



CSULB School Psychology Program Handbook

B andon Gamble Ed D NCSP Associate Professor Program Coordinator
K i i Hagan Ph D NCSP Professor
K i in Po e Ph D NCSP Professor Community Clinic Director

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Training in civic participation and in election administration based on the theoretical framework described above includes personal competence and efficacy among disenfranchising school home community partnership and participating each other's needs. Additionally, candidate awareness and the historical participation model of application based practice concerning legal mandate and the availability of electoral practice (e.g. American Education Research Association American Psychological Association National Association of School Psychologists) in making decisions about men in election and participation for disenfranchisement and disability. In summary, the program will be a series of knowledge based participatory candidate forums to address the changing role of the school psychologist.

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clinic

Provide development training on classroom behavior management academic intervention special education effective policies

Define a paper for submission and publication of CASPT data on the C... i... a paper or poster presentation proposal CASP California Association of School Psychologists and the NASP National Association of School Psychologists annual conference

Documentation and evaluation of each of the above required and enhancing activities and assignments will be maintained by the school and the University based upon the EDP AB in the School Improvement Plan. The school will evaluate the academic candidate based on the NASP Domain for Training and Practice. Candidate who do not have evidence of successful completion of required practice activities and competence will not demonstrate professional and personal competence as outlined in the CSULB School Psychologist Personal Competency Evaluation form for more information may be required to complete additional practice hours. Repeat attempts of practice and do not be recommended for improvement.

Fieldwork Improvement

experience in each of the NASP domain. Prior to the initial application of the initial application is located in the Clinician Room account of the Community Clinic in a locked file folder. Send me the application in the placement materials for the Graduate Advanced Clinic Coordinator or a school psychologist faculty member. I will unlock the folder once the application has been filed by the applicant.

In the next complete portfolio in a non-school setting, the application of an appropriate licensed professional counselor for a Non-School Based Internship and portfolio may be approved by the EDP (A-B) University in conjunction with the program coordinator.

Some candidates may be required to obtain an Internship C

The School Psychology Program adheres to the following of a field of practice

The School Psychology Program is a face-to-face program for individuals in the field of practice and is a member of the National Association of School Psychologists (NASP). The program is located in the Los Angeles and Orange County area and is a member of the California State Board of Education. The program is a member of the California State Board of Education and the California State Board of Professional Psychology.

A graduate student in the NASP approved CSULB School Psychology program in the area of equity, diversity, and social justice. The program is a member of the National Association of School Psychologists (NASP) and the California State Board of Education. The program is a member of the California State Board of Education and the California State Board of Professional Psychology.

Candidate must demonstrate specific professional and personal competencies in the field of practice. The candidate must have a minimum of 30 hours of fieldwork experience. The candidate must have a minimum of 30 hours of fieldwork experience. The candidate must have a minimum of 30 hours of fieldwork experience.

Program faculty meet each month and a designated time is dedicated to discussing the current state of the field. The candidate will be immediately notified and expected to meet with the program director and his/her advisor. The candidate will be immediately notified and expected to meet with the program director and his/her advisor.

in the hearing and an immediate audio recording scheduled office hours appointment. Please see Cal. Memo in the Appendix.

The following is a summary of activities required of graduate students in the College of Education and California State University Long Beach.

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Class Attendance

[http://catalog.ualb.edu/academic-information/class-attendance.html](#)

University Registration Going Home Degree

[http://catalog.ualb.edu/academic-information/registration-maintenance.html](#)

Final Comprehensive Examination

[http://catalog.ualb.edu/academic-information/comprehensive-examination.html](#)

Thesis

[http://catalog.ualb.edu/academic-information/thesis.html](#)

Academic Probation and Disqualification

[http://catalog.ualb.edu/academic-information/academic-probation.html](#)

Academic Credit

[http://catalog.ualb.edu/academic-information/academic-credit.html](#)

College of Education News and Notices

[h p e b c l b e d d i i o n d e n c h o l a h i p d e n g a d a e h m](#)

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	and performance
Map of Core b NASP Domain pg	Core o kb NASP Domain for Training and Practice
Benchmark for Ed S Degree pg	List of knowledge items

Please complete both pages and return to the address above

Name

Address

Date

Date of expected completion of the program

Phone

E-mail

Course code and abbreviation	Completed	Waited	Continued Enrolled Fall	Plan to take Spring	Plan to take AY Fall F Spring S
EDP Child or Adol De					

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CSULB School Psychology Candidate Intervention Plan

Candidate

Date

CSULB School Psychology Program
INTERNSHIP PORTFOLIO

As a graduate student in the NASP approved CSULB School Psychology program, you are required to complete and submit an Internship Portfolio at the conclusion of your internship experience. The Portfolio will include work samples completed at your internship sites that meet specific criteria outlined by the School Psychology faculty and NASP standards for training and practice. The purpose of the Portfolio is to provide School Psychology faculty an opportunity to provide graduate students structured feedback on the attainment of skills critical to effective practice in the schools. Faculty also will review, analyze and aggregate Portfolio data for program improvement. The Portfolio also provides an opportunity for graduate students to self-reflect and evaluate the myriad of skills learned throughout the program.

The Internship Portfolio is submitted to the instructor of ED P 500B in one PDF document. A draft Internship Portfolio including all required documents is due to the instructor of ED P 500B no later than March 1st. The final Internship Portfolio is due to the instructor of ED P 500B by May 1st. At least one complete Case Study, behavior or academic, and resume or CV are due to the ED P 500A instructor by the end of the fall semester. Specific date to be announced by the instructor.

REQUIRED DOCUMENTS

Title Page

Table of Contents

Current Resume/CV

Behavioral Intervention Case Study including

- page Case Study report organized by NCSP Rubric including the following headers:
Problem Identification, Problem Analysis, Intervention and Evaluation
- Baseline and intervention data in an Excel spreadsheet including

- No grammar and spelling errors
- All identifying information redacted
- Case Study reports should be no longer than 5 pages
- Professional Development Plan should be based on the Final Reflection. Together they should not exceed 5 pages
- Resume or CV should not exceed 2 pages

EVALUATION CRITERIA

The Internship Portfolio is reviewed and evaluated by the instructors of EDP. It is either Pass or No Pass. To obtain a passing score the following criteria must be met:

Passing score on both the Academic and Behavior Case Studies (see NCSP Case Study Rubric for criteria)

Attain at least a medium effect size on either the Academic or Behavior Case Study using Cohen's d or PNOD

Resume or CV

Reflection and Professional Development Plan

Adherence to formatting requirements (e.g. page limit inclusive of all required documents, error free, etc.)

Portfolios rated as "No Pass" will be evaluated by an additional school psychologist faculty member. Students who receive a second "No Pass" rating on the Portfolio will be required to resubmit an entire portion of the Portfolio not meeting the minimum criteria described above.

CALIFORNIA STATE UNIVERSITY LONG BEACH
College of Education
Department of Advanced Studies in Education and Counseling
School Psychology Program
Revised

INTERNSHIP GUIDELINES

California's Commission on Teacher Credentialing (CTC) and the National Association of School Psychologists (NASP) specifies that all programs of professional preparation for the school psychology credential require field experience that includes a minimum of _____ hours of fieldwork internship. Program candidates may fulfill their field experience requirement through either an unpaid or paid internship. Candidates who are paid less than _____ per year can only commit to engaging in an internship related activities for up to four days per week. Candidates may elect to complete their internship over _____ years, _____ hours each year. All fieldwork internship experiences must include participation in an array of school psychology related activities e.g. consultation, counseling, academic, behavioral intervention, etc. with diverse student populations and be supervised by a PPS school psychology credential holder with at least _____ years of experience as a school psychologist at his/her site/s.

behalf of the student and is provided upon receipt of a letter from the district or county office affirming their desire to hire the intern. All internship credentials are processed through the CSULB Credential Office <https://www.ced.csulb.edu/credential-center/> and are valid for a maximum of two years.

supervisor and the intern develop a close working relationship wherein the supervisor is aware of all the activities of the intern, assigns responsibilities, checks the accuracy and value of the intern's work, and monitors adherence to accreditation standards. During the early part of the field experience, the fieldwork supervisor should be in daily contact with the intern. As time goes by and as the intern demonstrates his/her growing competence, daily interaction may be replaced with twice weekly and then at least weekly meetings for the duration of the field experience. These meetings should be face-to-face or by phone and must average at least two hours per week.

During the first few weeks of fieldwork, the candidate must provide a copy of the following to their fieldwork supervisor:

- CSULB School Psychology Fieldwork Internship Guidelines
- District University Internship Fieldwork Agreement
- CSULB Field

Diversity in Development and Learning
School Wide Practices to Promote Learning
Preventive and Responsive Services

The University may, upon good cause, withdraw from fieldwork at any time an intern student of the UNIVERSITY assigned to fieldwork in the INTERNSHIP SITE

RESPONSIBILITIES OF THE INTERN

If the Internship Credential is required for employment with the DISTRICT, the INTERN will notify the CSULB school psychology program director regarding his/her eligibility to obtain the Internship Credential. Thereafter, it is the responsibility of the INTERN and DISTRICT to contact the CSULB Credential Office regarding obtaining the Internship Credential. ~~EnggPv@TP@v@RP@m@IP@P@icfour@CSP@SP@P@~~

education bilingual education migrant education ages disabilities cultures languages socioeconomic and ethnicities

The DISTRICT will advise the UNIVERSITY of any personal safety issues concerns or requirements that are pertinent to the location or specific area in which the INTERN will be assigned

The DISTRICT will accept no more INTERNS or graduate students than DISTRICT staff space and program permit and except in pre negotiated circumstances an intern supervisor will provide concurrent supervision for no more than two INTERNS or graduate students

The DISTRICT will provide the INTERN with a thorough orientation to DISTRICT administrative policies standards and practices

The DISTRICT will assure that the INTERN will be free to participate in UNIVERSITY activities and spend at least one day each week to pursue individual professional goals and development This may be waived in the case of interns receiving salary and benefits commensurate with a professional support service provider

The DISTRICT will designate up to two school psychologists who have at least two years experience as school psychologists to serve as the INTERN's supervisors After the first few months the INTERN may also work with other experienced school psychologists for specific activities

The DISTRICT will assure that the designated supervisor will serve as a model school psychologist engaging in broad and diverse service delivery

DISTRICT acknowledges that the supervising school psychologists will not receive compensation

The DISTRICT assures that the INTERN will devote not more than forty percent of his/her time to psycho-educational evaluations and related activities. The DISTRICT assures that the INTERN will be given multiple opportunities to prepare to assume a school psychologist's role the following year including completing initial and triennial assessments from beginning to end.

The DISTRICT assures that the INTERN will be treated by the DISTRICT as part of the professional staff provided salary and benefits if applicable as specified in the DISTRICT contract or in an attached addendum provided a supportive work environment adequate supplies counseling and test materials and access to computer internet and e-mail encouraged to participate in DISTRICT SELPA or county committees and provided release time to attend professional development opportunities and professional association meetings and conferences.

The DISTRICT will notify the UNIVERSITY in writing the desire to terminate or cancel an INTERNSHIP agreement when performance by the INTERN is unsatisfactory or INTERN personal competencies are below those acceptable by the DISTRICT or INTERN health status is a detriment to his/her successful completion of the INTERNSHIP. Prior to cancellation or termination the DISTRICT and UNIVERSITY will consult about the proposed action.

UNIVERSITY DISTRICT INTERN AGREEMENT

Participating School District

Intern

Time of Appointment

to

Supervising District School Psychologist

Signature

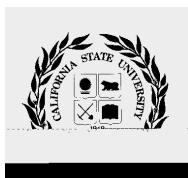
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CALIFORNIA STATE UNIVERSITY LONG BEACH

COLLEGE OF EDUCATION

NASP Domain

Targeted Activities for the Fall

Site 1

Site 2

University Fieldwork Supervisor

Intern

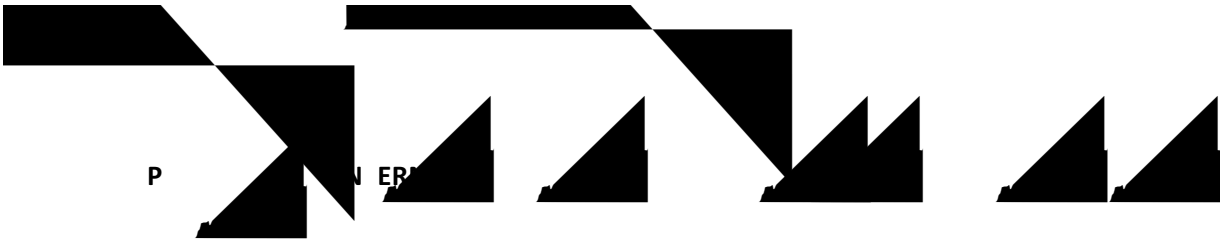
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NASP Standards for Training and Field

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Name: _____

Week

Did you receive 2 hours of supervision this week? Yes No

If not, explain. _____

Weekly Total Hours: _____

Supervisor's Signature: _____

Date: _____

Description of Major Activities by Site

Experiences with Diverse Individuals by Site

Reflection

Name: _____

Week of _____ to

Did you receive 2 hours of supervision this week? Yes No

If not, explain. _____

Weekly Total Hours: _____

Supervisor's Signature: _____

Date: _____


Description of Major Activities by Site

2017-18

EDP Course	(1) Data-Based Decision Making and Accountability	(2) Consultation and Collaboration	NASP DOMAIN
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BENCHMARKS FOR ED.S DEGREE IN SCHOOL PSYCHOLOGY

The 2017-2018 CSULB University Catalog (<http://www.csulb.edu/divisions/aa/catalog/current/index.html>) and CSULB School Psychology Program Student Handbook contain additional information regarding graduate study and the school psychology program at CSULB. Students are responsible for knowing the contents of these two documents.



YEAR 3

October 1st^

Apply for Comprehensive Exam (if applicable)

<https://www.ced.csulb.edu/graduate/comprehensive->