



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 2023 and Subsequent Years

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Appendix A: M.Ed. 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.

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

Note: This Anticipated Course Sequence includes all courses required for both the 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: 2022-23

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

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

COURSE REQUIREMENTS

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

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

Member: _____

Member: _____

Graduate Advisor: _____

Degree Quarter: _____

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

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

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

**GGSE SCHOOL PSYCHOLOGY CREDENTIAL COURSE WORK
2023-24**

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		Units	Grade	
			M.Ed.	Ph.D.
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 255 or CNCSP 253	Neuropsychological Assessment <i>or</i> 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 (Title TBD) <i>or</i> Advanced Fieldwork: School-based Mental Health Theories and Interventions	4.0		
CNCSP 274B or CNCSP 274H	First Year Induction (Title TBD) <i>or</i> Advanced Fieldwork: Advancing Science and Prac to Support Diverse Students	4.0		
CNCSP 274C or CNCSP 274I	First Year Induction (Title TBD) <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
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**
- 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. Peer Review. Ask a peer to review your portfolio. Peers should provide constructive criticism to help you improve the portfolio *prior* to final submission. The peer review must be included in the portfolio when submitted for faculty review. Thus, the peer review of the portfolio should be completed during the third or fourth week of the spring quarter. Considering the results of the peer review, the student should perform appropriate revisions before submission. Include the peer rating form and suggestions for improvement in your portfolio (attached).

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

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

- Basic Practicum Evaluation(s)**

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

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

Year Two & Three Requirements

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

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

- Vita / Resume**
- Current Transcript** (can download from UCSB Gold)
- Statement of Professional Philosophy** – Include all prior statements (Year One and Year Two, if applicable) and newly updated Year Two/Intern versions – in the same document - so we can assess growth
- Statement of Professional Goals and Competencies**- Include all prior statements (Year One and Year Two, if applicable) and newly updated Year Two/Intern versions – in the same document - so we can assess growth
- Conference Attendance / 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. Fieldwork Plan. Your final, summative fieldwork plan from the year should be included along with updated notes and dates of activities accomplished (or anticipated if they will be completed by the end of the school year). Interns should include plans from years 2 and internship year.

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

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

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

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

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

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

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

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

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

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 6 units of CNCSP 275 to support your work in the Internship.
- 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/effectsizel/>

Signature Assignment #1: Psychoeducational Assessment

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

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

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

Final Products:

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

Required Report Elements:

1. Independent classroom (or appropriate setting) observation by a psychoeducational team member
2. Educationally relevant health and development
3. Statement regarding the effects of environmental, cultural, or economic disadvantage
4. Statement regarding if academic progress is impacted by lack of appropriate education or poor school attendance
5. Tests selected are considered valid and appropriate for this student
6. Scores are valid measures of present levels of cognitive and academic functioning
7. Basis for determination of special education services
8. Relationship of behavior to pupil's academic/social functioning
9. Statement regarding whether the student needs special education and related services: (1) Does the student meet eligibility requirements 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: School Psychology Portfolio Review Form



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

Student Name: _____ Evaluator: _____

Year in Program 1 2 Intern Evaluator Status: Faculty Peer

Date: _____

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

Rating Rubric

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

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

Overall Rating Pass NR

Comments/Questions

General Professional Development Information: Ratings and Comments

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

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

Evaluation Forms

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

Training Standards: Ratings and Comments

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

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

Year Two Signature Assignments

Signature Assignment Rating Rubric

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

#1 Psychoeducational Assessment

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

Comments:

#2 Consultation

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

Comments:

#3 Ethics

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

Comments:

Appendix I: 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"/>	<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"/>	<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"/>	<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"/>	<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"/>	<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)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
S. Program Development Skills (developed alternative prevention or intervention programs to meet client or community needs) (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q25 PROFESSIONAL BEHAVIOR

	Remediation Needed (1)	Still in Development (2)	Expected Level of Competence (3)	Competence Fully Developed (4)	N/A (5)
A. 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)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
J. Written Communication Skills (showed ability to write clearly in a professional style that is clear, succinct, and devoid of unnecessary jargon) (11)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
K. Oral Communication Skills (showed ability to use oral language to communicate effectively with clients, supervisors, and colleagues) (13)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q13 SCHOOL PSYCHOLOGY STANDARDS

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

Faculty Advisor

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

Department Chair (Dr. Maryam Kia-Keating)

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

School Psychology Credential Coordinator (Dr. Jon Goodwin)

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

Student Affairs Graduate Advisor (Dr. Matt Quirk)

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

Credential Office (Katie Tucciarone)

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

Student Affairs Office (Sam Rifkin)

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

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

Director of Clinical Training (Dr. Jon Goodwin)

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

CCSP Executive Committee

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

Appendix K: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 L: M.Ed. & Ph.D. Program Alumni 1992-2020

M.Ed. Alumni

- 1992 John Laughlin (MEd, Assistant Superintendent Special Education; Sonoma County Office of Education)
- 1992 Judy Greycloud (MEd, Psychologist; Gateway Community School, Camarillo)
- 1993 Marcy Feldman (MEd, Psychologist; Los Angeles Unified School District)
- 1993 Guadalupe Morales (MEd, Psychologist; Oxnard Elementary School District)
- 1993 Rebecca Norton (MEd, school psychologist; Santa Barbara School Districts)
- 1993 Kristie Schrutchfield (Transferred to Ph.D. Program at Texas A&M)
- 1994 Lisa 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 Luhrsens (MED, school psychologist, Escondido)
- 2003 Kim Grant (school psychologist, Goleta Union School District)
- 2003 Matt Harstock (school psychologist, Bay area)
- 2003 Fiona Wu (school psychologist, San Jose)
- 2004 Lisa Jai (MED, LAUSD)
- 2004 Zarah DeVera (MED, Oakland USD)
- 2004 Amy Decrescenzo (MED, Maryland)
- 2004 Elana Hamovitch (MED, San Diego)
- 2004 Jennifer Kang (MED, Orange County)
- 2004 Amy Spurrier (MED, Ventura County)
- 2004 Sabrina Rhee (ABD, school psychologist, Portland)
- 2005 Paul Lozano (MED, school psychologist, Santa Barbara School Districts)
- 2005 Grace St Jean (MED, Oceanside USD)
- 2006 Natasha Carter (MED, Denver Public Schools)
- 2006 Nicole Donovan (MED, School Psychologist, NY)
- 2006 Denise Perez, (MED, School Psychologist, CA)
- 2006 Catherine Taylor, (MED, School Psychologist)
- 2006 Alicia Soliz, (MED)
- 2007 Lauren Adamek (MED)
- 2007 Tracy Cortichiato (MED)
- 2007 Andrew Long (MED)
- 2007 Lee Meneken (MED)
- 2007 Sarah Sweeney (MED)
- 2008 Chau (Tran) Goel (MED, San Francisco),
- 2008 Christina Ibarbia (MED, Oxnard)
- 2009 Allison (Lee) Staton (MED, Fulsom)
- 2009 Heather Malone (MED, Ojai)
- 2009 Sunny Crandell (MED, Santa Barbara City College)

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

Ph.D. Alumni

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

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

2018 Stephanie Moore (PHD, Assistant Professor, UC Riverside) - **20/20 Doctoral Scholar**
2019 Allie Wroblewski (PhD, Postdoctoral Fellow in Pediatric Psychology, Boston Children's Hospital/Harvard Medical School)
2019 Kelly Edyburn (PhD, Assistant Professor, Loyola University Chicago) - **20/20 Doctoral Scholar**
2019 Ari Goldstein (PhD, private practice)
2019 Katie Moffa (PhD, Postdoctoral Fellow in Clinical Psychology at Boston Children's Hospital/Harvard Medical School)
2020 Sruthi Swami (PhD, Assistant Professor, Fresno State University) - **20/20 Doctoral Scholar**
2020 Agustina Bertone (PhD, Postdoctoral Fellow, UCLA Nathanson Family Resiliency Center)