

Welcome School Psychology Field Based Supervisors

Cal Poly Humboldt School Psychology Program
Orientation

Thank you in advance for your time, expertise, and willingness to host and supervise a Cal Poly School Psychology Graduate Student.

Overview

- Review of CTC Domains of Practice
- Practicum Requirements
 - Candidate, Field-based Supervisor, & University Supervisor Responsibilities
- Internship Requirements
 - Candidate, Field-based Supervisor, & University Supervisor Responsibilities
- Evaluation of Candidate Performance
- Field-Based supervisor support

CTC Domains of Practice

SPPE 1: Data-based Decision Making and Accountability.

[NASP Domain 1: Data-Based Decision Making]: *Candidates have knowledge of varied methods of assessment and data collection for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes. As part of a systematic and comprehensive process of effective decision-making and problem solving that permeates all aspects of service delivery, school psychologists demonstrate skills in the use of psychological and educational assessment, data collection strategies, including state and local accountability systems, and technology resources. Further, they demonstrate the ability to apply their findings to design, implement, and evaluate response to services, programs, and interventions.*

CTC Domains of Practice

SPPE 2: Consultation and Collaboration [NASP Domain 2: Consultation and Collaboration]

Candidates have knowledge of varied methods of consultation, collaboration, and communication applicable to individuals, families, groups, school staff, and community agencies across academic, behavioral and social/emotional domains. Candidates promote effective coordination and implementation of services. As part of a systematic and comprehensive process of effective decision-making and problem solving that permeates all aspects of service delivery, school psychologists demonstrate skills to consult, collaborate, and communicate with others during design, implementation, monitoring and evaluation of services and programs. Candidates engage in multi-disciplinary teams (including children, teachers, parents, other school professionals, and outside service providers) to develop and implement academic interventions, promoting student engagement and positive school climate.

CTC Domains of Practice

SPPE 3: Interventions and Instructional Support to Develop Academic Skills [NASP Domain 3: Academic Interventions and Instructional Supports]

Candidates have knowledge of direct interventions that focus on academic interventions for children and families. Candidates have knowledge of psychobiological, cultural, dual language learners and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curriculum and instructional strategies. Candidates, in collaboration with others, demonstrate skills to use assessment and data-collection methods and to implement and evaluate services that support cognitive and academic skills.

CTC Domains of Practice

SPPE 4: Behavior Interventions and Mental health Services to Develop Social and Life Skills [NASP Domain 4: Mental and Behavioral Health Services and Interventions]

Candidates have knowledge of direct interventions that focus on behavioral, and social/emotional interventions for children and families. Candidates engage multi-disciplinary teams (including students, teachers, parents, other school professionals, and outside service providers) to develop and implement mental health interventions. Candidates have knowledge of biological, cultural, developmental, and social influences on behavior and mental health; behavioral and emotional impacts on learning and life skills; and evidence-based strategies to promote social–emotional functioning and mental health. Candidates, in collaboration with others, demonstrate skills to use assessment and data-collection methods (e.g., California School Dashboard) and to implement and evaluate services that support socialization, social-emotional learning, and mental health.

CTC Domains of Practice

SPPE 5: Direct and Indirect Services-School Wide Practices to Promote Learning [NASP Domain 5: School-Wide Practices to Promote Learning]

Candidates have knowledge of direct and indirect services that focus on knowledge of schools and system structures, and preventative and responsive services. Candidates have knowledge of dual language learner needs in promoting learning and social skills development. Candidates implement school-wide multi-tiered systems of support to promote learning. Candidates have knowledge of schools as organizations, and the role of the school psychologist as change agents within these environments. Candidates have knowledge of general and special education; technology resources; and evidence-based school practices that promote academic outcomes, learning, social development, and mental health. Candidates in collaboration with others, demonstrate skills to develop and implement practices and strategies, in collaboration with others, to create and maintain effective and supportive learning environments for children and others

CTC Domains of Practice

SPPE 6: School-wide Practices to Promote Behavioral and Mental Health [NASP Domain 6: Services to Promote Safe and Supportive Schools]

Candidates have knowledge of principles and research related to resilience and risk factors, mental health services in schools and communities, school response and recovery, and discipline policies to support multi-tiered prevention. Candidates have knowledge of evidence-based strategies for effective crisis response including threat and risk assessments. Candidates, in collaboration with others, demonstrate skills to promote services that enhance learning, mental health, school safety, and physical well-being through protective and adaptive factors and to implement effective crisis preparation, response, and recovery.

CTC Domains of Practice

SPPE 7: Family-school Collaboration [NASP Domain 7: Family, School, and Community Collaboration]

Candidates have knowledge of principles and research related to family systems, strengths, needs, and culture; evidence-based strategies to support family influences on children's learning, socialization, and mental health. Candidates utilize effective methods to develop collaboration between families and schools. Candidates, in collaboration with others, demonstrate skills to design, implement, and evaluate services that respond to culture and context and facilitate family and school partnership/ interactions with community agencies for enhancement of academic and social-behavioral outcomes for children.

CTC Domains of Practice

SPPE 8: Human Diversity [NASP Domain 8: Equitable Practices for Diverse Student Populations]

Candidates have knowledge of individual differences and research related to diversity factors for children, and identify evidence-based strategies to enhance services and address potential influences related to diversity. Candidates demonstrate skills to provide professional services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds and across multiple contexts. Candidates respect diversity in child development and advocate for social justice and equity in all aspects of service delivery.

CTC Domains of Practice

SPPE 9: Research and Program Evaluation [NASP Domain 9: Research and Evidence Based Practice]

Candidates have core foundational knowledge and experiences to implement practices and strategies in research and program evaluation. Candidates have knowledge of research design, statistics, measurement, varied data collection and analysis techniques, and program evaluation methods sufficient for understanding research and interpreting data in applied settings. Candidates demonstrate skills to evaluate and apply research as a foundation for PPS School Psychology 16 service delivery and, in collaboration with others, use various techniques and technology resources for data collection, measurement, analysis, and program evaluation to support effective practices at the individual, group, and/or systems levels.

CTC Domains of Practice

SPPE 10: Legal, Ethical, and Professional Practice and Disposition [NASP Domain 10: Legal, Ethical, and Professional Practice]

Candidates have core foundational knowledge and experiences to implement best practices and strategies in legal, ethical and professional practice. Candidates have knowledge of the history and foundations of school psychology; multiple service models and methods; ethical, legal, and professional standards; and other factors related to professional identity and effective practice as school psychologists, demonstrating professional disposition, responsibility, adaptability, initiative, and self-care.

Practicum Requirements

As per the CTC, practicum consists of a series of supervised experiences that occur prior to the culminating field experience or internship, and is conducted in field-based settings. The practicum provides for the application of pedagogical knowledge, skills and abilities as identified in the SPPEs. The program has systematic means of evaluating the practicum experiences to ensure the acquisition of the performance expectations by candidates.

Cal Poly candidates complete 540 hours of Practicum, well exceeding the 450 hours required by the CTC.

Practicum: Candidate Responsibilities

- 1) The candidate is at all times responsible for adhering to the administrative policies, rules, standards, schedules, and practices of the practicum placement site.
- 2) The candidate is responsible for maintaining daily hourly logs of their experience and sharing these logs with their Field Based and University supervisors according to schedule.
- 3) In consultation with the Field-Based supervisor at the start of the semester, the candidate is responsible for developing and maintaining a consistent schedule of attendance at the practicum site.
- 4) The candidate is responsible for notifying the Field-Based supervisor ahead of time of any absence from the practicum site, including attendance at University based supervision meetings.

Practicum: Candidate Responsibilities

- 5) The candidate is responsible for conducting themselves in a manner consistent with the ethical principles and professional behaviors described in *The Professional Standards of the National Association of School Psychologists (2020)*. This includes maintaining regular attendance, meeting agreed upon deadlines, being receptive to feedback from Field-Based and University supervisors, and demonstrating appropriate social interactions with children, parents, teachers, administration, staff.

- 6) The candidate is responsible for coordinating with their Field Based Supervisor the completion of products for their Mini-Portfolio

- 7) At the start of the semester, the candidate is responsible for sharing with the Field-Based supervisor any specific course assignments that are to be completed while at the practicum site.

- 8) The candidate is responsible for regular attendance and active participation at University supervision sessions.

- 9) The practicum student is responsible for actively seeking out University supervision if complications arise.

Practicum: Field Based Supervisor Responsibilities

- 1) Meet with the candidate at the start of the semester to establish goals and to discuss the experiences planned for the semester
(Completion of the *Practicum Setting Form* with candidate).
- 2) Meet with the candidate weekly for approximately one hour for supervision. These meetings may occur individually or with other practicum students assigned to the site.
- 3) Maintain regular communication with the Field Based Supervisor.

Practicum: Field Based Supervisor Responsibilities

4) Provide school-based opportunities for the candidate to gain practical experience in the 10 domains of practice.

5) Notify the University Supervisor of any unprofessional or unethical behaviors while at the practicum site. This includes maintaining regular attendance, meeting agreed upon deadlines, being receptive to feedback from the Field-Based supervisor, and demonstrating appropriate social interactions with children, parents, teachers, administration, staff.

6) Complete midsemester and end of semester evaluations with candidate and University Supervisor.

Practicum: University Supervisor Responsibilities

- 1) Meet weekly for 1 hour at minimum with candidates for supervision in a group and/or individual format. It is expected that students actively participate in group discussions and respectively interact with peers. Additional individual meetings may be scheduled as needed.
- 2) Maintain regular communication with the Field-Based supervisor.
- 3) Complete midsemester and end of semester evaluations with candidate and Field Supervisor.

Practicum: University Supervisor Responsibilities

4) Review and approve the candidate's hourly log on a monthly basis at minimum. The monthly log includes the Individual Daily Log and the Summary Log Coversheet.

5) In consultation with the Program Director and Field-Based supervisor, develop a Corrective Action Plan to address deficiencies in the candidate's performance, if necessary.

Internship Requirements

As per the CTC, internship is the second level of field-based experiences, or culminating field experience, which provides candidates the opportunity to demonstrate the full range of skills acquired during formal training, and to acquire additional knowledge and skills most appropriately gained through supervised professional experience. Under the supervision of a credentialed school psychologist, candidates provide direct and indirect services to pupils, parents, and school staff in all areas of training.

Cal Poly candidates complete a minimum of 1200 hours of internship in a school-based setting during an academic year.

Internship: Candidate Responsibilities

- 1) It is understood that the candidate will be assigned to the same schedule and calendar time as any other school psychology staff employed by the school district and like these regularly employed psychological services personnel, will demonstrate a commitment to the provision of psychological services. Such services may not necessarily be reflected in hourly schedules.
- 2) Continued professional development is recognized as a significant aspect of the internship. It is anticipated that the candidate will participate in appropriate university, regional, statewide, and/or national meetings for school psychologists.
- 3) The candidate is at all times responsible for adhering to the administrative policies, rules, standards, schedules, and practices of the internship placement site.
- 4) The candidate is responsible for maintaining daily hourly logs of their experience and sharing these logs with their Field Based and University supervisors according to schedule.

Internship: Candidate Responsibilities

5) The candidate is responsible for notifying the Field Based supervisor ahead of time of any absence from the internship site, including attendance at University based supervision meetings.

6) The candidate is responsible for conducting themselves in a manner consistent with *The Professional Standards of the National Association of School Psychologists (2020)*. This includes maintaining regular attendance, meeting agreed upon deadlines, being receptive to feedback from Field-Based and University supervisors, and demonstrating appropriate social interactions with children, parents, teachers, administration, staff.

7) The candidate is responsible for coordinating the completion of their Professional Portfolio Products with their Field Based Supervisor.

8) The candidate is responsible for regular attendance and active participation at University supervision sessions.

Internship: Candidate Responsibilities

9) The candidate is responsible for actively seeking out University supervision if complications arise during the internship experience.

10) The candidate is responsible for formally notifying the Field Based supervisor and University supervisor of the anticipated day of internship completion (1200 hours) at least 30 days in advance.

11) The candidate may or may not choose to continue working at the internship site for the remainder of the academic year following completion of the 1200-hour requirement. Any arrangement as such is outside the University requirements and occurs solely between the candidate and internship site. Discussions between the candidate and Field Based supervisor about this topic are encouraged to occur earlier, rather than later during the internship experience.

Internship: Field-based Supervisor Responsibilities

- 1) Meet with the candidate a minimum of 2 hours per week to provide individual supervision.
- 2) In consultation with University supervisor, complete the Midsemester Intern Evaluation and the Internship Experience and Evaluation Form.
- 3) Orientate the candidate to the school setting and acquaint the candidate with school policy and operations.
- 4) Help to create a reasonable work environment that is supportive of the candidate, given his or her developmental level.
- 5) Ensure access to adequate supplies, materials, secretarial services, and office space consistent with district school psychologists

Internship: Field-based Supervisor Responsibilities

6) Provide opportunities for the candidate to practical experience in the 10 domains of practice

7) Ensure adequate time for the candidate to complete assignments during regular work hours, recognizing the relationship between the candidate's efficiency and level of professional development.

8) Review and approve the candidate's hourly log on a monthly basis at minimum. The monthly log includes the Individual Daily Log and the Summary Log Coversheet.

9) Notify the University Supervisor of any unprofessional or unethical behaviors while at the internship site. This includes irregular attendance, failure to meet agreed upon deadlines, and poor social interactions with children, parents, teachers, administration, staff.

Internship: University Supervisor Responsibilities

- 1) Collaborate with the Field Based Supervisor in completing the Midsemester Intern Evaluation and the Internship Experience and Evaluation Form.
- 2) Maintain on-going communication with the Field Based Supervisor to problem solve potential difficulties and assist in the Field Based Supervisor's understanding of the goals of the internship experience.
- 3) Provide a minimum of 2 hours of supervision monthly (30 minutes weekly) utilizing group and/or individual formats.
- 4) Provide guidance and support for the Intern's development of the Portfolio Proposal Template during the fall semester.

Internship: University Supervisor Responsibilities

5) Distribute and collect required paperwork for Advancement to Candidacy and Graduation during the fall semester.

6) Review and approve the candidate's hourly log on a monthly basis at minimum. The monthly log includes the Individual Daily Log and the Summary Log Coversheet.

7) In consultation with the Program Director and Field-Based supervisor, develop a Corrective Action Plan to address deficiencies in the candidate's performance, if necessary.

Evaluation of Candidate's Performance

- Candidates completing practicum and internship are formally evaluated twice each semester
 - Mid-semester evaluation
 - End of Semester evaluation
- All evaluations are completed via TaskStream
 - All Field-Based supervisors must have a TaskStream Account
 - TaskStream accounts are established via Kevin Colando (Kevin.Colando@humboldt.edu)
- All evaluations are initiated in TaskStream by the candidate, upon recommendation of the University Supervisor.

Field-Based Supervisor Support

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