

FIELDWORK AND INTERNSHIP HANDBOOK FOR SCHOOL PSYCHOLOGY TRAINING PROGRAM

California State University, Sacramento

STUDENT HANDBOOK

This handbook describes the differences between a *fieldwork* placement and an *internship* placement; it also describes the necessary steps to follow when you file for fieldwork and internship positions. This handbook is designed to provide an overall description of what students are required to do during field placements. Although fieldwork and internship placements are similar, in that they are both experiences in schools or school related agencies, you should be aware that they are quite different. In addition, attached to this document is the California Association of School Psychologists (CASP) Position Statement Regarding Internship Placements.

Fieldwork vs. Internship:

You typically enroll in *fieldwork* (EDS 439) during your third and fourth semesters. Fieldwork experiences are designed for students who have not completed their sequence of instruction, so you will not initially be expected to be competent in assessment. Field placements let you gain experiences you have not had in a school setting; you can enroll in fieldwork more than twice so that you can work with children individually and in groups in a variety of settings and contexts. Several courses will take advantage of your fieldwork placement including *Functional Assessment* (EDS 240), and the assessment practicum (EDS 243). In addition, while enrolled in *fieldwork* you must attend a seminar that provides you with opportunities to discuss with your peers and University supervisor your fieldwork experiences. Our program plan requires you to complete a minimum of *four units* of fieldwork (two units per semester). While you may enroll in fieldwork more than twice, only four units of fieldwork experience may be counted toward your credential. A fieldwork activity log (See Appendix A) will be used to document field placement hours and types of experiences. A total of **200 hours** is required. Some of the placements pay a stipend; however, this is not a requirement. (Note: when combined with practica experiences a total of 450 hours is required before beginning the internship).

You enroll in *internship* (EDS 441) during the last two semesters of the program, after all coursework is completed (with the possible exception of project, thesis or comprehensive examination). You will have completed four practica, one in counseling and three in assessment, and at least two semesters of fieldwork prior to functioning as an intern school psychologist in a school district. Interns are expected to abide by the personnel policies of the district or agency. You are required to enroll in *30 units* of internship (15 units per semester).

An Intern Activities Log (Appendix B) is used to document internship hours and experiences. The Internship requires a minimum of 1200 hours of supervised experience. Typically, these hours are obtained during one academic year; however, it is possible to complete them across two years. Placements are mutually agreed upon by the university, the student, and the participating school district, county office, and/or agency. Internship agreements with partner school districts, county offices of education, and other agencies outline the respective responsibilities of interns, school districts, and the university. Your internship must include eight hundred (800) clock hours in a preschool-grade 12 school setting providing direct and indirect services to pupils. Up to four hundred (400) hours of field experience may be acquired in other settings. Other acceptable field experiences may be acquired in (a) private, state-approved educational programs; (b) other appropriate mental health related program settings involved in the education of pupils; or (c) relevant educational research or evaluation activities. Appendix C provides a sample of the letter of support required before an institution can offer an internship. Appendix D offers the expectations form used clarify school psychologist intern, University, and participating institution (the district, county office, or agency) program responsibilities.

Intern seminars are typically held bi-weekly with university supervisors. These seminars provide the opportunity for guided discussions in which students can process their experiences and develop skills of collegial consultation. Interns and their school district supervisors complete the *Intern Evaluation Form* each semester (See Appendix E). This document serves to alert students and their University supervisors to areas of strength and weakness and to any areas in which students are lacking experience. The evaluation is important in adjusting an internship experience to insure that students attain desired competencies and explore a variety of different responsibilities.

A field-based professional holding a current and valid Pupil Personnel Services Credential authorizing service as a school psychologist typically provides intern supervision. Your primary supervisor must have at least the equivalent of two (2) years of full-time experience as a school psychologist. A field experience placement site is approved by the candidate's credential-granting institution and provides experiences that are consistent with the credential granting institution's training objectives. In those few instances when an appropriate field experience site is located outside of California, the field experience site supervisor must be a Nationally Certified School Psychologist, or a graduate of a program approved by the National Association of School Psychologists.

Field experiences (both *Fieldwork* and *Internship*) are an integral part of our training program and are designed to complement and extend "classroom based" learning experiences. It is through field experiences and the processing of those experiences that you will integrate theory and practice and develop the skill of reflection. Activities such as response papers, self-reflections, focused projects, discussions and individual debriefing will help you to learn more deeply from your field experiences.

Your *fieldwork* and *internship* positions should be varied to give you breadth of

experience. It is your responsibility to make sure that you do assessments, consultations, and counseling and work in a variety of field settings. The four basic field settings include (a) preschool, (b) elementary, (c) middle school or junior high, and (d) high school. It is expected at the conclusion of your fieldwork and internship experiences you will have had experiences in three (3) of these four (4) settings. A minimum of 150 hours is required for the second and third field settings when combining all fieldwork and internship experiences. At least 10% of the students with whom you work must be from a socio-cultural group different from your own; our program is committed to cross cultural experiences to give you competence in working with the diverse cultural groups that people California.

What To Do To File For Either Fieldwork or Internship Placements:

1. Obtain a cleared *TB Test* from the health center (or other medical facility). If you are using results from a previous test, they must be **within the last year**. You must submit the form to the department office.
2. File a *Petition to Enroll in Fieldwork* or *Petition to Enroll in Internship*. Do this the semester prior to field placement in the department office.
3. Obtain a *Certificate of Clearance/Credential Application* from the Education Student Service Center in the Education Building, Room 216. This ensures that there are no legal barriers to prevent you from working with children. You must fill out the application and go to the Department of Justice or Sheriff's Office to be fingerprinted. Your application and your fingerprints will be investigated by the Department of Justice. A fee is charged for this process. **Due to processing time, you must complete application and fingerprinting the semester before a field placement.**
4. Obtain *Professional Liability Coverage*. This gives you professional coverage in order to work in the field (either fieldwork or internship). This must be renewed throughout the program. Applications or information are available in the Center for Counseling and Diagnostics, Education Building, Room 420. **Due to processing time, submit applications the semester before field placement.**
5. During CASPER, you must enroll in the appropriate course. If you register for fieldwork, enroll in *EDS 439* for two units in the first semester and two units in the second semester. If you register for internship, enroll in *EDS 441* for 15 units in the first semester and 15 units in the second semester.

You are responsible for keeping track of all your fieldwork and internship placement hours. See Appendices A and B for the appropriate documentation forms. Additional copies of these forms are available from your university supervisor. You submit these forms to your University field placement supervisor regularly during the semester.

It is a good idea for you to keep your own photocopies of documented hours; have your supervisor sign the original and the photocopy.

Forms To File During Field Placement

1. Complete the *Activities Log* form (Appendices A or B). This documents hours by the week. Within this form, you are to indicate a weekly summary of activities performed, as well as comments or evaluations of the activities performed. It is to be signed by the supervising school psychologist who works with you.
2. At the end of each semester, you should have your field supervisor(s) fill out an *Intern Evaluation Form* (Appendix E) or a *Fieldwork Evaluation Form* (Appendix F). These forms allow your supervisor to evaluate your progress in many areas. This form should be filed along with the your documented hours.

Another important responsibility during any field placement is for you to hold regular meetings with your field supervisors to discuss relevant cases and issues. Field supervisors should meet with interns at an average of two hours per week minimum. You may need more supervision in the beginning. By the end of your internship you should be ready to function with minimal supervision.

Choose your field placement carefully and thoughtfully. This is an important decision because each district placement will provide a different set of experiences. Find out as much as you can about each placement before you make a commitment. Faculty members will notify you of available placements each year.

CASP POSITION STATEMENT REGARDING INTERNSHIP PLACEMENTS

The CASP Board acknowledges the critical importance of the internship as the culminating fieldwork experience of school psychology trainees. The internship provides a unique opportunity for school psychology candidates to demonstrate field-based competence in the learning goals of their respective training programs. As such, it is important that internship placements provide experiences that allow candidates to engage in a variety of activities utilizing the skills and knowledge they have developed in their training programs. Such skills and knowledge cover a wide range of competencies as outlined in the program standards from both the California Commission on Teacher Credentialing (CCTC) and the National Association of School Psychologists (NASP). Standards from CCTC and NASP require candidates to engage in a variety of activities related to the multiple areas of competency they are developing. In addition, the CASP Internship Manual stresses the importance of a broad range of experiences (California Association of School Psychologists Internship Task Force) during the internship. These statements include the following.

- ❑ *School psychology candidates have the opportunity to demonstrate, under conditions of appropriate supervision, their ability to apply their knowledge, to develop specific skills needed for effective school psychological service delivery, and to integrate competencies that address the domains of professional preparation outlined in these standards and the goals and objectives of their training program (NASP, 2000)*
- ❑ *(c) provision for participation in continuing professional development activities; (d) release time for supervision; and (e) a commitment to the internship as a diversified training experience (NASP, 2000)*
- ❑ *During the culminating field experience, candidates have the opportunity to demonstrate the full range of skills acquired during formal training, and to acquire additional knowledge and skills most appropriately gained through supervised professional experience. Under the supervision of a credentialed school psychologist, candidates provide direct and indirect services to pupils, parents, and school staff in all areas of training (CCTC, 2001).*
- ❑ Competencies identified by CCTC that must be included in training school psychologists are broad and include areas relevant to all PPS programs (e.g. *knowledge of family-school collaboration, socio-cultural competence, comprehensive prevention and early intervention for achievement, consultation, human relations*) and areas of training specific to school psychology. Professional skills and training identified by CCTC which should be demonstrated during an internship (as noted above) include: *collaborative consultation; wellness promotion, crisis intervention and counseling; individual evaluation and assessment; program planning and evaluation; and research, measurement and technology (CCTC, 2001)*

- ❑ *Seek a broad range of experiences for the intern, even if it is not within the typical assignment of school psychologists in the district (CASP, 2001).*
- ❑ *...develop a viable internship plan that addresses the CTC school psychology training standards (CASP, 2001).*
- ❑ CCTC Standards also note the importance of experience in more than one setting. Specifically candidates are to have a minimum of 200 hours field experience (including practica and internship) in two of the following settings: preschool, elementary, middle school, high school.

To encourage internships that allow candidates to provide the range of services for which they are capable, the Board strongly encourages districts to work with university trainers in developing comprehensive internship experiences. The CASP Board recognizes that individual assessment (including traditional psycho-educational evaluation, progress monitoring, and participation in school-wide testing) is perceived as a critical role for school psychologists and may likely constitute a significant portion of an internship. At the same time, the Board supports internship placements that adhere to the above guidelines by providing candidates with the opportunity to engage in an appropriate blend of direct and indirect services such as collaboration, consultation, intervention planning, crisis intervention, counseling, and program evaluation. These activities should involve, when appropriate, general and special education students. The Board also recognizes that during an internship the psycho-educational evaluation process may be more time consuming than for experienced school psychologists. This fact should be considered when determining intern workload assignments. To encourage internships that allow candidates to provide the range of services for which they are capable, the Board strongly encourages districts to work with university trainers in developing comprehensive internship experiences. According to CCTC Standards, for each intern, a written plan *is prepared and agreed upon by the local educational agency* (CCTC, 2001). This plan can serve as a useful vehicle for clearly delineating the training goals for individual students. Finally, the CASP Board suggests that trainers and districts refer to the CASP Internship Manual for further guidelines in designing successful internship experiences.

References:

California Association of School Psychologists Internship Task Force (2001). *School Psychology Internship Manual; 2nd Edition*. CASP.

California Commission on Teacher Credentialing (2001). *Standards of Quality and Effectiveness for Pupil Personnel Services Credentials*. Available at www.ctc.ca.gov

National Association of School Psychologists (2000). *Standards for Training and Field Placement Programs in School Psychology*. Available at www.nasponline.org

Appendix A



CALIFORNIA STATE UNIVERSITY, SACRAMENTO

School Psychology Training Program Fieldwork Activities Log

Fieldworker: _____
District: _____

Field Supervisor: _____
University Supervisor: _____

Fieldwork Hours

In the table below please list the number of hours you spent in your fieldwork assignment during a given day.

Month	Monday	Tuesday	Wednesday	Thursday	Friday
Week of _____ to _____					
Week of _____ to _____					
Week of _____ to _____					
Week of _____ to _____					
Week of _____ to _____					
Total Hours This Month =					

School Settings Experienced This Month

Check all that apply.

_____ Preschool
_____ Elementary School
_____ Middle School/Junior High

_____ High School
_____ Private School
_____ Special Center

Activities Experienced This Month

Check all that apply.

Assessment Experiences

_____ Learning Disabled
_____ Emotional Disturbed
_____ Severely Handicapped
_____ Alternative
_____ Section 504
_____ Bilingual/LEP
_____ Preschool/Infant
_____ Manifestation Determination
_____ Autism
_____ Low Incidence
_____ Behavioral
_____ Other (list) _____

Counseling Experiences

_____ Individual
_____ Group
_____ Other (list) _____

Participant

_____ Staff Meetings (school/department)
_____ Other (list) _____

Consultation Experiences

_____ Behavioral
_____ Learning Skills
_____ Social Skills
_____ Parent
_____ Teacher
_____ Administrator
_____ SST member/observer
_____ IEP member/observer
_____ Other (list) _____

Observation Experiences

_____ Resource Specialist Program
_____ Special Day Class
_____ Low Incidence Programs
_____ General Education
_____ Autism Programs
_____ Infant/Preschool Programs
_____ Colleague/Supervisor
_____ Student
_____ Special Ed Placement Discussions
_____ Other (list) _____

Other notable activities not listed above: _____

Specifically indicate work with ethnically diverse populations: _____

Specifically indicate experiences within which knowledge of special education laws and regulations were incorporated into plans for meeting student needs: _____

Signatures below indicate that this activity log is accurate.

School Psychology Fieldworker

Field Supervisor

Appendix B



CALIFORNIA STATE UNIVERSITY, SACRAMENTO

School Psychology Training Program Intern Activities Log

Intern: _____
District: _____

Field Supervisor: _____
University Supervisor: _____

Internship Hours

In the table below please list the number of hours you spent in your Internship assignment during a given day.

Month	Monday	Tuesday	Wednesday	Thursday	Friday
Week of _____ to _____					
Week of _____ to _____					
Week of _____ to _____					
Week of _____ to _____					
Week of _____ to _____					
Total Hours This Month = _____					

School Settings Experienced This Month

Check all that apply.

_____ Preschool
_____ Elementary School
_____ Middle School/Junior High

_____ High School
_____ Private School
_____ Special Center

Activities Experienced This Month

Check all that apply.

Assessment Experiences

_____ Learning Disabled
_____ Emotional Disturbed
_____ Severely Handicapped
_____ Alternative
_____ Section 504
_____ Bilingual/LEP
_____ Preschool/Infant
_____ Manifestation Determination
_____ Autism
_____ Low Incidence
_____ Behavioral
_____ Other (list) _____

Counseling Experiences

_____ Individual
_____ Group
_____ Other (list) _____

Participant

_____ Staff Meetings (school/department)
_____ Other (list) _____

Consultation Experiences

_____ Behavioral
_____ Learning Skills
_____ Social Skills
_____ Parent
_____ Teacher
_____ Administrator
_____ SST member/observer
_____ IEP member/observer
_____ Other (list) _____

Observation Experiences

_____ Resource Specialist Program
_____ Special Day Class
_____ Low Incidence Programs
_____ General Education
_____ Autism Programs
_____ Infant/Preschool Programs
_____ Colleague/Supervisor
_____ Student
_____ Special Ed Placement Discussions
_____ Other (list) _____

Other notable activities not listed above: _____

Specifically indicate work with ethnically diverse populations: _____

Specifically indicate experiences within which knowledge of special education laws and regulations were incorporated into plans for meeting student needs: _____

Signatures below indicate that this activity log is accurate and that the mandated supervision requirement of, on average, 2 hours per week has been met.

School Psychology Fieldworker

Field Supervisor

Appendix C

Sample Letter of Support

[DISTRICT LETTERHEAD]

Dr. Bruce Ostertag, Chair
Department of Special Education,
Rehabilitation and School Psychology
School of Education
California State University, Sacramento
6000 J Street
Sacramento, CA 95819-6079

Dear Dr. Ostertag,

The **(your district/county/agency)** is looking forward to working with your department as an active and enthusiastic partner in the development and implementation of school psychology internship placements. We are anxious to support the department's objectives in the training of future school psychologists.

As per your request, we are appointing _____ as our liaison to the Internship Program Council (IPC). **S/he** will be responsible for reviewing the internship criteria and confirming that School Psychology Internship applicants meet these criteria and competencies. Additionally, _____ will represent the **(your district/county/agency) bargaining unit (or other appropriate group)** under these considerations. **His/Her** participation will verify that the Internship we are offering will supplement (and not supplant) our existing psychological services resources.

We shall eagerly participate with the School Psychology Internship program in our area. We look forward to continued partnership in the development of the program and we support the activities and responsibilities of the Internship Programs Council.

Sincerely,

(Name, Title of Administrator)

(Name, Title of IPC Liaison)

(Name, Title of Bargaining Unit Rep.)

Appendix D

CALIFORNIA STATE UNIVERSITY, SACRAMENTO
School of Education
Department of Special Education, Rehabilitation and School Psychology
6000 J Street
Sacramento, CA, 95819-6079

School Psychology Faculty
Catherine Christo, Ph.D., Professor
Leslie Cooley, Ph.D., Associate Professor
Stephen E. Brock, Ph.D., Assistant Professor

School Psychology Internship Expectations

_____ has been offered a school psychology internship in the following school district/agency: _____. This internship will last _____ days. It will begin on _____ and end on _____. The length of each workday will be _____ hours.

This document outlines the expectations for interns, school districts/county offices of education/agencies, and CSUS in the Internship partnership. This information is intended to serve as a general guideline. Circumstances unique to specific interns and districts should be addressed by agreement between the district, the intern, and CSUS.

I. The following comprise the services to be provided by school psychology interns to participating institutions. These services include, but are not limited to:

1. Evaluations performed by the intern(s) for the purposes of:
 - A. Special education placement.
 - B. Special education re-evaluation.
 - C. Guidance and consultation.
 - D. Developing special intervention plans such as those related to 504 accommodations and functional behavioral assessments.
2. Observation of students for the purpose of:
 - A. Providing consultation services to teachers, parents, and other support staff.
 - B. Providing direct therapeutic interventions to students identified as "at risk."
3. Participation in school-based Student Success Teams in order to:
 - A. Provide pre-referral services prior to formal special education assessment.
 - B. Obtain opportunities for consultation at individual school sites.
 - C. Provide linkages to outside services for parents, students and teachers.
4. Participation in Individualized Education Program (IEP) team meetings to:
 - A. Observe/participate in the placement of students through the IEP process.
 - B. Observe/participate in the development of intervention plans.
5. Consultation with staff and parents regarding behavioral, learning, and social issues.
6. Provide counseling services, both individual and group.

II The following comprise the services to CSUS school psychology interns to be provided by the participating institutions. These services include, but are not limited to:

1. Individual supervision by a credentialed school psychologist employed by the participating school district.
 - A. The field supervisor shall have a minimum of two years experience with the local agency.
 - B. Field supervisors will be responsible for no more than 2 interns
 - C. Intern(s) will be provided with supervision on a scheduled basis - supervision will be provided at the level of, on average, two hours per week.
 - D. The supervisor will assist the intern in becoming acculturated to the institution.
 - E. The supervisor will monitor the intern's workload for appropriateness.
 - F. Interns will have access to agency personnel for crisis intervention.
2. A record of hours completed and the nature of services provided (forms to be provided by the CSUS Intern or University supervisor) which shall include:
 - A. Verification in writing that interns have completed internship requirements.
 - B. A written review on the quality of services rendered and a critique of overall performance.
3. Appropriate administrative support, reflecting a commitment to the internship as a training experience, which includes:
 - A. A written contractual agreement specifying the period of appointment and terms of compensation (this contract shall be used to determine the number of credit hours the student receives for the internship).
 - B. A schedule of appointment consistent with that of agency school psychologists.
 - C. Provision for participation in continuing professional development activities.
 - D. Expense reimbursement consistent with policies for agency psychologists.
 - E. Appropriate work environment.
 - F. Release time for internship supervisors.

III. The following comprise the services provided by the CSUS Department of Special Education, Rehabilitation and School Psychology to school psychology interns. These include, but are not limited to:

1. Ongoing instruction aimed at upgrading intern skill level relative to agency needs.
2. Consultation with the agency, supervising psychologist regarding intern services and performance, including at least two site visits (one per semester), and phone contacts as needed.
3. Obtaining feedback from agencies to upgrade the overall level of services mutually rendered.
4. Supervision of interns, in consultation with the supervising field psychologist.
5. Monitoring of intern activity logs to assure that interns are engaging in a broad array of activities, as outlined in the EDS 441 syllabus.

6. University supervisors will be responsible for no more than 12 interns at one time.

We have read the above and agree to the expectations as outlined.

CSUS School Psychology Intern

CSUS Internship Coordinator

Agency Supervisor

Appendix E



CALIFORNIA STATE UNIVERSITY, SACRAMENTO

COLLEGE OF EDUCATION
DEPARTMENT OF SPECIAL EDUCATION, REHABILITATION
AND SCHOOL PSYCHOLOGY

School Psychology Training Program Intern Evaluation Form

Intern Name: _____

Date: _____

Supervisors: Please use the following form to evaluate the progress of your intern. At a minimum it should be completed in November and May of each school year. The intern is not expected to be rated at the highest level in any area, but we do expect ratings of 4 or 5 in most areas by the end of the internship experience. If you have not observed the intern in a given activity, rate it as N/A.

School Psychology Intern Rating Scale

Please rate the Intern using the following 7-point scale

NA	Not applicable or not observed.
1	Performs inadequately for an intern. Requires frequent and close supervision and monitoring of all tasks (basic and advanced) in this area.
2	Requires supervision and monitoring when engaged in routine tasks and requires significant supervision and close monitoring in carrying out advanced tasks in this area.
3	Requires some supervision and monitoring when engaged in routine. Requires guidance, training education, and ongoing supervision for developing advanced skills in this area.
4	Displays mastery of routine tasks, and requires periodic supervision for refinement of advanced skills in this area.
5	Displays mastery of routine tasks, but could benefit from some supervision on advanced and/or routine tasks in this area
6	Performance at the independent practice level and is capable of teaching others. Performs without the general need of supervision, but seeks consultation assistance when needed in this area.

A. Personal Characteristics

1	Presents a professional appearance	N/A	1	2	3	4	5	6
2	Demonstrates dependability	N/A	1	2	3	4	5	6
3	Professional in difficult situations	N/A	1	2	3	4	5	6
4	Demonstrates good judgment and common sense	N/A	1	2	3	4	5	6
5	Works well with staff and parents	N/A	1	2	3	4	5	6
6	Works well with children	N/A	1	2	3	4	5	6
7	Accepts constructive criticism	N/A	1	2	3	4	5	6
8	Makes use of constructive criticism	N/A	1	2	3	4	5	6
9	Tolerant of others' values and view points	N/A	1	2	3	4	5	6
10	Demonstrates initiative and resourcefulness	N/A	1	2	3	4	5	6
11	Engages in continued self-evaluation	N/A	1	2	3	4	5	6
12	Interacts well with culturally different persons	N/A	1	2	3	4	5	6
13	Presents/exchanges information with diverse audiences	N/A	1	2	3	4	5	6
14	Actions reduce alienation/foster dignity within schools	N/A	1	2	3	4	5	6
15	Models wellness and personal resilience	N/A	1	2	3	4	5	6
16	Demonstrates leadership	N/A	1	2	3	4	5	6
17	Responds well in crisis situations	N/A	1	2	3	4	5	6

18. Recommendations for the further development of personal characteristics important to interactions with pupils, parents, school staff, and other professionals. _____

Professional Responsibilities

19	Observes scheduled work hours and keeps appointments	N/A	1	2	3	4	5	6
20	Responds to referrals punctually	N/A	1	2	3	4	5	6
21	Completes written reports in a timely fashion	N/A	1	2	3	4	5	6
22	Written reports are thorough and accurate	N/A	1	2	3	4	5	6
23	Demonstrates understanding of human development/learning	N/A	1	2	3	4	5	6
24	Manages time effectively	N/A	1	2	3	4	5	6
25	Maintains contact with supervisors	N/A	1	2	3	4	5	6
26	Obtains consultations support when needed	N/A	1	2	3	4	5	6
27	Recognizes professional development limits	N/A	1	2	3	4	5	6
28	Only accepts responsibilities within current skill level	N/A	1	2	3	4	5	6
29	Provides follow-up actions when required	N/A	1	2	3	4	5	6
30	Is visible and accessible within assigned schools	N/A	1	2	3	4	5	6
31	Considers alternatives/implications in program planning	N/A	1	2	3	4	5	6
32	Locates/uses research data in making planning decisions	N/A	1	2	3	4	5	6
33	Able to interpret research data for staff, pupils, and parents	N/A	1	2	3	4	5	6
34	Able to present information to a diverse audience	N/A	1	2	3	4	5	6
35	Knows local public & private agencies/make good referrals	N/A	1	2	3	4	5	6
36	Initiates relationships with local public & private agencies	N/A	1	2	3	4	5	6
37	Promotes family/school partnerships that promote child devel.	N/A	1	2	3	4	5	6
38	Provides crisis intervention assistance as indicated.	N/A	1	2	3	4	5	6
39	Promotes prevention/wellness programs for pupils	N/A	1	2	3	4	5	6
40	Familiar with a wide range of instructional settings	N/A	1	2	3	4	5	6
41	Understand programs designed for diverse needs/abilities	N/A	1	2	3	4	5	6
42	Uses assessment data to plan/evaluate educational intervention	N/A	1	2	3	4	5	6
43	Designs, conducts, reports program evaluations	N/A	1	2	3	4	5	6

44. Recommendations for the further development of professional responsibilities important to the school psychological services offered to pupils, parents, school staff, and other professionals. _____

Collaboration and Consultation Skills

45	Establishes effective collaborative relationships with staff	N/A	1	2	3	4	5	6
46	Conducts effective parent conferences	N/A	1	2	3	4	5	6
47	Acts as an effective liaison between school and home	N/A	1	2	3	4	5	6
48	Facilitates home – school collaboration	N/A	1	2	3	4	5	6
49	Evaluated consultations strategies used	N/A	1	2	3	4	5	6
50	Understands how cultural issues effect collaboration	N/A	1	2	3	4	5	6

51. Recommendations for the further development of collaboration and consultation skills important to the school psychological services offered to pupils, parents, school staff, and other professionals. _____

Team Management Skills

51	Presents assessment data in a clear manner	N/A	1	2	3	4	5	6
52	Presents assessment data in a concise manner	N/A	1	2	3	4	5	6
53	Presents clinical information to parents in a sensitive way	N/A	1	2	3	4	5	6
54	Keeps team focused on the task at hand	N/A	1	2	3	4	5	6
55	Summarizes key issues in a clear/concise manner	N/A	1	2	3	4	5	6
56	Demonstrates leadership potential	N/A	1	2	3	4	5	6
57	Demonstrates IEP Team process knowledge and skills	N/A	1	2	3	4	5	6
58	Demonstrates SST process knowledge and skills	N/A	1	2	3	4	5	6

59. Recommendations for the further development of team management skills important to the school psychological services offered to pupils, parents, school staff, and other professionals. _____

Counseling Skills

60	Establishes effective rapport with clients	N/A	1	2	3	4	5	6
61	Able to identify core problems or issues	N/A	1	2	3	4	5	6
62	Able to use a variety of techniques appropriately	N/A	1	2	3	4	5	6
63	Able to evaluate the effectiveness of interventions	N/A	1	2	3	4	5	6
64	Keeps appropriate progress notes	N/A	1	2	3	4	5	6
65	Able to write useful case reports	N/A	1	2	3	4	5	6
67	Recognizes limits of training	N/A	1	2	3	4	5	6
68	Maintains confidentiality as appropriate	N/A	1	2	3	4	5	6
69	Recognizes situations where privilege does not apply	N/A	1	2	3	4	5	6
70	Able to provide crisis intervention assistance	N/A	1	2	3	4	5	6
71	Able to assess risk of self-injurious behavior	N/A	1	2	3	4	5	6
72	Understands how culture may influence counseling	N/A	1	2	3	4	5	6
73	Knows when to make referrals to community agencies	N/A	1	2	3	4	5	6
74	Knows how to make community agency referrals	N/A	1	2	3	4	5	6

75. Recommendations for the further development of counseling skills important to the school psychological services offered to pupils, parents, school staff, and other professionals. _____

Legal and Ethical Issues

76	Understands special education laws/procedures	N/A	1	2	3	4	5	6
77	Adheres to the CASP/NASP code of ethics	N/A	1	2	3	4	5	6

78. Recommendations for the further development of understanding of legal issues important to the school psychological services offered to pupils, parents, school staff, and other professionals. _____

79. Recommendations for the further development ethical practice important to the school psychological services offered to pupils, parents, school staff, and other professionals. _____

80. The checklist below will serve to assure that the intern is obtaining experience in a broad array of services. Any experience(s) not provided at the time of the initial evaluation should be provided before the final evaluation. Please check all experiences that apply

Counseling Experiences <input type="checkbox"/> Individual <input type="checkbox"/> Group <input type="checkbox"/> Elementary School <input type="checkbox"/> Middle School <input type="checkbox"/> High School <input type="checkbox"/> Other (please list)	Consultation Experiences <input type="checkbox"/> Behavioral <input type="checkbox"/> Learning Skills <input type="checkbox"/> Social Skills <input type="checkbox"/> Parent <input type="checkbox"/> Teacher <input type="checkbox"/> Other (please list)
Assessment Experiences <input type="checkbox"/> Learning Disabled <input type="checkbox"/> Emotional Disturbed <input type="checkbox"/> Severely Handicapped <input type="checkbox"/> Alternative <input type="checkbox"/> Section 504 <input type="checkbox"/> Bilingual <input type="checkbox"/> Preschool <input type="checkbox"/> Manifestation Determination <input type="checkbox"/> Autism <input type="checkbox"/> Low Incidence <input type="checkbox"/> Other (please list)	Program Observation Experiences <input type="checkbox"/> Resource Specialist Program <input type="checkbox"/> Special Day Class <input type="checkbox"/> Low Incidence Programs <input type="checkbox"/> General Education <input type="checkbox"/> Autism Programs <input type="checkbox"/> Infant/Preschool Programs <input type="checkbox"/> Other (please list)

Comments: _____

Use separate sheet if necessary

Supervisor Signature _____

Student _____

Signature _____

Appendix F



CALIFORNIA STATE UNIVERSITY, SACRAMENTO

COLLEGE OF EDUCATION
DEPARTMENT OF SPECIAL EDUCATION, REHABILITATION
AND SCHOOL PSYCHOLOGY

School Psychology Training Program Fieldwork Evaluation Form

Fieldworker Name: _____

Supervisors: Please use the following form to evaluate the status of your CSUS fieldworker sometime during November and/or April. As they are still in the process of developing basic school psychology competencies, fieldworkers are not expected to be rated at the highest level in any area, but we do expect ratings of 3 or 4 in most areas by the end of their course work. For students in their first fieldwork placement ratings of 2 are typical. If you have not observed the fieldworker in a given activity, rate it as N/A. **In a given semester we do not expect that you will have had the opportunity to observe everything listed on this evaluation form.** However, over the course of their training we hope that at some point supervisors will have had the opportunity to rate fieldworkers in all competencies. **Please rate your School Psychology Fieldworker using the following 6-point rating Scale. Be sure to date the column (month/year) within which your ratings are placed.**

School Psychology Fieldworker Rating Scale

N/A	Not applicable or not observed.
1	Performs inadequately for a graduate student. Requires frequent and close supervision and monitoring of all tasks in this area.
2	Requires supervision and monitoring when engaged in routine tasks and requires significant supervision and close monitoring in carrying out tasks in this area.
3	Requires some supervision and monitoring when engaged in routine. Requires guidance, training education, and ongoing supervision for developing advanced skills in this area.
4	Displays mastery of routine tasks, and requires periodic supervision for refinement of advanced skills in this area.
5	Displays mastery of routine tasks, but could benefit from some supervision on advanced and/or routine tasks in this area
6	Performance at the independent practice level and is capable of teaching others. Performs without the general need of supervision, but seeks consultation assistance when needed in this area.

A.	Personal Characteristics	Rating			
		Date:	Date:	Date:	Date:
1	Presents a professional appearance				
2	Demonstrates dependability				
3	Professional in difficult situations				
4	Demonstrates good judgment and common sense				
5	Works well with staff and parents				
6	Works well with children				
7	Accepts constructive criticism				
8	Makes use of constructive criticism				
9	Tolerant of others' values and view points				
10	Demonstrates initiative and resourcefulness				
11	Engages in continued self-evaluation				
12	Interacts well with culturally different persons				
13	Presents/exchanges information for/with diverse audiences				
14	Actions reduce alienation/foster dignity within schools				
15	Models wellness and personal resilience				
16	Demonstrates leadership				
17	Responds well in crisis situations				

18. Recommendations for the further development of personal characteristics important to interactions with pupils, parents, school staff, and other professionals. (Please date and initial your recommendations.) _____

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B.	Professional Responsibilities	Observation Date and Rating			
		Date:	Date:	Date:	Date:
19	Observes scheduled work hours and keeps appointments				
20	Responds to referrals punctually				
21	Completes written reports in a timely fashion				
22	Written reports are thorough and accurate				
23	Demonstrates understanding of human development/learning				
24	Demonstrates knowledge of behavioral difficulties				
25	Demonstrates knowledge of academic difficulties				
26	Demonstrates knowledge of social-emotional difficulties				
27	Recognizes professional development limits				
28	Only accepts responsibilities within current skill level				
29	Provides follow-up actions when required				
30	Is visible and accessible within assigned schools				
31	Considers alternatives/implications in program planning				
32	Locates/uses research data in making planning decisions				
33	Able to interpret research data for staff, pupils, and parents				
34	Able to present information to diverse audiences				
35	Knows local public & private agencies/make good referrals				
36	Uses the internet to locate services/information for families				
37	Promotes family/school partnerships that promote child devel.				
38	Provides crisis intervention assistance as indicated.				
39	Promotes prevention/wellness programs for pupils				
40	Familiar with a wide range of instructional settings				
41	Understand programs designed for diverse needs/abilities				
42	Uses assessment data to plan/evaluate educational intervention				
43	Designs, conducts, reports program evaluations				

44. Recommendations for the further development of professional responsibilities important to the school psychological services offered to pupils, parents, school staff, and other professionals. (Please date and initial your recommendations.) _____

C.	Collaboration and Consultation Skills	Observation Date and Rating			
		Date:	Date:	Date:	Date:
45	Establishes effective collaborative relationships with staff				
46	Conducts effective parent conferences				
47	Acts as an effective liaison between school and home				
48	Facilitates home – school collaboration				
49	Shows knowledge of different consultation strategies				
50	Understands how cultural issues effect collaboration				

51. Recommendations for the further development of collaboration and consultation skills important to the school psychological services offered to pupils, parents, school staff, and other professionals. (Please date and initial your recommendations.) _____

D.	Team Management Skills	Observation Date and Rating			
		Date:	Date:	Date:	Date:
51	Presents assessment data in a clear manner				
52	Presents assessment data in a concise manner				
53	Presents clinical information to parents in a sensitive way				
54	Keeps team focused on the task at hand				
55	Summarizes key issues in a clear/concise manner				
56	Demonstrates leadership potential				
57	Demonstrates IEP Team process knowledge and skills				
58	Demonstrates SST process knowledge and skills				

59. Recommendations for the further development of team management skills important to the school psychological services offered to pupils, parents, school staff, and other professionals. (Please date and initial your recommendations.) _____

E.	Counseling Skills	Observation Date and Rating			
		Date:	Date:	Date:	Date:
60	Establishes effective rapport with pupils				
61	Able to identify core problems or issues				
62	Able to use a variety of techniques appropriately				
63	Able to evaluate the effectiveness of interventions				
64	Keeps appropriate progress notes				
65	Able to write useful case reports				
67	Recognizes limits of training				
68	Maintains confidentiality as appropriate				
69	Recognizes situations where privilege does not apply				
70	Able to provide crisis intervention				
71	Able to assess risk of self-injurious behavior				
72	Understands how culture may influence counseling				
73	Knows when to make referrals to community agencies				
74	Knows how to make community agency referrals				

75. Recommendations for the further development of counseling skills important to the school psychological services offered to pupils, parents, school staff, and other professionals. (Please date and initial your recommendations.) _____

F.	Legal and Ethical Issues	Observation Date and Rating			
		Date:	Date:	Date:	Date:
76	Understands special education laws/procedures				
77	Adheres to the CASP/NASP code of ethics				

78. Recommendations for the further development of understanding of legal issues important to the school psychological services offered to pupils, parents, school staff, and other professionals. (Please date and initial your recommendations.) _____

79. Recommendations for the further development of ethical practices important to the school psychological services offered to pupils, parents, school staff, and other professionals. (Please date and initial your recommendations.) _____

Other Comments

Date: _____

Date: _____

Date: _____

Date: _____

Use separate sheet if necessary

_____ Date	_____ Supervisor Signature	_____ Student Signature
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_____ Date	_____ Supervisor Signature	_____ Student Signature
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_____ Date	_____ Supervisor Signature	_____ Student Signature
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_____ Date	_____ Supervisor Signature	_____ Student Signature
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