

PSYCHOLOGY DEPARTMENT CAL-POLY HUMBOLDT

SCHOOL PSYCHOLOGY PROGRAM

**PRACTICUM & INTERNSHIP
HANDBOOK**

2024

Statement of Nondiscrimination

As enrolled students at Cal-Poly Humboldt, credential candidates are protected under federal and state constitutions, statutes, and/or regulations which prohibit discrimination on the basis of race, color, religion, national origin, gender, marital status, pregnancy, age, disability, disabled veteran's status, or Vietnam-era veteran's status. In addition, Cal-Poly Humboldt students are protected under California State University policies, which prohibit discrimination on the basis of all of the above plus sexual orientation. Legal rights and responsibilities of Cal-Poly Humboldt students are described in the current edition of the Cal-Poly Humboldt Catalog.

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Purpose

This Internship/Practicum Handbook supplements information contained in the general School Psychology Handbook.

Test Library Policy

The Test Library (BSS 411) houses assessment equipment necessary for students to complete course requirements in PSYC 608 Advanced Assessment/Case Presentation; PSYC 616 Cognitive Assessment-1; PSYC 617 Cognitive Assessment-2; PSYC 651 Diagnosis & Intervention-1; and PSYC 652 Diagnosis & Intervention-2. Assessment equipment is limited, costly, and protected by copyright and confidentiality laws.

Students will check out materials necessary to complete course requirements at the test library during posted hours. Students are responsible for returning materials in their original condition in a timely manner. Lost or damaged equipment is the financial responsibility of the student.

PSYC 783 Practicum: Students may use test library materials to complete course assignments while completing their practicum experience. Students do not use test library materials for practicum experiences that are outside of concurring course assignments. The practicum site must provide the necessary materials for assessment purposes.

PSYC 784 School Psychology Internship: Students do not use test library materials while completing their internship experience. The internship site must provide the necessary materials for assessment purposes.

Professional Liability Insurance

Students are strongly encouraged to purchase and maintain personal professional liability insurance for their internship experience. Low cost student policies can be obtained through NASP associates at:

<https://www.nasponline.org/membership-and-community/professional-liability-insurance>

Cal-Poly Email

The Cal-Poly email is the primary medium of communication among students, supervisors, and the Program Director during students' field-based experiences. Students completing their field-based experiences must check their Cal-Poly email regularly.

Supervised Field Experience

Supervised fieldwork is an integral part of the training program. It is during fieldwork that students have the opportunity to apply scientific and professional skills that they are learning in coursework, and to learn specific professional skills that are best learned in an applied setting. During every fieldwork experience or placement within the public-school setting, students will have two supervisors.

- Field Based Supervisor is employed by the school or agency providing the placement and has direct and immediate responsibility for all activities engaged in by the student.
- University Supervisor is employed by Cal-Poly Humboldt, and is responsible for evaluating each student's performance, making sure that all students have the opportunity to fulfill course and university requirements for field experience and serving as an additional professional mentor.

Practica

Practica is fieldwork that is conducted prior to internship. In the Cal-Poly Humboldt program, students begin practica assignments during their third semester in residence. Practica experiences are carefully sequenced to correspond to coursework during each semester in the program. For this reason, it is important that students remain "in sequence", and not take core program courses without a practicum placement or enroll in practicum without taking appropriate classes. Only in exceptional cases will students be allowed to have a practicum placement if they are not also concurrently enrolled in corresponding program seminars and courses. Note that students must earn a B- or better in all required coursework during semester 1 and semester 2 to begin their practicum experience in the third semester.

Third Semester- Public School Setting (270 hrs per semester/18 hrs per week/6 units)

Students focus on developing beginning data collection and intervention skills and learn to function within the school community. Second year students also begin informal consultation with teachers and other school professionals. Students are expected to demonstrate skills in prevention and early intervention activities with both individual students and groups of pupils. Students assist their supervisors in conducting assessments of pupils who are experiencing difficulty in school, focusing primarily on pupils who are having academic difficulties. With proper site supervision, students may conduct individual and small group interventions for students experiencing emotional and behavioral difficulties. Students acquire specific experience with children who struggle with reading and early learning. Students are expected to follow all appropriate legal and ethical guidelines, learn the roles of other professionals within the school, and acquire knowledge of age and grade level expectations for children through extensive classroom observations.

Fourth Semester-Public School Setting (270 hrs per semester/18 hrs per week/6 units)

Students are expected to have increasing responsibility and independence. Students focus on learning advanced consultation and assessment skills, and learn to develop interventions appropriate for children experiencing difficulty in school, in terms of developmental, cognitive, behavioral or academic concerns. Students learn to collect and interpret data regarding children's school behavior and develop behavior intervention plans for mild as well as more challenging behavior problems. Individual and group counseling is expected. Presentations at Student Study Teams, IEP meetings, or other forums are conducted routinely. Students gain experience communicating in writing in the form of intervention plans, psychoeducational reports, and other written products appropriate for parents and professionals. Conducting complete assessments with situations of increasing complexity (e.g. type of disorder, multifaceted problems, children who are English Language Learners) is encouraged and students are expected to focus on appropriate and empirically supported interventions for academic skills and social, emotional and behavioral health.

The Program Director makes all practica assignments in the public-school setting. In collaboration with school district, county office of education, agency personnel, and each individual graduate student, placements are chosen to assure that each student has the opportunity to experience the full range of school psychological activities, while allowing for some specialization in terms of age level or type of placement. Students do not arrange practica placements on their own. Students must keep their University Supervisor and the Program Director advised of any conflicts and/or difficulties during in their practica assignments. Placement sites and supervisors rely heavily on graduate students to deliver comprehensive services, and placements are not usually changed within a semester unless there are irreconcilable schedule or assignment conflicts. Students wishing to change their location or their Field-based supervisor during a semester must obtain the permission of their supervisors and the Program Director. Placements are routinely changed between semesters to allow each student an appropriately diverse practica experience.

Careful documentation of practica hours and regular evaluation of fieldwork by the Site and University Supervisors are essential. The Practica Placements-Mid-Semester Evaluation and Final Evaluation forms were developed to facilitate this process. Site and University Supervisors will review student progress on an ongoing basis and will formally evaluate student experience and progress toward the end of each semester that a student is enrolled in practica.

Taskstream Documents Relevant to Practica

There are four documents that students will submit to appropriate personnel according to timelines suggested below. Specifics are as follows.

1. **Fieldwork-Practica Agreement:** Students will complete this document in consultation with their field-based supervisor. Once it is completed, students will submit it to their university supervisor. The submission should occur within a few weeks after fieldwork starts.

2. **Practica Setting Documentation and Description:** Students complete this document and submit it to their university supervisor at least one week prior to it being uploaded to TaskStream by 10/31 and 2/15.
3. **Practica -Mid-Semester Evaluation:** Students will fill in necessary information in the form (e.g., names, hours) and then submit it to their university supervisor prior to a scheduled mid-semester evaluation meeting. The university supervisor will complete the evaluation form in consultation with the field-based supervisor.
4. **Practice-Final Evaluation:** Students will submit the form to their field-based supervisor prior to a scheduled final evaluation meeting at the conclusion of the semester. Students and their field-based supervisor will discuss the items and the field-based supervisor will complete the form.

The Role of the Field-based supervisor for School Psychology Practicum Placements

The role of the field-based supervisor is that of the primary and immediate supervisor for the graduate student. The field-based supervisor has direct responsibility for the work and conduct of the student. All reports or other written material must be co-signed by the field-based supervisor, who is legally responsible for all work products produced by the graduate student. The field-based supervisor assigns all duties to the student including work with individual pupils, work with groups of children, consultation with individual teachers and school wide projects. The field-based supervisor assists the graduate student in planning his/her workload while in the school or district. This includes collaborating with the student regarding assignments from Cal-Poly Humboldt courses, reviewing student progress and professional development, and assessing the outcomes for work produced by the student. The field-based supervisor also serves as the primary professional role model for the student, modeling the wide array of skills and roles integral to the work of a school psychologist.

Field-based supervisor Responsibilities:

1. Meet with the graduate student at the start of the semester to establish goals for the student and to discuss the experiences planned for the semester. The Cal-Poly Humboldt practicum contract is also completed and signed at this first meeting with the student and university supervisor. During the middle of the semester, the Field-based supervisor meets with the University Supervisor and student to complete an initial evaluation of the student's progress (using the Practica Placements-Mid-Semester Evaluation form) and to identify areas of particular strength or areas needing remediation. A final meeting with the student, Field-based supervisor, and University Supervisor occurs near the end of the semester. During the final meeting, the Practica Placements-Final Evaluation form is completed while discussing the student's professional progress and development and identifying skill areas on which the student should work to improve during the following semester. If appropriate, this meeting will also serve as an opportunity to conduct a summative evaluation of a student's readiness for

internship and develop a tentative plan for internship experiences and skills necessary to earn a credential as a school psychologist. Additional meetings may be scheduled as needed.

2. Meet with each student weekly for approximately one hour. These meetings may occur individually or with other practicum students assigned to the site. It is expected that as students' progress in their training, or whenever a student requests, these meetings will be held individually.
3. Review and approve the practicum student's hourly log on a monthly basis at minimum. The monthly log includes the Individual Daily Log and the Summary Log Coversheet.
4. 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.

University Supervisor Responsibilities

The University Supervisor serves as an additional mentor for graduate students and is the liaison between the University and practica experiences. The University Supervisor must be certain that students have an appropriately diversified experience at the site and are assigned duties suitable for her /his level of training and experience. The University Supervisor ascertains that students participate in activities representing a broad range of skills from the Practica Placements-Final Evaluation form. The University Supervisor may assist students with process issues that arise in their field experience, may assist in negotiating issues of difficulty that may develop, and may assist by locating additional reference material. If a student is experiencing difficulty, the University Supervisor will work with the Field-based supervisor to establish areas needing remediation and develop a suitable plan for remediation. The University Supervisor, using program developed guidelines and with input from the field-based supervisor, assigns a letter grade for each student's participation in practica.

It is expected that the University Supervisor will:

1) Have 2 meetings (virtual or in person) with the graduate student and the Field-based supervisor during the semester. The first meeting will be held during the middle of the semester. The purpose of this meeting is to complete an initial evaluation of the student's progress and to identify areas of particular strength or areas needing remediation. The second meeting is held near the end of the semester and is designed to complete the Practica Experience and Evaluation Form, review activities completed, professional progress and development, and identify skill areas on which to work during the following semester. At the end of the fourth semester of practica, this meeting will also serve as an opportunity to conduct a summative evaluation of a student's readiness for internship and develop a tentative plan for internship experiences and skills necessary to earn a credential as a school psychologist. Additional meetings may be scheduled as needed.

- 2) Meet weekly for 1 hour at minimum with students in a group and/or individual format. It is expected that students actively participate in group discussions and respectfully interact with peers. Additional individual meetings may be scheduled as needed.
- 3) Review and approve the practicum student's hourly log on a monthly basis at minimum. The monthly log includes the Individual Daily Log and the Summary Log Coversheet.
- 4) In consultation with the Program Director and Field-Based supervisor, develop a Corrective Action Plan to address deficiencies in the practicum student's performance, if necessary.

Practicum Student Responsibilities

- 1) The practicum student is at all times responsible for adhering to the administrative policies, rules, standards, schedules, and practices of the practicum placement site.
- 2) The practicum student 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 practicum student is responsible for developing and maintaining a consistent schedule of attendance at the practicum site.
- 4) The practicum student 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.
- 5) The practicum student 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 practicum student 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 practicum student 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 practicum student 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.

Failure to sufficiently meet these responsibilities will result in the development of a Corrective Action Plan and possible change in the practicum student's academic status.

Evaluation of Supervised Practicum Experience in School Psychology

Students receive a letter grade for their performance while on practicum. The grade is assigned by the student's University supervisor, in collaboration with the Field-based supervisor. The forum for determining a grade for internship include professional observations by the Field-based and University supervisor and the mid-semester and end of semester evaluation meetings held between the student and their University and Field-based supervisors.

Internship

As the final step in the program, students complete a 1200-hour field-based internship in a school setting. Prior to beginning an internship, a student must complete all course requirements as outlined by the Department and Program described in this Handbook. These requirements normally include 58 semester units of graduate coursework, two semesters of supervised practica, and satisfactory completion of their *Taskstream* Second Year Portfolio Project. The final responsibility for completing all program requirements prior to beginning an internship remains with each graduate student. No student will be allowed to begin an internship until all requirements have in fact been completed, and the program has recommended the student for the Pupil Personnel Services School Psychology Internship Credential, issued by the California Commission on Teacher Credentialing. The Program Director approves all internship sites before students verbally commit to a site after an interview. Should a student be dismissed from their internship site, a thorough review of their continuation in the school psychology program will be conducted and a Corrective Action Plan and/or recommendation for disqualification may result.

Internship Acquisition Process

In collaboration with the Program Director, students begin to search for an internship during the spring semester of their second year. Excluding unforeseen circumstances, all students should successfully acquire an internship before the final day of the spring semester. *Failure to meet this requirement will significantly delay the student's ability to begin the field-based internship at the start of the fall semester.*

It is recommended that students adhere to the following process when searching for an internship.

- 1) Students explore potential internship opportunities.
- 2) Students develop their interview/application materials
 - Cover letter, resume/CV, Letters of Reference, Interview portfolio

- 3) Students notify the Program Director of internship sites in which they plan to apply.
- 4) Students complete internship interviews.
 - A minimum of 2 interviews is recommended to aid in decision making
 - Students share internship supervision requirements information
 - Students share the internship contract that needs to be completed by October
 - Students DO NOT verbally accept an internship at the time of interview
- 5) Students notify the Program Director of the internship he/she is interested in pursuing after obtaining an offer.
 - Students provide the Program Director with contact information of their immediate supervisor.
- 6) The Program Director will contact the internship site to validate the credentials of the supervisor and ensure that the site has the basic resources to support a school psychology intern.
- 7) The Program Director will facilitate the official Learning Site Agreement between the University and internship site, if required.
- 8) Upon Program Director approval, students verbally commit to internship site, communicate internship site and supervision information to graduate support in the Department of Psychology main office, and begin the onboarding process.
- 9) Students complete the Internship Agreement with the assistance of the field-based supervisor or administrator. This Agreement, which is due to the University Internship Field-based supervisor in October, assures that all standards for completing the internship are in place prior to the intern's employment in the district or county office. Interns are expected to participate in the delivery of the full range of school psychological services, to receive regular and close supervision, and to continue their professional development. Interns augment or expand existing services and do not displace certificated employees in participating districts.

Note: Students are not permitted to complete their internship at a site that 1) was not approved by the Program Director, and/or 2) is not eligible for a Learning Site Agreement with University administration.

The program requires that students work at least 1200 hours (approximately 150 days) in an internship. Students are required to complete 24 units of PSYC 784-School Psychology Internship (Fall & Spring semesters), 3 units of PSYC 692 Portfolio, and 0 units of PSYC 693 School Psychology Comprehensive Exam (Spring semester).

Supervision

All interns are assigned a Field-based supervisor and a University Supervisor during both semesters of the internship experience. The role of the Field-based supervisor is that of the primary and immediate supervisor for the intern. The Field-based supervisor has direct responsibility for the work and conduct of the student. All reports or other written material must be co-signed by the Field-based supervisor, who is legally responsible for all work products produced by the intern. The Field-based supervisor assigns all duties to the student including

work with individual pupils, work with groups of children, consultation with individual teachers and school wide projects. The Field-based supervisor assists the intern in planning his/her workload while in the school or district. This includes collaborating with the intern regarding portfolio products, reviewing student progress and professional development, and assessing the outcomes for work produced by the intern. The Field-based supervisor also serves as the primary professional role model for the student, modeling the wide array of skills and roles integral to the work of a school psychologist.

During the internship, students are in regular contact with their University Supervisor. The contact will include regular phone calls, electronic communication (e-mail, Zoom, and CANVAS sessions). University Supervisors are assigned to no more than 9 interns during any one academic year. Students also consult with other Psychology faculty, maintain a University computer and e-mail account, and may access the Cal-Poly Humboldt Library.

Field-Based Supervision

The intern's Field-Based Supervisor must be a credentialed School Psychologist who is employed as a School Psychologist in the local educational agency. The Field-Based Supervisor has worked as a credentialed school psychologist for a **minimum of three** school years and has **worked more than one year in his/her current position**. Field-based supervisors may supervise no more than **2 interns** concurrently. Interns must meet with their Field-based supervisor for supervision for a minimum of **two hours** per week. Throughout the internship, Field Based and University Supervisors communicate on a regular basis regarding the intern's progress. The Field based and University Supervisors and the student complete the Midsemester Intern Evaluation and evaluate the intern's progress using the Internship Experience and Evaluation Form near the conclusion of each semester.

Field-Based Supervisor Responsibilities

- 1) Meet with the intern 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 intern to the school setting and acquaint the intern with school policy and operations.
- 4) Help to create a reasonable work environment that is supportive of the intern, given his or her developmental level.
- 5) Ensure access to adequate supplies, materials, secretarial services, and office space consistent with district school psychologists.
- 6) Ensure adequate time for the intern to complete assignments during regular work hours, recognizing the relationship between the intern's efficiency and level of professional development.

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

8) 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.

University Based 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.

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

6) Review and approve the intern'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 intern's performance, if necessary.

Intern Responsibilities

1) It is understood that the intern 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 intern will participate in appropriate university, regional, statewide, and/or national meetings for school psychologists.

3) The student intern is at all times responsible for adhering to the administrative policies, rules, standards, schedules, and practices of the internship placement site.

- 4) The student intern is responsible for maintaining daily hourly logs of their experience and sharing these logs with their Field Based and University supervisors according to schedule.
- 5) The student intern 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 student intern 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 student intern is responsible for coordinating the completion of their Professional Portfolio Products with their Field Based Supervisor.
- 8) The intern is responsible for regular attendance and active participation at University supervision sessions.
- 9) The intern is responsible for actively seeking out University supervision if complications arise during the internship experience.
- 10) The intern 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 student intern 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 student intern and internship site. Discussions between the intern and Field Based supervisor about this topic are encouraged to occur earlier, rather than later during the internship experience.

Failure to sufficiently meet these responsibilities will result in the development of a Corrective Action Plan and possible change in the intern's academic status.

Taskstream Documents Relevant to Internship

There are three documents that students will submit to appropriate personnel according to timelines suggested below. Specifics are as follows.

1. **Internship Agreement:** Students will complete this document in consultation with their field-based supervisor and obtain all necessary signatures. Students will upload this document to their TaskStream account by October 1st.

2. **Internship-Mid-Semester Evaluation:** Students will fill in necessary information in the form (e.g., names, hours) and then submit it to their university supervisor prior to a scheduled mid-semester evaluation meeting. The university supervisor will complete the evaluation form in consultation with the field-based supervisor.
3. **Internship-Final Evaluation:** Students will submit the form to their field-based supervisor prior to a scheduled final evaluation meeting at the conclusion of the semester. Students and their field-based supervisor will discuss the items and the field-based supervisor will complete the form.

Evaluation of Supervised Internship Experience in School Psychology

Students receive a letter grade for their performance while on Internship. The grade is assigned by the student's university supervisor, in collaboration with the Field-based supervisor. The forum for determining a grade for internship include professional observations by the Field-based and University supervisor and the mid-semester and end of semester evaluation meetings held between the student and their University and Field-based supervisors.

School Psychology Portfolio Project

California state law requires that all students enrolled in a graduate degree program complete a thesis, a project, or a comprehensive examination as part of their degree requirements. Each candidate for the M.A. degree with a specialization in school psychology is required to complete Mini-Portfolio Project immediately prior to beginning the internship experience and a Final Portfolio Project for his or her M.A. culminating experience at the conclusion of the internship experience. The portfolio represents the presentation of students' education, training and development as a specialist-level professional school psychologist. The Cal-Poly Humboldt School Psychology Student Portfolio is designed to assist each graduate student to demonstrate evidence of sufficient experience and competence as a beginning school psychologist. The portfolio includes sections for describing and documenting education and training, as well as examples of work products, reflection papers, and evaluations of all aspects of training as a professional school psychologist. Opportunities to demonstrate competence will come from courses as well as practica and internship experiences. The rigor of the Mini-Portfolio Project and the Final Portfolio Project should be akin to a traditional Master's level thesis. Portfolios are maintained electronically using the portfolio management tool *Taskstream*.

Each student portfolio must demonstrate abilities that exemplify the goals for training established by the Cal-Poly Humboldt program. All standards for professional training contained in the California Commission on Teacher Credentialing *Standards of Program Quality and Effectiveness* (CCTC, 2020), and the National Association of School Psychologists *Standards for Training and Field Placement Programs in School Psychology* (NASP, 2020) are embedded within program courses and field-based experiences. The portfolio serves the following three distinct purposes in the Cal-Poly Humboldt training program:

1. **Mini-Portfolio Project** (Formative Student Evaluation)

First, the portfolio is used for formative evaluation for each graduate student. As a formative tool, it must be able to document the changes in knowledge and professional expertise or understanding that take place during training. It is expected that initial work products will reflect less than perfect knowledge, understanding and skill. It is expected that beginning students will produce work that is less well developed than more advanced students and interns. Faculty, supervisors and professional colleagues able to review an individual's work over time will evaluate changes in quality or sophistication of professional work. Graduate students will also describe changes in their development, as they reflect on the increased understanding or skill that produce changes in the quality of their professional work over time.

In the 1st semester, each student will begin work on her/his portfolio project. A Cal-Poly Humboldt faculty member will serve as a mentor and advisor regarding each student's professional portfolio development. Guidance and feedback regarding the quality of each student's portfolio will be provided. It is the advisor's responsibility to make certain that each student develops a plan for completing work of sufficient quality and breadth during each semester of graduate training. Students will enroll in 1 unit of Psychology 692 (Portfolio Project) during their 1st semester in the program, respectively. Students will also enroll in 6 units of Psychology 783 (Practica) during their 3rd and 4th semesters in the program, providing a field-based experience in the practice of school psychology that will offer an opportunity to learn all skills presented during formal coursework. **All Mini-Portfolio products must be submitted to TaskStream one month in advance of the scheduled defense date and students must notify the faculty on their committee via email at the time of submission. Each student's Mini-Portfolio committee consists of two members of whom must be current program faculty. Students must submit 12 portfolio products, with each product satisfying a maximum of 3 domains of practice. Two of these products must include an impact analysis. One impact analysis must describe an academic intervention and the other describe a behavioral intervention.**

Following successful completion of all program courses, 540 hours of practica, a *Taskstream Practice* Portfolio, and a successful oral defense of the Mini-Portfolio, a student will be recommended for an internship credential issued by the California Commission on Teacher Credentialing, as described above. **This defense will be a total of 30 minutes- 15 minutes of student presentation, 10 minutes of questions from the committee, and 5 minutes for deliberation and student notification of the outcome of his/her oral defense. All students must physically attend the oral defense of their Practice Portfolio Project. This defense is scheduled by faculty and occurs during finals week in the student's fourth semester. Students who are unsuccessful defending their practice portfolio will receive an "Incomplete" grade for PSYC 692 and be required to complete remediation assignments related to their portfolio products. The "Incomplete" grade will be changed with the registrar upon satisfactory completion of the remediation assignments and recommendation for the internship credential via the CTC will occur.**

2. **Final Portfolio Project** (Summative Student Evaluation)

During the internship, each student completes their Final Portfolio Project containing work products produced during the internship that demonstrate professional competence in each of the

Cal-Poly Humboldt defined Domains of School Psychological Knowledge and Practice. These products are considered by the intern to be examples of their best work in each domain area. **All Final -Portfolio products must be submitted to TaskStream one month in advance of the scheduled defense date and students must notify the faculty on their committee via email at the time of submission. Each student's Final-Portfolio committee consists of two members of whom must be current program faculty. All students must physically attend the oral defense of their final Performance Portfolio Project. The final defense occurs by the last day of finals week of their final semester of internship.**

Prior to recommending a student for a California credential as a school psychologist and an M.A. degree in Psychology, a careful review of this entire portfolio will be made will be made the portfolio committee and students will present their portfolio during a public oral defense. **This defense will be a total of 60 minutes- 30 minutes of student presentation, 15 minutes of questions from the committee, and 15 minutes for deliberation and student notification of the outcome of his/her oral defense.** The intern's university supervisor/portfolio advisor will chair the committee. The Program Director or his/her designee will serve on all culminating review committees. Upon the successful completion of this examination, the M.A. degree will be awarded, and a recommendation submitted to the California Commission on Teacher Credentialing that the student be issued a Pupil Personnel Services Credential with an authorization as a School Psychologist.

Students must submit a minimum of four portfolio products, with each product satisfying a maximum of 3 domains of practice. Two of these products must include an impact analysis. One impact analysis must describe an academic intervention and the other describe a behavioral intervention.

Students who do not successfully defend their portfolio project during their assigned defense time will receive "Incomplete" grades for PSYC 692 and PSYC 693-Comprehensive exam. These students must register for PSYC 692 and PSYC 693 during the summer session immediately following their original defense time. The formal defense must then occur before grades are due to the registrar during the summer session. Failure to successfully defend the portfolio within this timeline will result in "failure" grades for PSYC 692 and PSYC 693 and discontinuation of enrollment in the school psychology program.

3. Formative Program Evaluation

Program faculty believes that portfolio assessment is perhaps the most consistent way of measuring the outcomes of the instruction students receive. Portfolios provide critical information to faculty, supervisors and administrators regarding the quality of our training program. It is our responsibility to make certain that each graduate student is provided with the opportunities to acquire the knowledge and skills authorized by a School Psychologist credential, and an M.A. degree. Portfolios allow faculty to reflect critically regarding the strengths exhibited by our students and improve instruction or fill gaps in training that become evident through a systematic review of student work products, and the careful reflection of our students.

Appendix A
Cal-Poly Humboldt
School Psychology Program
School Psychology Internship Agreement

ACADEMIC YEAR _____
DEPARTMENT OF PSYCHOLOGY
CAL-POLY HUMBOLDT
SCHOOL PSYCHOLOGY INTERNSHIP AGREEMENT

INTERN INFORMATION

Name: _____ Phone: _____
Address: _____ E-Mail Address: _____

Date of completion of coursework and 2nd year Portfolio Assessment: _____

Date application filed for Internship Credential: _____

INTERNSHIP INFORMATION

Employer Name and Address: _____

University File Coordinator: Francis J. DeMatteo, Ed.D., NCSP

Phone: (707) 826-4047 E-Mail Address: Francis.DeMatteo@humboldt.edu

CAL-POLY _____ HUMBOLDT _____ Supervisor: _____

Phone: _____ E-Mail Address: _____

District Administrative Supervisor: _____
(Name, Title)

Phone: _____ E-Mail Address: _____

District Professional Supervisor: _____
(Name, Title, Degree, License and/or Credential)
(Professional supervisors must possess a current and valid

credential authorizing service as a School Psychologist,
with 2 years of full-time equivalent credentialed
experience, excluding the internship)

Phone: _____ E-Mail Address: _____

Beginning date: _____ Ending date: _____

Hours per week: _____ Hours per week in a school setting _____

Total internship hours/School Setting hours: _____ / _____
(Hours must total at least 1,200, 800 of which must be in a school setting.)

Terms of compensation, including sick leave and benefits:

INTERNSHIP DUTIES

The internship is the culminating experience in the training of a school psychologist. During the internship, the candidate has 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*. Interns must demonstrate that they can plan and carry out comprehensive school psychological services. Interns are given considerably more responsibility than are practica students for the delivery of services to pupils, parents and school staff, and for making decisions regarding the organization and the scope of their work. Under the supervision of a credentialed school psychologist and a cooperating CAL-POLY HUMBOLDT supervisor, candidates provide direct and indirect services to pupils, parents, and school staff in all areas of training.

Overall Goal of Graduate Training in School Psychology at Cal-Poly Humboldt

At Cal-Poly Humboldt, we believe that a primary goal for school psychology is the prevention of school failure for all children. We believe that school psychologists can be of enormous assistance in the design of developmentally appropriate school programs for children from California's diverse socioeconomic, cultural, and linguistic backgrounds; for children with and without disabilities or handicaps; and for those whose behavior or social-emotional skills impedes their own learning or the learning of others. CAL-POLY HUMBOLDT trained school psychologists, through the skilled application of their knowledge, work with children, parents, teachers and other school professionals to identify, clarify and resolve difficulties regarding the educational and mental health needs of children. Using academic knowledge and professional skills, school psychologists help solve problems through both direct work with children, and indirectly by assisting others to gain knowledge, skills and insight that can result in a more successful public school experience for all children.

The general objectives of the training program therefore progress along two lines: 1) the development of a sound theoretical and empirical knowledge base about the typical and atypical development of children; 2) the skilled application of this knowledge within the dynamic context of public education in an effort to maximize success and prevent school failure.

Faculty members recognize that knowledge in all domains related to the practice of school psychology is growing and evolving at a rapid pace. Expanding knowledge about child development, developmental psychopathology, curriculum and instruction, biomedical research, new methods and tools for conducting culturally sensitive assessment and developing empirically sound interventions, and the evolving political and legal framework for public education require continual professional development and renewal. Perhaps the most important result of sound pre-service training is the recognition of the need to continue to learn new information and skills, and solve problems that were not encountered in formal training. CAL-POLY HUMBOLDT trained interns are able to plan for their continuing professional development by identifying areas where additional training is needed, and assimilating new information regarding best practices in the legal and ethical practice of professional school psychology within the public school system.

In collaboration with your district and university supervisor, use the following domains to organize and describe your responsibilities as an intern. Use the specific descriptors from the Cal-Poly Humboldt School Psychology Student Portfolio Knowledge & Practice Standards for details regarding each area. As an intern, you are responsible for producing work reflective of each of the 10 areas of knowledge and practice described in the CAL-POLY HUMBOLDT portfolio. A primary purpose of this Internship Agreement is to assure that each CAL-POLY HUMBOLDT approved Internship will provide the intern the opportunity to demonstrate competence in all areas of training, and produce a portfolio containing work completed as an employee of the above district, SELPA, consortium or County Office of Education that will be used as a culminating product as one requirement for earning an M.A. in Psychology with a Concentration in School Psychology. Students should speak with their adviser to determine whether any aspects of their portfolio project may constitute human subjects research as defined in Cal-Poly Humboldt's IRB policy. All school psychology students should review Cal-Poly Humboldt's IRB policy and complete the online IRB training, available through Cal-Poly Humboldt's IRB webpage, to obtain knowledge needed to evaluate IRB applicability for their project.

Breadth and Depth of the Internship Experience

Comprehensive Practice as a School Psychologist An CAL-POLY HUMBOLDT trained school psychologist understands the generalist nature of the role of the school psychologist. As our program is designed for training practitioners who may choose to practice in a rural setting, an intern must have the opportunity for practice with a diverse population, and in a comprehensive role. Each approved internship must allow the intern to practice in all areas of training, and to demonstrate that they can effectively plan and carry out comprehensive school psychological services. While each internship may be structured to meet the particular demands and opportunities offered in each district, this standard requires that no single activity or narrow range of activities will be used to define the intern role. Please describe the setting for this internship, noting the school(s), programs, age levels, and responsibilities for the internship. If you are

servicing in more than one district, school or setting, please describe each site or district separately.

Intern Response:

Knowledge and Practice Domains for Professional School Psychology

1. Psychological Foundations

An CAL-POLY HUMBOLDT trained school psychologist understands that development is the principal aim of education, and that facilitating optimal development for all children is a primary responsibility of the school psychologist. Each intern must demonstrate the ability to use knowledge of human development to assist parents and school personnel to understand typical and atypical development, the biology of normal human development as well as developmental psychopathology, and strategies for maximizing children's learning and development. CAL-POLY HUMBOLDT trained school psychologists demonstrate an ability to apply their knowledge of psychology to assist children who may be experiencing difficulty in school. Portfolio work products reflect knowledge of relevant psychological research, and empirically supported interventions to facilitate the scholastic and social-emotional development of all children.

Please describe the responsibilities for this internship that will allow supervisors to evaluate your knowledge of child development and the science of psychology to understand the development of children within an educational environment. Refer to the specific skills listed under domain 1 of the Cal-Poly Humboldt School Psychology Student Portfolio Knowledge & Practice Standards for information regarding the specific activities and skills that must be demonstrated and documented in order to assess intern competence in this area.)

Intern Response:

2. Educational Foundations

An CAL-POLY HUMBOLDT trained school psychologist possesses a depth of knowledge regarding general education, special education, pupil support services, and many other educational, school-related, and school-linked community services. An CAL-POLY HUMBOLDT trained school psychologist is able to use this knowledge to facilitate policies and practices that create and maintain safe, supportive, and effective learning environments for children and others.

Please describe the responsibilities for this internship that will allow supervisors to evaluate your knowledge of the educational system. Refer to the specific skills listed under domain 2 of the Cal-Poly Humboldt School Psychology Student Portfolio Knowledge & Practice Standards for information regarding the specific activities and skills that must be demonstrated and documented in order to assess intern competence in this area.

Intern Response:

3. Legal, Ethical and Professional Foundations

An CAL-POLY HUMBOLDT trained school psychologist possesses significant and current knowledge regarding the laws pertaining to regular and special education, confidentiality, child abuse reporting, duty to warn, client privilege, informed consent, dual relationships, school disciplinary practices and other aspects of professional practice. CAL-POLY HUMBOLDT interns, in all of their interactions with children, families, and members of the public, act in a manner that shows respect for human dignity, and attempts to assure a high quality of professional service. Each intern must demonstrate appropriate knowledge of legal, ethical, and professional policies, and practices. Reports and other work products demonstrate a thorough and comprehensive understanding of legal and ethical standards that govern work with pupils, school employees, parents and community-based professionals.

Please describe the responsibilities for this internship that will allow supervisors to evaluate your knowledge of the legal and ethical practice of school psychology in this setting. Refer to the specific skills listed under domain 3 of the Cal-Poly Humboldt School Psychology Student Portfolio Knowledge & Practice Standards for information regarding the specific activities and skills that must be demonstrated and documented in order to assess intern competence in this area.

Intern Response:

4. Data-based Decision Making and Accountability - Assessment/Intervention/Evaluation of Cognitive and Academic Skills

An CAL-POLY HUMBOLDT trained school psychologist understands the complex relationship between cognitive and academic development, and is able to use a variety of models and methods of assessment that yield information useful in identifying strengths and needs, in understanding problems, and in measuring progress and accomplishments. Each intern must be able to collect, analyze and interpret multiple sources of information regarding the cognitive and scholastic development of pupils in order to assist parents and school personnel to make informed educational decisions regarding instructional needs. Each CAL-POLY HUMBOLDT intern must serve on at least one school-based intervention team working collaboratively with others to plan academic interventions for a diverse student population.

Please describe the cognitive and academic assessment and intervention responsibilities for this internship. Refer to the specific skills listed under domain 4 of the Cal-Poly Humboldt School Psychology Student Portfolio Knowledge & Practice Standards for information regarding the specific activities and skills that must be demonstrated and documented in order to assess intern competence in this area.

Intern Response:

5. Data-based Decision Making and Accountability – Assessment & Intervention for Socialization, Emotional, Behavioral, and Life Skills

An CAL-POLY HUMBOLDT trained school psychologist understands the critical importance of social, emotional, behavioral, and adaptive skills to the success of all pupils. Interns are able to use a variety of models and methods of assessment to collect information useful in identifying social and emotional strengths and needs, in understanding the function of problem behaviors, and in measuring behavioral progress. Each intern must be able to collect, analyze and interpret multiple sources of information regarding the social, emotional and behavioral development of pupils in order to assist parents and school personnel to make informed decisions regarding behavioral needs.

Please describe the social, emotional and behavioral assessment and intervention responsibilities for this internship. Refer to the specific skills listed under domain 5 of the Cal-Poly Humboldt School Psychology Student Portfolio Knowledge & Practice Standards for information regarding the specific activities and skills that must be demonstrated and documented in order to assess intern competence in this area.

Intern Response:

6. Consultation and Collaboration

CAL-POLY HUMBOLDT trained school psychologists understand the importance of consultation and engage in consultation with teachers, parents, administrators and others on a regular basis for the purpose of solving school-related problems. CAL-POLY HUMBOLDT interns are expected to integrate consultation, collaboration and other forms of indirect service delivery into all aspects of their work. Interns are skilled in the application of both problem-solving (client-centered) and process-focused (consultee-centered) models of consultation. Interns are expected to collaborate effectively with others in planning and decision-making processes at the individual, group, and system levels.

Please describe the consultation responsibilities for this internship. Refer to the specific skills listed under domain 6 of the Cal-Poly Humboldt School Psychology Student Portfolio Knowledge & Practice Standards for information regarding the specific activities and skills that must be demonstrated and documented in order to assess intern competence as a school-based consultant.

Intern Response:

7. Mental Health

CAL-POLY HUMBOLDT trained school psychologists understand that positive mental health is essential to learning, and to the development of all life competencies. Intern school psychologists are credentialed school-employed mental health professionals who develop, provide, and contribute to mental health prevention and intervention programs that help children and youth overcome barriers to success in school, at home, and in life. Intern school psychologists are

knowledgeable about the full range of school-based mental health programs – from preventative “wellness” programs, to school-based counseling and behavioral intervention, to crisis assessment and effective intervention.

Please describe the mental health responsibilities for this internship. Refer to the specific skills listed under domain 7 of the Cal-Poly Humboldt School Psychology Student Portfolio Knowledge & Practice Standards for information regarding the specific activities and skills that must be demonstrated and documented in order to assess intern competence as a school-based mental health provider.

Intern Response:

8. Human Diversity in Development and Learning

CAL-POLY HUMBOLDT trained school psychologists understand and appreciate the multiple influences of biological, developmental, social, cultural, ethnic, experiential, socioeconomic, gender-related, and linguistic factors in development and learning. Intern school psychologists demonstrate the sensitivity and skills needed to work with individuals of diverse backgrounds, and to implement strategies selected or adapted based on individual characteristics, strengths, and needs.

Please describe the diversity that is available in this internship. Refer to the specific skills listed under domain 8 of the Cal-Poly Humboldt School Psychology Student Portfolio Knowledge & Practice Standards for information regarding the specific activities and skills that must be demonstrated and documented in order to assess intern competence in providing services to a diverse school population.

Intern Response:

9. Family, School and Community Collaboration

CAL-POLY HUMBOLDT trained school psychologists understand the critical importance of parental and familial involvement in school communities. Interns provide support and assistance for family members in order to help them become effective participants in all aspects of children’s schooling. Interns facilitate home-school communication and collaboration when problems arise, and are knowledgeable about available school and community resources. Interns help create links between schools, families, and community agencies, and help coordinate services for children that involve outside agencies and community-based providers. CAL-POLY HUMBOLDT trained intern school psychologists work within the local system of care to provide for the coordination of health and mental health services for children.

Please describe the opportunities for facilitating home-school-community collaboration in this internship. Refer to the specific skills listed under domain 9 of the Cal-Poly Humboldt School Psychology Student Portfolio Knowledge & Practice Standards for information regarding the specific activities and skills that must be demonstrated and documented in order to assess

intern competence in this domain.

Intern Response:

10. Research and Technology

CAL-POLY HUMBOLDT trained school psychologists possess the ability to critically evaluate as well as to collect, analyze and report research findings. Interns use their knowledge of research, statistics, and evaluation methods to inform all areas of practice; from choosing appropriate methods for collecting information to making recommendations for interventions based on empirical evidence. Interns are able to differentiate high quality from inadequate research, and understand measurement and statistics in sufficient depth to evaluate published research, and, when appropriate, conduct investigations relevant to their work. Interns understand and utilize computer, telecommunication, and information technologies, and integrate the use of these technologies into their practice on a regular basis.

Please describe the research opportunities available in this internship. List the computer, telecommunication and information technologies that are available and necessary in this internship. Refer to the specific skills listed under domain 10 of the Cal-Poly Humboldt School Psychology Student Portfolio Knowledge & Practice Standards for information regarding the specific activities and skills that must be demonstrated and documented in order to assess intern competence in this domain.

Intern Response:

SUPERVISION

- a) Arrangements for supervision with on-field-based supervisor. **A minimum of two hours per week of supervision is required, one of which is to be face-to-face.** Each intern is required to maintain a comprehensive weekly log documenting the actual number of hours of supervision received, and the topics discussed.

Arrangements:

- b) Arrangements for regular communication with university supervisor (Scheduled phone contacts, on-campus seminars, e-mail and internet arrangements. **(a minimum 1/2-hour per week, or an hour every other week of individual communication with your university supervisor is required.)**)

Arrangements:

- c) Arrangements for mid-term and final semester evaluation communication between on-site and university supervisors (Phone contacts, e-mail and any arrangements for scheduled site visitations), in addition to any other communication necessary to support the intern

throughout the year.

Contact information:

Field-based supervisor:

University Supervisor:

d) Arrangements for regular contact with fellow CAL-POLY HUMBOLDT interns

I have read, understand, and agree to the above program.

(Name, date)

Each of the individuals listed below has read, understands, and agrees to the above program. The participating district or agency agrees to provide immediate weekly supervision of the intern, and to provide adequate release time for both the intern and the supervisor to participate in supervision. The district also agrees to provide a safe and secure work environment, adequate office space, provisions for participation in continued professional development, and other forms of support consistent with that afforded district or agency employed school psychologists. The district further understands that work products completed by this intern will be used by the university to evaluate the competence of the intern in all areas of training and practice, and this work will be described in a culminating project to meet California Title 5 requirements for a graduate degree. The district and Cal-Poly Humboldt agree that the primary purpose of the internship is to offer a training experience, and that while the intern may assume the functions of a fully credentialed school psychologist, that the intern will not displace the services of a certificated employee.

District/County/SELPA Administrative supervisor, date

District/County/SELPA Professional supervisor, date

Cal-Poly Humboldt Supervisor, date

CAL-POLY HUMBOLDT Program Coordinator, CAL-POLY HUMBOLDT School Psychology

Program, date

cc: Student
Student File
Student Taskstream Portfolio
Professional supervisor
University supervisor

Appendix B
Cal-Poly Humboldt
School Psychology Program

Cal-Poly Humboldt School Psychology Program
Summary of Practicum Hours (10/2018)

Name: _____

Site: _____

_____ University Supervisor initials

Dates: From: _____ To: _____

_____ Field-based supervisor initials

Activity

Assessment: administration, scoring, and interpreting standardized norm referenced tests, administration, scoring, and interpreting survey-level assessment (DIBELS, AIMSWEB), report writing, file review for the purpose of special education or gifted initial evaluation or reevaluation, observation for the purpose of special education or gifted initial evaluation or reevaluation.

Time (in hours): _____

Consultation: meetings with parents, teachers and/or administrators, meetings to review evaluation results, IEP meetings, pre-referral meetings, child study team meetings, intervention planning, and design meetings, SAP team meetings, FBA meetings, observation for the purpose of problem solving and designing interventions, FBA development, instructional intervention development.

Time (in hours): _____

Counseling/Intervention: direct contact with a student other than assessment, unscheduled or scheduled meetings with an individual or group of students for the intended purpose of improving students' 1) ability to cope with peer, home, and/or school stressors, 2) social-emotional and behavioral functioning, and/or 3) academic skills. Includes crisis intervention.

Time (in hours): _____

Professional Development: orientation to site, independent study, reviewing of policies and procedures, reviewing of assessment instruments, attending in-services, workshops, trainings, attending professional conferences, delivering staff trainings.

Time (in hours): _____

Supervision: individual and direct contact with your field supervisor for the purpose of professional skill and competency development.

Time (in hours): _____

Clerical: copying, stapling, filing, mailing, travel, finding a work space, *does not include report writing.*

Time (in hours): _____

Total Hours for this timeframe _____

Total Cumulative Hours: _____

School Psychology Internship-Student Log

DATE	STUDENT	ACTIVITY*	REMARKS	TIME

* = **A**, Assessment; **CONS**, Consultation; **COUN**, Counseling; **PD**, Professional Development; **SUP**, Supervision; **CLER**, Clerical

Appendix C
Cal-Poly Humboldt
School Psychology Program
Mid-semester Practicum Evaluation
Completed in Task Stream

Name: _____

Date: _____

Semester in Program: _____
 (e.g. 1st or 2nd)

Practicum Site(s): _____

Field-based supervisor: _____

University Supervisor: _____

Practicum hours so far this semester: _____

Instructions: The primary purpose of this brief mid-semester evaluation is to identify any areas of deficient practice, skill or experience that must be remediated in order for this practicum school psychologist student to successfully complete this fieldwork experience successfully.

1. Considering the expectations for this point training, does this student demonstrate appropriate understanding regarding the role of the school psychologist, and the opportunities for professional growth in this setting?	Yes No
2. Does this student recognize the limits of her/his own competence and expertise, and seek supervision and consultation as needed?	Yes No
3. Does this student demonstrate appropriate professional and ethical behavior regarding the use of all tools, methods and procedures?	Yes No
4. Are interactions with children, school staff, family members and community-based professionals courteous, respectful and professional at all times?	Yes No
5. Considering the expectations for this point the student's training, does this student demonstrate competence in the delivery of services in this setting?	Yes No
6. Are there any other problems or deficiencies regarding this student that place them at risk of not successfully completing this internship? If yes, please describe the problem in specific and observable terms.	Yes No

Appendix D
Cal-Poly Humboldt
School Psychology Program
End of Semester- Practicum Evaluation Form
Completed in Task Stream

"Practicum Experience and Evaluation Form"

* = Response is required

Program Design and Structure

*** Demonstrates understanding regarding the role of the school psychologist, and is able to integrate and utilize information from coursework in the delivery of services in the school**

Yes No (N/A)

1. Psychological Foundations

*** (1a) Demonstrates knowledge of typical and atypical growth and development for pupils in this setting, and is able to identify behaviors outside of the normative range across all domains of development**

Yes No (N/A)

*** (1b) Demonstrates knowledge regarding the role of familial, school, classroom and community factors which enable and impede pupil learning and development**

Yes No (N/A)

*** (1c) Demonstrates knowledge regarding the specific risk factors associated with school failure and school dropout, and assists in developing appropriate preventative interventions in this school setting**

Yes No (N/A)

*** (1d) Communicates effectively with parents and/or school staff regarding specific areas of psychological expertise**

Yes No (N/A)

*** (1e) Demonstrates knowledge regarding the development of such attributes as positive motivation, focus of control, self-efficacy and self-esteem as they affect school learning and behavior**

Yes No (N/A)

2. Educational Foundations

*** (2a) Demonstrates understanding of major federal and state laws, regulations and policies that affect schooling and the practice of psychology in schools**

Yes No (N/A)

*** (2b) Demonstrates understanding of the diversity of classroom learning environments, teaching methods and styles, and is able to assist classroom personnel with instructional and behavioral interventions**

Yes No (N/A)

*** (2c) Demonstrates understanding of the roles of school staff members (teachers, aides, principals, vice principals, secretaries, specialists, etc.)**

Yes No (N/A)

3. Legal, Ethical and Professional Foundations

*** (3a) Recognizes the limits of one's own competence and expertise and seeks supervision and consultation as needed**

Yes No (N/A)

*** (3b) Demonstrates understanding and applies appropriate professional and ethical standards in the use of all tools, methods and procedures**

Yes No (N/A)

*** (3c) Demonstrates knowledge regarding confidentiality by securing and maintaining all confidential information appropriately**

Yes No (N/A)

*** (3d) Demonstrates knowledge of group process and group dynamics, and functions effectively as a member of group**

Yes No (N/A)

*** (3e) Demonstrates understanding of the procedures, processes and the legal requirements when a student is referred for special education services**

Yes No (N/A)

*** (3f) Demonstrates knowledge of the eligibility requirements for special education**

Yes No (N/A)

*** (3g) Critically evaluates one's own development, and develops plans to facilitate professional and personal growth**

Yes No (N/A)

4 & 5. Data-Based Decision Making

*** (4/5a) Participates in school-wide or class screening to locate children at-risk of failing (developmentally, academically or behaviorally)**

Yes No (N/A)

*** (4/5b) Participates on school-based child or student study team**

Yes No (N/A)

*** (4/5c) Chooses appropriately from a broad range of assessment methodologies and tools**

Yes No (N/A)

*** (4/5d) Observes pupils in the classroom, accurately assessing and recording pupil social and task related behavior**

Yes No (N/A)

*** (4/5e) Interviews pupils, parents and school staff (informal, semi-structured, dynamic, focused, structured)**

Yes No (N/A)

*** (4/5f) Obtains informed consent before conducting assessment activities, or implementing interventions with pupils**

Yes No (N/A)

*** (4/5g) Uses data to reliably measure pupil progress in scholastic and behavioral domains**

Yes No (N/A)

*** (4/5h) Collects data for the purpose of recommending or designing interventions for academic and behavioral domains**

Yes No (N/A)

*** (4/5i) Interprets and clearly communicates the results of assessment data to parents, school staff and community members in meeting or other forums (IEP, SST, and 504 team meetings)**

Yes No (N/A)

*** (4/5j) Communicates effectively with others about case (e.g. telephone follow-up with parents, writing letters on behalf of pupil, contacting agencies to request information or records for a pupil, etc.)**

Yes No (N/A)

*** (4/5k) Maintains complete and accurate records regarding a case**

Yes No (N/A)

6. Consultation and Collaboration

*** (6a) Displays skill in training, developing, sustaining and concluding collaborative relationships with teachers, school staff and parents**

Yes No (N/A)

*** (6b) Interacts with children, parents and school staff in ways which promote the development of helpful and cooperative relationships (e.g. relations are friendly, collegial and professional)**

Yes No (N/A)

*** (6c) Engages in collaborative problem solving for the purpose of improving school morale, solving problems and improving school social and learning environments**

Yes No (N/A)

*** (6d) Engages in consultation with teacher(s)**

Yes No (N/A)

*** (6e) Engages in consultation with the principal or other administrators**

Yes No (N/A)

*** (6f) Engages in consultation with school-based specialists (school nurse, speech therapist, etc) for the purpose of obtaining or sharing information, and intervention planning**

Yes No (N/A)

*** (6g) Engages in consultation with community-based specialists (probation officer, mental health personnel, etc) for the purpose of obtaining or sharing information, and intervention planning**

Yes No (N/A)

*** (6h) Engages in consultation with parents for the purpose of obtaining and sharing information, developing intervention plans and supporting parents**

Yes No (N/A)

7. Mental Health

*** (7a) Demonstrates knowledge regarding procedures for identifying children and youth who could benefit from counseling or other psychosocial interventions**

Yes No (N/A)

*** (7b) Demonstrates competence in the facilitation of social skills instruction at an individual, small group and classroom level**

Yes No (N/A)

*** (7c) Conducts personal and social counseling with individual students to enhance personal development, address social-emotional difficulties and respond to crises**

Yes No (N/A)

*** (7d) Conducts personal and social counseling with small groups of students to enhance personal development, address social-emotional difficulties and respond to crises**

Yes No (N/A)

*** (7e) Understands community-based mental health resources, and makes referrals appropriately**

Yes No (N/A)

*** (7f) Understands the importance of assisting pupils to assume appropriate levels of responsibility for their learning and behavior**

Yes No (N/A)

*** (7g) Models wellness and resilience in daily interactions with pupils, parents and school staff**

Yes No (N/A)

8. Human Diversity

*** (8a) Interacts appropriately with students from diverse cultural backgrounds, particularly those from backgrounds different from one's own**

Yes No (N/A)

*** (8b) Assesses how one's own cultural background/experiences, attitudes, values, and biases influence psychological processes**

Yes No (N/A)

*** (8c) Uses feedback to correct possibly invalid assumptions or conclusions based on one's own prejudices or biases**

Yes No (N/A)

*** (8d) Work samples (reports, consultation logs, supervision conversations, etc) evidence recognition of ethnicity and culture as significant factors in students, family, school and community development**

Yes No (N/A)

*** (8e) Considers the validity of all techniques, instruments, and interpretations in light of the ethnic and linguistic characteristics of the student and/or family**

Yes No (N/A)

*** (8f) Demonstrates understanding and sensitivity in communication with families from diverse cultural backgrounds**

Yes No (N/A)

*** (8g) Demonstrates the ability to accurately assess the cultural, linguistic and socioeconomic background of pupils**

Yes No (N/A)

9. Family, School and Community Collaboration

*** (9a) Participates in ongoing activities for parents and families (parent conferences, back-to-school night, etc)**

Yes No (N/A)

*** (9b) Facilitates family counseling, education or in-service activities as appropriate**

Yes No (N/A)

*** (9c) Demonstrates knowledge of and respect for the strengths, values and beliefs of the various cultural, ethnic, linguistic and family types (e.g. single parents, step parents, gay parents, etc) that exist in schools**

Yes No (N/A)

10. Research and Technology

*** (10a) Demonstrates competence in the use of personal computers and all essential software and hardware needed for professional practice (word processing, e-mail, internet browsers, statistical analysis software, spreadsheets, printers, modems, fax machines, etc)**

Yes No (N/A)

*** (10b) Utilize computer assisted psychological software as appropriate, and demonstrates understanding regarding the legal and ethical issues involved in the use of this technology**

Yes No (N/A)

*** (10c) Demonstrates competence in accessing the psychological and educational research literature to find information to assist parents and school personnel**

Yes No (N/A)

*** (10d) Demonstrates competence in reporting and interpreting research findings to parents, school and community audiences**

Yes No (N/A)

*** (10e) Collects appropriate and systematic data for the purpose of monitoring pupil progress**

Yes No (N/A)

*** (10f) Demonstrates skill in conducting or assisting with a program evaluation to evaluate the effectiveness of a classroom, school or community-based intervention program**

Yes No (N/A)

*** (10g) Evaluates the effectiveness of an individual pupil's IEP**

Yes No (N/A)

Overall Internship Evaluation

*** Interactions with children, school staff, family members and community-based professionals are courteous, respectful and professional at all times**

Yes No (N/A)

*** Participates openly and actively in weekly supervision with both site and university employed supervisors**

Yes No (N/A)

*** Demonstrates knowledge and skills in supervision by providing supervision to paraprofessionals, new graduate students, etc**

Yes No (N/A)

*** Demonstrates competence across a broad range of settings, with pupils of all abilities, successfully completing activities representative of the full continuum of services expected of a credentialed school psychologist**

Yes No (N/A)

Participates in the equivalent of 600 hours of fieldwork during each of two semesters of full time internship (part-time assignments are acceptable, but the total number of internship hours prior to receiving a credential must equal a minimum of 1200.)

Fill in the total number of hours of intern experience this semester in the appropriate experience box.

*** Demonstrates competence in the delivery of services in a pre-school setting**

Yes No (N/A)

*** Competency Hours**

Hours this Semester

No answer specified

Subtotal of hours for all internship thus far

No answer specified

*** Demonstrates competence in the delivery of services in an elementary school setting**

Yes No (N/A)

*** Competency Hours**

Hours this Semester

No answer specified

Subtotal of hours for all internship thus far

No answer specified

*** Demonstrates competence in the delivery of services in a secondary school setting**

Yes No (N/A)

*** Competency Hours**

Hours this Semester

No answer specified

Subtotal of hours for all internship thus far

No answer specified

*** Demonstrates competence in the delivery of services in a college setting**

Yes No (N/A)

*** Competency Hours**

Hours this Semester

No answer specified

Subtotal of hours for all internship thus far

No answer specified

*** Demonstrates competence in the delivery of services in a community-based setting (400 hours maximum)**

Yes No (N/A)

*** Competency Hours**

Hours this Semester

No answer specified

Subtotal of hours for all internship thus far

No answer specified

*** Total Internship Hours for this Semester**
No answer specified

Appendix E
Cal-Poly Humboldt
School Psychology Program
Mid-semester Internship Evaluation
Completed in Task Stream

Name: _____

Date: _____

Semester in Program: _____
 (e.g. 1st or 2nd)

Internship Site(s): _____

Field-based supervisor: _____

University Supervisor: _____

Internship hours so far this semester: _____

Instructions: The primary purpose of this brief mid-semester evaluation is to identify any areas of deficient practice, skill or experience that must be remediated in order for this practicum school psychologist student to successfully complete this fieldwork experience successfully.

1. Considering the expectations for this point training, does this student demonstrate appropriate understanding regarding the role of the school psychologist, and the opportunities for professional growth in this setting?	Yes No
2. Does this student recognize the limits of her/his own competence and expertise, and seek supervision and consultation as needed?	Yes No
3. Does this student demonstrate appropriate professional and ethical behavior regarding the use of all tools, methods and procedures?	Yes No
4. Are interactions with children, school staff, family members and community-based professionals courteous, respectful and professional at all times?	Yes No
5. Considering the expectations for this point the student's training, does this student demonstrate competence in the delivery of services in this setting?	Yes No
6. Are there any other problems or deficiencies regarding this student that place them at risk of not successfully completing this internship? If yes, please describe the problem in specific and observable terms.	Yes No

Appendix F
Cal-Poly Humboldt
School Psychology Program
End of Semester- Internship Evaluation Form
Completed in Task Stream

"Internship Experience and Evaluation Form"

* = Response is required

Program Design and Structure

*** Demonstrates understanding regarding the role of the school psychologist, and is able to integrate and utilize information from coursework in the delivery of services in the school**

Yes No (N/A)

1. Psychological Foundations

*** (1a) Demonstrates knowledge of typical and atypical growth and development for pupils in this setting, and is able to identify behaviors outside of the normative range across all domains of development**

Yes No (N/A)

*** (1b) Demonstrates knowledge regarding the role of familial, school, classroom and community factors which enable and impede pupil learning and development**

Yes No (N/A)

*** (1c) Demonstrates knowledge regarding the specific risk factors associated with school failure and school dropout, and assists in developing appropriate preventative interventions in this school setting**

Yes No (N/A)

*** (1d) Communicates effectively with parents and/or school staff regarding specific areas of psychological expertise**

Yes No (N/A)

*** (1e) Demonstrates knowledge regarding the development of such attributes as positive motivation, focus of control, self-efficacy and self-esteem as they affect school learning and behavior**

Yes No (N/A)

2. Educational Foundations

*** (2a) Demonstrates understanding of major federal and state laws, regulations and policies that affect schooling and the practice of psychology in schools**

Yes No (N/A)

*** (2b) Demonstrates understanding of the diversity of classroom learning environments, teaching methods and styles, and is able to assist classroom personnel with instructional and behavioral interventions**

Yes No (N/A)

*** (2c) Demonstrates understanding of the roles of school staff members (teachers, aides, principals, vice principals, secretaries, specialists, etc.)**

Yes No (N/A)

3. Legal, Ethical and Professional Foundations

*** (3a) Recognizes the limits of one's own competence and expertise and seeks supervision and consultation as needed**

Yes No (N/A)

*** (3b) Demonstrates understanding and applies appropriate professional and ethical standards in the use of all tools, methods and procedures**

Yes No (N/A)

*** (3c) Demonstrates knowledge regarding confidentiality by securing and maintaining all confidential information appropriately**

Yes No (N/A)

*** (3d) Demonstrates knowledge of group process and group dynamics, and functions effectively as a member of group**

Yes No (N/A)

*** (3e) Demonstrates understanding of the procedures, processes and the legal requirements when a student is referred for special education services**

Yes No (N/A)

*** (3f) Demonstrates knowledge of the eligibility requirements for special education**

Yes No (N/A)

*** (3g) Critically evaluates one's own development, and develops plans to facilitate professional and personal growth**

Yes No (N/A)

4 & 5. Data-Based Decision Making

*** (4/5a) Participates in school-wide or class screening to locate children at-risk of failing (developmentally, academically or behaviorally)**

Yes No (N/A)

*** (4/5b) Participates on school-based child or student study team**

Yes No (N/A)

*** (4/5c) Chooses appropriately from a broad range of assessment methodologies and tools**

Yes No (N/A)

*** (4/5d) Observes pupils in the classroom, accurately assessing and recording pupil social and task related behavior**

Yes No (N/A)

*** (4/5e) Interviews pupils, parents and school staff (informal, semi-structured, dynamic, focused, structured)**

Yes No (N/A)

*** (4/5f) Obtains informed consent before conducting assessment activities, or implementing interventions with pupils**

Yes No (N/A)

*** (4/5g) Uses data to reliably measure pupil progress in scholastic and behavioral domains**

Yes No (N/A)

*** (4/5h) Collects data for the purpose of recommending or designing interventions for academic and behavioral domains**

Yes No (N/A)

*** (4/5i) Interprets and clearly communicates the results of assessment data to parents, school staff and community members in meeting or other forums (IEP, SST, and 504 team meetings)**

Yes No (N/A)

*** (4/5j) Communicates effectively with others about case (e.g. telephone follow-up with parents, writing letters on behalf of pupil, contacting agencies to request information or records for a pupil, etc.)**

Yes No (N/A)

*** (4/5k) Maintains complete and accurate records regarding a case**

Yes No (N/A)

6. Consultation and Collaboration

*** (6a) Displays skill in training, developing, sustaining and concluding collaborative relationships with teachers, school staff and parents**

Yes No (N/A)

*** (6b) Interacts with children, parents and school staff in ways which promote the development of helpful and cooperative relationships (e.g. relations are friendly, collegial and professional)**

Yes No (N/A)

*** (6c) Engages in collaborative problem solving for the purpose of improving school morale, solving problems and improving school social and learning environments**

Yes No (N/A)

*** (6d) Engages in consultation with teacher(s)**

Yes No (N/A)

*** (6e) Engages in consultation with the principal or other administrators**

Yes No (N/A)

*** (6f) Engages in consultation with school-based specialists (school nurse, speech therapist, etc) for the purpose of obtaining or sharing information, and intervention planning**

Yes No (N/A)

*** (6g) Engages in consultation with community-based specialists (probation officer, mental health personnel, etc) for the purpose of obtaining or sharing information, and intervention planning**

Yes No (N/A)

*** (6h) Engages in consultation with parents for the purpose of obtaining and sharing information, developing intervention plans and supporting parents**

Yes No (N/A)

7. Mental Health

*** (7a) Demonstrates knowledge regarding procedures for identifying children and youth who could benefit from counseling or other psychosocial interventions**

Yes No (N/A)

*** (7b) Demonstrates competence in the facilitation of social skills instruction at an individual, small group and classroom level**

Yes No (N/A)

*** (7c) Conducts personal and social counseling with individual students to enhance personal development, address social-emotional difficulties and respond to crises**

Yes No (N/A)

*** (7d) Conducts personal and social counseling with small groups of students to enhance personal development, address social-emotional difficulties and respond to crises**

Yes No (N/A)

*** (7e) Understands community-based mental health resources, and makes referrals appropriately**

Yes No (N/A)

*** (7f) Understands the importance of assisting pupils to assume appropriate levels of responsibility for their learning and behavior**

Yes No (N/A)

*** (7g) Models wellness and resilience in daily interactions with pupils, parents and school staff**

Yes No (N/A)

8. Human Diversity

*** (8a) Interacts appropriately with students from diverse cultural backgrounds, particularly those from backgrounds different from one's own**

Yes No (N/A)

*** (8b) Assesses how one's own cultural background/experiences, attitudes, values, and biases influence psychological processes**

Yes No (N/A)

*** (8c) Uses feedback to correct possibly invalid assumptions or conclusions based on one's own prejudices or biases**

Yes No (N/A)

*** (8d) Work samples (reports, consultation logs, supervision conversations, etc) evidence recognition of ethnicity and culture as significant factors in students, family, school and community development**

Yes No (N/A)

*** (8e) Considers the validity of all techniques, instruments, and interpretations in light of the ethnic and linguistic characteristics of the student and/or family**

Yes No (N/A)

*** (8f) Demonstrates understanding and sensitivity in communication with families from diverse cultural backgrounds**

Yes No (N/A)

*** (8g) Demonstrates the ability to accurately assess the cultural, linguistic and socioeconomic background of pupils**

Yes No (N/A)

9. Family, School and Community Collaboration

*** (9a) Participates in ongoing activities for parents and families (parent conferences, back-to-school night, etc)**

Yes No (N/A)

*** (9b) Facilitates family counseling, education or in-service activities as appropriate**

Yes No (N/A)

*** (9c) Demonstrates knowledge of and respect for the strengths, values and beliefs of the various cultural, ethnic, linguistic and family types (e.g. single parents, step parents, gay parents, etc) that exist in schools**

Yes No (N/A)

10. Research and Technology

*** (10a) Demonstrates competence in the use of personal computers and all essential software and hardware needed for professional practice (word processing, e-mail, internet browsers, statistical analysis software, spreadsheets, printers, modems, fax machines, etc)**

Yes No (N/A)

*** (10b) Utilize computer assisted psychological software as appropriate, and demonstrates understanding regarding the legal and ethical issues involved in the use of this technology**

Yes No (N/A)

*** (10c) Demonstrates competence in accessing the psychological and educational research literature to find information to assist parents and school personnel**

Yes No (N/A)

*** (10d) Demonstrates competence in reporting and interpreting research findings to parents, school and community audiences**

Yes No (N/A)

*** (10e) Collects appropriate and systematic data for the purpose of monitoring pupil progress**

Yes No (N/A)

*** (10f) Demonstrates skill in conducting or assisting with a program evaluation to evaluate the effectiveness of a classroom, school or community-based intervention program**

Yes No (N/A)

*** (10g) Evaluates the effectiveness of an individual pupil's IEP**

Yes No (N/A)

Overall Internship Evaluation

*** Interactions with children, school staff, family members and community-based professionals are courteous, respectful and professional at all times**

Yes No (N/A)

*** Participates openly and actively in weekly supervision with both site and university employed supervisors**

Yes No (N/A)

*** Demonstrates knowledge and skills in supervision by providing supervision to paraprofessionals, new graduate students, etc**

Yes No (N/A)

*** Demonstrates competence across a broad range of settings, with pupils of all abilities, successfully completing activities representative of the full continuum of services expected of a credentialed school psychologist**

Yes No (N/A)

Participates in the equivalent of 600 hours of fieldwork during each of two semesters of full time internship (part-time assignments are acceptable, but the total number of internship hours prior to receiving a credential must equal a minimum of 1200.)

Fill in the total number of hours of intern experience this semester in the appropriate experience box.

*** Demonstrates competence in the delivery of services in a pre-school setting**

Yes No (N/A)

*** Competency Hours**

Hours this Semester

No answer specified

Subtotal of hours for all internship thus far

No answer specified

*** Demonstrates competence in the delivery of services in an elementary school setting**

Yes No (N/A)

*** Competency Hours**

Hours this Semester

No answer specified

Subtotal of hours for all internship thus far

No answer specified

*** Demonstrates competence in the delivery of services in a secondary school setting**

Yes No (N/A)

*** Competency Hours**

Hours this Semester

No answer specified

Subtotal of hours for all internship thus far

No answer specified

*** Demonstrates competence in the delivery of services in a college setting**

Yes No (N/A)

*** Competency Hours**

Hours this Semester

No answer specified

Subtotal of hours for all internship thus far

No answer specified

*** Demonstrates competence in the delivery of services in a community-based setting (400 hours maximum)**

Yes No (N/A)

*** Competency Hours**

Hours this Semester

No answer specified

Subtotal of hours for all internship thus far

No answer specified

*** Total Internship Hours for this Semester**
No answer specified

Appendix G
Cal-Poly Humboldt
School Psychology Program
Important Dates

Date	Task	Population
9/11	Fieldwork Practicum Agreement	2nd year
9/18	Practicum Setting Documentation & Description	2nd year
10/1	Internship contract due to university supervisor	3rd year
10/31	Midterm site evaluations	2nd year 3rd year
11/15	Intern-Portfolio Plan due to university supervisor	3rd year
11/15	Request to Take Comprehensive Exam due to graduate coordinator	3rd year
12/15	Advancement to Candidacy Form due to graduate coordinator	3rd year
1/15	Portfolio products 5 through 8 uploaded to Taskstream	2nd year
1/15	Graduation Application Fees Application due to graduate coordinator	3rd year
4/15	All portfolio products submitted to TaskStream and students notify faculty of the submissions via email	3rd year
5/5	Portfolio products 9 through 12 uploaded to Taskstream	2nd year
Spring Semester Final Exam Week	Portfolio mini-defense week-Time to be assigned	2nd year
Spring Semester Final Exam Week	Internship Portfolio Final Defense-Time to be assigned	3rd year