"/> Assessment, intervention, and/or consultation practices DO NOT identify and address unique individual characteristics.
1.3	<input type="checkbox"/> Collaboration with relevant stakeholders (e.g., parents, teachers, and other professionals) is evident throughout the process.	<input type="checkbox"/> Collaboration with relevant stakeholders (e.g., parents, teachers, and other professionals) is NOT evident throughout the process.
1.4	<input type="checkbox"/> Steps of the problem-solving process are implemented coherently (i.e., sequential, goal directed, and flow logically based on evidence).	<input type="checkbox"/> The steps of the problem-solving process are not followed.
1.5	<input type="checkbox"/> Professional practices of writing style, formatting, and graphing are present in the case study (i.e., clear succinct and well written text with clearly labeled graphs).	<input type="checkbox"/> Errors in writing convention, style, and graphing interfere with readability and interpretation of data.
1.6	<input type="checkbox"/> Personal identifying information of the case study subject is redacted from the report.	<input type="checkbox"/> Personal identifying information is not sufficiently redacted from the report.
OVERALL RATING	<input type="checkbox"/> EFFECTIVE	<input type="checkbox"/> NEEDS DEVELOPMENT

Comments:

Section 2: Problem Identification

Effective		Needs Development
2.1	<input type="checkbox"/> Information is gathered from multiple sources [e.g., Record review, Interview, Observation, and Testing (RIOT)].	<input type="checkbox"/> Data are not gathered from multiple sources. The following are missing: <ul style="list-style-type: none"> <input type="checkbox"/> Record Review <input type="checkbox"/> Interview <input type="checkbox"/> Observation <input type="checkbox"/> Testing
2.2	<input type="checkbox"/> The problem is operationally defined in observable, measurable terms (i.e., the referral concern is restated as an observable, measurable dependent variable).	<input type="checkbox"/> The problem is not operationally defined. (e.g., it is reported as a categorical/descriptive cause such as Autism, Depression, ADHD; or terms such as aggression, anxiety or hyperactivity).
2.3	<input type="checkbox"/> Expectations for the identified behavior are stated based upon an appropriate source for comparison (e.g., grade level standards, peer performance, normative data, etc.). AND <input type="checkbox"/> The difference between actual and expected levels of performance is explicitly stated.	<input type="checkbox"/> Expected performance is not based on an appropriate source for comparison or is not included OR <input type="checkbox"/> The difference between actual and expected levels of performance is not explicitly stated.

2.4	<input type="checkbox"/> Baseline data are graphed AND <input type="checkbox"/> Clearly establish a discrepancy (e.g., level, trend) between actual and expected levels of performance AND <input type="checkbox"/> Use an appropriate comparison standard.	<input type="checkbox"/> Baseline data are not graphed AND/OR <input type="checkbox"/> Do not clearly establish a discrepancy (e.g., level, trend) between actual and expected levels of performance AND/OR <input type="checkbox"/> Do not use an appropriate comparison standard.
OVERALL RATING	<input type="checkbox"/> EFFECTIVE	<input type="checkbox"/> NEEDS DEVELOPMENT

Comments:

Section 3: Problem Analysis

	Effective	Needs Development
3.1	<input type="checkbox"/> The problem behavior is stated as a skill or performance deficit	<input type="checkbox"/> The problem behavior is not stated as a skill or performance deficit.
3.2	<input type="checkbox"/> Multiple hypotheses are formulated to address the problem across one or more of the following areas: curriculum, instruction, and environment. AND <input type="checkbox"/> All hypotheses are testable.	<input type="checkbox"/> Multiple hypotheses are not developed AND/OR <input type="checkbox"/> Hypotheses are untestable.

3.3	<input type="checkbox"/> Hypotheses are stated in observable/measurable terms.	<input type="checkbox"/> Hypotheses are NOT stated in observable/measurable terms.
3.4	<input type="checkbox"/> Proposed hypotheses are empirically tested AND <input type="checkbox"/> Appropriate sources of data are used to confirm or reject each hypothesis.	<input type="checkbox"/> Hypotheses are not tested AND/OR <input type="checkbox"/> Appropriate sources of data are not used to confirm or reject each hypothesis.
3.5	<input type="checkbox"/> A conclusive statement that formally describes the cause of the problem is included AND <input type="checkbox"/> Leads to a logical intervention.	<input type="checkbox"/> A conclusive statement formally describing the cause of the problem is not included AND/OR <input type="checkbox"/> Does not lead to a logical intervention.
OVERALL RATING	<input type="checkbox"/> EFFECTIVE	<input type="checkbox"/> NEEDS DEVELOPMENT

Comments:

Section 4: Intervention

Effective	Needs Development
------------------	--------------------------

4.1	<input type="checkbox"/> A single evidence-based intervention is implemented AND <input type="checkbox"/> Is linked to preceding sections.	<input type="checkbox"/> Multiple interventions are implemented simultaneously. AND/OR <input type="checkbox"/> The intervention is not evidence-based. AND/OR <input type="checkbox"/> The intervention is not linked to preceding sections of the report.
4.2	<input type="checkbox"/> Acceptability of the intervention by one or more stakeholders (e.g., caregivers, teachers, etc.) is verified.	<input type="checkbox"/> Acceptability of the intervention by one or more stakeholders is not verified.
4.3	<input type="checkbox"/> The intervention is replicable: <input type="checkbox"/> Intervention components [i.e., independent and dependent variable(s)] are clearly described AND <input type="checkbox"/> Logistics are reported (e.g., who will implement, setting, duration and frequency of sessions, etc.)	<input type="checkbox"/> The intervention is not replicable: <input type="checkbox"/> Intervention components [i.e., independent and dependent variable(s)] are not clearly described AND/OR <input type="checkbox"/> Logistics are missing (e.g., who will implement, setting, duration and frequency of sessions, etc.)
4.4	<input type="checkbox"/> A skill or performance goal is stated. AND <input type="checkbox"/> Described using the same metric as the dependent variables AND <input type="checkbox"/> Is linked to baseline data AND <input type="checkbox"/> Achievable based on research or other data.	<input type="checkbox"/> A skill or performance goal is NOT stated. AND/OR <input type="checkbox"/> Is not described using the same metric as the dependent variables AND/OR <input type="checkbox"/> Is not linked to baseline data AND/OR <input type="checkbox"/> Is not achievable based on research or other data.
4.5	<input type="checkbox"/> Progress monitoring data are presented.	<input type="checkbox"/> Progress monitoring data are not presented.
4.6	<input type="checkbox"/> Treatment integrity/fidelity data are: <input type="checkbox"/> Reported AND <input type="checkbox"/> Used in the interpretation of intervention efficacy.	<input type="checkbox"/> Treatment integrity/fidelity data are not: <input type="checkbox"/> Reported AND <input type="checkbox"/> Used in the interpretation of intervention efficacy.
OVERALL RATING	<input type="checkbox"/> EFFECTIVE	<input type="checkbox"/> NEEDS DEVELOPMENT

Comments:

Section 5: Evaluation (Summative)

Effective		Needs Development
5.1	<input type="checkbox"/> A single graph is depicted for the target behavior and includes the following elements: <ul style="list-style-type: none"> <input type="checkbox"/> Baseline data AND <input type="checkbox"/> Goal/Target indicator or aimline AND <input type="checkbox"/> Treatment/progress monitoring data with a trend line. 	<input type="checkbox"/> A single target behavior is presented on multiple graphs AND/OR Relevant graphs are not included. <input type="checkbox"/> AND/OR The following components are not included in the graph: <ul style="list-style-type: none"> <input type="checkbox"/> Baseline data <input type="checkbox"/> Goal/Target indicator or aim line <input type="checkbox"/> Treatment/progress monitoring data with a trend line.
5.2	<input type="checkbox"/> Adequate intervention data are collected to meaningfully interpret the results of the intervention.: <ul style="list-style-type: none"> <input type="checkbox"/> At least 7 data points collected AND <input type="checkbox"/> A minimum of 6 weeks 	<input type="checkbox"/> Insufficient intervention data are collected to meaningfully interpret the results of the intervention. <ul style="list-style-type: none"> <input type="checkbox"/> Less than 7 data points AND/OR <input type="checkbox"/> Less than 6 weeks
5.3	<input type="checkbox"/> Visual analysis of the level, trend and variability and/or statistical analyses (e.g., effect size) were used AND The intervention was effective. <input type="checkbox"/>	<input type="checkbox"/> Visual or statistical analyses were not used OR The intervention was ineffective. <input type="checkbox"/>
5.4	<input type="checkbox"/> Strategies for generalizing outcomes to other settings are included.	<input type="checkbox"/> Strategies for generalizing outcomes to other settings are not included.
5.5	<input type="checkbox"/> Strategies for follow-up are included.	<input type="checkbox"/> Strategies for follow-up are not included.
OVERALL RATING	<input type="checkbox"/> EFFECTIVE	<input type="checkbox"/> NEEDS DEVELOPMENT

Comments:

Appendix I: School Psychology Portfolio Review Form



School Psychology Student Portfolio—Evaluation Sheet

Revised 11/20/2024

Student Name: _____ Evaluator: _____

Year in Program 1 2 Intern Evaluator Status: Faculty Peer

Date: _____

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

Rating Rubric

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

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

Overall Rating Pass NR

Comments/Questions

General Professional Development Information: Ratings and Comments

1. Electronic Portfolio Template Pass NR

2. Vita / Resume Pass NR

3. Transcript Pass NR

4. Statement of Professional Philosophy Pass NR

5. Statement of Professional Goals and Competencies	Pass	NR	
6. Statement of Positionality	Pass	NR	
7. Conference Attendance/Presentation	Pass	NR	
8. Workshop, and University Lecture Attendance / Presentations	Pass	NR	
9. Membership in Professional Organizations	Pass	NR	
10. Year Two Fieldwork Plan	Pass	NR	
11. Intern Fieldwork Plan	Pass	NR	N/A
12. Log of Hours (ALL Fieldwork to date)	Pass	NR	
13. Met Credential Requirements (Intern-year only)	Pass	NR	N/A
14. Passed PRAXIS Examination (Intern-year only)	Pass	NR	N/A
15. Received a peer review and responded to feedback	Pass	NR	

Evaluation Forms

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

Training Standards: Ratings and Comments

1. Data-Based Decision-Making	Pass	NR
2. Consultation and Collaboration	Pass	NR
3. Academic Interventions and Supports	Pass	NR
4. Mental and Behavioral Health Services	Pass	NR

5. School-Wide Practices to Promote Learning	Pass	NR
6. Services to Promote Safe and Supportive Schools	Pass	NR
7. Family, School, and Community Collaboration	Pass	NR
8. Equitable Practices for Diverse Populations	Pass	NR
9. Research and Evidence-Based Practice	Pass	NR
10. Legal, Ethical, and Professional Practice	Pass	NR

Year Two Signature Assignments

Signature Assignment Rating Rubric

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

#1 Psychoeducational Assessment

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

Comments:

#2 Consultation

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

Comments:

#3 Ethics

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

Comments:



Appendix J: Application for Practicum

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

Application for Practicum in School Psychology

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

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

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

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

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

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

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

Examples of professional practices associated with data-based decision making include the following:

- School psychologists, in collaboration with other members of an interdisciplinary team, conduct assessments to determine students' need for services, including eligibility for special education, and to provide information relevant to the development of individual service plans.
- School psychologists collect and analyze data from multiple sources (e.g., parents/guardians, teachers, students) and levels (i.e., individual, group, system) to understand students' needs and to select and implement evidencebased instructional and mental and behavioral health interventions and supports.

- School psychologists incorporate various techniques for collection, measurement, and analysis of data; accountability; and the use of technological resources in the evaluation of services at the individual, group, and/or systems levels.
- School psychologists use data to monitor academic, social, emotional, and behavioral progress; to measure student response; to evaluate the effectiveness of interventions; and to determine when to modify or change an intervention.
- School psychologists provide support for classroom teachers, school staff, and other stakeholders in collecting, analyzing, and interpreting universal screening and progress monitoring data to inform decision making about the instructional, behavioral, and social–emotional needs of students.
- School psychologists assist with the design and implementation of assessment procedures to determine the degree to which recommended interventions have been implemented, and they consider treatment fidelity data in all decisions that are based on intervention response and progress.
- School psychologists support the use of systematic, reliable, and valid data collection procedures for evaluating the effectiveness of and/or need for modification of school-based interventions and programs.
- School psychologists use information and technology resources to enhance data collection and decision making.

General Activity	Comment/Progress	Date

Comments

Domain 2: Consultation and Collaboration

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

- School psychologists use a consultative problem-solving process as a vehicle for planning, implementing, and evaluating academic and mental and behavioral health services.
- School psychologists effectively communicate information verbally and in writing for diverse audiences, such as parents, teachers, school personnel, policy makers, community leaders, and others.
- School psychologists consult and collaborate with educational professionals at the individual, family, group, and systems levels, carefully considering the viewpoints of all parties involved when making decisions.
- School psychologists facilitate communication and collaboration among all stakeholders by demonstrating effective and appropriate interpersonal communication techniques.

- School psychologists participate on a variety of school- and district-based leadership teams to promote positive outcomes for individual students, school staff, and school systems.
- School psychologists consult and collaborate with professionals within and across disciplines to share resources and improve practices.
- School psychologists function as change agents, using their skills in communication, collaboration, and consultation to advocate for necessary change at the individual student, classroom, building, district, state, and national levels.
- School psychologists apply psychological and educational principles necessary to enhance collaboration and achieve effectiveness in provision of services.

General Activity	Comment/Progress	Date

Comments

Domain 3: Academic Interventions and Instructional Supports

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

- School psychologists use assessment data to inform evidence-based instructional strategies that are intended to improve student performance.
- School psychologists promote interventions and accommodations to help students enhance their capacity to be self-regulated learners, fostering their ability to set learning goals, design a learning process to achieve those goals, and assess outcomes to determine whether the goals were achieved.
- School psychologists, in collaboration with other school personnel, promote the attainment of academic standards and benchmarks by all children and youth.
- School psychologists collaborate with others to ensure that students who are not meeting benchmarks or standards receive continual progress monitoring for improvements in academic skills; they then recommend changes to instruction based on student responsiveness to interventions.

- School psychologists apply current, empirically based research on learning and cognition to the development of effective instructional strategies to promote student learning at the individual, group, and systems levels.
- School psychologists work with other school personnel to develop, implement, and evaluate effective interventions to improve learning engagement and academic outcomes.
- School psychologists incorporate all available information in developing instructional strategies to meet the individual learning needs of children and youth.
- School psychologists use culturally responsive and developmentally appropriate assessment techniques to identify and diagnose disabilities that affect development and learning. School psychologists use assessment data to select and implement evidence-based interventions that address identified learning and developmental needs.
- School psychologists share information about research in curriculum and instruction with educators, parents/guardians, and the community to promote improvement in instruction and student achievement.
- School psychologists facilitate the design and delivery of evidence-based curriculum and instructional strategies that promote academic achievement in literacy, mathematics, and other content areas, through techniques such as teacher-directed instruction, peer tutoring, and interventions for self-regulation, planning/organization, and management of academic demands.
- School psychologists seek to maximize intervention acceptability and fidelity during the development, implementation, and evaluation of instructional interventions.

General Activity	Comment/Progress	Date

Comments

Domain 4: Mental and Behavioral Health Services and Interventions

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

- School psychologists recognize risk and protective factors and use data and assessment to facilitate the design and delivery of curricula and interventions to help students develop effective social-emotional skills, such as self-regulation, self-monitoring, self-advocacy, planning/organization, empathy, positive coping strategies, interpersonal skills, and healthy decision making.
- School psychologists integrate behavioral supports and mental health services with academic and learning goals for children. Using data, they identify students who may require individualized support and provide a continuum of developmentally appropriate and culturally responsive mental and behavioral health services, including individual and group counseling, behavioral coaching, classroom and school-wide social-emotional learning programs, positive behavioral supports, and parent education and support. This may

include attention to issues such as the development of adaptive skills, life skills, and personal safety awareness.

- School psychologists demonstrate an understanding of the impact of trauma on social, emotional, and behavioral functioning and, in collaboration with others, work to implement practices to reduce the effects of trauma on learning and behavior.
- School psychologists use culturally responsive and developmentally appropriate assessment techniques to identify emotional and behavioral disabilities. They use assessment data to select and implement evidencebased mental and behavioral health interventions.
- School psychologists demonstrate skills related to behavior analysis and use systematic decision making to consider the antecedents, consequences, functions, and potential causes of behavioral difficulties that may impede learning or socialization. They recognize that behavioral difficulties may stem from specific skill and/or performance deficits that can be remedied through instruction and/or reinforcement strategies.
- School psychologists seek to maximize intervention acceptability and fidelity during the development, implementation, and evaluation of mental and behavioral health interventions.
- School psychologists develop and implement positive behavioral supports at the individual, group, classroom, school, and district levels that demonstrate the use of appropriate ecological and behavioral approaches (e.g., positive reinforcement, social skills training, restorative justice practices, and positive psychology) to promote effective student discipline practices and classroom management strategies.
- School psychologists use data to evaluate implementation and outcomes of mental and behavioral health interventions for individuals and groups.
- School psychologists promote effective home–school collaboration and, when necessary, collaborate with other community providers to coordinate mental and behavioral health supports and wraparound services.

General Activity	Comment/Progress	Date

Comments

Domain 5: School-Wide Practices to Promote Learning

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

- School psychologists, in collaboration with others, incorporate evidence-based strategies in the design, implementation, and evaluation of policies and practices in areas such as discipline, grading, instructional support, staff training, school improvement activities, program evaluation, and home–school partnerships.
- School psychologists provide professional development, training, and ongoing coaching on a range of topics that help staff and parents/guardians to better understand the developmental needs of children and youth in schools and that promote the use of effective instructional strategies, positive classroom management practices, and the cultivation of supportive working relationships.
- School psychologists use their knowledge of organizational development and systems theory to assist in promoting both a respectful, supportive atmosphere for decision making and collaboration and a commitment to quality instruction and services. School psychologists help staff members, students, and parents/guardians to resolve conflicts peacefully and respectfully.

- School psychologists are actively involved in the development and measurement of school improvement plans that affect the programs and services available to children, youth, and families. School psychologists assist in conducting needs assessments to help select school-wide programs based on the needs of the learning community.
- School psychologists incorporate evidence-based strategies when developing and implementing intervention programs to facilitate the successful transition of students from one environment to another (e.g., program to program, school to school, grade to grade, and school to higher education and/or work).
- School psychologists work with others to develop and maintain positive school climates and learning environments that support resilience and academic growth, promote high rates of academic engagement and attendance, and reduce negative influences on learning and behavior.
- School psychologists participate in designing and implementing universal screening procedures to identify the need for additional academic or behavioral support services, as well as progress monitoring systems to promote successful learning and well-being.
- School psychologists work collaboratively with other school personnel to create and maintain a multitiered system of services to support each student’s attainment of academic, social–emotional, and behavioral goals.
- School psychologists analyze systems-level problems and identify factors that influence learning and behavior. They help other school leaders evaluate outcomes of classroom, building, and system initiatives, and they support shared decision-making practices designed to promote

General Activity	Comment/Progress	Date

Comments

Domain 6: Services to Promote Safe and Supportive Schools

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

- School psychologists provide services that foster a positive school climate and use their expertise to build and enhance relationships that lead to greater school connectedness for students, staff, families, and communities.
- School psychologists promote wellness and resilience by (a) collaborating with other healthcare professionals to provide a basic knowledge of behaviors that lead to healthy outcomes for children and youth; (b) facilitating environmental changes conducive to good health and adjustment of children and youth; and (c) accessing resources to address a wide variety of behavioral, learning, mental, and physical needs.
- School psychologists advocate for state and local policies that promote safe and inclusive school environments.
- School psychologists contribute to safe and supportive school environments by recognizing and addressing risk and protective factors that are vital to understanding and addressing systemic problems such as school failure, student disengagement, chronic absenteeism, school dropout, bullying, substance abuse, youth suicide and

selfharm, and school violence. They take steps to promote prevention strategies and the development of protective factors that build resiliency.

- School psychologists support monitoring for early indicators of risk, work to provide effective consultation and intervention services to ameliorate student risk, and promote positive learning and mental health trajectories for all students.
- School psychologists contribute to the implementation and evaluation of prevention programs that promote physically and psychologically safe and nonviolent schools and communities.
- School psychologists participate in school crisis response teams and use data-based decision-making methods, problem-solving strategies, consultation, collaboration, and direct services in the context of crisis prevention, protection, mitigation, response, and recovery.
- School psychologists collaborate with other professionals to conduct assessments of school safety in the development of comprehensive individual and school safety plans aimed at both preventing and responding to crisis events to mitigate the effects of crises on students and adults in the school community.
- School psychologists, in collaboration with others, train staff and parents/guardians in how to recognize and respond to risk factors that may necessitate intervention by the school crisis response team.
- School psychologists, in collaboration with other professionals, engage in crisis intervention, conduct comprehensive suicide and/or threat assessments for students who are identified as at risk, and design interventions to address mental and behavioral health needs.
- School psychologists collaborate with school personnel, parents/guardians, students, and community organizations to provide competent mental health support during and after crisis situations.

General Activity	Comment/Progress	Date

Comments

Domain 7: Family, School, and Community Collaboration

- School psychologists understand principles and research related to family systems, strengths, needs, and cultures; evidence-based strategies to support positive family influences on children’s learning and mental health; and strategies to develop collaboration between families and schools. School psychologists, in collaboration with others, design, implement, and evaluate services that respond to culture and context. They facilitate family and school partnerships and interactions with community agencies to enhance academic and social–behavioral outcomes for children. Examples of professional practices associated with family, school, and community collaboration include the following:
- School psychologists acknowledge and respect diversity in family systems. They identify varying world views, cultural and family contexts, and other factors that have an impact on family–school partnerships and interactions with community providers, and they consider these factors when developing and providing services for families.
- School psychologists use evidence-based strategies to design, implement, and evaluate effective policies and practices that promote family, school, and community partnerships to enhance learning and mental and behavioral health outcomes for children and youth.
- School psychologists promote strategies for safe, nurturing, and dependable parenting and home interventions to facilitate children’s healthy development.
- School psychologists consider the unique needs of children and youth living in nontraditional settings, including those who are homeless or displaced and those living in foster care, group homes, or transitional housing. School psychologists collaborate with caregivers and community agencies supporting these students.

- School psychologists help create linkages among schools, families, and community providers, and they help coordinate services when programming for children involves multiple agencies.
- School psychologists advocate for families and support parents and other caregivers in their involvement in school activities, both for addressing individual students’ needs and for participating in classroom and school events. They acknowledge barriers to school engagement and take steps to help families overcome them.
- School psychologists educate the school community regarding the influence of family involvement on success in school and advocate for parent and other caregiver involvement in school governance and policy development whenever feasible.

General Activity	Comment/Progress	Date

Comments

Domain 8: Equitable Practices for Diverse Student Populations

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

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

- School psychologists apply their understanding of the influence of culture, background, and individual learner characteristics when designing and implementing interventions to achieve optimal learning and behavioral outcomes.
- School psychologists, in collaboration with others, consider individual differences, strengths, backgrounds, talents, and needs in the design, implementation, and evaluation of services in order to improve learning and mental and behavioral health outcomes for all children in family, school, and community settings.
- School psychologists use inclusive language and provide culturally responsive and equitable practices in all domains of service delivery for diverse individuals, families, schools, and communities.

- School psychologists have advanced knowledge about special education and related services, and they use that knowledge to promote specialized instructional and support practices within special education that meet the diverse needs of children with disabilities.
- School psychologists work collaboratively with families and community liaisons to understand and address the needs of diverse learners.
- School psychologists employ a strengths-based approach to address the learning needs of English learners.
- School psychologists acknowledge the subtle racial, class, gender, cultural, and other biases and personal beliefs they may bring to their work and the impact these may have on their professional decisions, interactions, and activities. School psychologists also remain aware of the negative impact that biases—such as racism, sexism, and others—have on students, families, schools, and communities; thus, they collaborate with education professionals to promote respect for diversity for an inclusive and supportive school setting.
- School psychologists recognize both within- and between-group differences when working with diverse student populations.
- School psychologists promote equity and social justice in educational programs and services by ensuring that all children and youth learn in safe, supportive, and inclusive environments. School psychologists actively engage in efforts to address factors that limit equity and access to educational opportunity.

General Activity	Comment/Progress	Date

Comments

Domain 9: Research and Evidence-Based Practice

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

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

General Activity	Comment/Progress	Date

Comments

Domain 10: Legal, Ethical, and Professional Practice

School psychologists have knowledge of the history and foundations of school psychology; multiple service models and methods; ethical, legal, and professional standards; and other factors related to professional identity and effective practice as school psychologists. School psychologists provide services consistent with ethical, legal, and professional standards; engage in responsive ethical and professional decision making; collaborate with other professionals; and apply professional work characteristics needed for effective practice as school psychologists, including effective interpersonal skills, responsibility, adaptability, initiative, dependability, technological competence, advocacy skills, respect for human diversity, and a commitment to social justice and equity. Examples of legal, ethical, and professional practice include the following:

- School psychologists practice in ways that are consistent with ethical, professional, and legal standards and regulations.
- School psychologists engage in effective, collaborative, and ethical professional relationships.
- School psychologists seek and use professional supervision, peer consultation, and mentoring for effective practice.
- School psychologists support the retention and growth of fellow school psychologists by providing supervision, peer consultation, and mentoring to those seeking such support.
- School psychologists access, evaluate, and use information sources and technology in ways that safeguard and enhance the quality of services, security of confidential information, and responsible record keeping.
- School psychologists assist administrators, teachers, other school personnel, and parents/guardians in understanding and adhering to legislation and regulations relevant to general and special education services.
- School psychologists advocate for professional roles as providers of effective services and evidence-based practices that enhance the learning and mental health of all children and youth.
- School psychologists stand up for the welfare and rights of children and use expertise to promote changes in individual education programs, systems, schools, and legislation. School psychologists actively contribute to conversations about matters of public concern, using factual and verifiable statements that enhance the use of evidence-based practices and policies.
- School psychologists collect data to evaluate and document the effectiveness of their own services.
- School psychologists engage in lifelong learning and formulate personal plans for ongoing professional growth.
- School psychologists are knowledgeable about standards that define contemporary professional practice and organizational principles that provide context for their work.

- School psychologists participate in continuing professional development activities at a level consistent with maintenance of the Nationally Certified School Psychologist credential (i.e., a minimum of 75 hours of professional development every 3 years).
- As part of continuing professional development, school psychologists may participate in local, state, and national professional associations and, when interested, engage in leadership roles.

General Activity	Comment/Progress	Date

Comments

Professional Work Characteristics

Goals:

General Activity	Comment/Progress	Date

Comments

Signature and Summary Pages of Fieldwork Plan:

Student:

Field Site Supervisor:

Date

Placement Site:

Schedule:

University Supervisor/Coordinator: Jon W. Goodwin

Date

Final Evaluation:

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

Circle One: YES NO

Date ____/____/____

Supervisor Signature

Final Summary Evaluation

Student _____ Date ____/____/____

Field Site Supervisor _____ Date ____/____/____

University Supervisor/Coordinator _____ Date ____/____/____

Appendix L: M.Ed. 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 M.Ed. 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

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)

Q9 INTERVENTION

	Remediation Needed (1)	Still in Development (2)	Expected Level of Competence (3)	Competence Fully Developed (4)	N/A (5)
L. Professional Relationships (develops strong professional relationships) (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
M. Assessment Skills (demonstrated appropriate knowledge and use of diverse assessment tools and methods; was able to appropriately interpret and discuss assessment results with clients/ colleagues/ students/ families as well as integrate results into reports) (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
N. Case Conceptualization/Diagnostic Skills (incorporated multiple sources of data, showed sensitivity to client concerns, demonstrated knowledge of diagnostic/ eligibility criteria, considered equity, diversity, and cultural factors when considering diagnosis/eligibility and to establish client goals and make appropriate recommendations) (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
O. Intervention Skills (empirically-based decisions were made about the delivery of services; implemented evidence-based interventions to achieve student/client goals) (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
P. Crisis Management (recognized and handled clinical crises and emergencies in a professional manner) (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

Q. Intervention Monitoring (demonstrated ability to measure student/client progress and accomplishments; systematically collected data; evaluated the effectiveness of the interventions implemented) (7)

R. Consultation Skills (worked effectively with significant others [family members, teachers, and relevant professionals] to help meet client/student needs in a culturally competent manner) (6)

S. Program Development Skills (developed alternative prevention or intervention programs to meet client or community needs) (8)

Q25 PROFESSIONAL BEHAVIOR

	Remediation Needed (1)	Still in Development (2)	Expected Level of Competence (3)	Competence Fully Developed (4)	N/A (5)
A. Professional Responsibility (showed readiness and ability to assume and discharge assigned duties in a timely manner; initiated opportunities to gain and share skills) (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
B. Self-Presentation (presented self in a professional manner through physical appearance/dress, composure, organization, and desire to help) (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
C. Management of Personal Issues in a Professional Manner (controls personal stress or emotional reactions so that they do not affect interactions with students, families, or relationships with colleagues and other professionals) (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
D. Agency Involvement (attended and actively participated in staff meetings and conferences; fulfilled administrative responsibilities) (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
E. Supervisory Involvement (sought supervision when needed, openly shared concerns and ideas with supervisor, demonstrated openness to feedback, used supervisory suggestions to make improvements) (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
F. Knowledge Base (demonstrated good understanding of theories and research in psychology, human development, counseling/psychotherapy, and psychopathology) (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
G. Ethical Knowledge & Practice (demonstrated understanding of ethical principles; showed awareness of ethical dilemmas as they occurred; conformed to ethical principles in professional work and practice) (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
H. Knowledge of Diversity Issues and Practices with Cultural Competence (demonstrated skills consistent with cultural competence including, but not limited to: an understanding of diversity issues related to concerns of clients and colleagues; showed awareness of ethnic, cultural, sexual orientation, gender identity, ability/disability, age, and religious concerns as they arose; sought consultation and additional knowledge from a variety of appropriate non-client sources to enhance relationships and practice) (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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) (10)

J. Written Communication Skills (showed ability to write clearly in a professional style that is clear, succinct, and devoid of unnecessary jargon) (11)

K. Oral Communication Skills (showed ability to use oral language to communicate effectively with clients, supervisors, and colleagues) (13)

Q13 SCHOOL PSYCHOLOGY STANDARDS

	Remediation Needed (1)	Still in Development (2)	Expected Level of Competence (3)	Competence Fully Developed (4)	N/A (5)
AA. Demonstrated knowledge of services available to assist in developing cognitive and academic skills. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
BB. Implemented appropriate interventions to achieve student academic goals (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
CC. Demonstrated knowledge of services available to assist in development of behavioral, affective, adaptive, and social skills (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
DD. Implemented appropriate interventions to achieve student mental health goals. (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
EE. Demonstrated knowledge of universal, selected, and indicated prevention strategies. (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
FF. Demonstrated knowledge of evidence-based strategies for effective prevention, preparation, and response. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
GG. Appropriately developed cognitive and academic goals for students. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
HH. Appropriately developed behavioral, affective, adaptive, and social skills goals for students. (10)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
II. Demonstrated knowledge of psychological and educational principles and research related to resilience and risk factors in learning and mental health. (27)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
JJ. Used data to evaluate outcomes of prevention and response activities. (11)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

KK. Appropriately applied various models and methods of consultation and collaboration. (20)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
LL. Collaborated effectively with families with cultural competence. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
MM. Collaborated effectively with the community. (12)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
NN. Collaborated effectively with the school board and policy makers. (13)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
OO. Demonstrated knowledge of public policies related to students and families. (25)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
PP. Demonstrated knowledge of family systems. (26)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
QQ. Demonstrated knowledge of family influences on student's development, learning, and behavior. (14)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
RR. Worked effectively with families. (16)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
SS. Demonstrated knowledge of various influences on development and learning. (24)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
TT. Effectively evaluated research and translated it into practice. (17)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
UU. Gathered and used research to inform service delivery. (18)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
VV. Demonstrated knowledge of various influences on development and learning. (19)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
WW. Demonstrated skills needed to work with diverse students. (21)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
XX. Implemented strategies based on the student's individual characteristics, strengths, and needs. (22)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
YY. Participated in the facilitation of policies and practices that promote safe and supportive learning environments. (23)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

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?

Yes (1)

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 M: Certificate in Bilingual School Psychology Requirement Checklist

- Coursework.** The following courses must be completed with a passing grade.

SCIENTIFIC, METHODOLOGICAL, AND THEORETICAL FOUNDATIONS

- CNCSP 220 Human Development
- CNCSP 223B Developmental Psychopathology
- CNCSP 274D Assessment and Data-Based Decision Making in the Schools
- CNCSP 291C School and Family Violence
- ED 381 Teaching Strategies for Bilingual / Cross-Cultural Education¹

PSYCHOLOGICAL ASSESSMENT AND INTERVENTION

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

CULTURAL AND INDIVIDUAL DIVERSITY

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

- Bilingual Roundtable Attendance.** Bilingual Roundtable meetings are held quarterly and are designed to develop discipline specific vocabulary.
- Evidence of Language Proficiency.** Students must demonstrate proficiency in the target language by satisfying the requirements below.
 1. Internship supervisor student ratings at the Advanced Level on the Rubric for Assessment of Language Competence (Appendix W)
 2. Passing score on the Portfolio Signature Assignment, Bilingual Psychoeducational Report.

3. One of the following options
 - i) Grade B or higher for ED381 and Ratings at the Advanced Level range on the Assessment of Language Competence from ED 381
 - ii) Passing score on the PASEO Spanish for Mental Health Competency Assessment
 - iii) Grade B or higher on an approved advanced language course in the target language taken while enrolled in the certificate program.

- Evidence of Cultural Knowledge and Cultural Responsiveness.** Students must demonstrate cultural responsiveness by satisfying the requirements below.
 1. Internship supervisor ratings demonstrating cultural responsiveness (rating of 3 or higher) on the Internship Supervisory Survey Items H, LL, and WW.
 2. Passing score on the Portfolio Signature Assignment, Bilingual Case Consultation.
 3. Demonstration of satisfactory growth on the School Psychology Multicultural Competence Scale (Appendix X) from Year 1, Year 2, and Internship Year.

- Portfolio:** Please review the BSP Portfolio Requirements for a complete list of requirements.

In brief, the following additions are expected for the annual BSP portfolio during Year 1, Year 2, and Internship Year.

- Vita / Resume.** Indicate level of language proficiency in target language.
- Personal Vision.** Centers the needs and voices of culturally and linguistically diverse students and their families
- Career Interests.** Discuss working with CLD students and their families **Primary Goals.** Goals should relate to gaining competence as a bilingual school psychologist.
- Positionality Statement.** Should address CLD students.
- Evidence of Spanish Language Proficiency.** Must satisfy one of the options listed above.
- Evidence of Cultural Knowledge & Responsiveness.** Must satisfy one of the listed options above.
- School Psychology Multicultural Competence Scale.** Each year students should complete the School Psychology Multicultural Competence Scale (Malone et al., 2016) and provide a reflection on their growth and aspirations. During the first year, students will complete this task as an assignment for CNCSP 226.
- Year 1 BSP Artifacts.** Artifacts serve as evidence of meeting CCBSP competencies.
 - Culturally Responsive In-Service Presentation:** CNCSP 226 Artifact. Include a copy of the presentation slides, e-handout / brochure / infographic, and rubric.

- **CLD Social-Emotional / Behavioral Intervention:** CNCSP 274C Artifact. Mental / Behavioral Health Case Study. M.Ed. students will submit the summative case conceptualization, intervention summary, and rubric. The selected case study should be a student and/or family member who speaks the target language. PhD students will submit their case no later than internship year.
- **Signature Assignments for Year 2 Portfolio.** Signature assignments must include evidence of applying theory and best practices for working with CLD students. The following modifications are expected for each signature assignment:
 - **Ethics Paper:** Topic must be related to working with CLD students and/or their families
 - **Psychoeducational Report:** Client must be a multilingual learner. The evaluation should include at least one norm-referenced test administered in target language and a caregiver interview in target language as well as a report summary translation in the target language.
 - **Consultation:** Integrate Ingraham’s Multicultural Consultation Approach or similar multicultural framework to the selected consultation model. The identified client must be a bilingual student. The student should work with a caregiver in the target language when applicable.
- **Fieldwork.** Complete 10 hours a week of fieldwork during Year 2 that provides opportunities to implement bilingual student support services and receive supervision from bilingual supervisors. **Students must obtain at least half of their required supervision hours from a bilingual school psychologist who is proficient in the target language.**
- **Internship.** In the final year, graduate students will intern for the full academic year (40 hours/week, for a total of over 1500 hours) in a district serving multilingual learners. **Students must obtain at least half of their required supervision hours from a bilingual school psychologist who is proficient in the target language.**
- **Bilingual School Psychology Self-Efficacy Baseline Evaluation.**
 - Students will be sent a brief survey to assess their cultural and linguistic competence related to the field of school psychology at the start of the program and upon program completion.

¹ED 381 is relevant only for bilingual, Spanish-speaking students. Bilingual students of other languages will work with the Certificate of Bilingual School Psychologists Coordinator to identify an alternative course.

Appendix N: Assessment of Language Competence

University of California, Santa Barbara Gevirtz Graduate School of Education

Rubric for Assessment of Language Competence

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

Modality	Approaches Standard Intermediate-High Level	Meets Standard Advanced Level	Exceeds Standard Advanced Plus Level
Listening / Reception	Able to understand longer stretches of dialogue. Understanding may be inconsistent due to difficulty in grasping main ideas and/or details.	Able to understand main ideas and most details of longer stretches of dialogue on a variety of topics. Comprehension may be uneven due to the topic familiarity or other factors.	Able to understand main ideas of most speech. However may have difficulty sustaining lengthy or especially complex communication. Beginning to become aware of culturally-implied meanings beyond the surface meanings of dialogue.

Speaking / Production	Able to successfully handle most simple conversations involving social situations as well as general conversation on a range of topics. Errors are evident and limited vocabulary may result in hesitation. Generally understood by native speakers, although gaps in communication may occur.	Able to successfully handle conversations required in everyday and school situations. Complicated tasks (elaborating, etc.) may still be difficult. Can describe with some details, linking sentences smoothly. Communicates casually about topics of current, public, and personal interest.	Able to successfully handle a broad variety of everyday and school conversations as well as discuss other topics related to interest. Beginning to be able to support opinions, explain in detail, and hypothesize. Has welldeveloped ability to compensate for weaknesses by paraphrasing. Can communicate fine shades of meaning with inflection and differentiated vocabulary.
Reading / Comprehension	Able to comprehend consistently with full understanding simple texts dealing with basic personal and social needs. Basic grammatical relationships may be misinterpreted. Comprehension is less consistent than at Advanced level; may have to read several times for understanding.	Able to understand longer prose with familiar sentence patterns. Gets the main ideas and facts, but may miss some detail. Comprehension comes from subject matter knowledge as well as increasing control of language. Texts include descriptions and narrations such as simple short stories, curriculum guides, journal articles and simple technical material.	Able to understand parts of written text which are conceptually abstract and have complex language, and/or written or signed text with unfamiliar topics, situations or cultural references. Awareness of aesthetic properties of languages is emerging permitting comprehension of a wider variety of texts. These include poetry, storytelling, fables, and signed literature.
Writing / Expression	Able to meet most practical expressive needs and limited social demands. Can take notes in some detail on familiar topics and respond in detail to personal questions. Can write simple letters, brief summaries/ compose simple but formal signed narrations. Can express time, tense or aspect rather consistently, but not always accurately. Ability to describe and narrate in an organized way is emerging.	Able to join sentences in simple discourse of at least several paragraphs in length on familiar topics. Can write simple letters and write cohesive summaries, descriptions, and notes/reports. May still make errors in punctuation or spelling, and may have difficulty producing complex sentences.	Able to write about a variety of topics with significant precision and detail. Can write in most social and informal business language. Can describe and narrate personal experiences fully but may have difficulty supporting points of view in written discourse. Often shows remarkable fluency and ease of expression, but under time constraints and pressure writing may be inaccurate. Some misuse of vocabulary may still be evident.

Appendix O: School Psychology Multicultural Competence Scale

Malone et al. (2016)

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

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

Cultural Skills

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

10. I can recognize prejudice and prevalent obstacles that may affect consultation

Cultural Knowledge

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

Cultural Appreciation

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

Cultural Awareness

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

Appendix P: 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. Steven Smith)

The Department Chair is responsible for administrative oversight of the Department. The Department

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

School Psychology Credential Coordinator (Dr. Jon Goodwin)

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

Student Affairs Graduate Advisor (Dr. Matt Quirk)

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

Credential Office (Katie Tucciarone)

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

Student Affairs Office (Brittany Mayse)

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 Q: 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](tel:805-893-4411). If you encounter a student in distress, please contact (805)893-3446 immediately and/or consult the [Responding to Distressed Student Protocol](#).

MultiCultural Center (MCC)

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

Food Security

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

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

M.Ed. Alumni

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

2007 Andrew Long (MED)
 2007 Lee Meneken (MED)
 2007 Sarah Sweeney (MED)
 2008 Chau (Tran) Goel (MED, San Francisco),
 2008 Christina Ibarbia (MED, Oxnard)
 2009 Allison (Lee) Staton (MED, Fulsom)
 2009 Heather Malone (MED, Ojai)
 2009 Sunny Crandell (MED, Santa Barbara City College)
 2009 Yasmin Chacko (MED, Redwood City)
 2010 Santiago Cardenas (MED, SB County)
 2010 Lizbeth Chavez-Lopez (MEd, SB County)
 2010 Elizabeth Norris (MEd, LAUSD)
 2010 Laura Sass (MEd, Prince George's County Public School System)
 2011 Zhanna Shekhtmeyster (MEd, School Psychologist, Santa Monica Malibu School District)
 2011 Kaitlyn Bathel (MEd, Santa Maria Bonita School District, Adjunct Faculty Antioch University)
 2012 Renee Singh (MEd, School Psychologist, Pasadena)
 2012 Amanda Fox (MEd, School Psychologist, Goleta Union School District)
 2012 Karina Ortega (MEd, School Psychologist, Escondido)
 2012 Kymberly Ozbirn (Doane; MEd, School Psychologist, Santa Barbara Unified School District)
 2012 Rachel Yu (MEd, School Psychologist, Cupertino Union School District)
 2013 Megan Potter (MEd, School Psychologist, Hope School District)
 2013 Erin Prothro (MEd; School Psychologist)
 2013 Nelly Rivera (MEd; School Psychologist, California)
 2013 Jennifer Schell (MEd; School Psychologist, San Diego Unified School District)
 2014 Amy Gillespie (MEd; School Psychologist, Ventura Unified School District)
 2015 Misty Brewer (MEd; School Psychologist, Goleta Union School District)
 2015 Chris Schiedel (MEd; School Psychologist, City of Burlington Public Schools, Burlington, New Jersey)
 2015 Charlene Mangi (MEd; School Psychologist, Manchester Community Schools, Manchester, Michigan)
 2015 Gizelle Orellana (MEd; School Psychologist, Garden Grove Unified School District)
 2016 Carrie May (MEd; School Psychologist, Lancaster School District)
 2016 Rebecca Parker (MEd; School Psychologist, Los Angeles Unified School District)
 2016 Allison McFarland (MEd; School Psychologist, Los Angeles Unified School District)
 2017 Sarah Babcock (MEd, School Psychologist, Sequoia Union High School District)
 2025 Amelia Robinson (MEd, School Psychologist, San Francisco Unified School District)
 2025 Cory Molzahn (MEd, School Psychologist, Santa Barbara Unified School District)
 2025 Grace Peterson (MEd, School Psychologist, Santa Maria-Bonita School District)
 2025 Rachel Reazer (MEd, School Psychologist, Lompoc Unified School District)
 2025 Madeline Hayden (MEd, School Psychologist)

Ph.D. Alumni

1995 Dory Walker, Ph.D. (Assistant Professor, University of Utah; CCSP Ph.D)
 1997 Jennifer Rosenblatt, Ph.D. (Development & Disability; VP Dr. Koop's Web Site)
 1997 Peter Mortola, PhD (Development & Disability; faculty at Portland State University)
 1997 Dara Stiebel, PhD (Development & Disability; Los Angeles Unified School District, part-time)
 1999 Annette Smith, PhD, CCSP (school psychologist, Torrance School District)
 1999 Michael Bates, PhD, CCSP (Mosaic)
 1999 Laurel Robertson, PhD, CCSP

- 1999 Barbara D'Incau, PhD, CCSP (Consulting Psychologist at ChildSource Educational) 2000 Annie Chung, Ph.D., (Children's Mental Health Services, Kauai, Hawaii) 2000 Melvina Chase, Ph.D.
- 2000 Michael Pobanz, Ph.D. (SPEDR/Credential, school psychologist, Los Angeles Unified School District)
- 2000 Suzanne Anthony (Ph.D., private practice, Honolulu, HI)
- 2000 Jeff Klein (PHD, Assistant Superintendent for Academic Services, Park Hill School District)
- 2001 Robin Kracker (PhD, SPEDR/Credential, School Psychologist, Beaverton High School)
- 2001 Grace Santarelli (PhD, SPEDR/Credential, School Psychologist, Gunston Middle School, Arlington, VA)
- 2001 Meri Harding Storino (Ph.D., Professor, California State University, Sonoma)
- 2001 Emily Kiedman (Ph.D., Licensed Psychologist, Pediatric and Adolescent Psychology Associates)
- 2001 Katherine Elliott (Ph.D., Senior Researcher, Mental Health Services Oversight & Accountability Commission)
- 2002 Iris Zanglis Kaminsky (PhD, school psychologist, Santa Barbara City Schools)
- 2003 Jill Sharkey (PhD, SPEDR, Professor, UCSB)
- 2003 Geoff Smith (PhD)
- 2003 Renee Pavelski (PhD, Adjunct Clinical Assistant Professor, Psychiatry and Behavioral Sciences, Child and Adolescent Psychiatry, Stanford University; Psychologist, Mosaic Child and Family Therapy Services) 2003 Maria Alvarez (school psychologist, Sonoma County)
- 2004 Stacy O'Farrell (SPEDR PHD; Director of Special Education, Santa Cruz City Schools)
- 2005 Katherine Brown (SRI, San Francisco)
- 2005 Gabrielle Anderson (PhD., Director of Psychology, Hallowell Center San Francisco, Assistant Clinical Professor of Psychology, UC Berkeley)
- 2005 Francisco Rocco (Private Practice and Psychologist, Department of Pediatrics, UC San Francisco)
- 2005 Emily Fisher (Ph.D; Professor, Loyola-Marymount University) - **20/20 Doctoral Scholar**
- 2005 Amber Kaufman (PhD, Western Psychological Services)
- 2007 Megan (Brown) DeCristoforo (PHD, private practice, NJ)
- 2007 Kelly Graydon. Kennedy (PHD, Associate Professor and Associate Dean for Graduate Programs, Chapman University) - **20/20 Doctoral Scholar**
- 2007 Blanca Orellana (PHD, Supervising Psychologist, UCLA Semel institute for Neuroscience and Human Behavior)
- 2007 Mabel Gonzalez (PhD)
- 2007 Megan Redding Allen (PhD, Children's Health Council, Palo Alto, CA)
- 2008 Sarah Pletcher (PhD, Postdoctoral Fellow; Children's Health Council)
- 2009 Mary (Skokut) Patterson (PhD, Licensed Educational Psychologist; Santa Barbara County)
- 2010 Diane Tanigawa (PhD, School Psychologist, Los Angeles USD)
- 2010 Amy Jane Griffiths (Assistant Professor, Chapman University & UC Irvine) - **20/20 Doctoral Scholar**
- 2010 Rene Staskal (PhD, school psychologist, Wisconsin)
- 2011 Elena Lilles (PhD, Associate Professor, Lewis and Clark) - **20/20 Doctoral Scholar**
- 2011 Camille Jones (PhD; Adjunct Professor, Loyola Marymount University) - **20/20 Doctoral Scholar**
- 2011 Kristin Ritchey (PhD); School Psychologist, Santa Maria)
- 2011 Tyler Renshaw (PhD, Associate Professor, Utah State University) - **20/20 Doctoral Scholar**
- 2011 James Earhart (PhD; Adjunct Professor at the University of Southern California) - **20/20 Doctoral Scholar**
- 2011 Katie Eklund (PhD, Associate Professor, University of Wisconsin-Madison) - **20/20 Doctoral Scholar**

- 2011 Shelley Hart (PhD, Associate Professor, Chico State University; Research Associate, Johns Hopkins) - **20/20 Doctoral Scholar**
- 2011 Meagan O'Malley (PhD, Associate Professor, California State University, Sacramento)-**20/20 Doctoral Scholar**
- 2011 Amber Walz (SPEDR PhD, School Psychologist, Santa Maria)
- 2012 Sofie Beem Hay (PhD, Assistant Director, non-profit education foundation)
- 2012 Elina Saeki (PhD, Assistant Professor, California State University Los Angeles) - **20/20 Doctoral Scholar**
- 2012 Lindsey O'Brennan (PhD, Licensed Psychologist, Owner, Morningstar Wellness)
- 2012 Kristen Sullivan (PhD, Clinical Psychologist)
- 2012 Jennifer Twyford (PhD, Associate Professor, Cal Lutheran) - **20/20 Doctoral Scholar**
- 2013 Jenna (Chin) Ouye (PhD; School Psychologist, Del Rey Elementary School, Orinda Union School District)
- 2013 Won-Fong Lau (PhD; Clinical Assistant Professor and Director of Training, University of Washington) - **20/20 Doctoral Scholar**
- 2013 Victoria Gonzalez-Hardy (PhD, Adjunct Professor, UC Santa Barbara) - **20/20 Doctoral Scholar**
- 2013 Annmary Shenouda Abdou (PhD; Assistant Professor, Chapman University) - **20/20 Doctoral Scholar**
- 2013 Skye Stifel (PhD, SP, Ventura Unified & Adjunct Professor at Loyola Marymount, 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**
- 2018Cecile 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, California State University, Sacramento) - **20/20**
Doctoral Scholar
- 2020 Agustina Bertone (PhD, Associate Director, DMH + UCLA Public Partnership for Wellbeing)
- 2021 Rhea Wagle (PhD, Licensed Psychologist, Pasadena Healing, Inc.)
- 2021 Chun Chen (PhD, Assistant Professor, The Chinese University of Hong Kong – Shenzhen)
- 2022 Alissa Der Sarkissian (PhD, Postdoctoral Fellow, UCLA Nathanson Family Resiliency Center)
- 2022 Mihya Weber (PhD, Psychologist, Therapy Dallas)
- 2022 Jennifer Scheller (PhD, Child and Family Therapist, Private Practice)
- 2023 Maggie Chan (PhD, Assistant Professor, Utah State University)
- 2023 Isabelle M. Fleury (PhD, Assessment Consultant, Western Psychological Services Publishing)
- 2023 Tameisha Hinton (PhD, Postdoctoral Fellow, University of South Florida)
- 2023 Chloe (Yuexin) Zhang (PhD, Postdoctoral Fellow, University of Houston)
- 2024 Samira Amirazzi (PhD, Postdoctoral Fellow, Children’s Hospital Los Angeles)
- 2024 Emily Edelman (PhD, Postdoctoral Fellow, Children’s Hospital Los Angeles)
- 2024 Natalie Larez (PhD, Postdoctoral Pediatric Psychology Fellow, Phoenix Children’s Hospital)
- 2025 Alice Mullin (PhD, Postdoctoral Fellow, University of California San Francisco)
- 2025 Alessandra Mittelstet (PhD, Assistant Professor, California State University – Channel Islands)
- 2025 Danny Feinberg (PhD, Postdoctoral Fellow, Oakland)
- 2025 Madeline Spiess (PhD)

Supplemental Appendix: Additional Bilingual Specialization Forms

1. Bilingual Specialization Graduate Certificate Program Sheet
2. Bilingual Specialization Portfolio Overview Checklist
3. Bilingual Specialization Signature Assignment Descriptions
4. Bilingual Supervision Verification Form

Bilingual Specialization Graduate Program Sheet

Student Name: _____ Perm: _____

Graduate Certificate in Bilingual School Psychology **2024-2025**

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 Graduate Certificate in Bilingual School Psychology (BSP) is issued to students enrolled in both the School Psychology doctoral program or terminal M.Ed. program. Students who have successfully completed three years of full-time courses (***all courses passed with a B or higher and totaling a minimum of 60.0 units***), the bilingual school psychology portfolio, and fieldwork and internship hours may file for the Graduate Certificate in Bilingual School Psychology (recommended by May 15th of the student's final spring quarter). The BSP Certificate will be awarded no sooner than the end of the student's third year in the program, following a review by School Psychology faculty within CCSP.

1. COURSE REQUIREMENTS

COURSE #	COURSE NAME	UNITS	GRADE
SCIENTIFIC, METHODOLOGICAL, AND THEORETICAL FOUNDATIONS			
CNCSP 220	Human Development	4	
CNCSP 223B	Developmental Psychopathology	4	
CNCSP 274D	Assessment and Data-Based Decision Making in the Schools	4	
CNCSP 291C	School and Family Violence	4	
ED 381	Teaching Strategies for Bilingual / Cross-Cultural Education	4	

PSYCHOLOGICAL ASSESSMENT AND INTERVENTION			
CNCSP 250	Cognitive Assessment	4	
CNCSP 256	Behavioral Assessment	4	
CNCSP 257B	Psychoeducational Assessment	4	
CNCSP 262B	School-Based Mental Health	4	
CNCSP 262C	Counseling Children and Families	4	

CNCSP 274F	The School Psychologist as the Intervention Consultant	4	
CULTURAL AND INDIVIDUAL DIVERSITY			
CNCSP 226	Understanding Diversity, Advancing Equity and Social Justice	4	
CNCSP 274E	Ethics, Diversity, & Specialized Assessment & Intervention	4	
CNCSP 292	Risk and Resilience	4	
CNCSP 253	School-Based Assessment and Intervention for Culturally and Linguistically Diverse Students	4	

2. Bilingual Roundtable Participation	
Students must attend quarterly bilingual roundtable meetings while they are completing on-campus course work.	

3. BILINGUAL PORTFOLIO REQUIREMENTS	
<p>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. The portfolio should include specific elements necessary to demonstrate bilingual school psychology competency.</p>	
First-year portfolio review	
Second-year portfolio review with BSP artifacts & signature assignments	
Internship-year portfolio review with BSP artifacts & signature assignments	

4. LANGUAGE REQUIREMENTS	
<p>Students must demonstrate oral and discipline specific language proficiency in the target language (a language other than English) by satisfying the requirements below.</p>	
Internship supervisor student target language ratings at the Advanced Level on the Rubric for Assessment of Language Competence	
Passing score on the Bilingual Portfolio Signature Assignment, Bilingual Psychoeducational Report	
<p>One of the following options</p> <ul style="list-style-type: none"> A. Grade B or higher for ED 381 and Instructor Ratings at the Advanced Level range on the Assessment of Language Competence from ED 381 B. Passing score on the PASEO Spanish for Mental Health Competency Assessment C. Grade B or higher on an approved advanced language course in the target language taken while enrolled in the certificate program 	

5. CULTURAL KNOWLEDGE & CULTURAL RESPONSIVENESS REQUIREMENTS

Students must demonstrate cultural knowledge and cultural responsiveness in the target cultural group(s) by satisfying the requirements below.	
Internship supervisor ratings demonstrating cultural responsiveness (rating of 3 or higher) on the Internship Supervisory Survey Items below: <ul style="list-style-type: none"> • Knowledge of Diversity Issues and Practices with Cultural Competence (H) • Collaborated effectively with families with cultural competence (LL) • Demonstrated skills needed to work with diverse students (WW) 	
Passing score on the Portfolio Signature Assignment, Bilingual Case Consultation.	
Demonstration of satisfactory growth on the School Psychology Multicultural Competence Scale from Year 1, Year 2, and Internship Year.	

6. FIELDWORK & INTERNSHIP REQUIREMENTS	
<p>The internship must meet the requirements of the school psychology credential AND the student’s respective degree program. Students must select a site that provides opportunities to implement bilingual student support services and receive supervision from bilingual supervisors. <i>Students must obtain at least half of their required supervision hours from a bilingual school psychologist who is proficient in the target language.</i> Students will be placed at a fieldwork site during their second year. Students are responsible for locating and applying to an acceptable school-based internship. The CCSP School Psychology Coordinator and SAO Staff will negotiate an internship agreement with the district.</p>	
Completed Bilingual Fieldwork Placement and Obtained Bilingual Supervision	
Completed Bilingual Internship Placement and Obtained Bilingual Supervision	

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

Master's Form I / COI and committee entered	
ProQuest ID _____ Permission Ltrs uploaded?	
Graduate Certificate in Bilingual School Psychology Awarded (mm/dd/yy)	

Bilingual Specialization Portfolio General Overview

UCSB Certificate in Bilingual School Psychology Portfolio

General Overview

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

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

The portfolio is *not* designed to prove that you have met the academic requirements for a graduate degree or for the PPS School psychologist credential. Completion of course

requirements is a separate requirement from the portfolio process and is verified by the GGSE Student Advisor and by the GGSE Credential Analyst. Thus, coursework should not be included in the portfolio unless it is directly related to the fieldwork standards and provides data regarding your effectiveness as a school psychologist (e.g., behavior intervention plan).

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

Jon W. Goodwin, Ph.D., NCSP, Director of Clinical Training
Arlene Ortiz, Ph.D., NCSP, Bilingual School Psychology Program 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. Design your electronic portfolio template. The portfolio should be an easy-to-navigate electronic document. Students should create their portfolio in an organized file containing all the required elements. PDF portfolio is recommended but not mandatory.

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

- Vita / Resume** ○ Include level of language proficiency in target language
- Transcript** (can download from UCSB Gold) **Statement of Professional Philosophy** ○
Personal Vision centers the needs and voices of culturally and linguistically diverse students and their families
 - **Career Interests** subsection highlights interest working with CLD students and their families
 - Statement of Professional Goals and Competencies** ○ Goals should relate to gaining competence as a bilingual school psychologist. ○ Incorporate NASP standards

and BSP competencies, including depth in language of certification and depth in culture of certification

- ❑ **Statement of Positionality / Reflexivity** ○ Discuss your cultural and linguistic background and how that informs your work with CLD students
- ❑ **Conference Attendance / Presentations** ○ Make a list of conventions you attended along with the workshops, presentations, and special sessions you attended at each. Superior portfolios will also include reflections or handouts detailing the experience. Include only those you have attended since starting this graduate program.
- ❑ **Workshop Attendance / Presentations / University Presentations / Attendance** ○ Make a list of conventions you attended along with the workshops, presentations, and special sessions you attended at each, including bilingual roundtable seminars. Superior portfolios will also include reflections or handouts detailing the experience. Include all that you have attended from the start of graduate school.
- ❑ **Membership in Professional Organizations** ○ Include a list of professional organizations along with dates you have been a member. Include any leadership positions or committees.
- ❑ **Documentation of Meeting Credential Requirements** ○ Include the completed Credential Services Office Form with all four requirements completed ([Basic Skills Requirement](#)/CBEST, Certificate of Clearance, TB Clearance, B.A. Degree).

C. Reflections. For each of the standards (listed below, [those in blue font are bilingual SP competencies](#)), 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 have you engaged in to demonstrate proficiency in this standard to date?
- ❑ Outline a plan for your next stage of training to address unmet standards.
- ❑ Include your personal area of interest where you want to gain some particular expertise.

Practices that Permeate All Services

- ❑ Data-Based Decision-Making/ [Asset-Based Orientation to Serving MLs / Culturally and Linguistically Appropriate Assessment with MLs](#)
- ❑ Consultation and Collaboration / [Bilingual Consultation](#)

Direct Services – Student Level

- ❑ Academic Interventions and Instructional Supports / *Direct & Indirect Interventions with MLs: Academic and Social-Emotional-Behavioral*
- ❑ Mental and Behavioral Health Services and Interventions / *Direct & Indirect Interventions with MLs: Academic and Social-Emotional- Behavioral*

Indirect Services – System Level

- ❑ School-Wide Practices to Promote Learning / *Systemic Orientation* ❑ Services to Promote Safe and Supportive Schools / *Systemic Orientation*
- ❑ Family, School, and Community Collaboration / *Culturally Responsive Family & Community Engagement*

Foundations of Service Delivery

- ❑ Equitable Practices for Diverse Student Populations / *Social Justice Perspectives in ML work / Depth in Culture of Certification*
- ❑ Research and Evidence-Based Practice
- ❑ Legal, Ethical, and Professional Practice / *Legal, Ethical, Professional Practice*

Specific Skills, Knowledge, and Practices

- ❑ *Depth in Language of Certification* ❑ *Language Acquisition Models*
- ❑ *Models and Methods of Instructional practice with MLs*

D. Certificate in Bilingual School Psychology Artifacts and Signature Assignments ❑ Evidence of

Target Language Proficiency¹

- ED 381: Advanced Level *Language Proficiency Evaluation* and course grade of B or higher, if relevant to target language **OR** Passing score on the PASEO Spanish for Mental Health Competency Assessment **OR** Grade B or higher on an approved advanced language course in the target language taken while enrolled in the certificate program ❑ **Evidence of Cultural Knowledge Proficiency**
- CNCSP 226 Artifact: Self-Evaluation and Reflection of Multicultural / Bilingual School Psychology Competence Scale. Include a copy of the completed scale, all journal entries and assignment rubrics.

❑ **Culturally Responsive In-Service Presentation**

¹ May be included in Year 2 or Internship portfolio if not completed during Year 1

- CNCSP 226 Artifact: In-Service Presentation. Include a copy of the presentation slides, e-handout / brochure / infographic, and rubric.

CLD Social-Emotional/Behavioral Intervention

- CNCSP 274C Artifact: Mental / Behavioral Health Case Study. M.Ed. students will submit the summative case conceptualization, intervention summary, and rubric.²
- The selected case study should be a student and/or family member who speaks the target language

Bilingual School Psychology Self-Efficacy Baseline Evaluation

- Students will be sent a brief survey to assess their cultural and linguistic competence related to the field of school psychology at the start of the program.

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

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

G. Evaluation forms. In your portfolio include the following:

Basic Practicum Evaluation(s), if relevant

Note: Your reflections in part C will inform your development of a fieldwork plan in Year Two.

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

² Ph.D. students will submit a similar assignment as part of CNCSP 274DEF during Year 2 or CNCSP 275 during internship year.

Year Two & Internship Requirements

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

B. Update the Professional Development Section. Update/renew each of the professional development elements. Please note: *for Professional Statements, include the Year One version in addition to the updated Year Two version - in the same document - so the two statements can be compared to assess growth. Ditto for Internship Year.* **Vita / Resume**

- Include level of language proficiency in target language
- Current Transcript** (can download from UCSB Gold)
- Statement of Professional Philosophy** – Include all prior statements (Year One and Year Two, if applicable) and newly updated Year Two/Intern versions – in the same document - so we can assess growth.
 - Goals should relate to gaining competence as a bilingual school psychologist.
 - Incorporate NASP standards and BSP competencies, including depth in language of certification and depth in culture of certification
- Statement of Professional Goals and Competencies-** Include all prior statements (Year One and Year Two, if applicable) and newly updated Year Two/Intern versions – in the same document - so we can assess growth
- Statement of Positionality / Reflexivity** Discuss your cultural and linguistic background and how that informs your work with CLD students
- Conference Attendance / Presentations** (Include all that you have attended from the start of graduate school).
- Workshop Attendance / Presentations / University Presentations / Attendance** (Include all that you have attended from the start of graduate school, including bilingual roundtables).
- Membership in Professional Organizations**

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

- What does this standard mean for the practice of school psychology, why is it important?
- What activities have you engaged in to demonstrate proficiency in this standard to date?
- 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 various statements can be compared to assess growth.

D. Bilingual School Psychology Artifacts and Signature Assignments ☐ Evidence of Target Language Proficiency

- ED 381: Advanced Level *Language Proficiency Evaluation* and course grade of B or higher, if relevant to target language **OR** Passing score on the PASEO Spanish for Mental Health Competency Assessment **OR** Grade B or higher on an approved advanced language course in the target language taken while enrolled in the certificate program
- [Signature Assignment](#): Bilingual Psychoeducational Case Study
- Internship supervisor student ratings at the Advanced Level on the Rubric for Assessment of Language Competence ³

☐ **Evidence of Cultural Knowledge Proficiency**

- Self-Evaluation and Reflection of Multicultural School Psychology Competence Scale. Please include your progress from prior year(s) and analyze growth.
- [Signature Assignment](#): Bilingual Case Consultation
- Internship supervisor ratings demonstrating cultural responsiveness (rating of 3 or higher) on the Internship Supervisory Survey Items H, LL, and WW. ⁴

☐ **Signature Assignment: Ethical Paper**

- Complete the required signature assignment that centers work with culturally and linguistically diverse students and/or families.

☐ **Bilingual Assessment Skills**

- CNCSP 253 Artifact: Testing a Diverse Learner. Please include the completed assignment and rubric.

☐ **Bilingual School Psychology Self-Efficacy Final Evaluation**

³ Included in Year 3 / final portfolio only

⁴ Included in Year 3 / final portfolio only

- Students will be sent a brief survey to assess their cultural and linguistic competence related to the field of school psychology at the end of the program. The final evaluation will only be completed during internship year.

E. Behavioral/Social-Emotional and Academic Intervention Cases Studies. During the internship year, interns are required to complete two comprehensive clinical case studies. One is required to be a behavioral/social-emotional intervention case to address a behavioral or mental health concerns affecting a student, and the second is required to be an academic intervention case that addresses an academic skills problem. These should be submitted via Canvas in the Spring quarter of the Internship Year and must include 1) client history and referral concern, 2) specification of the target behavior and associated operational definition, 3) baseline and intervention data, and 4) calculated standardized effect size. Students should incorporate a multicultural approach and utilize their target language skills when working with the student and/or family.

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

G. Log of Hours and Attestation Form. You are responsible to keep and include in your portfolio a detailed journal of your hours, including what activities you complete each day in what setting (preschool, elementary, junior high, high school). You must include a category for supervision hours. Include logs of hours from all relevant years in the program and an attestation form of meeting bilingual supervision requirement signed by your supervisor. **A minimum of half of your supervision hours must be provided in the target language by a bilingual supervisor.**

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

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

I. 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).

J. PRAXIS-II Score Report (final portfolio). You must include your full PRAXIS-II score report. When you take the exam request a copy be sent to UCSB GGSE and request one for yourself. When your scores are sent to you immediately download a copy for yourself (if you wait, they will charge you money). Redact your SSN but not your name. You will include a copy in your portfolio.

K. Site and Supervisor Evaluations. You must complete and include year-end evaluations of your fieldwork site AND fieldwork supervisor.

L. NCSP Paperwork (Year 3 only). Please bring hard copies of your NCSP paperwork to your portfolio meeting so the faculty can sign off on them and you can apply as soon as all other application materials are ready.

Year 2 portfolio reviews will occur during the last two weeks of the Spring quarter – date TBD.

They will involve a 30-minute meeting with your advisor and the School Psychology Program Coordinator in an oral examination for the M.Ed. degree.

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

Bilingual School Psychologists Certificate Program Signature Assignments

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

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, the student may not use the same client for signature assignment #2. The student must also select clients who are quite different from each other (e.g., language, race, age, areas of suspected eligibility).

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

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

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

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

Signature Assignment #1: Bilingual Psychoeducational Assessment

- Referred student must be a multilingual learner (ML).
- Review cumulative file and document important background information relevant to a ML
- Observe student in all relevant settings.
- Administer and score assessments. Use scoring software. **Assessments should include measures of language proficiency and cognitive ability at a minimum.**
- Review and interpret attendance, grades, and discipline history. Use district database to look up educational records.
- Gather teacher comments, reports
- Use a parent / caregiver **interview or questionnaire** including a health and development questionnaire / interview **administered in the caregiver's heritage language.**
- Write up results, interpretations, and recommendations and include all mandatory statements using your knowledge of assessment and intervention practices for MLs
- 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 for MLs.
- **Present your findings at an IEP meeting in the caregiver's preferred language**
- Obtain parent feedback

Final Products:

- Psychoeducational Report that includes documentation of at least one measure of language proficiency and one standardized cognitive battery administered in the ML's heritage language as well as a caregiver interview conducted in their heritage language. (Report may be in English)
- Psychoeducational Report **Summary that is translated into the target language** (e.g., translated from English to Spanish)
- Copy of IEP Goals
- IEP presentation feedback form

Required Report Elements:

11. Independent classroom (or appropriate setting) observation by a psychoeducational team member
12. Educationally relevant health and development
13. Statement regarding the effects of environmental, cultural, linguistic, or economic disadvantage
14. Statement regarding if academic progress is impacted by lack of appropriate education or poor school attendance
15. Validity Statement: Extent to which tests selected are considered valid and appropriate for this student
16. Extent to which scores are valid measures of present levels of cognitive and academic functioning
17. Basis for determination of special education services
18. Relationship of behavior to pupil's academic/social functioning
19. Statement regarding whether the student needs special education and related services: (1) Does the student meet eligibility requirements AND (2) Does student need special education to benefit from regular education services
20. Need for specialized services, materials, and equipment <i>for low incidence disabilities</i>

IEP Feedback Questions

6. The school psychology trainee treated me with respect.	Especialmente True	True	False	Especialmente False
7. The school psychology trainee helped make me feel like an equal part of the IEP team.	Especialmente True	True	False	Especialmente False
8. The school psychology trainee presented assessment results in a clear manner.	Especialmente True	True	False	Especialmente False
9. The school psychology trainee answered my questions about the assessment results.	Especialmente True	True	False	Especialmente False
10. The school psychology trainee report addressed the referral concerns.	Especialmente True	True	False	Especialmente False

Comments:

IEP Preguntas de Crítica

6. La aprendiz de psicología escolar me trató con respeto.	Especialmente Cierto	Cierto	Falso	Especialmente Falso
7. La aprendiz de psicología escolar me hizo sentir como una parte igual del equipo IEP.	Especialmente Cierto	Cierto	Falso	Especialmente Falso

8. La aprendiz de psicología escolar presentó los resultados de la evaluación en una manera clara.	Especialmente Cierto	Cierto	Falso	Especialmente Falso
9. La aprendiz de psicología escolar contestó mis preguntas acerca de los resultados de la evaluación.	Especialmente Cierto	Cierto	Falso	Especialmente Falso
10. El reporte de la aprendiz de psicología escolar se dirigió a las preocupaciones de la remisión.	Especialmente Cierto	Cierto	Falso	Especialmente Falso
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).

NASP 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**

CCBSP Bilingual Competencies Addressed

- Asset-Based or Strength-based Orientation to Serving MLs (1)
- Social Justice Perspectives in Serving MLs (2)
- Systemic Orientation (3)
- **Depth in the Culture of Certification (4)**
- **Depth in the Language of Certification (5)**
- Culturally Responsive Family and Community Engagement (6)

- **Language Acquisition Models (7)**
- Models and Methods of Instructional Practice with MLs (8)
- Bilingual Consultation (9)
- Direct and Indirect Interventions with MLs: Academic and Social-Emotional-Behavioral (10)
- **Culturally and Linguistically Appropriate Assessment with MLs (11)**
- **Legal, Ethical and Professional Practices (12)**

Bilingual Psychoeducational Assessment Rubric

*Bilingual Competencies Addressed in Parenthesis

Content	Competency	Missing	0 Unsatisfactory (Insufficient Competence)	1 Fair (Emerging Competence)	2 Good (Maturing Competence)	3 Excellent (Competent)
		Content is not present	Insufficient and superficial coverage of content; writing is awkward, contains jargon; or grammatical and typographical errors are present	Content is limited (e.g., recognizes but does not discuss in appropriate detail) and interpretations (if given) are not data-driven	Content is coherent, data-driven, and connected with child/classroom functioning and draws upon learned best practices	Content is thorough, data-driven, coherent, and written at a very high level; integrates thinking about learned best-practices
Educational History	Language of instruction; school attendance; country/community of attendance (2, 3, 7, 8); discuss interventions received and evaluate the level of research-based appropriateness for ML students (10)					
Family & Developmental / Health History	Addresses intersectionality, levels of acculturation, familiarity with U.S. school and education prior to current school (2, 3); Interviews conducted to obtain relevant background information are conducted in the caregivers preferred or dominant language (4,5,6); teacher and parent interviews incorporate language and cultural considerations (9)					
Language History	Discussion of heritage language and culture (6) Language exposure and milestones (2, 7); discussing level of BICS and CALPs in different languages (7).					
Formal observations	Noting languages spoken in different setting and groups—distinguish between cognitive/academic language and Social/Interpersonal communication (7); assessing fit between language of the classroom environment &/or instruction and the child (8)					
Assessment Battery & Procedures	Battery is designed with attention to the student's background and language experiences (4, 11). Language proficiency is used to inform subsequent testing. Tests are administered in preferred or dominant language (5, 11) Evaluation procedures are in accordance with state and federal law regulation assessment of MLs (12) -use language profile instead					
Results and Interpretation	Includes an accurate validity statement that includes language of assessment and data for decision of validity (includes information about how decision was reached) (11) Data are appropriately interpreted. Includes clear eligibility statement that supported with evidence. Integrated across sections is an articulation of assets of multilingualism, maintaining the home language and culture, and brining attention to issues of inequity and ways to facility broader access (1,2,3)					

Recommendations	Demonstrates ability to differentiate language development from disabilities, including making determinations about exclusionary factors (2, 4, 11, 12)					
Goals	IEP goals are specific, measurable, attainable, realistic, and time-bound. They are consistent with best practices for MLs					
Summary in Target language	1-page (min) summary in target language (includes history, results and recommendations) (4, 5)					

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). **The student selected must be a culturally and linguistically diverse student and you must be able to utilize your target language skills in some part of the process** (e.g., gathering background information from caregivers). **A multicultural consultation approach, such as Ingraham's multicultural consultation framework (Ingraham, 2000), must be incorporated into your selected consultation model. 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:

- Background information, including:
 - The setting
 - Diagram of the constellation of members (Ingraham, 2007) in the consultation process
- The models you selected (e.g., client centered consultation and the multicultural consultation framework)
- The steps you followed
- Examples of how you met each step in the consultation process
- Challenges you faced in maintaining the consultation process ○ What mistakes did you make with this case and how did you learn from these?
- 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 ○ What did you observe about yourself in this case? How does this experience inform your future consultation practice?
- Multicultural Consultation Approach Reflection (from Ingraham, 2005) ○ How did various dimensions of diversity emerge in this case? Describe the nature of the diversity, who was involved, and how it may have influenced the consultation process.

- Describe the preferred style of communication of yourself and the consultee. Were there any differences in your styles and preferences for communication? If yes, describe.
- What aspects of the consultee's identity (individual, group, universal) and culture were made salient in the consultation and how were these salient?
- If you or the consultee used any bridging approaches as a means to build connections across dimensions of diversity, what approaches were used? By whom? How did they work?
- Describe any contextual and power influences involved with this consultation case. Include attention to influences by the larger society and disruptions in the balance of power, if any.
- Describe any methods you used to support the consultee and/or client's success.
- Did you make any adjustments in the consultation approaches described in your textbooks to adjust the consultation to the culture or needs of the consultee and/or client? If so, describe what you did differently and what effect you think it had on the consultation process.

Example consultation process (over several meetings)

5. 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)
6. 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
7. 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
8. Closure
 - a. Summarize what transpired
 - b. Clarify responsibilities of each party
 - c. Decide on next meeting date

Five Components of the Multicultural Consultation Framework (Ingraham, 2000)

1. Domains of consultant learning and development

1. Understanding one's own culture
 2. Understanding the impact one's own culture on others
 3. Respecting and valuing other cultures
 4. Understanding individual differences within cultural groups and multiple cultural identities
 5. Cross-cultural communication/multicultural consultation approaches for rapport development & maintenance
 6. Understanding cultural saliency and how to build bridges across salient differences
 7. Understanding the cultural context for consultation
 8. Multicultural consultation and intervention appropriate for the consultee(s) and client(s)
2. Domains of consultee learning and development
 1. Knowledge
 2. Skill
 3. Objectivity and decreasing:
 - Filtering perceptions through stereotypes
 - Overemphasizing culture
 - Taking a "color-blind" approach
 - Fear of being called a racist
 4. Confidence
 - Preventing intervention paralysis
 - Avoiding reactive dominance
 3. Cultural variations in the consultation constellation
 1. Consultant-consultee similarity
 2. Consultant-client similarity
 3. Consultee-client similarity
 4. Three-way diversity. Tri-cultural consultation
 4. Contextual and power influences
 1. Cultural similarity within a differing cultural system
 2. Influences by the larger society
 3. Disruptions in the balance of power
 5. Hypothesized methods for supporting consultee and client success
 1. Framing the problem and the consultation process
 - Value multiple perspectives
 - Create emotional safety and motivational support
 - Balance affective support with new learning
 - Build on principles for adult learning
 - Seek systems interventions to support learning and development
 2. Potential multicultural consultation strategies for working with the consultees
 - Support cross-cultural learning and motivation
 - Model bridging and processes for cross-cultural learning

- Use consultation methods matched with the consultee's style
 - Work to build consultee confidence and self-efficacy
 - Work to increase knowledge, skill, and objectivity
3. Continue one's professional development and reflective thinking
- Continue to learn
 - Engage in formal and informal continuing professional development
 - Seek feedback
 - Seek cultural guides and teachers

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).

https://apps.nasponline.org/standards-and-certification/ncspapplication/documents/case_study_rubric.pdf

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**

CCBSP Bilingual Competencies Addressed

- **Asset-Based or Strength-based Orientation to Serving MLs (1)**
- **Social Justice Perspectives in Serving MLs (2) CCBSP Bilingual Competencies Addressed Ctd.**
- **Systemic Orientation (3)**
- **Depth in the Culture of Certification (4)**
- **Depth in the Language of Certification (5)**
- **Culturally Responsive Family and Community Engagement (6)**
- **Language Acquisition Models (7)**
- **Models and Methods of Instructional Practice with MLs (8)**
- **Bilingual Consultation (9)**
- **Direct and Indirect Interventions with MLs: Academic and Social-Emotional-Behavioral (10)**

- **Culturally and Linguistically Appropriate Assessment with MLs (11)**
- Legal, Ethical and Professional Practices (12)

Bilingual Case Consultation Assessment Rubric

*Bilingual Competencies Addressed in Parenthesis

Content	Competency	Missing	0 Unsatisfactory (Insufficient Competence)	1 Fair (Emerging Competence)	2 Good (Maturing Competence)	3 Excellent (Competent)
		Content is not present	Insufficient and superficial coverage of content; writing is awkward, contains jargon; or grammatical and typographical errors are present	Content is limited (e.g., recognizes but does not discuss in appropriate detail) and interpretations (if given) are not data-driven	Content is coherent, data-driven, and connected with child/classroom functioning and draws upon learned best practices	Content is thorough, data-driven, coherent, and written at a very high level; integrates thinking about learned bestpractices
Background Information / Constellation of Members	Diagram of the constellation of members is included. Includes a detailed description of members of the consultation process, including cultural and linguistic factors that may impact the consultation process such as preferred mode and language of communication and worldview. (2, 3, 7, 8). Other factors may include intersectionality, levels of acculturation (2, 3). Interviews conducted to obtain relevant background information are conducted in the caregivers preferred or dominant language (4,5,6); interviews incorporate language and cultural considerations (9)					
Specified Models Delivered in Sequence	A consultation model (e.g., Consultee Centered Consultation) is specified and followed step by step. In addition, a multicultural approach to the consultation process is specified (e.g., Multicultural Consultation Framework) and implemented with integrity (9).					
Contract	A contract (informal or formal) was developed.					
Problem Definition	The problem is operationally defined in observable, measurable terms and using multiple sources (e.g., record review, interview, observation, and testing). Includes a statement related to the cause of the problem (e.g., performance deficit) that is sensitive to cultural and linguistic differences (1, 2, 4, 5, 6, 7). It is evident that the consultant is knowledgeable of best practices for culturally and linguistically diverse students and understands the language acquisition process, if relevant to the case (8, 10).					
Goals & Interventions	Interventions were generated and one selected that links to the problem analysis and is relevant to the individual needs and characteristics of the client and their environment. Whenever possible, interventions with efficacy for CLD populations are used (8, 10). Modifications to address individual differences are specified. Goals / Expectations are clearly stated (specific, measurable, attainable, time-bound) and are based upon an appropriate source for comparison (e.g., grade level standard, peer performance). The integrity / fidelity of the intervention is reported and used in the interpretation of intervention efficacy (12).					

Data Collection and Analysis	Data were collected and charted to evaluate and inform strategy, including baseline and progress monitoring data. Data methods are in line with best practices for CLD students and attention is given to the student's background and language experiences (4, 11). Language proficiency is used to inform data collection(5, 11). Issues of validity are appropriately addressed. Adequate intervention data points are collected to appropriately analyze. Assets of multilingualism, maintaining the home language and culture, and brining attention to issues of inequity are included (1,2,3)					
Follow-up Sessions Guided Further Implementation	There is evidence for multiple consultation sessions with the consultee. Prior sessions inform subsequent sessions and strengthen consultant's ability to provide effective consultation (e.g., gain clarity of problem; 9).					
Quality of Reflections	A reflection of the consultant's experience applying the selected consultation methods is thoughtful and helps guide future practice. Special attention is given to dimensions of diversity, power, and privilege that immersed as well as bridging approaches attempted (2, 3, 12).					
Effect Size	The effect size is documented and calculated appropriately (11).					

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 bilingual 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).

Standards Addressed

- **Legal, Ethical, and Professional Practice**

CCBSP Bilingual Competencies Addressed

- Asset-Based or Strength-based Orientation to Serving MLs (1)
- **Social Justice Perspectives in Serving MLs (2)**
- Systemic Orientation (3)
- Depth in the Culture of Certification (4)
- **Legal, Ethical and Professional Practices (12)**

Law & Ethics Rubric

*Bilingual Competencies Addressed in Parenthesis

Content	Competency	Missing	0 Unsatisfactory (Insufficient Competence)	1 Fair (Emerging Competence)	2 Good (Maturing Competence)	3 Excellent (Competent)
		Content is not present	Insufficient and superficial coverage of content; writing is awkward, contains jargon; or grammatical and typographical errors are present	Content is limited (e.g., recognizes but does not discuss in appropriate detail) and interpretations (if given) are not data-driven	Content is coherent, data-driven, and connected with child/classroom functioning and draws upon learned best practices	Content is thorough, data-driven, coherent, and written at a very high level; integrates thinking about learned best-practices
Ethical Dilemma Clearly Presented	An ethical dilemma in school psychology was effectively presented (strong rationale). The selected dilemma centers on culturally and linguistically diverse students and/or their families. The description includes systemic and extrinsic variables related to the noted concern (3).					
Ethical Standards Addressed	NASP and APA ethical standards were reviewed within the context of this dilemma (12)					
Application of an Ethical Decision-Making Model	An ethical decision-making model was applied, and all steps of the selected model appropriately discussed (12)					
Law Referenced and Applied	The law was referenced and applied. Selected laws are relevant to the ethical dilemma and highlight student knowledge of state and federal laws related to culturally and linguistically diverse students (12).					
Conclusions	Conclusions are based on an integrated analysis of law and ethics (12) and incorporate relevant bilingual competencies, such as language acquisition models (competency 7) and culturally and linguistically appropriate assessment with multilingual learners (competency 11). Conclusions articulate assets of CLD students (1) and are grounded in a social justice perspective (2). Conclusions articulate an understanding of systemic and extrinsic variables which influence outcomes for CLD students (3).					
Implications	Implications for research and practice are discussed					



Bilingual School Psychologist Certificate Student Portfolio—Evaluation Sheet
Revised 8.22.24

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). A rating of pass is consistent with ratings of 2 or 3 on Signature Assignments.

NR (Needs Revision) = Demonstrates minimal competency, and/or lacks integration of program philosophy and values OR insufficient or missing information (year in program considered). A rating of NR is consistent with ratings of 0 or 1 on Signature Assignments.

Overall Rating Pass NR
Comments/Questions

General Professional Development Information: Ratings and Comments

- 16. Electronic Portfolio Template Pass NR
- 17. Vita / Resume Pass NR
- 18. Transcript Pass NR
- 19. Statement of Professional Philosophy Pass NR
- 20. Statement of Professional Goals and Competencies Pass NR
- 21. Statement of Positionality Pass NR
- 22. Conference Attendance/Presentation Pass NR
- 23. Workshop, and University Lecture Attendance / Presentations Pass NR

24. Membership in Professional Organizations	Pass	NR	
25. Year Two Fieldwork Plan	Pass	NR	
26. Intern Fieldwork Plan	Pass	NR	N/A
27. Log of Hours (ALL Fieldwork to date)	Pass	NR	
28. Met Credential Requirements (Intern-year only)	Pass	NR	N/A
29. Passed PRAXIS Examination (Intern-year only)	Pass	NR	N/A
30. Received a peer review and responded to feedback	Pass	NR	

Evaluation Forms

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

Training Standards: Ratings and Comments

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

- 8. Equitable Practices for Diverse Populations Pass NR
- 9. Research and Evidence-Based Practice Pass NR
- 10. Legal, Ethical, and Professional Practice Pass NR

Certificate of Bilingual School Psychologists Requirements

- 1. Evidence of Target Language Proficiency Pass NR
- 2. Evidence of Cultural Knowledge Proficiency Pass NR
- 3. Mental Health / Behavioral Case Study Pass NR
- 4. CNCSP 253: Testing a Diverse Learner Assignment Pass NR
- 4. CNCSP 226: Culturally Responsive In-Service Presentation Pass NR
- 5. Bilingual School Psychology Self-Efficacy Pre- & Post-Evaluations 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 BILINGUAL Psychoeducational Assessment

Educational History	0	1	2	3
Family & Developmental / Health History	0	1	2	3
Language History	0	1	2	3
Observations	0	1	2	3
Assessment Battery and Procedures	0	1	2	3
Results and Interpretation	0	1	2	3
Recommendations	0	1	2	3
Goals	0	1	2	3
Summary in Target Language				
Parent IEP Feedback				

Comments:

#2 Bilingual Consultation

Background Information / Constellation of Members

Specified Models Delivered in Sequence	0	1	2	3
Contract	0	1	2	3
Problem Definition	0	1	2	3
Goals & Interventions	0	1	2	3
Data Collection and Analysis	0	1	2	3
Follow-up sessions guided further implementation	0	1	2	3
Quality of reflections	0	1	2	3
Effect Size	0	1	2	3

Comments:

#3 Ethics: Bilingual

Ethical Dilemma Clearly Presented	0	1	2	3
Ethical Standards Addressed	0	1	2	3
Application of an Ethical Decision-Making Model	0	1	2	3

Law Referenced and Applied	0	1	2	3
Conclusions	0	1	2	3
Implications	0	1	2	3

Comments:

Bilingual Supervision Verification Form

**Graduate Certificate in Bilingual School Psychology:
Bilingual Supervision Verification**

Student Information First
& Last Name:
Student ID:
E-Mail:

Fieldwork Information
Primary Field-based Site Name:
Primary Field-based Site Address:
Fieldwork Experience Type: 2nd Year Fieldwork Internship

Field-Based Supervisor First
& Last Name:
Credential or License Number:
E-Mail:

I attest that I provided _____ hours of field-based supervision to _____, a graduate student in the UCSB School Psychology program. Of the supervision hours completed, I attest that a minimum of half of those hours were conducted in a language other than English.

Supervisor Signature

Date

