

# **School Psychology Program Field Supervisor Manual**



**Educational Specialist in Psychology**

*Department of Psychology  
California State University, Fresno*

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## SCHOOL PSYCHOLOGY PROGRAM OBJECTIVES

The California State University, Fresno School Psychology Program has adopted a scientist–practitioner model with an emphasis on problem-solving. At the completion to the program students are expected to be able to:

- Operate within a scientist-practitioner framework by using the scientific method and research to guide practice and demonstrate accountability.
- Demonstrate respect for and sensitivity to cultural and individual differences.
- Deliver school psychological services from a consultation framework with an emphasis on problem-solving to prevent and remediate learning and adjustment problems experienced by children and youth.
- Link assessment methodologies to the development, implementation, and evaluation of research-based interventions.
- View problems from a systems/ecological perspective focusing on the child, family, school, and community.
- Demonstrate a theoretical and empirical basis for professional practice.
- Engage in evaluation of individual practice and school-based and/or community based programs.

## PRACTICA

The practicum is designed to:

1. provide the student with experiences that facilitate the integration of coursework and theory with the practical aspects of applied practice; and
2. provide a framework for the gradual shaping of the student’s skills, allowing the student to evolve to an independently functioning professional.
3. **We regard practicum as equally important to coursework in training future school psychologists! The role of field supervisors is critical.** The more experiences and independence you can give your practicum student, the more skilled they will become.

Along with courses in basic concepts and theory and specialized techniques, students participate in practicum experiences that provide supervised applications of their skills. All students must complete supervised practice of 600-clock hours of practica prior to internship.

The practicum process involves four stages:

1. observation
2. assisting the field-based credentialed school psychologist
3. performing with assistance from the field-based credentialed school psychologist
4. working independently

**We hope this manual will provide guidance regarding class and program expectations for your practicum student, and how you can provide appropriate experiences and supervision for your student.**

## School Psychology Program Courses and Practicum

### YEAR 1

Students are assigned to practicum placements for two half days per week during the first year. A day is considered at least 8 hours per week in the schools for a minimum of 120 hours each semester during the first year.

#### Fall – Year 1:

First year students will have two practicum sites each semester; in the fall one will be with a school psychologist at a comprehensive site with a school psychologist field supervisor and the other at a service-learning site. Students will usually spend 5-6 hours per week at their comprehensive site. They will spend 3-4 hours per week at the service-learning site.

Psychology 287: Practicum in School Psychology – Comprehensive Site  
Psychology 274S: Multicultural Psychology – Service Learning Practicum

#### Spring – Year 1:

In the spring one practicum site will be at a different comprehensive site with a school psychologist and the second site with a special class or program (e.g., autism program, ED program) with a school psychologist who serves those programs. Students will split the 8 hours per week between the two sites.

Psychology 287: Practicum in School Psychology  
Psychology 279: Consultation and Supervision in School Psychology

### YEAR 2

Students are assigned to practicum placements for two days per week with one school psychologist during the second year. A day is considered at least 8 hours per week in the schools. Second year students are expected to log a minimum of 180 hours per semester during the second year.

#### Fall – Year 2:

Psychology 278: Intervention and Prevention in School Psychology  
Psychology 285: Assessment of Learning and Developmental Problems  
Psychology 287: Practicum in School Psychology

#### Spring – Year 2:

Psychology 282: Cognitive and Behavior Therapy  
Psychology 286: Instructional Consultation  
Psychology 287: Practicum in School Psychology

## Practicum Placement

The Program Coordinator places students on practicum each semester of the first two years in the program; sites will rotate for each of the four semesters. Students are given the opportunity to request districts for practicum. Field-based credentialed school psychologists serve as site supervisors. Students are assigned to specific site supervisors based on their year in the program, the needs and interests of the graduate student, and the appropriateness of the field-based site. The Central Valley of California is a large area, and car travel is a necessity. Appropriate dress is expected for practicum; please discuss with field supervisors. In general no cleavage, short skirts, no visible tattoos, no hair dyed an unnatural color, and no visible body piercing except earrings for females. Jeans are not acceptable unless recommended by the field supervisor.

Students receive field supervision from their assigned local school psychologist. University supervision is provided by the California State University, Fresno, School Psychology Program Faculty through practicum class, Psychology 287. **Logs are to be signed by the field supervisor each week. Practicum logs will be submitted each week and summarized each semester.**

### Evaluation of Practicum and Program Progress

Student performance of practicum is evaluated twice each year using multiple products.

1. All students must maintain a daily log of their practicum activities. The Practicum Log form is on page 13 of this document. Time, activities, and student contacts are recorded.
2. **Students are evaluated by the field-based credentialed school psychologist each semester using the School Psychology Practicum Student Evaluation (pp 15-18). Field supervisors should go over the evaluation with their practicum student.** The student is responsible for insuring that the evaluation form is returned to the Coordinator of the School Psychology Program prior to finals week of each semester.
3. Students complete the Student Evaluation of Field-Based Supervisor form located on page 19 to assure match between program expectations and field experiences.

The Program faculty meet with each student in the program at the end of each semester to review the School Psychology Practicum Student Evaluation and experiences, as well as class performance. The Advisee Record form is completed with the faculty and student at that time. Specific areas of strength and areas for improvement are outlined for the student.

### Sources of Practicum Evaluation Data

Sources of Data	Timeline	Person Responsible
Practicum Log	Each Week	Student
School Psychology Practicum Student Evaluation Form	End of Each Semester	Student and On-site Supervisor
Faculty Rating	End of Each Semester	Program Faculty

## **PRACTICUM EXPECTATIONS and RECOMMENDED EXPERIENCES**

*These are typical expectations. Your practicum student should provide you with current assignments and due dates at the beginning of the semester.*

### **Fall – Year 1**

The first semester of practicum is designed to allow students to learn about the role of the school psychologist as a team member, school systems, and special education. Besides supporting the class assignments listed below, field supervisors are encouraged to expose their practicum student to as many educational experiences as feasible. Students will benefit from spending time in classrooms, especially special education classes.

### **Psych 287-1 (Practicum supervision)**

**MINI-INTERVIEWS:** During practicum each student, with the help of their field supervisor, will arrange the following experiences: attend an Individual Education Plan meeting; spend time with and shadow a speech therapist, a school nurse, etc. – see list below. Students will complete a one-page paper describing what they learned from each interview and shadowing.

- *School Psychologist*
- *RSP special education teacher*
- *SDC/SH special education teacher*
- *Speech Pathologist*
- *School Nurse*
- *Assessment*
- *School counselor or school social worker*
- *School Administrator*
- *IEP meeting*
- *Consultation or SST meeting*
- *Bilingual School Psychologist, Teacher or Aide*

**OBSERVATIONS:** Students will turn in 3 structured observations. Observations are to be conducted at the practicum site. Please write a one page narrative of each observation including the following: (1) referral concerns, (2) student's age or grade, gender, (3) target behavior, (4) type of observation and rationale for type of observation, (5) observation setting (e.g., classroom, playground, large group instruction, one-to-one), (6) numerical/ statistical summary of data, (7) anecdotal or real-time observations to supplement quantitative data. The narrative should be a paragraph or two that could be inserted into a psycho-ed or intervention report. Attach original data collection sheet.

- Observation #1: ABC observation; turn in recording form and narrative with description of student, target behavior, environment, and hypothesized function of behavior
- Observation #2: Event recording; turn in recording form and narrative with description of student, target behavior, environment, and statistical summary of behavior
- Observation #3: Time sampling; turn in recording form and narrative with description of student, target behavior, type of time recording chosen and rationale, environment, and statistical summary of behavior

## **Spring – Year 1**

The second semester is exciting for students! Besides observing, they are starting to learn to write psychoeducational reports and have their own consultation project. Field supervisors will need to help them find a cooperating teacher and target student for the consultation project. The field supervisor will guide the student as he or she works on their first “pre-psych” reports. We expect these to be evaluations the field supervisor is currently conducting. The practicum student is expected to conduct the file review, collect background information, conduct observations, interviews, and write up that part of the report.

The pre-psych reports and consultation project can be done at either their comprehensive school site or their special site. The special site assignment is working with a school psychologist who serves classes for students with autism, emotional disorders, or preschoolers. Practicum students are expected to learn about the role of school psychologists in working with children or adolescents with low-incidence disorders.

### **Psych 287-1 (Practicum supervision)**

At a minimum, a practicum student will complete the following activities on-site during this semester of practicum. Each student’s individualized practicum plan may include activities that are not specified here. For example, students are encouraged to co-facilitate social skills groups if the opportunity is available.

#### **Special Site**

- Present experience at their special site. The content should include (but is not limited to) include general culture of the site or classrooms, assessment practices, behavior management, academic and functional instruction, special accommodations, challenges, and differences from the regular site. Please turn in a two to three page paper summarizing these points.
- Turn in three brief (one page) reflections on student’s reaction to the special site. These will be due at the beginning, midpoint, and end of the semester.
- Present one case to the class.

#### **General Site**

- Students will write two “pre-psych” reports for/with their field supervisor. These are on actual students that the practicum supervisor is evaluating. The practicum students’ part will be:
  - Record review: Educational, family, developmental, and health history. Previous interventions or assessment results.
  - Current information: grades, CELDT/ELPAC, state test, attendance data as appropriate.
  - Parent and teacher interview
  - Observations
- Practicum students should observe the evaluation process: students are expected to query their field supervisor about why certain measures are chosen, etc.
- If possible, practicum students should attend the IEP meetings for the students whose reports you worked on.

## Psych 279 (Consultation)

### 1. Consultation practice case

- Students need to initiate a consultation case in their practicum school. Informed consent letters to teachers and parents will be provided; signatures are required before beginning consultation.
- A minimum of 3 consultation sessions are required to meet expectations for this course. Exceptional consultation cases will typically require additional sessions, consultant follow-up, and outcome evaluation.
- Students will need to turn in the following:
  - A written consent from the teacher/consultee AND a consent from the target student's parent(s) or guardian(s).
  - All consultation sessions should be audio recorded with the knowledge and written permission of the consultee and the student's parent or guardian.
  - An audio recording for the two sessions: one PII and one PAI.
- Students should identify a possible consultation case by mid-February.

### 2. Other assignments. Students are required to turn in a brief report (3-5 slides) via Google Slides for the following assignments (see class schedule for due dates).

- One school-culture observation
- One interview with their practicum site supervisor. Examples of interview questions include but are not limited to
  - What are your views about school consultation?
    - Did your views of consultation change over time and why?
    - What kinds of consultation do you usually do?
    - What are the obstacles and how do you overcome them?
    - How do you describe your style of consultation?
    - Did your style of consultation change over time and depending on teachers, why and how?
    - What are your thoughts for and experiences of multicultural consultation?
    - What are the obstacles and your strategies?
    - What suggestions do you have for me in terms of conducting consultation?
- One observation of their field supervisor conducting an individual teacher consultation. The consultation observed could be formal or informal but the observed consultation has to be longer than 5 minutes. The foci of the observations include but are not limited to the following:
  - The role of the psychologist,
  - Communication style,
  - How does the consultation start and end,
  - What are the useful strategies that the consultant used, etc.

## **FALL YEAR 2**

Year 2 practicum is a steep learning curve for students!! They are now allowed to administer standardized tests on practicum and are expected to complete several comprehensive evaluations with the support of their field supervisor. The first two assessments should be reevaluations, not initials. One of the assessments will serve as a case study for Psych 285 so will be for a student considered for a Specific Learning Disability.

A big challenge in Fall Year 2 is the Functional Behavior Assessment, development of a Behavior Intervention Plan, implementation, and evaluation of the behavior intervention. Students will need to be guided to a potential child for this project, with a back-up in mind as sometimes permissions are delayed, students move, or are suspended or expelled. NOTE: This project will cover the entire semester; it is critical that students identify a case as soon as possible. Parent permission is due in mid-September.

### **Psych 287-2 (Practicum)**

Evaluations: Each student will complete and/or assist in three evaluations at their school site. The first two should be reevaluations. They should utilize information from a variety of data sources including the classroom teacher; parent/guardian; pupil; and direct observations in multiple settings. The evaluations must include a written report. For all class reports, identify the pupil by first name, grade, and age only.

- The following assessments are required in the evaluation:
  - Child Background (e.g., academic history; health history; discipline)
  - Structured Classroom Observation by the practicum student
  - Parent and Teacher input
- The following assessments are recommended in the evaluation when appropriate;
  - General/Cognitive Ability test (e.g., KABC; WISC-IV)
  - Adaptive Behavior Assessment (e.g., ABAS-2; Vineland)
  - Curriculum Based Measurement, Progress Monitoring (e.g., DIBELS)
  - Academic Assessment data (e.g., WIAT-II, or WJ-III )
- Presentation at 2 IEP meetings.

### **Psych 278 (Intervention and Prevention)**

**Behavior Intervention Project:** Your role will be helping your practicum student connect with a cooperating teacher and appropriate target student for the FBA and BIP. They will need to begin as soon as possible in the semester.

The Intervention project for this course consists of **FOUR** separate assignments needing to meet the requirements detailed below. They are the:

- *Functional Behavior Assessment (FBA)*
- *Behavior Intervention Plan (BIP)*
- *NASP Proposal*
- *Final Presentation*

*FBA and BIP:* Each student will complete an FBA that results in a full written evaluation report. The FBA will require consultation skills and decision-making abilities in which the problem solving process is implemented. Conducting the FBA will require a records review, staff and parent interviews, and direct observations. Data collected through the FBA process will lead to the development of a BIP. Interim reports (e.g., interview forms, data collection sheets, behavioral worksheets) are required. Prior to implementing the designed intervention, a minimum of three baseline data points are required; these may be collected within the same week, but cannot all be collected on the same day.

## **Psych 285 (Assessment of Learning and Development)**

### **Case Study/Mock IEP**

Each student will complete a case study in coordination with his or her practicum course and practicum supervisor. The case study shall include an evaluation in determining whether or not a student has a Specific Learning Disability (SLD). The evaluation shall use Processing Strengths and Weaknesses (PSW) and/or Response to Intervention (RTI) criteria. The discrepancy model of eligibility may be included in the report but cannot be the sole model used in the determination of SLD. For credit, students will present a Psychological-Educational Evaluation to the class, submit an evaluation report, and submit supportive artifacts of the case study (assessment plan, photocopies of protocols, CBM permanent products, etc.). The assignment will be graded on completion of the requirements listed below and analysis and syntheses of all available information and interpretive recommendations.

<b>Expectation</b>	<b>Points</b>
Case Study Requirements	50 points
Mock IEP (Findings, Recommendations, Defensibility)	50 points

Requirements of the case study evaluation shall include:

<b>PSW</b>	<b>RTI</b>
Assessment Plan (student info blacked out)	Assessment Plan or Parent Permission Form
Referral Information and Supportive Artifacts	Referral Information and Supportive Artifacts
Background Information and Parent/Teacher Input	Background Information and Parent/Teacher Input
Cognitive Assessment	Benchmark Assessment Data
Attention/Executive Functioning Assessment	Minimum of 6 Weeks of CBM Progress Monitoring Data
Auditory Processing Assessment	Narrative of Evidence Based Intervention
Visual Processing Assessment	Graphic Summary with Embedded Trend line
Long-term Memory Assessment	2 Standardized Assessments (Cognitive/Processing)
Academic Achievement Assessment	Academic Achievement Assessment
Psychological Impressions Narrative	Psychological Impressions Narrative

## **SPRING YEAR 2**

By now students are becoming skilled in assessment and report writing. They are asked to conduct a minimum of three assessments this semester. They will also be doing interviews on MTSS in their district. A big project is the academic intervention for Instructional Consultation. Similar to the behavioral intervention in the fall, it is critical that practicum students identify one or more target students early in the semester to allow to implementation and adequate progress monitoring data points. Finally, they are also conducting a counseling project; either cognitive behavior therapy or solution focused therapy. Again it is important to help your practicum student identify one or more children for this project as soon in the semester as possible.

**In spring this cohort is also interviewing for internships! If you have time to help them with tips and practice interviewing that would be great!**

### **Psych 287-2 (Practicum)**

#### **Assignments**

- At-risk youth paper: Students will write a 2-3-page paper reflecting on how their role as a school psychologist (practicum student) has varied due to the diversity of their practicum sites. They will describe their experiences working with foster families, incarcerated youth, homeless youth, students in danger of dropping out of school or being retained? They are asked to relate this to the current focus on childhood trauma. Consider assessment, consultation with teachers, parental input and collaboration, community and social services, etc. What strategies and skills do they need to serve all students? **You may enjoy discussing this assignment with your practicum student.**
- RTI/MTSS interview: Interview teachers and/or administrators regarding campus implementation of RTI/MTSS. Note the stage of implementation and activities, strategic systematic supports in place/available, challenges they have encountered, advice, and who the leaders of the initiative were. **Please share your experiences with RTI/MTSS with your student.**
- IEP reflection paper: Students will write a 1-page paper describing their participation, observations, and reflections from an IEP in which they were involved. The paper shall be a minimum of one page, maximum two pages double-spaced and is due one week after the IEP meeting.
- Psychological-educational evaluations: Second year students need to complete and/or participate in three evaluations (initial or reevaluation).
  - Structured classroom observations are required for all evaluations.
  - A graph is expected in each assessment report.
  - Parental participation in the assessment must be documented.
  - Reports may be in the format utilized by the district in which they are completing practicum.
  - The student and your field supervisor should sign reports.
  - Report dates are indicated on the syllabus. Late reports will receive zero points unless (1) the instructor has been notified in advance this could not be completed by the due date and (2) has confirmed with the field supervisor there was nothing the student could have done to complete the report in time.
  - They need to Include a reflection on the assessment experience and any changes they would make in a similar situation.

## Psych 282 (Cognitive Behavior Therapy)

Develop CBT and counseling skills with children:

- Each student will work with the practicum supervisor to secure a counseling case in order to complete this course. Initiation, communication, and collaboration with the supervisor are vital in this process. For a successful learning experience, the deadline for securing a counseling case is Feb. 21, about one month after the school starts. The student will utilize either the cognitive behavior therapy or brief solution-focused therapy model.
- Students turn in two recorded audio CBT sessions that they view as best representing their skills. Turn in two audio records only. No transcript is required.
- Case presentation: By the end of the semester, students present their cases. The content of the case presentation includes (but is not limited to): background information, major problems addressed, cognitive techniques used, progress of the sessions, behavioral intervention used, what to do differently, why terminate if they did, a summary of their development as a therapist in a school setting over the course of the semester.

## Psych 286 (Instructional Consultation)

**Consultation/Intervention Project:** The term project will be a consultation and intervention case study in which the problem solving process is implemented. This will be conducted at their practicum site. Students will design one academic intervention project (e.g., peer tutoring, differential reinforcement, repeated reading, reading instruction, cover-copy-compare or drill). **The field supervisor's role is to assist the student in finding a suitable target student.** The project must include:

- At least weekly progress monitoring (e.g., CBM, DIBELS, academic accuracy) of an academic skill
- 3 baseline data points (which may, and probably should, be gathered in one week preceding intervention implementation; spring semester is surprisingly short with breaks, conventions, and CST. Archival data may be utilized IF this will be the data gathered during implementation)
- A minimum of 8 weekly intervention data points.
- The intervention should be implemented at least 3 times per week for a minimum of 15 minutes.
- Students do not have to directly implement the intervention, and may supervise a consultee.
- Regardless they need to collaboratively design the intervention and implementation integrity must be documented and social validity assessed.
- Interim reports (e.g., a teacher interview and assessment of the educational environment, intervention plan) will be expected. Consider this information (i.e., assessment of the classroom) in designing the intervention.
- The intervention must be based on the empirical literature; two articles directly related to the proposed intervention will be required. The goal must be to improve academic competence in a specific skill.
- The project will be documented as a manuscript.

NAME \_\_\_\_\_

DATE \_\_\_\_\_

Field Supervisor Signature: \_\_\_\_\_

PRACTICUM LOG  
SCHOOL PSYCHOLOGY PROGRAM  
California State University, Fresno

TIME	SITE/AGENCY	TASK/ACTIVITY	Activity Code	POPULATION*
7:00				
7:30				
8:00				
8:30				
9:00				
9:30				
10:00				
10:30				
11:00				
11:30				
12:00				
12:30				
1:00				
1:30				
2:00				
2:30				
3:00				
3:30				
4:00				
4:30				

\*CODE: (1) W=Caucasian, H=Hispanic, AA=African American, A=Asian (Cambodian, Lao, Hmong, Japanese, Chinese, Indian); NA = Native American. Use O for other, or add your own code. (2) Grade or age of student

HOURS TODAY \_\_\_\_\_ SEMESTER HOURS \_\_\_\_\_

### Practicum Log Summary

		DATE	DATE	add columns		Total
<b>CODE</b>	<b>ACTIVITY</b>					
1a	Cognitive Assessment					
1b	Social emotional Assessment					
1c	Academic Assessment					
1d	CBA/DIBELS					
2	File review					
3a	Interview - teacher					
3b	Interview - parent					
4	Report writing					
5	IEP meetings					
6	Behavioral observations					
7a	Consultation/SST - teacher					
7b	Consultation/SST - family					
8	Intervention					
9a	Individual counseling					
9b	Group counseling					
10	Professional development					
13a	Supervision (field - formal)					
13b	Supervision - informal					
14	Travel					
15	Other					
<b>Total</b>						

SCHOOL PSYCHOLOGY PRACTICUM STUDENT EVALUATION – YR 1  
CALIFORNIA STATE UNIVERSITY, FRESNO  
Field Supervisor Form

Practicum student: \_\_\_\_\_ Date: \_\_\_\_\_

Field Supervisor: \_\_\_\_\_

Placement: \_\_\_\_\_

*Circle the number corresponding to the observed behaviors according to the following scale:*

**3. Accomplished**

Exhibits evidence of knowledge and competence that exceed expectations for a beginning practicum student.

**2. Emerging**

Beginning to function more independently.

**1. Not Met**

Competence below the level expected of a practicum student

**NA.** Not applicable or observed

<b>Consultation and Behavioral Intervention Skills</b>					
1.	Practicum student works with teacher as consultee to identify target problem. (NASP Standard 3, 4.1, 4.2)	1	2	3	NA
2.	Practicum student works with parent/family to support individual student goals. (NASP Standard 3, 4.1, 4.2, 6)	1	2	3	NA
3.	Practicum student considers culture when developing interventions. (NASP Standard 7)	1	2	3	NA
4.	Practicum student works with consultee to analyze baseline data, develop intervention plan, and helps obtain necessary materials. (NASP Standard 3, 4.1, 4.2)	1	2	3	NA
5.	Practicum student displays skills in using technology to monitor progress and graph results. (NASP Standard, 8.1)	1	2	3	NA
6.	Practicum student utilizes data for intervention evaluation. (NASP Standard 2, 4.1, 4.2, 8.1)	1	2	3	NA
7.	Practicum student displays knowledge of biological, cultural, developmental, and social influences on behavior and mental health. (NASP Standard 4.2, 7)	1	2	3	NA
8.	Practicum student displays knowledge of empirically based behavioral interventions and techniques. (NASP Standard 4.2, 5.2)	1	2	3	NA
9.	Practicum student effectively interviews teachers, parents, and students. (NASP Standard 2, 3, 6)	1	2	3	NA
<b>Assessment and Academic Interventions</b>					
10.	Practicum student displays knowledge of biological, cultural, developmental, and social influences on development and learning. (NASP 4.1, 7)	1	2	3	NA
11.	Practicum student displays knowledge of learning principles (e.g., reinforcement, repetition) and how these can be used to support students. (NASP 4.1, 4.2)	1	2	3	NA
12.	Practicum student displays skills in observations of students. (NASP Standard 2)	1	2	3	NA
13.	Practicum student participates in system-wide academic data collection (e.g., DIBELS). (NASP Standard 2, 5.1)	1	2	3	NA
<b>Therapeutic Skills</b>					
14.	Practicum student establishes rapport with students. (NASP Standard 3, 5.2)	1	2	3	NA

15.	Practicum student displays skills in conducting groups. (NASP Standard 4.2, 5.2)	1	2	3	NA
16.	Practicum student is sensitive to cultural and linguistic diversity of students and families. (NASP Standard 7)	1	2	3	NA
<b>Legal , Ethical, and Professional Behaviors</b>					
17.	Practicum student displays knowledge of legal procedures. (NASP Standard 8.2)	1	2	3	
18.	Practicum student report sections are thorough and well written. (NASP Standard 8.2)	1	2	3	NA
19.	Practicum student demonstrates understanding of school culture and systems. (NASP Standard 5.1)	1	2	3	
20.	Practicum student contributes to staffing conferences and IEP meetings. (NASP Standard 3, 8.2)	1	2	3	NA
21.	Practicum student demonstrates confidentiality and ethical behavior in counseling. (NASP Standard 8.2)	1	2	3	NA
22.	Practicum student engages in appropriate actions when confronted with an ethical dilemma. (NASP Standard 8.2)	1	2	3	
<b>Professional Characteristics</b>					
<i>4 = Exemplary; 3 = Average; 2 = Needs Improvement; 1 = Unacceptable</i>					
a.	Interactions with staff in terms of pleasantness, cooperation, courtesy.	1	2	3	4
b.	Assertive and tactful in stating concerns and asking questions.	1	2	3	4
c.	Initiative and enthusiasm for the field.	1	2	3	4
d.	Rapport and respect with students.	1	2	3	4
e.	Professional dress.	1	2	3	4
f.	Responds appropriately to feedback	1	2	3	4
g.	Organization, reliability, punctuality, responsibility.	1	2	3	4

What would you consider to be the practicum student's major strengths?

In what areas could the practicum student show improvement?

In what area(s) has progress been most marked during practicum?

Other comments relevant to evaluation of this student's practicum experience.

\_\_\_\_\_  
(Supervisor) (Date)

\_\_\_\_\_  
(Practicum student) (Date)

SCHOOL PSYCHOLOGY PRACTICUM STUDENT EVALUATION – YR 2  
CALIFORNIA STATE UNIVERSITY, FRESNO  
Field Supervisor Form

Practicum student: \_\_\_\_\_ Date: \_\_\_\_\_

Field Supervisor: \_\_\_\_\_

Placement: \_\_\_\_\_

Circle the number corresponding to the observed behaviors according to the following scale:

**4. Accomplished**

Exhibits evidence of knowledge and competence that exceed expectations for a beginning practicum student.

**3. Emerging**

Beginning to function more independently.

**2. Not Met**

Competence below the level expected of a practicum student.

**NA.** Not applicable or observed

<b>Consultation and Behavioral Intervention Skills</b>					
1.	Practicum student effectively communicates and collaborates with teachers, parents, and other school professionals. (NASP Standard 3)	1	2	3	NA
2.	Practicum student works with teacher/parent as consultee to identify target problem. (NASP Standard 3 & 6)	1	2	3	NA
3.	Practicum student considers culture in consultation process, e.g., identifying and analyzing problems and developing interventions. (NASP Standard 3 & 7)	1	2	3	NA
4.	Practicum student works with consultee to analyze baseline and progress monitoring data, develop intervention plan, and helps obtain necessary materials. (NASP Standard 3, 4.1, 4.2)	1	2	3	NA
5.	Practicum student displays skills in using technology to monitor progress and graph results. (NASP Standard, 8.1)	1	2	3	NA
6.	Practicum student utilizes data for intervention evaluation and intervention integrity. (NASP Standard 2, 4.1, 4.2, 8.1)	1	2	3	NA
7.	Practicum student displays knowledge of biological, cultural, developmental, and social influences on behavior and mental health. (NASP Standard 4.2, 7)	1	2	3	NA
8.	Practicum student displays knowledge of empirically based behavioral interventions and techniques. (NASP Standard 4.2)	1	2	3	NA
9.	Practicum student displays knowledge in systems level consultation and intervention, e.g., classroom, grade level, and school-level. (NASP Standard 3, 5.1, 5.2)	1	2	3	NA
10.	Practicum student effectively interviews teachers, parents, and students. (NASP Standard 2, 3, 6)	1	2	3	NA
<b>Assessment and Academic Interventions</b>					
11.	Practicum student displays knowledge of biological, cultural, developmental, and social influences on development and learning. (NASP 4.1, 7)	1	2	3	NA
12.	Practicum student displays knowledge of learning principles (e.g., reinforcement, repetition) and how these can be used to support students. (NASP 4.1, 4.2)	1	2	3	NA
13.	Practicum student displays skills in systematic observations of students. (NASP Standard 2)	1	2	3	NA
14.	Practicum student displays knowledge in selecting appropriate assessment measures for the purpose of identifying educational strengths and needs, and special education	1	2	3	NA

	eligibility. (NASP Standard 2, 8.2)				
15.	Practicum student conducts valid and reliable assessments for the purpose of identifying student's eligibility for special education services and/or intervention. (NASP Standard 2, 8.2)	1	2	3	NA
16.	Practicum student displays knowledge in synthesizing assessment information for intervention development. (NASP Standard 4.1, 4.2)	1	2	3	NA
17.	Practicum student participates in system-wide data collection (e.g., DIBELS). (NASP Standard 5.1)	1	2	3	NA
<b>Therapeutic Skills</b>					
18.	Practicum student establishes rapport with students. (NASP Standard 3, 4.2, 5.2)	1	2	3	NA
19.	Practicum student displays effective skills in individual counseling. (NASP Standard 5.2)	1	2	3	NA
20.	Practicum student integrates behavioral support and mental health services with academic and learning goals for students. (NASP Standard 5.2, 6)	1	2	3	NA
21.	Practicum student facilitates the design and delivery of interventions to help students to develop effective social and life skills. (NASP Standard 4.2, 5.2)	1	2	3	NA
22.	Practicum student displays skills in conducting groups. (NASP Standard 4.2, 5.2)	1	2	3	NA
23.	Practicum student displays knowledge and/or skills in counseling culturally and linguistically diverse students and families. (NASP Standard 6, 7)	1	2	3	NA
<b>Legal , Ethical, and Professional Behaviors</b>					
24.	Practicum student displays knowledge of legal procedures. (NASP Standard 8.2)	1	2	3	
25.	Practicum student report sections are thorough and well written. (NASP Standard 8.2)	1	2	3	
26.	Practicum student demonstrates understanding of school culture and systems. (NASP Standard 5.1)	1	2	3	
27.	Practicum student contributes to staffing conferences and IEP meetings. (NASP Standard 3, 8.2)	1	2	3	
28.	Practicum student demonstrates confidentiality and ethical behavior in counseling. (NASP Standard 8.2)	1	2	3	NA
29.	Practicum student engages in appropriate actions when confronted with an ethical dilemma. (NASP Standard 8.2)	1	2	3	
<b>Professional Characteristics</b>					
<i>4 = Exemplary; 3 = Average; 2 = Needs Improvement; 1 = Unacceptable</i>					
a.	Interactions with staff in terms of pleasantness, cooperation, courtesy.	1	2	3	4
b.	Assertive and tactful in stating concerns and asking questions.	1	2	3	4
c.	Initiative and enthusiasm for the field.	1	2	3	4
d.	Rapport and respect with students.	1	2	3	4
e.	Professional dress.	1	2	3	4
f.	Responds appropriately to feedback	1	2	3	4
g.	Organization, reliability, punctuality, responsibility.	1	2	3	4

What would you consider to be the practicum student's major strengths?

In what areas could the practicum student show improvement?

In what area(s) has progress been most marked during practicum?

Other comments relevant to evaluation of this student's practicum experience.

\_\_\_\_\_  
(Supervisor) (Date)

\_\_\_\_\_  
(Practicum student) (Date)

## STUDENT EVALUATION OF FIELD-BASED SUPERVISOR

Student: \_\_\_\_\_ Supervisor: \_\_\_\_\_

Semester: \_\_\_\_\_ Date: \_\_\_\_\_

*Please rate the performance according to the following scale: 5=excellent, 4=good, 3=average, 2=needs improvement, 1=unacceptable, NA = not applicable*

### **Professional Behavior**

	Professional behavior with you, the student: was receptive to your questions, diplomatic in assisting you, pleasant, cooperative, and courteous.
	Professional behavior with school staff (administrators, teachers): receptive to your questions, diplomatic in working with others, modeled 'best practice.'
	Good working relationship with administrative assistants.
	Was on time; notified you of change in plans, adaptable to your schedule.
	Interested in the field, eager to work with students, motivated to attend workshops and other professional development opportunities.
	Professional image: clean, neat, appropriate dress.
	Good work ethic.
	Respects children and your rights and confidentiality.

### **Communication**

	Demonstrated sensitivity to cultural and linguistic diversity.
	Made appropriate comments during meetings and acted in a professional manner in all meetings.
	Information was presented with tact and diplomacy.
	Organized and well prepared.

### **Skills**

	Demonstrated good to excellent knowledge of the field and modeled best practices.
	Conducted behavioral observations on a regular basis.
	Demonstrated problem-solving skills focusing on assessment and intervention of learning and behavior problems.
	Assessment tools were appropriate and administered properly.
	Demonstrated individual and group counseling skills.

Please add any additional comments on the back.

## INTERNSHIP

Commensurate with the National Association of School Psychologists requirement, students complete an internship of a minimum of 1200 hours. This requirement can be completed on a full-time basis for 1 year or on a half-time basis for 2 years. School-based internships are typically 10 months in duration. The internship is a collaboration between the School Psychology Program and the field site that assures the completion of activities consistent with the goals of the Program. A written plan specifies the responsibilities of the Program and the internship site in providing supervision, support, and evaluation of intern performance (see Internship Agreement, page 25). **NASP and CTC require that interns receive a minimum of two hours of field-based supervision each week from a credentialed school psychologist with a minimum of three years of experience.**

The internship site provides appropriate support for the internship experience including:

- a) a written agreement specifying the period of appointment and any terms of compensation;
- b) a schedule of appointments, expense reimbursement, a safe and secure work environment, adequate office space, and support services consistent with that afforded agency school psychologists;
- c) provision for participation in continuing professional development activities;
- d) release time for internship supervision; and
- e) a commitment to the internship as a diversified training experience.

(NASP, Training Standards, 2010)

It is recognized that internship is a collaborative venture between the university and district. Site placements should provide a diversity of experiences while maintaining stability for interns to become part of a site team and enable them to complete training requirements. Site placements should be coordinated between the district and university.

### Internship Evaluation

1. All students must maintain a log of their internship activities. The Internship Log form is on page 27 of this document. Each intern is also responsible for turning in the Monthly Summary of Internship Log (see page 29).
2. **Students are evaluated by the field-based credentialed school psychologist each semester using the Field Supervisor/Administrator Form (all field supervisors must submit forms for each student** and one must be submitted from a site administrator) (see pages 30-32), the School Psychology Intern Evaluation Parent Form (one must be submitted (page 33), and the School Psychology Intern Evaluation Teacher Form (two must be submitted (page 32). The student is responsible for ensuring that these evaluation forms are returned to the University Internship Class Instructor and Coordinator of the School Psychology Program, prior to finals week of each semester.
3. Interns are enrolled in Internship class (Psych 267) each semester. The class meets weekly; 2/3 are in person and 1/3 online. **Internship class is typically on Friday mornings: please do not schedule meetings on class days.**
4. Interns complete the activities to document attainment of NASP standards for internship class.
5. Interns are evaluated by faculty each semester (see page 34).

## INTERNSHIP CLASS REQUIREMENTS

### **Program Policies:**

**Multicultural Services:** Students are expected to provide the best possible services to children of all races, ethnic origins, and creeds. Diversity of all types is to be respected, including, but not limited to, political, philosophical, social and/or ethnic.

**Intern's Responsibilities:** The student shall perform the duties specified in the internship agreement and those duties must conform to ethical standards. The intern will maintain a log of all duties performed including Fresno State and Field Supervision hours. The student will provide telephone numbers and addresses, as well as directions to the site. It is up to the student to arrange site visitations; this task should be accomplished within the first two months of the course.

Internship/Field Based Placements should be selected to provide a full range of professional experiences. In order to meet current NASP standards for California State University, Fresno and to obtain the School Psychology Credential, students must complete a minimum of 1200 hours of field based experience. Placement is normally for two semesters - 4 days per week in the schools and supervision on Fridays – 35 - 40 hours per week.

**School sites primarily concerned with assessment are not acceptable as field based site placements. For school psychology students, responsibilities should include the following:**

- **prevention activities**
- **intervention design, implementation, evaluation**
- **assessment**
- **consultation**
- **knowledge of community resources**
- **behavioral observations in natural settings**
- **individual and group counseling**
- **evaluation of services**
- **in-service training conducted and received by the student**

The field experience (practicum and/or internship) must be completed in at least two of three settings (preschool, elementary school, middle school, and/or high school). At least one hundred (100) clock hours in internship/fieldwork shall be with at least ten pupils (individually and/or in a group) of a racial/ethnic background different from that of the credential student (Section 44225 (b) (4) and 44225 (q), CA Education Code). It is the student's responsibility to indicate on the work log those cases that comply with this requirement.

**Field Based Supervisor's Responsibilities:** The Field based Supervisor(s) will meet with the student on a regularly schedule basis for two hours per week with full-time interns. These meetings should be documented in the student's work log. At least one hour should be one-on-one, face-to-face.

**The Field Supervisor(s) will complete an evaluation form at the end of the semester and send it to the Fresno State Professor/Supervisor. The Field Based Supervisor(s) and Fresno State Professor/Supervisor will contact one another as needed to review the student's progress. The Field Based Supervisor should notify the Fresno State Professor of any problems concerning the intern.**

**Fresno State Professor/Supervisor Responsibilities:** The Fresno State Professor/Supervisor will meet with the interns for continued professional development. Activities will include student, professor, and guest presentations, discussion of assigned readings, and case studies. Individual appointments will be utilized to discuss specific case loads, problems, and progress. **The Fresno State Professor/Supervisor will maintain regular contact with field supervisors. If feasible the professor will also visit the placement sites at least once during the course of the semester.**

**Work Logs:**

These are to be handed in monthly on the 3<sup>rd</sup> of each month. This will permit both you and I to maintain a running account of how much time you are spending in each area and to work with your field supervisor to revise your schedule as needed. The goal is to ensure a well-rounded and comprehensive internship experience.

**Workshop Report:**

Interns are required to attend a one day (or 2 half days) workshop or in-service each semester.

**Performance Evaluations:**

You will need to obtain evaluations of your internship work from your supervisor, an administrator, 2 teachers and a parent. You are to obtain recommendations from different administrators, teachers, and parents EACH semester. You need to have evaluations from ALL field supervisors EACH semester. These are due prior to finals week so that we might review them with you during finals week. A university supervisor will visit your internship site at least once during the semester and will maintain contact with your local supervisor. We are always available (during office hours or by appointment) for advice, problem-solving, reality-testing, and encouragement.

**Site Visit:** This is a time for you to show your school site; plan to give me a tour and introduce me to the people you work with (e.g., principal, RSP teacher, counselor). Dress appropriately, even if the visit is on a Friday. Schedule a time (15-30 minutes) for the university supervisor to have a private meeting with your field supervisor(s). Make sure I have accurate directions, parking instructions, etc.!!

**Psych 267 – Internship - Fall**

**COURSE REQUIREMENTS:**

**1. 2 assessment reports**

- a. All assessments must contain classroom observations with data. Observations must have data and a statement relating observation to the referral concern.
- b. All assessments must contain evidence of parental input.
- c. Over the course of 2 semesters you should submit assessments that include the following: (Indicate which criteria each report meets; reports can meet more than one criteria)
  - One report should be RTI/MTSS compliant, incorporating CBM/DIBELS or behavioral intervention data

- One assessment must reflect culturally or linguistic diversity (Indicate the report you are submitting to meet this requirement and HOW culture, language, or diversity impacted the assessment. Must be more than “Larry P so gave adaptive measure . .
  - One should be of a student assessed for ID or ED
  - One must be an initial special education evaluation
  - Interns are encouraged to expand their assessment experiences as opportunities are available to include students with autism, OHI, and TBI.
- d. Utilize district templates for assessment reports. Reports should meet your district guidelines, but must include background information on student and referral questions, results of intervention, counseling, or assessment, and recommendations. Recommendations must go beyond special education placement; these should be appropriate recommendations to assist the student regardless of eligibility
- **Please remove all individual identifying information. Use only first names or initials or XXX.** All information regarding cases will be strictly confidential among class members.
  - Include a **one to two page reflection paper** with each **assessment** and the **IEP** meeting, discussing concerns, questions, what went well, and what you could have done differently. **Reports without a reflection will not be accepted.**
  - Do not turn in a second report until you have received feedback on the first one. Late reports will not be accepted without prior notification.
2. **A mental health project.** Choose one of the following:
- a. A counseling case study report (Individual or Group). Counseling reports will include background information, goals, plan, and progress to date. Pre and post or progress DATA are to be included.
  - b. Involvement in a prevention or intervention program, such as bully-prevention, a threat assessment with follow-up, an in-service, or assisting in developing and initiating PBIS. Describe the project and your role / training. Program evaluation data are encouraged.
3. **Response to Intervention Project.** 1 individual or small group intervention project: academic or behavioral.
- a. *Make this a realistic intervention* – that is, one you might actually do as a school psychologist. You should not be doing all or even most of the implementation. You are the consultant.
  - b. Include background information, referral questions, hypothesis, assessment/ baseline data (GRAPHED), and intervention plan. It is expected that a minimum of 1 month / 6 weeks preferred of intervention data will be collected. If a formal behavior plan is developed for a special education or 504 student, include a copy.
  - c. Evidence of home school collaboration in planning is required; parental involvement in implementation is desired. You should plan to begin interventions for 2 children each semester as children move, are expelled, are absent, and may not be available for the entire intervention.
  - d. Interventions will be evaluated using the NCSP case study form.

## Psych 276 (Internship) – Spring

### COURSE REQUIREMENTS:

#### Reports:

1. **2 assessment reports** - IEP must be this semester. See requirements for Fall.
2. **Family project**. Please complete one of the following:
  - a) Parent training multi-session – sole or co-presenter. Possible topics: Behavior management, support homework, mental health resources
  - b) Parent training in-service (e.g. literacy skills for preschoolers, helping your child with homework for ESL parents, home interventions for students with ADHD).
  - c) Individual intervention utilizing conjoint consultation. Submit a copy of materials for the workshop and social validity data.
3. **Program Evaluation**. Choose a program in your district that is currently being implemented or one that you would like to implement. This could be a class-wide intervention, group counseling, PBIS, RTI.
  - a) Compare pre – post data or progress monitoring.
  - b) Or access and work with district data for evaluation system-wide intervention (e.g., RTI, PBIS) data or do some analysis of DIBELS data.
  - c) Submit a summary that includes the following information.

### **Coronavirus 19 Notes**

The school closures due to the coronavirus pandemic required a rapid transition to virtual instruction and services. At this time it is uncertain how K-12 schools will be functioning in 2020-2021; however it does not seem likely we will be returning to pre-pandemic status. Instruction may remain virtual, a hybrid of online and in-person instruction, and/or staggered schedules on campuses to practice social distancing. This is a big adjustment for everyone.

**If you have a practicum student, please allow them to participate as much as possible.** Talk to them about what they were able to do last year and what they may have missed. Share what you are learning about new ways to practice! Hopefully they can conduct phone or Zoom interviews, and attend and participate in video IEP, 504, and SST meetings. If the students are 2<sup>nd</sup> years it is critical they have as much assessment and report writing experience as possible. Class assignments for consultation and intervention or counseling will be modified as necessary, but we hope the students will be able to develop and implement interventions, remotely via consultees as necessary. Practicum hours for each semester may also be adjusted to maximize times when children are on campus. **Students should let you know of modified assignments and hours.**

If you are supervising an intern, please understand they missed a couple months of training and practice (but they did do a lot of video workshops so may have some unique training!!). They will need guidance to become independent. We appreciate your creativity and support in helping train the next generation of school psychologists!

SCHOOL PSYCHOLOGY PROGRAM - DEPARTMENT OF PSYCHOLOGY  
CALIFORNIA STATE UNIVERSITY, FRESNO

**INTERNSHIP AGREEMENT**

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Intern: \_\_\_\_\_

District: \_\_\_\_\_

University Supervisor: \_\_\_\_\_ Year: \_\_\_\_\_

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1. The above named intern has agreed to work a minimum of 32 hours per week on average for a total of 600 hours per semester. A total of 1200 clock hours over the full academic year are required for program completion and PPS credential.
2. The district must provide the intern with a minimum of two hours of supervision each week. It is expected that at least one hour is individual face-to-face supervision.
  - a. Intern supervisors must have a minimum of three years' full-time experience as a credentialed school psychologist.
  - b. Field supervisors are not assigned to supervise more than two interns unless given release time to do so.
3. It is recognized that internship is a collaborative venture between the university and district. Site placements should provide a diversity of experiences while maintaining stability for interns to become part of a site team and enable them to complete training requirements. Site placements should be coordinated between the district and university. All initial placements and changes will be discussed with the university program coordinator and university field supervisor prior to implementation.
4. The Intern, the Field Based Supervisor, and the University Supervisor will meet at least once each semester at the school site if feasible. FaceTime, Skype, or phone may also be utilized.
5. The Intern will meet three hours per week with the CSU, Fresno University Supervisor including class time, online communication, and individual supervision. Additional supervision will be scheduled as needed.
6. The School District and Field Based Supervisor will ensure that the Intern is provided:
  - a. A written agreement from the School District specifying the terms of compensation;
  - b. A written agreement from the School District specifying the terms of the internship (hours, duties, benefits, and supervision)
  - c. Expense reimbursements;
  - d. A safe and secure work environment and adequate office space;

- e. Support services consistent with that afforded agency school psychologists;
- f. Provisions for participating in continuing professional development activities;
- g. Release time for internship supervision; and
- h. A commitment to the internship as a diversified training experience).

7. It has been agreed by the undersigned parties that the Intern will gain experience in the following areas:

- a. Psycho-educational assessment, including file review, interviews, and observations
- b. IEP meetings & related paperwork
- c. Report writing

TOTAL TRADITIONAL ASSESSMENT TIME = MAXIMUM 40%

- d. Consultation/Student Study Team meetings
- e. Intervention design, implementation, and evaluation, including observations
- f. Individual or group counseling (Special & General Education Students)
- g. Alternative assessments (CBM, RTI)

TOTAL PROBLEM SOLVING TIME = MINIMUM 25%

- h. Continuing Professional Development (workshops, conventions, research)
- i. Supervision (Field and University)

TOTAL PROFESSIONAL DEVELOPMENT = MINIMUM 15%

**If at any time during the year the Internship School District should fail to live up to the terms of the internship placement this agreement may be terminated.**

**If the Intern does not perform his or her duties satisfactorily, this agreement may be terminated.**

(Intern)	(Date)
(District Representative)	(Date)
(University Supervisor)	(Date)

NAME \_\_\_\_\_

Date \_\_\_\_\_

**PROFESSIONAL PRACTICE LOG  
SCHOOL PSYCHOLOGY PROGRAM - CSUF**

TIME	SITE/ AGENCY	TASK/ACTIVITY	POPULA- TION*	HOURS	CODE
7:30					
8:00					
8:30					
9:00					
9:30					
10:00					
10:30					
11:00					
11:30					
12:00					
12:30					
1:00					
1:30					
2:00					
2:30					
3:00					
3:30					
4:00					
4:30					
5:00					
5:30					
6:00					
LATER					
		TOTAL HOURS FOR DAY			

\*CODE: (1) W=Caucasian, H=Hispanic, AA=African American, A= Asian (Cambodian, Lao, Hmong, Japanese, Chinese, Indian); NA = Native American. Use O for other, or add your own code. (2) Grade or age of student

## INTERNSHIP LOG CODING

CODE	ACTIVITY	DESCRIPTION
1	Psychoeducational Assessment (Traditional)	Any norm-referenced testing: preparing, administering, and scoring
2	File review, interviews	Background information for special education evaluation, record reviews, interviews, phone calls
3	Report writing	At work or at home
4	Observations for assessment	Observations as part of a comprehensive evaluation
5	IEP meetings	Time prepping for and at meeting
	<i>TRADITIONAL ASSESSMENT TIME</i>	<i>Maximum of 40%</i>
6	Behavioral observations for intervention	Structured and anecdotal observations for intervention: classroom, home, recess, etc.
7	CBA/DIBELS	Data collection, recording, and/or graphing for norming/benchmarks, assessment, intervention, progress monitoring, evaluation
	<i>DATA COLLECTION TIME</i>	
8	Consultation/SST	Interviews for intervention; SST meetings
9	Individual/small group intervention	Research for intervention, designing the intervention, implementation, progress monitoring, evaluation
10	System-wide intervention	MTSS, RTI, PBIS
11	Individual counseling	Counseling with either special education (DIS) or general education students (prep time and direct contact)
12	Group counseling	Groups: e.g., social skills, anger management, grief (prep time and direct contact)
	<i>PROBLEM SOLVING</i>	<i>Minimum 25%</i>
13	Continuing professional development	Workshops, professional meetings (e.g., CVA-CASP, CASP, NASP, ABA), in-services, other training
14	Supervision (University)	University supervision including Friday morning class
15	Supervision (Field)	School based field supervision – individual or group (NASP requires minimum 2 hrs/wk)
	<i>PROFESSIONAL DEVELOPMENT</i>	<i>Minimum 5 hours/week</i>
16	Travel	Between school sites
17	Other	E.g., lunch, reading for internship class, coding logs
18	Home-School Collaboration	Contact with families; this will overlap with another category (e.g., interviews, SST)
	<i>TOTAL</i>	<i>Average at least 35 hours/week; 140 hours for 4 week month. Minimum 36 weeks = minimum 1200 hours</i>

**INTERNSHIP LOG SUMMARY**  
**SCHOOL PSYCHOLOGY PROGRAM**  
 California State University, Fresno

CODE	ACTIVITY	HOURS	%
1	Psychoeducational assessment (PNRT)		
2	File review, interviews		
3	Report writing		
4	Observations for assessment		
5	IEP meetings		
	TOTAL TRADITIONAL ASSESSMENT TIME (PROBLEM IDENTIFICATION)	0	#DIV/0!
6	Behavioral Observations for intervention		
7	CBA/DIBELS data collection		
	DATA COLLECTION TIME	0	#DIV/0!
8	Consultation/SST		
9	Individual/small group intervention: research, design, implementation, monitoring, evaluation		
10	System-wide intervention (e.g., RTI, PBIS)		
11	Individual counseling (DIS, General ed)		
12	Group counseling (e.g., social skills)		
	PROBLEM SOLVING TIME	0	#DIV/0!
13	Continuing professional development		
14	Supervision ( university)		
15	Supervision (field)		
	PROFESSIONAL DEVELOPMENT TIME	0	#DIV/0!
16	Travel		#DIV/0!
17	Other		#DIV/0!
18	Home School Contact		#DIV/0!
	<b>TOTAL</b>	<b>0</b>	<b>#DIV/0!</b>

INTERN \_\_\_\_\_

Field Supervisor \_\_\_\_\_

\_\_\_\_\_  
Intern Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Field Supervisor Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
University Supervisor Signature

\_\_\_\_\_  
Date

SCHOOL PSYCHOLOGY INTERN EVALUATION  
CALIFORNIA STATE UNIVERSITY, FRESNO  
Field Supervisor Form

Intern: \_\_\_\_\_ Date: \_\_\_\_\_

Field Supervisor: \_\_\_\_\_

Placement: \_\_\_\_\_

Circle the number corresponding to the observed behaviors according to the following scale:

4. **Exemplary**  
Demonstrates the highest level of knowledge, competence, and understanding that clearly exceeds the independent expectations of an intern and can function with minimal supervision required.
5. **Accomplished**  
Exhibits evidence of knowledge, competence, understanding that exceeds expectations for a beginning pre-service intern, but not yet able to practice without occasional or more on-going supervision.
4. **Emerging**  
Displays competence that meets expectations for a beginning pre-service intern but not yet at an initial professional level and still requires on-going supervision.
3. **Not Met**  
Competence below the level expected of an intern, or minimal or no competence noted

NA = No opportunity

Consultation and Behavioral Intervention Skills					
1.	Intern works with teacher as consultee to identify target problem. (NASP Standard 3, 4.1, 4.2)	1	2	3	4 NA
2.	Intern works with parent/family as consultee to identify target problem. (NASP Standard 3, 4.1, 4.2, 6)	1	2	3	4 NA
3.	Intern considers culture when developing interventions. (NASP Standard 7)	1	2	3	4 NA
4.	Intern works with consultee to analyze baseline data, develop intervention plan and helps obtain necessary materials. (NASP Standard 3, 4.1, 4.2)	1	2	3	4 NA
5.	Intern follows up on progress of intervention regularly; modifies as needed. (NASP Standard 4.2)	1	2	3	4 NA
6.	Intern displays skills in using technology to monitor progress and graph results. (NASP Standard, 8.1)	1	2	3	4 NA
7.	Intern utilizes data for intervention evaluation; makes plans for maintenance and generalization. (NASP Standard 2, 4.1, 4.2, 8.1)	1	2	3	4 NA
8.	Intern displays knowledge of biological, cultural, developmental, and social influences on behavior. (NASP Standard 4.2, 7)	1	2	3	4 NA
9.	Intern displays knowledge of behavioral assessment and techniques. (NASP Standard 2, 4.2)	1	2	3	4 NA
10.	Intern implements and evaluates prevention programs. (NASP Standard 5.2, 8.1)	1	2	3	4 NA
11.	Intern is involved with school-wide multi-tier behavior support models. (NASP Standard 5.2)	1	2	3	4 NA
Assessment and Academic Interventions					
12.	Intern displays knowledge of biological, cultural, developmental, and social influences on development and learning. (NASP 4.1, 7)	1	2	3	4 NA
13.	Intern selects appropriate assessment measures. (NASP Standard 2)	1	2	3	4 NA
14.	Intern is skilled in individual assessment (e.g., cognitive, academic, memory). (NASP Standard 2)	1	2	3	4 NA
15.	Intern displays appropriate use and interpretation of adaptive and behavior rating	1	2	3	4 NA

	scales. (NASP Standard 2, 4.1)				
16.	Intern incorporates assessment of the instructional environment. (NASP Standard 2, 4.1, 5.1)	1	2	3	4 NA
17.	Intern is skilled in observations of students. (NASP Standard 2)	1	2	3	4 NA
18.	Intern displays ability to integrate information and make recommendations. (NASP Standard 2, 4.1)	1	2	3	4 NA
19.	Intern uses data to develop academic interventions. (NASP Standard 2, 4.1)	1	2	3	4 NA
20.	Intern follows up on progress of intervention and modifies as needed. (NASP Standard 4.1)	1	2	3	4 NA
21.	Intern participates in system-wide academic data collection and development, and/or evaluation of academic intervention programs. (NASP Standard 5.1, 8.1)	1	2	3	4 NA
<b>Therapeutic Skills</b>					
22.	Intern is skilled in assessment of social and emotional development. (NASP Standard 2, 4.2)	1	2	3	4 NA
23.	Intern selects appropriate counseling techniques. (NASP Standard 5.2)	1	2	3	4 NA
24.	Intern establishes clear communication with parents and teachers about counseling process. (NASP Standard 3, 5.2, 6)	1	2	3	4 NA
25.	Intern establishes rapport with students. (NASP Standard 3, 5.2)	1	2	3	4 NA
26.	Intern develops goals and objectives for counseling and evaluates progress. (NASP Standard 2, 5.2, 8.1)	1	2	3	4 NA
27.	Intern displays skills in conducting groups. (NASP Standard 4.2, 5.2)	1	2	3	4 NA
28.	Intern is sensitive to cultural and linguistic diversity of students and families. (NASP Standard 6,7)	1	2	3	4 NA
29.	Intern utilizes school and community resources to aid students and families. (NASP Standard 5.2, 6)	1	2	3	4 NA
30.	Intern participates in threat assessments and crisis interventions. (NASP Standard 5.2)	1	2	3	4 NA
<b>Legal , Ethical, and Professional Behaviors</b>					
31.	Interns displays knowledge of legal procedures and proper forms. (NASP Standard 8.2)	1	2	3	4
32.	Intern reports are completed ahead of time, thorough and well organized. (NASP Standard 8.2)	1	2	3	4
33.	Intern contributes to staffing conferences and IEP meetings. (NASP Standard 3, 8.2)	1	2	3	4
34.	Intern demonstrates confidentiality and ethical behavior in counseling. (NASP Standard 8.2)	1	2	3	4 NA
<b>Professional Characteristics</b>					
<i>4 = Exemplary; 3 = Average; 2 = Needs Improvement; 1 = Unacceptable</i>					
a.	Interactions with staff in terms of pleasantness, cooperation, courtesy.	1	2	3	4
b.	Working relationship with administrators and other professionals.	1	2	3	4
c.	Communication with parents.	1	2	3	4
d.	Rapport and respect with students.	1	2	3	4
e.	Professional dress.	1	2	3	4
f.	Responds appropriately to feedback	1	2	3	4
g.	Organization, reliability, punctuality, responsibility.	1	2	3	4

What would you consider to be the intern's major strengths?

In what areas could the intern show improvement?

In what area(s) has progress been most marked during internship?

Other comments relevant to evaluation of this student's practicum experience.

\_\_\_\_\_  
(Supervisor) (Date)

\_\_\_\_\_  
(Intern) (Date)

**SCHOOL PSYCHOLOGY INTERN EVALUATION (Teacher/Administrator)**  
**CALIFORNIA STATE UNIVERSITY, FRESNO**

Intern: \_\_\_\_\_ Date: \_\_\_\_\_

Name / Position of Evaluator: \_\_\_\_\_

School: \_\_\_\_\_

*Directions: The ratings of the intern should be based on observations and/or reports from staff, parents, and students. Please use the rating guide below*

5	Excellent	2	Needs Improvement
4	Good	1	Unacceptable
3	Average	NA	Not applicable/not observed

1. \_\_\_\_\_ Respects student rights and confidentiality.
2. \_\_\_\_\_ Has a pleasant cooperative working relationship with other professionals.
3. \_\_\_\_\_ Dresses appropriately.
4. \_\_\_\_\_ Displays rapport and respect with students.
5. \_\_\_\_\_ Demonstrates ability to put parents at ease, using terms that are appropriate and not threatening or unclear.
6. \_\_\_\_\_ Accepts feedback and suggestions for change.
7. \_\_\_\_\_ Respects teacher and class schedules; arranges meetings and observations in advance and at teacher convenience.
8. \_\_\_\_\_ Keeps appointments, is punctual and reliable.
9. \_\_\_\_\_ Materials and written work are delivered when promised.
10. \_\_\_\_\_ During staffing and parent meetings the intern presents information in a clear, well organized, and thoughtful manner.
11. \_\_\_\_\_ Demonstrates adequate preparation for assessment procedures.
12. \_\_\_\_\_ Is knowledgeable of intervention techniques.
13. \_\_\_\_\_ Makes recommendations that are clear, appropriate, and manageable.

**Other Comments:**

**SCHOOL PSYCHOLOGY INTERN EVALUATION (Parent)**  
***CALIFORNIA STATE UNIVERSITY, FRESNO***

Intern Name: \_\_\_\_\_ Year: \_\_\_\_\_

Parent Name: \_\_\_\_\_ School: \_\_\_\_\_

*Based on your interactions, please evaluate the School Psychology Intern according to this scale:*

5	Excellent	2	Needs Improvement
4	Good	1	Unacceptable
3	Average	NA	Not applicable/not observed

1. \_\_\_\_\_ Contact with you was courteous and convenient (phone, written, or personal).
2. \_\_\_\_\_ The intern communicated information to you clearly and answered questions.
3. \_\_\_\_\_ The intern demonstrated flexibility and sensitivity to your needs and those of your child.
4. \_\_\_\_\_ The intern prepared you for interviews, assessment procedures, and meetings by explaining why this was necessary and what would happen.
5. \_\_\_\_\_ The intern appeared competent and knowledgeable of assessment procedures in interviews, assessment, and written and oral reports.
6. \_\_\_\_\_ The recommendations made were clear, appropriate, and manageable.
7. \_\_\_\_\_ The intern was reliable and punctual regarding appointments and any material promised.
8. \_\_\_\_\_ The intern appeared to have a cooperative and professional relationship with teachers and other school personnel.
9. \_\_\_\_\_ The intern obtained information regarding resources that would assist you in helping your child succeed in school.
10. \_\_\_\_\_ The intern assisted you in setting up a behavior management plan, homework schedule, or other intervention at home.

**Other Comments:**

## SCHOOL PSYCHOLOGY STUDENT EVALUATION – Year 1

Students should be prepared in terms of these characteristics prior to internship ( from NASP/ CASP Standards).

Student \_\_\_\_\_ Rater = \_\_\_\_\_ Date/Semester \_\_\_\_\_

*Please rate the student according to the following scale:*

5=excellent, 4=good, 3=average, 2=needs improvement, 1= unacceptable, NA= not applicable

Characteristic	Rating	Anecdotal or Data-Based Evidence
ADAPTABILITY (e.g., to changes in schedule or placement)		
COMMUNICATION SKILLS (Written and oral, presentations, diplomatic in stating problems & presenting information, sensitive to cultural and linguistic diversity)		
CONSCIENTIOUSNESS (Neatness, accuracy, work is completed on time, organized)		
COOPERATION (With peers, faculty, staff, field supervisors, teachers, parents, students)		
ETHICAL CONDUCT (In class & practicum/internship, respects confidentiality)		
INDEPENDENCE (Initiative, problem solving)		
KNOWLEDGE OF THE FIELD (School psychology, special education, assessment, consultation, intervention)		
MATURITY (Life experience, empathy, decision making)		
MOTIVATION (Curiosity, interest in the field, desire to learn and to work, takes advantage of professional development opportunities)		
PERSONAL STABILITY (Receptive to feedback, emotional well-being)		
PROFESSIONAL CONDUCT (Appropriate dress and behavior, pleasant, cooperative, courteous)		
PROFESSIONAL JUDGMENT (Use of knowledge, class and practicum attendance)		
PROFESSIONAL SKILLS (Application of knowledge in evaluation, prevention, intervention, report writing)		
RESPONSIBILITY (Punctual, keeps up with coursework, makes appointments, notification of change in plans)		

*General Comments*