



## WELCOME TO SCHOOL PSYCHOLOGY

### Pupil Personal Services Credential Program

The California School of Education's (CSOE) Educational Psychology programs in School Psychology is designed for students to complete a Masters of Education degree with a PPS School Psychology credential in 13-eight week sessions and/or an Educational Specialist degree with a PPS School Psychology credential in 14-eight week terms. PPS credential programs ensure that candidates develop the knowledge, skills, personal and professional dispositions to help maximize the developmental potential of all students. At Alliant International University, the School Psychology PPS program provides candidates with field-based opportunities and specific experiences as aligned with the School Psychology Performance Expectations (SPPE).

#### SCHOOL PSYCHOLOGY PERFORMANCE EXPECTATIONS

SPPE 1: Data-based Decision Making and Accountability

SPPE 2: Consultation and Collaboration

SPPE 3: Interventions and Instructional Support to Develop Academic Skills

SPPE 4: Behavior Interventions and Mental Health Services to Develop Social and Life Skills

SPPE 5: Direct and Indirect Services - School Wide Practices to Promote Learning

SPPE 6: School-wide Practices to Promote Behavioral and Mental Health

SPPE 7: Family-school Collaboration

SPPE 8: Human Diversity

SPPE 9: Research and Program Evaluation

SPPE 10: Legal, Ethical, and Professional Practice & Disposition

#### DEFINING ROLES

There are two required levels of field-based activities: Practicum/Fieldwork and Internship or Culminating Field Experience

##### Practica/Fieldwork

Practica experiences begin during the 2<sup>nd</sup> term of didactic courses and continuously enrolls for six terms. Practica experiences may include but not limited to observing and assisting with student observations; observing and assisting with interviews; observing and assisting school psychologist with various evaluations and assessments at different levels; participate in IEP's and SST meetings; and observing and participating in group counseling. Practica candidates should be monitored closely and evaluated by their supervisor during the first and second half of the required 450 hours

##### Internship or Culminating Field Experience

Internship experiences begin after the completion of all practica hours, and practica and didactic courses. Internship experiences may include but not limited to assessment of students with various disabilities; complete psycho-educational reports; participate and report in IEP's and SST meetings; conduct FBAs and behavior support plans; conduct DIS counseling services; complete at-risk assessments; and consult and collaborate with parents, teachers and staff. Internship candidates may work independently and must be evaluated by their supervisor during the first and second half of the required 1200 hours.

#### CLINICAL PRACTICE GUIDELINES AND REQUIREMENTS AT EACH LEVEL

##### Practica/Fieldwork:

- A minimum of 450 clock hours of practicum
- A minimum of three hundred (300) clock hours in a preschool to grade 12 school setting providing direct and indirect pupil services.
- Up to 150 hours of experience may be offered through on-campus agencies (for example, child study center, psychology clinic, relevant educational research or evaluation activities), or community agencies (for example, private schools, community mental health centers).
- Practicum is offered for academic credit, or is a part of a course for which a candidate receives credit (Alliant requires completion of six (6) practicum courses)
- Two (2) signed supervisor evaluations (completed at first 225 hours and last 225 hours) - University Requirement
- Evidence of signed hourly logs demonstrating at minimum 450 hours—University Requirement

##### Internship or Culminating Field Experience:

- A minimum of twelve hundred (1,200) clock hours of field experience
- The culminating field experience or internship is typically completed within one (1) academic year but shall be completed within no more than two (2) consecutive academic years.
- The culminating field experience or internship must include a minimum of one thousand (1000) clock hours in a preschool – grade 12 school setting providing direct and indirect services to pupils.
- Up to two hundred (200) hours of field experience may be acquired in other settings such as (a) private, state-approved educational programs; (b) other appropriate mental health-related program settings involved in the education of pupils; (c) relevant educational research or evaluation activities. Supervision and principal responsibility for the field experience in other settings is the responsibility of the off-campus agency.
- A written plan for the culminating field (or intern) experience is prepared and agreed upon by representatives of the local educational agency, the field (or intern) supervisor(s), and program supervisory staff (e.g. university district agreement)
- Two (2) signed supervisor evaluations (completed at first 600 hours and last 600 hours) - University Requirement
- Evidence of signed hourly logs demonstrating at minimum 1200 hours—University Requirement

#### QUALIFICATIONS AND TRAINING OF SITE SUPERVISORS

Qualifications for practicum supervisors must include but are not limited to:

- Minimum of 2 years of experience as professional in the field
- Possession of a PPS School Psychology Credential
- Knowledge of context and content appropriate to the practicum experience